

Community Arts Education Project

Sponsored by California State PTA
and California Alliance for Arts Education



California State
PTA
every child, our voice.

SMARTS

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Introduction



In California schools many troublesome conditions are influencing student achievement — poverty, inadequate social support, shortage of qualified teachers, inadequate facilities and health, cultural and linguistic challenges. The California State PTA and the California Alliance for Arts Education join with many others who share the desire to address the need for statewide educational reform that will improve the achievement for all students and contribute to their future success.

Since the early 1970s when financial constraints forced schools to reduce programs, the arts have taken the brunt and were severely cut or eliminated. The arts are vital to a complete education. Our children need and deserve every tool available to them to enhance their ability to learn and achieve.

Research shows that students achieve at a higher level when they are engaged in the **four “R’s” — Reading, wRiting, aRithmetic, and the aRts**. According to recent research:

- The College Board reports that students of the arts outperform their non-arts peers on the SAT.
- At-risk youth who are actively engaged in arts learning display decreases in delinquent behavior and an increase in overall school performance.
- Students in high-poverty schools with high levels of arts participation outperform “arts-poor” students in other academic subjects.
- Students involved in the arts are motivated to learn more than those not involved in the arts and tend to collaborate more with peers in a broad range of learning activities.

What is the Community Arts Education Project?

The California State PTA and the California Alliance for Arts Education have made a commitment through the Community Arts Education Project to give community members the tools to create a powerful advocacy message for our policy makers. We seek to empower parents, teachers, school staff, administrators, business leaders, and other community members to bring back the arts in California schools. The Project encourages broad and active participation among community stakeholders. It takes the form of a self-study tool and resource guide that is organized around key areas that reflect frequently asked questions about arts education:

- *How do I know what currently exists in my school/district? (page 6)*
- *What information needs to be communicated to policy makers? (page 18)*
- *How can my community help to advocate for change? (page 15)*
- *How can I build a community action plan? (pages 16-17)*
- *What are the benefits of arts education? (page 19)*
- *What does a good arts education program look like? (page 20)*
- *What are content standards for arts education? (page 22)*
- *Where can I get more information? (page 23)*

We encourage parents and community leaders to use the enclosed materials as a guide and catalyst in developing action plans based on the needs of their communities. Information in this handbook has been synthesized from documents supporting arts education published by the California Department of Education and California Arts Council and may be reproduced and shared. It may be adapted, personalized, and tailored to fit a particular school district or site. Please credit original sources if the material is reproduced.

We present you with an opportunity to make a dramatic difference for children in California. Unleash the power of the arts in your community.

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Step by Step



Join parents in schools throughout California by forming a team to create an Arts Education Community Plan for your school or school district.

Help build grass roots support to “Bring Back the Arts.”

The following steps were developed by the Model Arts Program Network and are detailed in the *Model Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process*. To order a copy of the *Toolkit*, contact the California Department of Education, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271, (800) 995-4099.

Step 1: Select a *Community Arts Team*. Invite representatives from your school district, school sites, arts and business community to become active members of the Community Arts Team. See *Contact List* form on page 5.

Step 2: Take an inventory of the current status of arts education programs at the school site or district. It is essential to know what is actually happening at your site or district prior to determining future needs. See *Current Status* form on page 6.

Step 3: Create an *Arts Education Report*, following the suggested format on pages 8-14. The report sets the stage for developing an action plan and serves as a tool for communicating the information to the public and elected officials.

Step 4: Use the Report as an *advocacy tool*. See *Leverage Community Support* on page 15. Report your findings to your schools, business community, School Board, and City Council. Share the results with your Superintendent of Schools, School Board members, Assemblypersons, and Senators. Provide copies to the local media.

Step 5: Develop a long-range action plan and timeline, articulating:

- Goals
- Implementation tasks
- Budget implications
- Persons responsible
- Time frame

See *Action Plan template form* on page 16.

Any findings, opinions, or conclusions contained therein are not necessarily those of the California Arts Council.

Step 1: Select a Community Team

Compile a list of individuals who could become a part of a Community Arts Team. Use the **Contact List** as a starting point for assembling the names of people who will serve on the team. Members of the team should be able and willing to provide leadership, research, time and advice.

Contact List

Suggested Representatives:

Contact Names and Numbers

At the District level: _____

District arts coordinators _____

School Board members _____

Directors of curriculum and instruction _____

At the elementary, middle and high school levels:

Principals _____

Teachers _____

PTA representatives _____

Site Council parents _____

Other arts grant coordinators _____

Student leaders _____

Representatives from:

Community arts organizations _____

County and city arts councils _____

Artists working in schools _____

County Office of Education _____

Foundations and philanthropists _____

Business leaders _____

Elected officials _____

Others:

This contact list and the following templates and sample reports (pp. 5–14; 16–18; 20) were adapted from *Model Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process*. To order a copy of the *Toolkit*, contact the California Department of Education, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271, (800) 995-4099.

Step 2: Determine the Current Status of Arts Education Programs

This form assists the Community Arts Team in taking an inventory of what currently exists at the school and/or district level. The information is best provided by school principals and district staff members and then shared with the Community Arts Team. The information should be gathered for the previous fiscal year. See a sample report on page 7.

Implementation area	Elementary school	Middle school	High school
1. Standards-based curriculum			
2. Instruction and methodology			
3. Student assessment			
4. Professional development			
5. Program administration and personnel Dance teachers			
Music teachers			
Theatre teachers			
Visual arts teachers			
6. Partnerships and collaborations Artists-in-Residence			
7. Funding			
8. Resources and facilities Textbooks			
Supplies			
Instruments			
9. Program evaluation			

Sample Current Status of Arts Education Programs

Implementation area	Elementary school	Middle school	High school
1. Standards-based curriculum	The curriculum is not aligned to state standards.	The curriculum is not aligned to state standards.	The curriculum is not aligned to state standards.
2. Instruction and methodology	Teachers teach songs and arts and crafts.	Some teachers use a variety of instructional methodologies.	Some teachers use a variety of instructional methodologies.
3. Student assessment	Teachers independently grade students in music and the visual arts.	Teachers independently grade students in music and the visual arts.	Teachers grade students; some teachers use portfolios in the visual arts classes.
4. Professional development	Training for classroom teachers is offered by nonprofit organizations and foundations.	No training is provided by the district.	No training is provided by the district.
5. Program administration & personnel Dance teachers	None exist.	The number of dance teachers is insufficient.	The number of dance teachers is insufficient.
Music teachers	Because the district lacks music teachers, music instruction is offered once a week only to students in the fourth and fifth grades.	The number of music teachers should be increased to provide music instruction at one middle school that has no program.	The number of music teachers is insufficient.
Theatre teachers	None exist.	The number of theatre teachers is insufficient.	The number of theatre teachers is insufficient.
Visual arts teachers	None exist.	The number of visual arts teachers should be increased to provide instruction at all middle schools.	The number of visual arts teachers is sufficient.
6. Partnerships and collaborations Artists-in-Residence	The Artists-in-Residence program is provided through city funds.	No Artists-in-Residence programs exist.	No Artists-in-Residence programs exist.
7. Funding	See Sections 4, 5 and 6 of this report.	See Sections 4, 5 and 6 of this report.	See Sections 4, 5 and 6 of this report.
8. Resources and facilities Textbooks	The availability of music textbooks is limited. No textbooks in the visual arts exist.	Replacement textbooks in music and the visual arts are needed. No textbooks in dance or theatre arts exist.	Textbooks are needed for advanced placement courses in music and in the visual arts.
Supplies	No funds have been earmarked for visual arts supplies.	No funds have been earmarked for visual arts supplies.	No funds have been earmarked for visual arts supplies.
Instruments	Most students in fourth and fifth grades must rent their instruments.	An insufficient number of instruments exist for students in the music program.	Most instruments are 40 years to 50 years old. No funds exist to repair or to replace them.
9. Program evaluation	No formal process for evaluating the program exists.	No formal process for evaluating the program exists.	No formal process for evaluating the program exists.

Step 3: Create an Arts Education Report

The *Arts Education Report* articulates the current status of the implementation of any arts program and the elements that remain to be completed. The report sets the stage for developing a long-range plan and provides information to members of the school board, the district superintendent, and city government officials as they plan for the future of arts education in schools. (See sample report forms on pages 9–14)

The report should be divided into eight distinct sections:

Section 1

The **Introduction** describes the benefits of arts education.

Section 2

The **Executive Summary** contains a synopsis of the highlights and the major findings. The summary should be brief and to the point and may include information about the following areas:

- Current status of arts education programs
- Program areas that need improvement
- Need for funds
- Proposal for funding the arts

Section 3

A report of the **Current Status of Arts Education Programs** in the district contains specific information about the availability of the programs in each arts discipline at each school site (sample on page 7).

Section 4

A report of **Current School Funds for Arts Education** describes school or district sources of funding, including:

- District general funds
- Categorical funds from state or federal programs

Section 5

A report of **Current Funds and Services from the Community** describes contributions made by community organizations, state agencies and national organizations to the arts program, including:

- Local arts funders
- Local arts providers
- California Arts Council
- National Endowment for the Arts
- Booster clubs
- PTA
- Other sources

Section 6

A report of **Total Current Funds** describes total current allocation of funds.

Section 7

A discussion of the **Areas in Programming and Funding that Need Improvement** should be as specific as possible.

Section 8

A discussion of a **Proposal for Additional Resources and Funds** may be in the form of a chart.

Sample Arts Education Report

The following sample arts education report provides an example of the kind of report that can be developed from the information collected in this self-study guide. The report should include the eight distinct sections specified on page 8. This report serves only as an example and represents a large urban school district. Each school district's report will be unique and tailored to the needs of the district.

Section 1: Sample Introduction

Since the early 1970s, when financial constraints forced schools to reduce programs, the arts have taken the brunt and were severely cut or eliminated. The arts are vital to a complete education. Our children need and deserve every tool available to them to enhance their ability to learn and achieve.

Research shows that students achieve at a higher level when they are engaged in the four "R's"—Reading, wRiting, aRithmetic, and the aRts. According to recent research:

- The College Board reports that students of the arts outperform their non-arts peers on the SAT. *The College Board, 2000 College-Bound Seniors: A Profile of SAT Program Test Takers* (New York: The College Board, 2001).
- Learning in the arts can lead to improved achievement in other academic subjects. Elliot W. Eisner, "Does Experience in the Arts Boost Academic Achievement?," *Arts Education Policy Review* 100, No. 1 (September/October 1998): 32-38.
- Students in high-poverty schools with high levels of arts participation outperform "arts-poor" students in other academic subjects. Edmund B. Fiske, ed., *Champions of Change: The Impact of Arts on Learning*, (Washington, D.C., The President's Committee on the Arts and Humanities 1999).
- Students involved in the arts are motivated to learn more than those not involved in the arts and tend to collaborate more with peers in a broad range of learning activities. Edmund B. Fiske, ed., *Champions of Change: The Impact of Arts on Learning*, (Washington, D.C., The President's Committee on the Arts and Humanities 1999).

Section 2: Sample Executive Summary

The following findings summarize the significant features of the local arts education program. The findings are based on the work of the Community Arts Team and the data is gathered by using the Community Arts Education self-study tool.

Current status of the arts education programs

The school district provides a highly regarded instrumental music program for students in grades four through twelve. Additionally, the district offers visual arts programs taught by certified teachers in the middle schools and high schools. The district also has two high school theatre programs and one dance teacher who instructs two periods of dance at the high school level. However, the district lacks funds to provide a high-quality, standards-based visual and performing arts program for all students in all four arts disciplines. The district does not have access to enough teachers, supplies, musical instruments, Artists-in-Residence, or field trips for its 100 schools and 31,000 students.

Program areas that need improvement

None of the district's elementary schools employ visual arts teachers. There are no music teachers for pupils in kindergarten through grade three. Music and the visual arts are not taught at every middle school. Music is not offered at every high school. Some high schools and middle schools do not have enough teachers to offer instruction in dance, music, theatre, and the visual arts. No line item exists in the district budget for art supplies and materials. A sequential, standards-based curriculum has not been developed. Professional development is provided for elementary teachers but not for middle school or high school teachers.

Need for funds

District schools need an additional \$2.25 million to hire teachers, to purchase teaching materials and musical instruments, to fund Artists-in-Residence programs, to develop a curriculum, to offer professional development, and to develop resource development capacity. These additional funds would allow elementary schools to share teachers of the visual arts and music; to employ teachers of music, drama, and dance for middle schools and high schools; to expand Artists-in-Residence programs; and to purchase instruments and supplies.

The following list outlines the areas that need funding and the amounts required:

- To provide 30 elementary schools with six art teachers — \$390,000
- To add six elementary music teachers who will serve 30 schools and pupils in kindergarten through third grade — \$390,000
- To provide 30 elementary schools with four dance teachers or theatre teachers — \$260,000
- To add seven middle school teachers: two music teachers, two visual arts teachers, three dance teachers or theatre teachers — \$420,000
- To add four high school teachers: one dance teacher, two music teachers, one visual arts teacher — \$240,000
- To purchase elementary, middle and high school teaching materials — \$170,000
- To develop a standards-based curriculum — \$85,000
- To purchase musical instruments and to repair current instruments — \$90,000
- To add an Artists-in-Residence program to middle and high schools — \$150,000
- To fund a resource development consultant — \$20,000
- To provide teachers at the middle and high school levels with professional development opportunities — \$30,000
- To continue the current kindergarten through twelfth grade arts program — \$1.74 million

Proposal for funding the arts

A total of approximately \$1.74 million currently funds the district's visual and performing arts program, or about \$56 per child. Of this amount, the district provides about \$1.3 million, and the city government and the community provide about \$440,000.

The Community Arts Team recommends increasing the funding level for the program to at least \$129 per child, including a yearly increase of about 5 percent for program expansion and improvement. In the first year, this increase would require additional funds of approximately \$2.25 million, which would bring the funding level for the arts education program to a total of \$3.99 million.

Section 3: Sample Current Status of Arts Education Programs — see page 7

Section 4: Sample Description of the Current School District Funds for Arts Education

Quality arts education must be built on consistent, well-planned, sequential learning experiences. Sporadic experiences have limited value. The school district budget lacks critical funds for dance, music, theatre and the visual arts to provide a consistent learning experience for all students. Some pertinent facts are noted below:

Elementary school, kindergarten through sixth grade:

- Some elementary schools do not offer instruction in dance or theatre.
- No professional development in the visual and performing arts is available for classroom teachers.
- No visual arts specialists are available to provide elementary instruction.
- No funds to purchase materials in the visual arts are available for pupils in kindergarten through sixth grade.
- The district does not fund a classroom music program for pupils in kindergarten through third grade.

Middle school, seventh through eighth grade:

- Only one middle school in the district offers instruction in dance or theatre.
- An instrumental music program is available at only three middle schools.
- No funds have been allocated to purchase visual arts materials.
- Only limited funds exist for Artist-in-Residence programs.

High school, ninth through twelfth grade:

- No dance teachers instruct at the high school level.
- No budget exists for repair or replacement of musical instruments.
- Most visual and performing arts programs are funded through donations.
- Facilities are limited for visual arts classes.

Section 5: Sample Description of Current Funds and Services from the Community

The community provides several arts programs for students in the school district. These programs include short-term and long-term artist residencies and field trips that allow students to attend professional performances and exhibitions. Foundations, corporations and individual donors fund special projects; events at some schools; and the work of private, nonprofit arts education services.

The PTA and other parents' groups support arts education. Parents contribute funds for arts programs at some elementary schools, middle schools and high schools. Last year, contributed funds from parents totaled an estimated \$20,000.

Section 6: Sample Description of Total Current Funds

This chart outlines the current allocation of funds for the district's visual and performing arts education program, kindergarten through twelfth grade.

	Teachers	Teaching Materials	Musical Instruments	Artists-in-Residence programs, arts festivals, and field trips	Oversight and professional development	Funding source totals
Elementary School \$615,000	\$390,000 for total elementary arts teachers. No funds for visual arts teachers, theatre teachers, or dance teachers. \$390,000 for six music teachers for 30 elementary schools (funded by local government funds). (The Instrumental/Vocal Program is provided only for pupils in fourth through sixth grades. No vocal or instrumental music programs exist for pupils in kindergarten through grade three.)	\$0 for total materials and supplies. No funds earmarked specifically for materials and supplies (e.g., arts supplies, sheet music, scripts, CDs).	\$0 for total repair and new instruments. No funds earmarked specifically for repair or replacement of musical instruments.	\$75,000 for total Artists-in-Residence programs, arts festivals, and field trips. \$60,000 for elementary Artists-in-Residence programs, supplies for artists programs, and field trips (funded by donations and grants). \$15,000 for the Youth Arts Festival (funded by the PTA).	\$150,000 for total oversight and professional development — kindergarten through twelfth grades. \$95,000 for one arts administrator and one special projects coordinator. \$55,000 for staff development for K-6 classroom teachers.	
Middle School \$565,000	\$560,000 for total middle school arts teachers. No dance teachers, three music teachers, two theatre teachers, four visual arts teachers for 4,000 students at two middle schools. Programs not offered for all students.	\$0 for total materials and supplies. No funds earmarked specifically for materials and supplies (e.g., art supplies, sheet music, scripts, CDs).	\$2,500 for total repair and new instruments. Funded by the booster club.	\$2,500 for total Artists-in-Residence programs, arts festivals, and field trips. \$2,500 for the Youth Arts Festival (funded by the PTA).		
High School \$567,500	\$560,000 for total high school arts teachers. One dance teacher, three music teachers, two theatre teachers, three visual arts teachers for 5,000 students at one high school. Programs not offered for all students.	\$0 for total materials and supplies. No funds earmarked specifically for materials and supplies (e.g., art supplies, sheet music, scripts, CDs).	\$5,000 for total repair and new instruments. Funded by the booster club.	\$2,500 for total Artists-in-Residence programs, arts festivals, and field trips. \$2,500 for the Youth Arts Festival (funded by the PTA).		
District funds	\$1,120,000	\$0	\$0	\$0	\$150,000	\$1,270,000
Government funds	\$390,000	\$0	\$0	\$0	\$0	\$390,000
Community funds	\$0	\$0	\$7,500 (booster club)	\$80,000 (PTA, donations and grants)	\$0	\$87,500
Total funds	\$1,510,000	\$0	\$7,500	\$80,000	\$150,000	\$1,747,500

Section 7: Sample Description of Areas in Programming and Funding That Need Improvement

The schools in the district require immediate attention for the following improvements:

- Art supplies in the elementary schools, middle schools and high schools
- Visual and performing arts teachers in the elementary schools and middle schools
- Musical instruments and vocal instruction in elementary schools and middle schools
- Drama and dance programs in the middle schools and high schools
- Artists-in-Residence programs in elementary schools and middle schools
- Resource development and ongoing planning capacity to generate sustainable funds so that students receive consistent, sequential arts education opportunities

Section 8: Sample Proposal for Additional Resources and Funds

Additional funds should be allocated to support the district's arts education program as indicated in the following chart

	Teachers	Teaching materials and curriculum	Musical Instruments	Artists-in-Residence programs, arts festivals, and field trips	Oversight and professional development	Funding totals
Elementary School	<p>Proposed additional funds: \$1,040,000 for total elementary arts teachers.</p> <p>\$390,000 to add six visual arts teachers for 30 schools.</p> <p>\$390,000 to add six classroom music teachers for 30 schools.</p> <p>\$260,000 to add two dance teachers and two theatre teachers for 30 schools.</p> <p>Current funds: \$390,000</p>	<p>Proposed additional funds: \$105,000 for total supplies and curriculum.</p> <p>\$80,000 for supplies (e.g., art supplies, sheet music, scripts, CDs).</p> <p>\$25,000 to develop a standards-based curriculum.</p> <p>Current funds: \$0</p>	<p>Proposed additional funds: \$30,000 for total repair and new instruments.</p> <p>\$1,000 per school for 30 schools.</p> <p>Current funds: \$0</p>	<p>Proposed additional funds: \$0.</p> <p>Continue funding at existing level.</p> <p>Current funds: \$75,000</p>	<p>Proposed additional funds: \$20,000 for a K-12 resource development position to support the expanded program.</p> <p>Current funds: \$150,000</p>	<p>Proposed: \$1,195,000</p> <p>Current: \$615,000</p>
Middle School	<p>Proposed additional funds: \$420,000 for total middle school arts teachers</p> <p>Two dance teachers, two music teachers, one theatre teacher, and two visual arts teachers.</p> <p>Current funds: \$560,000</p>	<p>Proposed additional funds: \$65,000 for total supplies and curriculum.</p> <p>\$40,000 for supplies.</p> <p>\$25,000 to develop a standards-based curriculum.</p> <p>Current funds: \$0</p>	<p>Proposed additional funds: \$20,000 for total repair and new instruments.</p> <p>Current funds: \$2,500</p>	<p>Proposed additional funds: \$75,000 for total Artists-in-Residence programs, arts festivals, and field trips.</p> <p>Current funds: \$2,500</p>	<p>Proposed additional funds: \$20,000 for professional development.</p> <p>Current funds: \$0</p>	<p>Proposed: \$600,000</p> <p>Current: \$565,000</p>
High School	<p>Proposed additional funds: \$240,000 for total high school arts teachers</p> <p>One dance teacher, two music teachers, one theatre teacher, and one visual arts teacher.</p> <p>Current funds: \$560,000</p>	<p>Proposed additional funds: \$85,000 for total supplies and curriculum.</p> <p>\$50,000 for supplies.</p> <p>\$35,000 to develop a standards-based curriculum.</p> <p>Current funds: \$0</p>	<p>Proposed additional funds: \$40,000 for total repair and new instruments.</p> <p>Current funds: \$5,000</p>	<p>Proposed additional funds: \$75,000 for total Artists-in-Residence programs, arts festivals, and field trips.</p> <p>Current funds: \$2,500</p>	<p>Proposed additional funds: \$10,000 for professional development.</p> <p>Current funds: \$0</p>	<p>Proposed: \$450,000</p> <p>Current: \$567,500</p>
Additional funds needed	\$1,700,000	\$255,000	\$90,000	\$150,000	\$50,000	\$2,245,000
Current funds	\$1,510,000	\$0	\$7,500	\$80,000	\$150,000	\$1,747,500
Total funds	\$3,210,000	\$255,000	\$97,500	\$230,000	\$200,000	\$3,992,500

Step 4: Leverage Community Support

How Can My Community Help to Advocate for Change?

Creating the Arts Education Report will help bring diverse members of your community together to form a grass roots coalition. This coalition, led by PTA members, will use the Arts Education Report to inform the school, the school district, and local and state elected officials about the need for arts education in YOUR schools and community. The Arts Education Report will form the basis of a strategic plan to “Bring Back the Arts.”

Here are 10 steps you can take to the “Bring Back the Arts.”

1. Start a “SMARTS: Bring Back the Arts” PTA advocacy group at your school. Make it part of your regular PTA meeting.
2. Participate in the *Community Arts Education Project* of the PTA and the California Alliance for Arts Education and create an inventory of the visual and performing arts programs at your schools.
3. Invite parents, teachers, students and community members to participate. Share information about the importance of arts in education. You can get the latest arts in education research by visiting the Arts Education Partnership Web site at <http://aep-arts.org>.
4. Create a SMARTS email list.
 - Send PTA and community members information about the arts in education.
 - Email information for use in school newsletters. You can find information on the California State PTA SMARTS Web site at <http://capta.org/about/smarts.html>.
 - Use the email list to contact elected officials.
 - Sign up with your district PTA and California State PTA SMARTS email contact to receive important arts information. Send the SMARTS email request to the California State PTA at leginfo@capta.org. Indicate this is the SMARTS email list and provide district or unit information.
5. Meet with your local and state elected officials. Tell them about the *Community Arts Education Project* for your school or district. Invite them to be part of your coalition.
6. Meet with your school district superintendent. Tell the superintendent you want the arts included in the budget. (Caution—do your homework: find out what’s currently in the budget and what the district offers. See page 12.)
7. Make presentations to the Board of Education and Board of Supervisors about the value of arts education in school. Be specific about what is needed at your school site. Share the results of your Arts Education Report. Invite the press. Send a news release to the press and follow up with a phone call. Indicate this is a priority issue for the PTA.
8. Join coalitions advocating for the arts. Invite them to join you at School Board and City Council meetings so that the issue of funding the arts can be included in the budget process.
9. Invite elected officials and their families to school performances and Reflections Program events. Bring a performance to the Board of Education or Board of Supervisors meeting. Invite the press.
10. Support the arts in your child’s classroom and at home. For more information, refer to K–12 Internet School Library Media Center (ISLMC) Art Education page, a searchable meta-site for teachers, librarians, parents and students at <http://falcon.jmu.edu/~ramseyil/arteducation.htm> or TeachingArts.org at www.teachingarts.org.

Step 5: Develop an Arts Education Action Plan

Arts Education Action Plan <small>See page 17 for sample</small>					
School/District: _____		Date: _____			
Goals	Implementation task	Preliminary budget implications	Person responsible	Time frame	

Sample Arts Education Action Plan

Phase 1: September 2001 to June 2002

District: Cedar Unified School District

Date: June 2001

	Goals	Implementation task	Preliminary budget implications	Person responsible	Time frame
Standards-based curriculum	Build instruction in the arts* on a standards-based curriculum in all four arts disciplines. <small>*The term arts, as used in this document, refers to dance, music, theatre and the visual arts.</small>	Involve classroom teachers, arts teachers, and The California Arts Project (TCAP) in developing a comprehensive K-12 curriculum for dance, music, theatre and the visual arts that is aligned to the district and state arts content standards. Begin with pre-kindergarten through sixth grade.	District funds \$40,000 State grant funds \$25,000	Curriculum director, district arts coordinator, arts teachers, classroom trainers, and TCAP	Complete pre-kindergarten through sixth grade curriculum by June. Begin developing the seventh through twelfth grade curriculum thereafter.
Instruction and methodology	Improve the quality of instruction in the visual and performing arts.	Contract with The California Arts Project to provide professional development in the arts, literacy and standards-based arts instruction. Continue to work with the district professional development unit for inclusion in special projects and new teacher training.	For TCAP services \$15,000 - \$25,000 No cost for district professional development.	Assistant superintendent, principals, professional development department at the district and county, and TCAP.	Begin working in January with TCAP, then follow with ongoing activities.
Student assessment	Develop models of assessment for use at the elementary school, middle school, and high school levels.	Convene an assessment task force. Write prototype models for selected response, constructed response, and performance assessments for grades five, eight, and eleven. Pilot prototype assessment.	State grant funds \$25,000	Assistant superintendent, principals, district arts coordinators, assessment experts, arts teachers, and classroom teachers.	Form a committee in September and begin monthly meetings to develop prototypes by the following June. Begin the pilot in the following year.
Professional development	Provide visual and performing arts in-service training for K-12 teachers and K-6 classroom teachers in new areas that offer career opportunities.	Provide professional development for visual and performing arts teachers (K-12) and classroom teachers (K-6) in the following areas: <ul style="list-style-type: none"> • New technology <ul style="list-style-type: none"> - computer graphics - video animation • Software programs for music theory • Arts curricula and in-depth subject-matter training • Methods for integrating and correlating the arts to other subjects • Career units • Visiting artist workshops for arts teachers of students in grades seven through twelve Contact local businesses and universities to gain training in the use of new technologies. Research conferences and courses related to these topics.	Based on services \$30,000	Assistant superintendent, principals, and the professional development department at the district and county.	Announce professional development opportunities in September and begin trainings in October.

Sample Arts Education Action Plan – continued

	Goals	Implementation task	Preliminary budget implications	Person responsible	Time frame
Program administration and personnel	Provide adequate administrative and clerical resources for all the arts programs.	Hire a full-time arts program specialist in the visual arts as a counterpart to the existing position in the performing arts. Hire a full-time person to provide the arts program specialist with clerical support.	District funds \$100,000 for a program specialist \$40,000 for a clerical position	Assistant superintendent	Complete hiring by October.
Partnerships and collaborations	Provide greater public awareness of the arts in the schools by participating in partnership activities.	Apply for a Local Arts Education Partnership Grant with the local arts agency.	Local Arts Education Partnership Grant \$40,000 (district match = \$10,000)	Arts program specialists, district arts team, local arts agency, and community partners.	Begin writing the grant application in September. The application is due the following March.
Funding	Make human and financial resources available to support visual and performing arts programs at the elementary school, middle school, and high school levels so that the arts education programs can be more effective.	Continue all district visual and performing arts programs and events with adequate financial support. Assess needs and create an action plan to determine the next steps in improving the program.	District General Funds to continue programs \$2 million \$2,000 to conduct a needs assessment	Superintendent, principals, district coordinators, and arts teachers.	Continue the ongoing programming. Begin the needs assessment in September.
Resources and facilities	Provide adequate material resources for all arts classes.	Develop a long-range plan to increase allocations for arts supplies and equipment repair and replacement: <ul style="list-style-type: none"> • Repair kilns, musical instruments, pianos, and stage equipment. • Replace musical instruments, equipment for arts classes, stage sets, and production equipment. • Purchase equipment carts for traveling music teachers and art teachers, acoustical shells, portable staging and kilns. • Replace consumable supplies. • Purchase dance and movement recordings, books and so forth. 	District funds (details will be provided in forthcoming plan)	District arts team, principals, and teachers.	Develop the plan by February.
Program Evaluation	Evaluate the arts education program on an ongoing basis.	Provide a summary report on the implementation of the arts education program based on the assessment of needs and efforts to improve the program.	District funds \$2,000 to develop a summary report	District program evaluation director, district arts coordinator, and the district arts team.	Complete the evaluation process by June.

The Benefits of Arts Education



Why Are the Arts Important?

The arts teach a common core of knowledge that will help students appreciate and understand human history and cultures, develop higher order thinking skills, express their own creativity, and develop a life-long appreciation of the arts.

The following are questions that policymakers, educators, arts leaders, business leaders, foundation officers, and parents ask about arts education and arts education research.

The following section is excerpted from *Current Research in Arts Education: An Arts in Education Research Compendium*, published by the California Arts Council. For a complete copy of the *Compendium*, including a bibliography of sources, go to www.cac.ca.gov.

Arts Education and Academic Achievement

- 1. Why is arts education important for students in California public schools?*
 - Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts, learning that is valuable in itself.
 - Learning in the arts can lead to improved achievement in other academic subjects.
 - A complete education, which emphasizes deep understanding of multiple subjects and disciplines, includes a comprehensive education in the arts.
 - Creative industries are key to the economy of California and a source of future employment for up to one in five California students.
- 2. What is the relationship between taking arts coursework in high school and SAT scores?*
 - Students of the arts in all categories and disciplines outperformed their non-arts peers on the SAT in 2000.
 - Some suggest that this link is more a matter of correlation than causation.
- 3. Does arts education have an overall effect on achievement in other academic subjects?*
 - Student achievement in non-arts subjects is heightened in schools with high quality arts education programs, especially in mathematics and reading.
- 4. Can arts education help motivate students to learn?*
 - Students involved in the arts have been found to be motivated to learn more than those not involved in the arts, and tend to collaborate more with fellow students in a broad range of learning activities.
- 5. Are "critical thinking skills" developed by participating in the arts?*
 - Arts activities encourage students to seek multiple interpretations to questions, rather than simple right or wrong answers.
- 6. Do the arts have special impacts on economically disadvantaged students?*
 - Students with high levels of arts learning outperform "arts-poor" students in other academic subjects. These differences are most pronounced in students from low-income backgrounds.
 - Disadvantaged students in after-school arts programs achieve more in both school and their personal lives than peers not involved in the arts.
- 7. Are the arts important to early childhood development?*
 - Active use of the arts lays the groundwork for young children's use of verbal language and their ability to read and write.
 - Arts programs in early childhood can lead to increased memory ability, social participation, self-esteem, and early understanding of diverse cultural traditions.
- 8. Do specific art forms have special impacts on academic achievement?*
 - Drama education can lead to increased skills in oral language, reading, writing, mathematics, critical thinking, decision-making, and constructed learning.
 - Dance education can lead to development of visual-spatial skills and improved skills in reading.
 - Sustained involvement in music is highly correlated with success in mathematics.
- 9. Are there other learning outcomes associated with arts education?*
 - Through the arts, students can explore socio-political ideas, develop understanding of other cultures, and develop positive social behaviors such as empathy and attitudes against prejudice and racism.



California Web sites, Publications, and Initiatives

California Alliance for Arts Education • www.artsed411.org

- Advocacy resources for arts education
- Model Arts Project Network
- "Alliance!" newsletter
- ArtsEdMail e-newsletter
- Emerging Young Artists Awards

California Arts Council • www.cac.ca.gov

- California Creativity Forum
- Artists-in-Residence Program
- Arts Partnerships for Education
- Arts in Education Demonstration Project
- Exemplary Arts Education Program
- The Local Arts Education Partnership Program
- Arts in Education Research Compendium.

California Department of Education, Visual and Performing Arts • www.cde.ca.gov/shsd/arts/

- Arts Work Visual and Performing Arts Grant Program
- Local Arts Education Partnership Program
- State-level policies, mandates and legislation
- Visual & Performing Arts Content Standards (adopted January 2001), downloadable at www.cde.ca.gov/shsd/arts/StdAsm.html

The California Arts Project (TCAP) • www.ucop.edu/tcap/

TeachingArts.org • www.teachingarts.org

Designed as an online arts education resource center for California teachers of the arts, TeachingArts.org contains sections on Dance, Music, Theatre, and Visual Arts. The site also has sections on Arts News and Discussion Groups and a link to the California Arts Assessment network www.teachingarts.org/CAAN, a network of educators formed by the California Department of Education to plan for student assessment in the arts at state, district, and school levels.

California State PTA • www.capta.org

PTA's SMARTS: Bring Back the Arts Campaign, a public awareness and advocacy initiative to assist California communities in garnering support for arts in education.

National Arts and Disability Center at UCLA • <http://nadc.ucla.edu>

Resources and services to facilitate the full inclusion of children and adults with disabilities in the visual, performing, media and literary arts communities.

Arts Education Funders' Collaborative (San Francisco) • www.sfinsideout.org

California Assembly of Local Arts Agencies • www.calaa.net

California Art Education Association • www.caea-arteducation.org

California Dance Educators Association • www.cdeadans.org

California Educational Theatre Association • www.cetaweb.org

CMEA: The California Association for Music Education • www.calmusiced.com

National Arts in Education Web sites

Americans for the Arts • www.artsusa.org

ArtsEdge: The John F. Kennedy Center for the Performing Arts • <http://artsedge.kennedycenter.org>

ArtsEdNet (The J. Paul Getty Trust) • www.artsednet.getty.edu

Arts Education Partnership • www.aep-arts.org

This partnership between the Council of Chief State School Officers, National Endowment for the Arts, and the National Assembly of State Arts Agencies, is a membership-based service organization for arts, education, arts education, business and philanthropic institutions with national interests in arts education.

MENC-The National Association for Music Education • www.menc.org

National Art Education Association • www.naea-reston.org

National Assembly of State Arts Agencies • www.nasaa-arts.org

National Endowment for the Arts • www.arts.gov

VH1--Save the Music • www.vh1.com

Young Audiences • www.youngaudiences.org

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