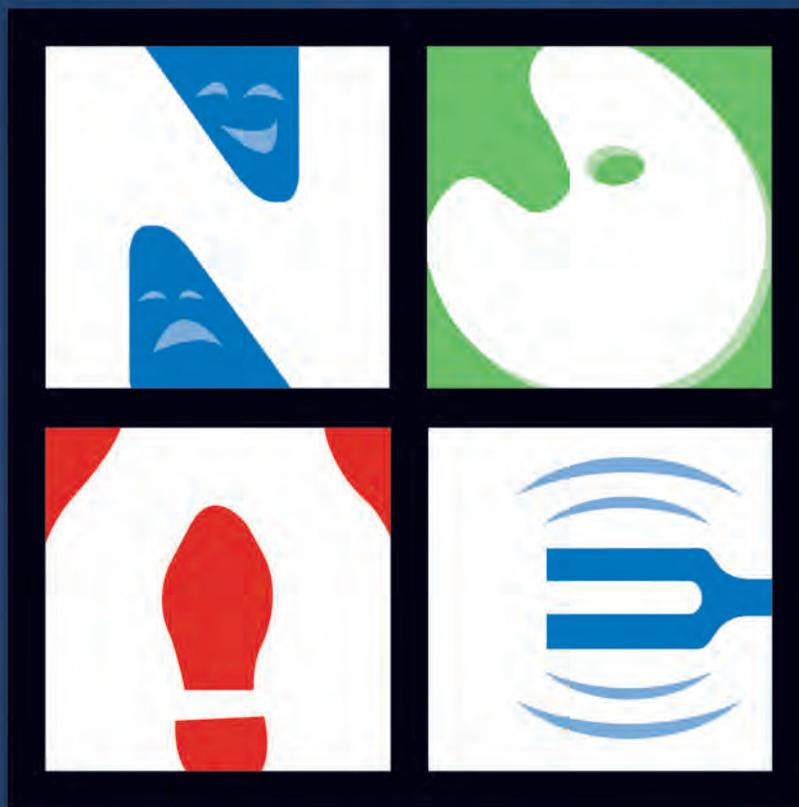


KEEPING THE PROMISE

ARTS EDUCATION FOR EVERY CHILD: THE DISTANCE TRAVELLED - THE JOURNEY REMAINING



FINDINGS, RECOMMENDATIONS AND HIGHLIGHTS FROM THE 2011 NEW JERSEY ARTS EDUCATION CENSUS PROJECT

THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

The New Jersey Arts Education Census Project is a collaborative partnership with the New Jersey State Council on the Arts, the New Jersey Department of Education, the Geraldine R. Dodge Foundation, New Jersey Arts Education Partnership, ArtPride New Jersey Foundation, and Quadrant Arts Education Research.

This project is a follow up to the nationally acclaimed 2007 report, *Within Our Power: The Progress, Plight and Promise of Arts Education for Every Child*. The complete report can be viewed and downloaded at www.artsednj.org.

The New Jersey Arts Education Census Project is made possible in part by funds from the New Jersey State Council on the Arts/Department of State, a Partner Agency of the National Endowment for the Arts. Additional funding has been generously provided by the Geraldine R. Dodge Foundation and Quadrant Arts Education Research.

THE NEW JERSEY ARTS EDUCATION PARTNERSHIP

The New Jersey Arts Education Partnership (NJAEPP) began in 2007 following the release of the report, *Within Our Power: The Progress, Plight and Promise of Arts Education for Every Child*. The report's recommendations became the work plan for the NJAEPP – helping schools, arts organizations, policy makers and citizens to use this information to improve arts education for all children, whether driven by program, policy or priority.

The mission of the New Jersey Arts Education Partnership is to provide a unified voice for a diverse group of constituents who agree on the educational benefits and impact of the arts, specifically the contribution they make to student achievement and a civilized, sustainable society.



www.artsednj.org

May 10, 2012

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KEEPING THE PROMISE

ARTS EDUCATION FOR EVERY CHILD: THE DISTANCE TRAVELLED - THE JOURNEY REMAINING

KEY FINDINGS

OF THE REPORT FROM THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

THINGS TO CELEBRATE

1. Fully 97% of New Jersey students have access to arts education in their schools, with music and visual art nearly universally available.
2. The number of New Jersey students with daily access to arts has increased by 54,000 since 2006.
3. The percentage of New Jersey schools adopting core curricular standards in visual and performing arts has increased from 81% in 2006 to 97% in 2011.
4. Well above 90% of all New Jersey schools use appropriately certified arts specialists as the primary provider for music and visual art instruction.
5. More than 90% of New Jersey public schools interact with more than 972 community arts organizations to enhance visual and performing arts programs.

THINGS TO WATCH

1. The majority of New Jersey public schools fail to offer instruction in all four arts disciplines (Dance, Music, Theater, and Visual Art).
2. In theater instruction, less than half of schools use certified arts specialists. In dance, the percentage is under 40%.
3. Per-pupil arts spending in support of arts instruction has declined by 30% at the elementary level and by 44% at the high school level.
4. More than 25% of schools have had to use outside resources to offset budget cuts in arts education.
5. Student participation in arts courses – as a percentage of total enrollment – has declined significantly, especially at the elementary level.
6. The number of field trips, assemblies, and partnerships between schools and New Jersey cultural organizations has declined.

THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

In the early 2000s, there was considerable discussion about the role of the arts in public education, but very little information about its status in New Jersey. To answer this need, The New Jersey Arts Education Census Project was launched in the 2005/2006 school year.

The purpose of the project was to gather, evaluate and disseminate qualitative and quantitative data regarding arts education in the state. The Census Project was designed to document arts education in every school in the state through

a statewide mandated survey, then combine the survey findings with other information to create a 360 degree view of arts education.

The 2006 Census Project established a baseline, and in 2011 the statewide survey was relaunched to provide comparative data. This report is a summary of the changes in arts education policy and delivery that have occurred in five years. The intent is to provide decision makers and the public with a clear picture of where arts education is headed in the State of New Jersey.

GOALS AND RESULTS OF THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

Goal #1. Update the 2006 Statewide Arts Education Census

RESULT. In 2011, the project partners coordinated the implementation of a survey of all schools in New Jersey to update previous qualitative and quantitative data regarding arts education. An analysis of the survey responses has been compiled in this report and will be widely disseminated across the state.

Goal #2. Connect Census Results with Additional Information

RESULT. Changes in the status of arts education in the state are related to a number of issues. Economic, demographic, census, school report card and municipal data were combined with the survey results to allow for a more in-depth analysis. The results of this analysis are contained in this report.

Goal #3. Identify Model Schools in the Arts

RESULT. After the release in 2007 of the initial Census Project report, a task was undertaken to identify potential "Model Schools in the Arts." To determine the final model schools, census data was analyzed and interviews were conducted with district officials, educators and students. In the process, a number of significant "attributes" of a thriving arts program were identified. These attributes provide areas of focus that can be addressed to improve arts education for all New Jersey students.

Goal #4. Establish a Statewide "Voice" for Arts Education

RESULT. In 2007, a new organization was established to oversee the implementation of the recommendations of the initial Census Project report and to coordinate between all the interested statewide organizations regarding arts education. This led to the creation of The New Jersey Arts Education Partnership. The progress made in arts education documented in this report is in large part due to the efforts of the partnership.

SPECIAL ACKNOWLEDGEMENT

The New Jersey Arts Education Census Project partners wish to extend our deepest gratitude to New Jersey Lieutenant Governor and Secretary of State **Kim Guadagno**

and New Jersey Acting Commissioner of Education **Christopher Cerf** for their leadership with this project and their steadfast support of arts education.

ACKNOWLEDGMENTS

NJAEC Project Director:

Robert B. Morrison, Quadrant Arts Education Research

NJAEC Project Team:

Pat Cirillo, Cypress Research
Priscilla Hopkins-Smith, New Jersey Arts Education Partnership
Robin Middleman, New Jersey State Council on the Arts
Robert B. Morrison, Quadrant Arts Education Research
Dale Schmid, New Jersey State Department of Education
Kristin Wenger, New Jersey Arts Education Partnership

NJAEC Project Steering Committee:

Larry Capo, Young Audiences New Jersey
Pat Cirillo, Cypress Research
Kim Defibaugh, Toms River Public Schools
Arthur Factor, New Jersey State Council on the Arts
Jeff Hasselberger, Hasselberger Associates
Priscilla Hopkins-Smith, New Jersey Arts Education Partnership
Wendy Liscow, Geraldine R. Dodge Foundation
Bill May, Newark Public Schools (Retired)
Robin Middleman, New Jersey State Council on the Arts
Ann Marie Miller, ArtPride New Jersey Foundation
Robert B. Morrison, Quadrant Arts Education Research
Laura Aden Packer, Geraldine R. Dodge Foundation
Rick Pressler, New Jersey Charter Schools Association
Dale Schmid, New Jersey State Department of Education
Donna Serio, Franklin Township Public Schools (Retired)
James P. Sheeley, Jr., Newark Public Schools
Nick Santoro, New Jersey Music Educators Association
Kristin Wenger, New Jersey Arts Education Partnership

Survey Administration:

Amber Young, Cypress Research

Survey Analysis:

Quadrant Arts Education Research
Cypress Research Group

Editorial Support:

Jeff Hasselberger, Hasselberger Associates
Laurie T. Schell, Laurie T. Schell and Associates

Partner Organizations

New Jersey State Department of Education:

Chris Cerf, Acting Commissioner of Education
Bari Erlichson, Assistant Commissioner/Chief Performance Officer
Rochelle Hendricks, Commissioner of Higher Education
Dale Schmid, Visual and Performing Arts Coordinator
Willa Spicer, Assistant Commissioner (retired)

New Jersey State Council on the Arts:

Ofelia Garcia, Chair
Nicholas Paleologos, Executive Director
Julie Ellen Prusinowski, Director of Programs and Services
Allison Tratner, Director of Communications
Robin Middleman, Senior Program Officer

Geraldine R. Dodge Foundation:

Christopher Daggett, President and CEO
Wendy Liscow, Program Officer
Laura Aden Packer, Arts Program Director

ArtPride New Jersey Foundation:

Mark Packer, President
Ann Marie Miller, Executive Director

New Jersey Arts Education Partnership:

Kristin Wenger, Director
Priscilla Hopkins-Smith, Program Coordinator

Quadrant Arts Education Research:

Robert B. Morrison, CEO

New Jersey Professional Arts Education Associations:

Art Educators of New Jersey
Dance New Jersey
New Jersey Music Educators Association
Speech and Theatre Association of New Jersey

Additional Acknowledgments:

John Pietrowski, Artistic Director, Playwrights Theatre of New Jersey:
For his original inspiration and work that gave life to this project.

Mary Reece, Foundation for Educational Advancement:
For her gentle influence on all of our work.

Final Report Design:

Douglas Gillin, Hasselberger Associates

ARTS EDUCATION: AN AMERICAN TRADITION

In the early 1820s, education innovator William Fowle introduced drawing and music into several schools in Boston. The arts have been a part of public education ever since. The first data about arts education in America was collected in 1837 while Martin van Buren was President. Studies as far back as the 1930s indicated that students who studied the arts had higher achievement levels than those who did not.

The arts have been core subjects as a matter of federal law since 1994, through the Goals 2000 Education Reform Act



(carried forward in No Child Left Behind and the Elementary and Secondary Act reauthorization) and in New Jersey since 1996, with the adoption of the New Jersey Core Curriculum Content Standards.

Beyond the law, compelling recent research has shown that study in the arts makes vital contributions in a student's journey toward a purposeful, successful and fulfilling life. More than an American tradition, arts education is truly a modern necessity.



STUDY IN THE ARTS CONTRIBUTES TO COLLEGE/WORKFORCE READINESS

Preparing for College

An analysis of 10 years of SAT data revealed that students who took four years of arts courses in high school earned the highest scores on both the verbal and math SAT, but overall, students taking any arts courses scored significantly higher than students who took no arts courses.

Essential Skills for the Workforce of the 21st Century

Creativity and innovation are the currency of the future and particularly important to the US economy.

The Partnership for 21st Century Skills, a national organization that is built on partnerships with the business community, advocates for 21st century readiness for every student. The framework that P21 and its members have developed fuses the 3Rs and 4Cs -- Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation.

In a study of superintendents who educate future workers and employers who hire them, both agree that creativity is increasingly important in the U.S. workplace and that arts

training is crucial to developing creativity. Educators and employers both feel they have a responsibility for instilling creativity in the U.S. workforce (83 and 61 percent, respectively).

Employment Opportunities in the Creative Industries

In an economic impact study, Americans for the Arts demonstrates the nonprofit arts and culture industry supports 5.7 million jobs, representing \$104.2 billion in household income.

As of January 2012, New Jersey is home to 25,097 arts-related businesses that employ 87,203 people. The creative industries account for 4.32 percent of the 580,994 total businesses located in New Jersey and nearly 2 percent of the over 4.5 million people they employ. The number of arts-related businesses has increased by more than 25% since 2010, and the number of people employed by those businesses has increased by more than 5% during same time period the nation was experiencing an economic recession.

AND A MODERN NECESSITY



STUDY IN THE ARTS CONTRIBUTES TO STUDENT SUCCESS IN SCHOOL

Arts Study Prepares Students to be Better Learners

The ability to pay attention is essential to school performance. Early childhood training in instrumental music improves abilities in visual focus, active listening and staying on task, while continued music education throughout adolescence reinforces and strengthens these assets.

Arts Study Helps Students Perform Better Academically

Students who participate in arts learning often improve their achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers found that students with high arts involvement performed better on standardized achievement tests than students with low arts involvement.

Ten weeks of in-class drama coaching in a remedial third and fourth-grade classroom helped the teacher and students transform their approach to reading and improve the students' attitude about and success in reading.

Musical training develops the region of the brain responsible for verbal memory — the recall and retention of spoken words — which serves as a foundation for retaining information in all academic subjects.

In an experimental research study of high school age students, those who studied dance scored higher than students who did not study dance on measures of creative thinking, especially in the categories of fluency, originality and abstract thought.

Positive Benefits for At-Risk Students

Students of low socioeconomic status (SES) who participate in arts learning academically outperform comparable students who have no or low arts involvement.

A recent far-ranging study showed multiple positive

outcomes among students of low SES. Eighth graders who had high levels of arts involvement throughout elementary school showed higher test scores in science and writing than students with low levels of involvement.

In high school, students who had arts-rich experiences attained higher overall GPAs and were far less likely to drop out of school before graduation than did students who lacked those experiences.

This academic success continued into college where students who had arts involvement in high school were three times more likely to receive a bachelor's degree than students with low arts involvement.

IN SUMMARY

Throughout history, an education that includes the arts has been essential to a student's successful journey toward a purposeful and fulfilling life. This is the promise of arts education. This is a promise made to our students in New Jersey. It is worth asking the question: "Are we keeping the promise of the benefits of arts education for all our students?" This is the very purpose of this report.

"It is clear from the research the arts provide the type of emotional, creative and expressive development that students can benefit from throughout their lives. If we as a nation are serious about building a road to success for every student we must include the arts in curricular planning from the elementary through college levels."

~Dr. Nancy Rubino, Senior Director in the College Board's Office of Academic Initiatives

A detailed list of research studies on arts education can be found at www.artsednj.org.

ARTS EDUCATION AND THE LAW:

Beyond the established traditions and the stacks of research showing that arts education is an important part of human development, there are also New Jersey statutes that describe the role and scope of the arts in public education.

Arts education in New Jersey is a basic educational right for all New Jersey children -- not just the gifted, or the talented, or the economically advantaged. It has a very strong grounding in state administrative code and even in the state Constitution itself. Based on current law, arts education for our students is a fundamental right anchored in the New Jersey Constitution.

THE UNDERSTANDING THAT ARTS EDUCATION IS A NECESSARY COMPONENT OF WHOLE-CHILD EDUCATION RUNS THROUGH NEW JERSEY'S STANDARDS, REQUIREMENTS AND CODES.

ARTS EDUCATION AND THE NEW JERSEY CONSTITUTION: A THOROUGH AND EFFICIENT EDUCATION

New Jersey is a state with a 120-year-old constitutional guarantee that regardless of residency, its children will receive a "Thorough and Efficient" education.

To be clear, the Constitution states:

"The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the State between the ages of five and eighteen years."

New Jersey Constitution, Article VIII, Section IV, paragraph 1

How Are the Terms "Thorough and Efficient" Defined for Our State?

In May of 1997, the New Jersey Supreme Court ruled in the case of *Abbott v. Burke* on the two main parts of the

The New Jersey Core Curriculum Content Standards, State Graduation Requirements and the Administrative Code all contain benchmarks that pertain to arts education. The New Jersey Arts Education Census Project compared the results of their research to these benchmarks, in addition to other data, to assess the performance of schools in arts education. The understanding that arts education is a necessary component of whole-child education runs through New Jersey's standards, requirements and codes.

Here is some of the background about how the laws evolved and where they stand today:

Comprehensive Education Improvement and Financing Act (CEIFA) signed into law in December of 1996 by Governor Whitman. CEIFA was comprised of two parts: the core curriculum content standards and a school funding formula. Justice Adam B. Handler, writing for the majority, upheld the previously authored Core Curriculum Content Standards (CCCS), commenting in his decision that they "are facially adequate as a reasonable legislative definition of a constitutional thorough and efficient education." (Source: *Abbott v. Burke*)

It is this, and subsequent rulings by the State Supreme Court that have codified the CCCS as the definition of a "thorough and efficient" education as guaranteed by the state constitution.

¹The complete Standards can be reviewed or downloaded at: <http://www.state.nj.us/education/cccs/standards/1/index.html>

²The complete high school graduation requirements can be viewed at: <http://www.state.nj.us/education/aps/info/grad.htm>

A CONSTITUTIONAL RIGHT FOR ALL STUDENTS

THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

The Core Curriculum Content Standards were first developed in 1996 as an attempt to define the "Thorough" in "Thorough and Efficient education" as required by our state's Constitution. Standards, by their very nature, describe what all students should know and be able to do upon completion of a thirteen-year public education (K-12). Standards are not a curriculum. They define the results expected but leave the process for achieving these results up to local school districts.

Core Curriculum Content Standards for the Visual and Performing Arts

The revised 2009 Core Curriculum Content Standards¹ identifies essential core learning in the arts, defined as Dance, Music, Theater and Visual Art. The CCCS states:

Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

- *The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner.*
- *Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations.*

- *By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice.*

These standards explicitly state that equitable access to arts instruction can only be achieved if the four arts disciplines (Dance, Music, Theater and Visual Arts) are offered throughout the P-12 spectrum. By the time students reach the 5th grade, it is the expectation that they are given arts instruction as well as opportunities for participation in each of the four art forms. In grades 6-8, they should gain greater depth of understanding in at least one of those disciplines. And in grades 9-12, it is the expectation that students demonstrate competency in at least one arts discipline. These expectations translate into curricular requirements for schools.

Districts are expected to provide opportunities for learning in ALL four arts content areas using sequential instruction taught by highly qualified teachers. This means the arts programs must have the same level of academic rigor and educational validity as any other core subject such as language arts literacy or math.

The 2009 revision of the standards in the visual and performing arts must be in place in all schools by September of 2012.

High School Graduation Requirements in the Arts

The New Jersey Administrative Code requires that, in order to successfully complete high school, students must meet the states Graduation Requirements², including 5 credits (1 year) in Visual & Performing Arts for High School graduation effective with the 2004-2005 ninth grade class (graduating class of 2008). (NJ Administrative Code 6A 8-1.1)

ARE WE "KEEPING THE PROMISE"?

In 2006, the first New Jersey Arts Education Census Project established baseline data to see if the reality of arts education in the state met the legal standards and the public's expectations. Five years on, the Census Project has now been updated and the most recent data can be compared to the baseline to gauge progress.

The following pages are a summary of that data, with highlighted information that will be helpful for the educational community and policymakers to judge if we truly have been "Keeping the Promise."

POLICIES

NEW JERSEY HAS BEST-IN-NATION STANDARDS WITH ALMOST UNIVERSAL ADOPTION ...

MOST NJ SCHOOLS HAVE ADOPTED THE

State policies adopted by the New Jersey State Board of Education regarding the visual and performing arts continue to be recognized as some of the best in the nation. The New Jersey Core Curriculum Content Standards (CCCS) define arts learning to include all four major arts disciplines – dance, music, theater and visual arts. After the 2006 Census Report showed that nearly one-fifth of schools had not adopted the standards,

a successful effort was made to improve adoption. While these standards have improved overall access to arts courses, enactment of these policies at the school level lags significantly in dance and theater. Since 2006, the percentage of elementary and middle schools offering all four disciplines has declined, while the percentage of high schools offering the four disciplines has increased.

NJ Schools Aligned with the Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards (CCCS) contain very specific requirements for arts education in all P-12 public schools in the state.



NJ High Schools Meeting the Current Graduation Requirements for Arts

Since 2008, state high school graduation requirements include five credits (one year) of arts instruction in at least one arts discipline.



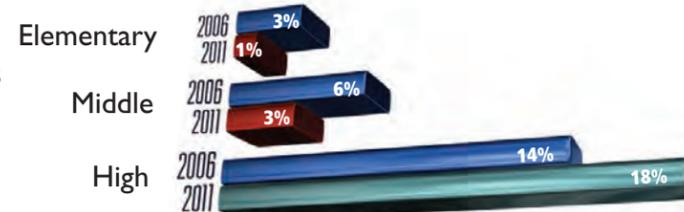
NJ High Schools that Weight Arts Courses Equally with Other Core Subjects

New Jersey high schools increasingly weight arts courses equally with other core subjects, including honors and advanced placement courses. This has improved significantly since 2006.



NJ Schools with Access to All Four Arts Disciplines

The state standards call for educational opportunities in all four disciplines – dance, music, theater and visual arts. This is the area in which schools have had the greatest difficulty in complying.



... BUT ACCESS TO ALL FOUR ARTS DISCIPLINES HAS BEEN RARE

POLICIES

CORE CURRICULUM CONTENT STANDARDS

RECOMMENDATIONS

Curriculum Content Standards

We recommend that the New Jersey State Board of Education and the New Jersey State Department of Education continue to include the visual and performing arts as part of the nine core curriculum content standards and advance policies to ensure every child has access to arts education as part of a “thorough and efficient” education.

Accountability

We recommend that the New Jersey State Board of Education build upon the strong policies in place supporting the visual and performing arts and include accountability processes to measure the implementation of these policies.

We recommend that the New Jersey State Board of Education require schools to publicly report on an annual basis information regarding 1) access to arts courses; 2) level of student participation in the arts; and 3) the quality of visual and performing arts education. This information should be included in NJ SMART and any state accountability system.

Assessing Performance

We recommend the New Jersey Department of Education engage with the state’s arts education leadership to develop measurement strategies for student, teacher and school performance in the visual and performing arts.

Course Weighting

We recommend that school districts weight courses in the visual and performing arts equally with all other courses in calculating a pupil’s grade point average, including honors and/or advanced placement arts courses.

NJAEP as Resource

We recommend that the New Jersey State Department of Education continue to collaborate with the New Jersey Arts Education Partnership to improve the capacity of school districts and/or individual schools to implement a comprehensive, standards-based, sequential visual and performing arts education.

We recommend that the New Jersey State Board of Education, the New Jersey State Department of Education and the New Jersey State Council on the Arts, the professional arts education organizations, school districts, schools, educators, parents and concerned citizens continue to call on the New Jersey Arts Education Partnership as a resource for arts education policy issues.

Arts Education Liaison

We recommend that the New Jersey State Board of Education reinstate a board level liaison for Arts Education to interface with both the New Jersey State Department of Education, the New Jersey State Council on the Arts and the New Jersey Arts Education Partnership.

Strategic Planning

We recommend that each school district include the visual and performing arts education in district strategic plans to ensure arts programs at the school level meet the New Jersey Core Curriculum Content Standards. The New Jersey Arts Education Partnership is available as a resource.

STUDENTS

THE PERCENTAGE OF SCHOOLS OFFERING ARTS COURSES IN 2011 HAS INCREASED SINCE 2006 ...

INCREASED ACCESS TO ARTS INSTRUCTION DOES NOT

There has been a modest increase in the number of schools that offer at least one arts course in one arts discipline – the minimum definition of “access” for the purposes of this report. This has given students slightly more access to at least some arts

education in 2011 than they had in 2006. High schools showed the greatest percentage increase – not only in schools offering the minimum of one arts course, but in the percentage of schools offering courses across all arts disciplines.

NJ Schools Offering Courses in at Least One Arts Discipline

Across grades K-12, arts courses in at least one discipline are offered in the vast majority of New Jersey schools. While the increase is just 3%, this represents progress towards the goal of having arts courses in all schools.



NJ Schools Offering At Least One Arts Discipline by School Type

Gains in access at the elementary and middle school level reflect an increase in the number of schools offering music and visual arts. (Schools in this group showed a slight decline in the availability of dance and theater courses.) High schools showed the greatest percentage increase of schools offering at least one arts discipline.



Number of Students with NO Access to Arts Education

As a result of the increase in schools offering arts courses, the number of students attending school each day without any access to the arts has decreased significantly.



... BUT DECLINES IN STUDENT ENROLLMENT HAVE BEEN SEEN AT ALL GRADE LEVELS

STUDENTS

GUARANTEE GROWTH IN STUDENT PARTICIPATION

Participation is Declining

While access has improved, actual student participation in arts instruction has gone down. Declines have been seen in all disciplines at most grade levels, but are particularly concerning at the elementary level where

20% of elementary students are not receiving the required arts instruction. It is beyond the scope of this report to determine the causes. This is a finding worthy of additional research.

Percentage of Students Participating in Arts Instruction

There have been statistically significant declines in student participation at every grade level between 2006 and 2011, although the causes are undetermined.



Percentage of High School Students Exceeding the State Graduation Requirement for Arts Instruction

The percentage of high school students exceeding the state graduation requirement has also declined.



RECOMMENDATIONS

Identifying the Issues

We recommend that the New Jersey Arts Education Census partners work to identify the cause of the decline in student enrollment in the arts and provide the findings to the New Jersey Department of Education and the State Board of Education with recommendations for actions to reverse this trend.

Identifying Low Performance Schools

We recommend that the New Jersey State Department of Education, with the Census Project Partners, identify schools where arts instruction is unavailable or very limited and support policies and resources that restore arts education in those schools.

Access to All Arts Disciplines

We recommend school administrators ensure students have access to all four arts disciplines as required by state code.

College Entrance Requirement

We recommend that New Jersey state colleges and universities include visual and performing arts coursework in the high school GPA calculations used to determine eligibility for enrollment, and at least the equivalent of one year of instruction in the visual and performing arts be required for entrance in all institutions of higher learning.

EDUCATORS

CERTIFIED ARTS SPECIALISTS ARE THE MAIN PROVIDERS OF INSTRUCTION, BUT ...

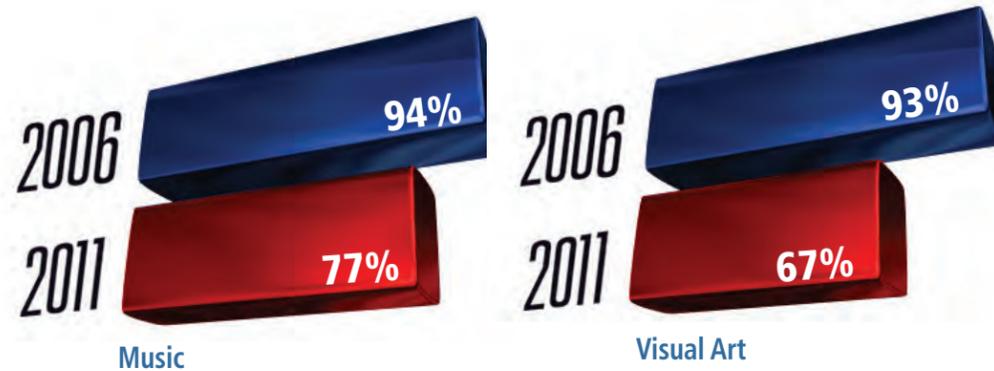
THE PERCENTAGE OF ELEMENTARY SCHOOLS

Certified Arts Specialists (full time or part time) are the primary providers of instruction in music and visual art. Declines in the number of schools with full time arts

teachers and an increase in the ratio of students to arts teachers is a concern. For Dance and Theater, still less than half of all schools use certified arts specialists.

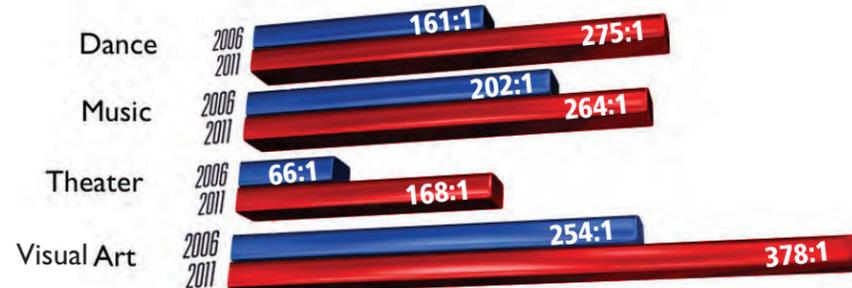
Elementary Schools with Full Time Music and Visual Art Teachers

While nearly all schools (96%) reported using certified arts specialist as the primary provider of instruction in music and visual art, the percentage of schools with full time arts teachers has declined significantly at the elementary level.



NJ Elementary School Student/Teacher Ratio for Arts Courses

Since 2006, the number of students receiving instruction by each arts teacher has grown significantly. This has resulted in higher workloads and less individualized instruction.



NJ High Schools Using Certified Arts Specialists for Dance and Theater Instruction

In high schools where dance and/or theater are provided, the percentage of schools using certified arts specialists for these disciplines has increased in the last 5 years.



... THE PERCENTAGE OF SCHOOLS WITH FULL TIME ART TEACHERS HAS DECLINED

EDUCATORS

WITH FULL TIME ARTS TEACHERS HAS DECLINED

NJ Schools Providing Professional Development for Classroom Teachers



There has been a drastic decline in access to professional development opportunities for classroom teachers.

NJ Schools with a District-Based Arts Supervisor



The percentage of districts with arts supervisors has declined. Just over 2/3 of district arts supervisors are certified in an arts discipline.

RECOMMENDATIONS

Professional Development

We recommend that the New Jersey State Department of Education work with the appropriate professional organizations to increase professional development for school and district administrators regarding the importance of the visual and performing arts.

We recommend that the New Jersey State Department of Education and the New Jersey State Council on the Arts develop and expand professional development opportunities for classroom teachers and visual and performing arts educators in partnership with other like-minded organizations.

District Arts Supervisor

We recommend all districts employ an Arts Supervisor with teaching certification in an arts discipline for the coordination of curriculum implementation, alignment of programs between schools and the most effective use of personnel and resources.

Assessment

We recommend the development of an appropriate assessment system, centered around the acquisition of skills and knowledge in all four arts disciplines, to be piloted in the 2012/2013 school year. The New Jersey Department of Education is encouraged to work with the professional arts education associations to develop and pilot a system with the goal of deployment statewide.

Staffing Best Practices

We recommend the development of a "best practices" guide regarding both staffing and scheduling of arts education to assist struggling schools.

RESOURCES

PER-PUPIL ARTS SPENDING IN SUPPORT OF ARTS INSTRUCTION ...

MORE THAN HALF OF SCHOOLS SPEND LESS THAN

Per-pupil spending is defined as the funds allocated to curricular support materials for the arts divided by student population, not including teacher salaries and overhead. Within each school, per-pupil arts spending is a direct indicator of higher or lower levels of arts education. More than half of all schools spend less than \$10 per pupil.

One-quarter of all New Jersey schools report that they use outside funding to offset budget decreases. This outside funding supports direct instruction, not optional activities. More than one-third of New Jersey schools receive funding from non-district sources, such as Parent/Teacher groups and district foundations.

Median Annual Per-Pupil Spending to Support Arts Instruction



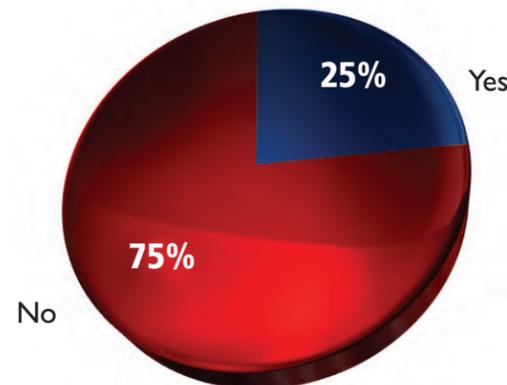
Just 4.5 Cents Per Day For Elementary Arts

Per-pupil spending on arts education has decreased across all schools. Between 2006 and 2011, elementary school per-pupil arts spending has decreased by nearly 30%. The 2006 census combined middle and high school per-pupil spending, with the 2011 result showing a 44% decrease. For elementary schools, this equates to 2% of the recommended "adequacy" funding for all curricular support.



NJ Schools Using Outside Funding to Offset Budget Decreases

A quarter of schools use outside funding to offset budget cuts. Additionally, 37% of all schools receive outside funding for extra curricular arts instruction, mainly from parent groups and district foundations.

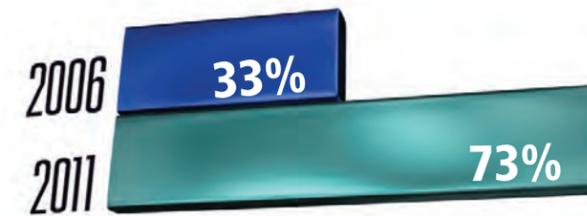


RESOURCES

... DIRECTLY PREDICTS THE QUALITY AND LEVEL OF ARTS EDUCATION IN EACH SCHOOL

\$10 PER PUPIL TO SUPPORT ARTS EDUCATION

NJ Schools Using Technology in Arts Instruction



There has been a significant increase in the use of student-centered technology in arts instruction over the past five years. This is found across all schools and all arts disciplines.

Appropriately Designed Instructional Environments



The vast majority of New Jersey schools report having dedicated classrooms designed for music and visual art instruction.

RECOMMENDATIONS

The 5% Goal

We recommend that school districts allocate a minimum of 5% of the total school budget to support visual and performing arts instruction.

Comparative Spending Guide

We recommend that per-pupil arts spending be included in the Comparative Spending Guide for every public school.

Model Schools

We recommend further study of the Model Schools as designated by the Census. Model Schools from across all socioeconomic areas should be highlighted in order for schools to learn from one another.

Appropriate Facilities

We recommend that the New Jersey Schools Development Authority ensure all new schools and school additions include the appropriate physical facilities to support instruction in the visual and performing arts.

Information Clearinghouse

We recommend that The New Jersey Arts Education Partnership maintain and expand the centralized clearinghouse for information about visual and performing arts education programs, policies. Resources, best practices, models, news and information to aid schools, districts and communities..

COMMUNITY

MANY SCHOOLS HAVE TIES WITH COMMUNITY ARTS ORGANIZATIONS ...

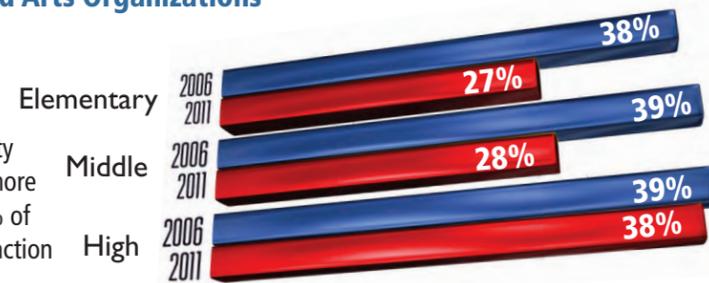
THERE ARE FEWER CONNECTIONS BETWEEN

New Jersey schools have rich and meaningful connections to community arts organizations. That said, there has been a significant decline in field trips, school assemblies and artist-in-residence programs since 2006, as well as a decrease in the number of

multi-year partnerships between schools and arts organizations. Transportation costs were cited most often as the greatest barrier to field trips. Discovering solutions to this barrier and developing strategies to address the overall decline is worth further study.

NJ Schools in Partnerships with Community-Based Arts Organizations

New Jersey schools and community arts organizations have a long and successful history of rich connections. There are 972 cultural and community organizations working with New Jersey schools and more than 400 with ongoing multi-year collaborations. 91% of all schools (2,077 schools) reported at least one interaction (Field Trip, Assembly or Multi-year partnership)



NJ Schools Offering At Least One Field Trip to an Arts Event*

Student field trips to museums, theaters, musical performances and exhibitions, declined by 10% over the past five years. Of the schools that had no field trips in the past 3 years, 42% cited the cost of transportation as the main barrier.



NJ Schools Reporting At Least One Assembly that Focused on the Arts

Arts-based school assemblies bring cultural organizations and professional artists into the school to provide students with exposure to different artistic experience. Program cost was cited by the schools as the largest barrier for participation.



NJ Schools Hosting Artist-in-Residence Programs*

Artist-in-Residence programs provide the opportunity for students to work with an artist for focused period of time to enrich the overall education experience.



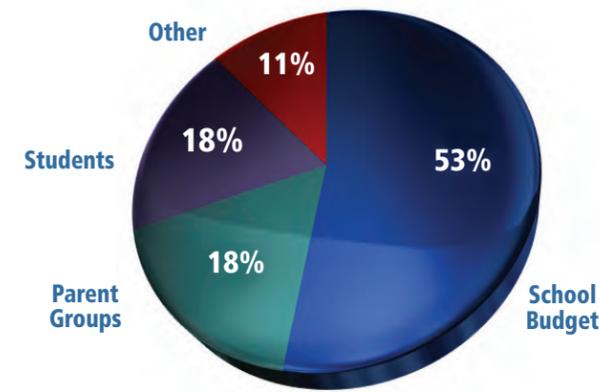
* Data over the last three years

... BUT THERE HAS BEEN A DECLINE IN THESE CONNECTIONS SINCE 2006

COMMUNITY

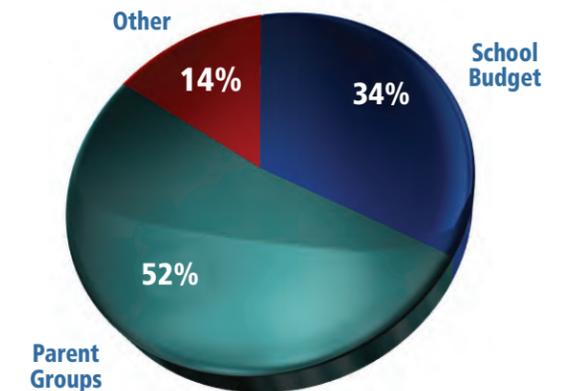
SCHOOLS AND COMMUNITY ARTS GROUPS

Sources of Funding for Elementary School Cultural Field Trips



While the school budgets are the primary source of funding for elementary school cultural field trips, other sources make up the difference. Parent groups such as the PTA/PTO bear some of the funding load. Other sources include fundraisers, foundations, boosters, and partnerships.

Sources of Funding for Elementary and Middle School Assemblies



Parents groups (PTA/PTO) are the primary source of funds for assemblies.

RECOMMENDATIONS

Cultural Collaboration

We recommend increased funding for the New Jersey Department of Education and the New Jersey State Council on the Arts to support collaboration between schools and cultural organizations.

Identify the Issues

We recommend that the NJAEP partner organizations work to identify the cause of decline in community collaborations and recommend actions to the field to enable more schools to utilize the vast educational resources of NJ's cultural organizations.

Address an Identified Barrier

We recommend that the NJAEP partner organizations work together to find solutions to the identified barrier of transportation costs to schools taking field trips to cultural organizations.

Direct Resources

We recommend that New Jersey foundations and other grant-making agencies and organizations use these Census Project results to help direct resources to areas of greatest need. In the face of declining resources for arts education this is critical.

THE NEW JERSEY ARTS EDUCATION INDEX

In the measurement of arts education in New Jersey public schools, the project team wanted to account for the diverse manifestations of art education.

To this end, an arts education “index” was calculated for each school. The index score is comprised of up to 24 (dependent on elementary, middle, or high school index) different components. They include quantitative measures of:

- Courses, Student Participation, Teachers, Instruction, and Breadth of Arts Offerings
- Facilities and Resources
- Policies, Professional Development, Supervision, and Assessment
- Involvement with Community Resources

The index (one each for elementary, middle and high schools) is simply an arithmetic combination of scores related to survey responses on the various components of arts education in each school. The index scores are standardized and therefore have a possible range from 0 to 1 – where 0 would signify no attempt at all at arts education in the school, and 1 would mean a complete effort on every aspect of art education measured in the study. An index of ‘1’ is nearly impossible to attain, and no school in our study did so.

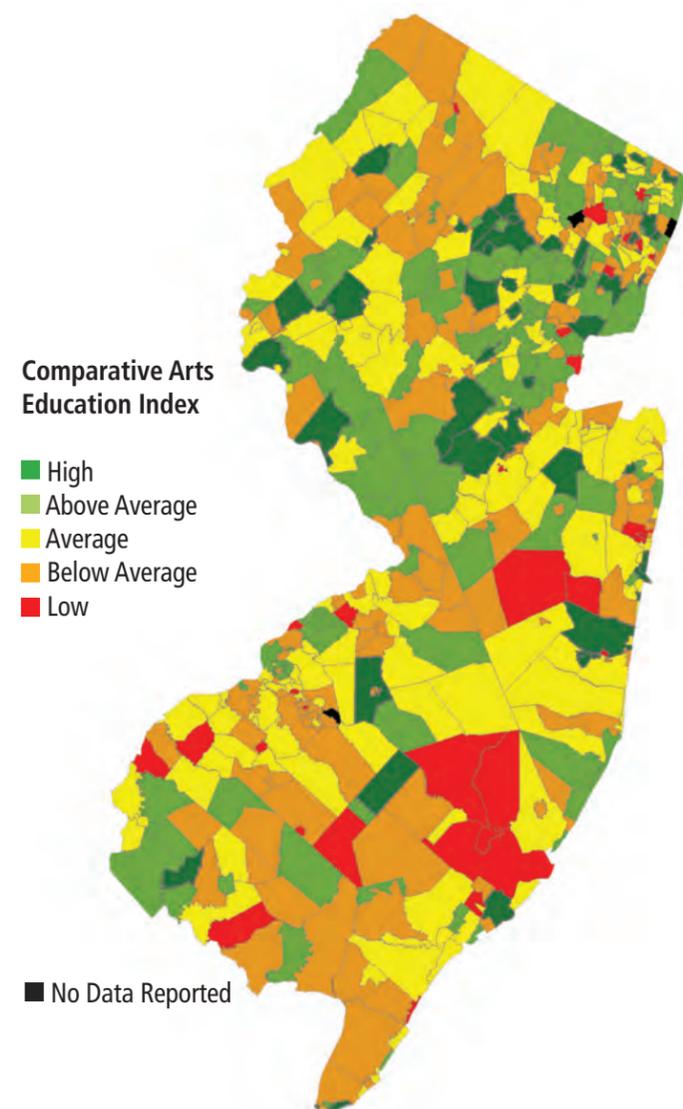
Each of the components were calculated, summed, and then divided by 21 (elementary), 20 (middle) or 24 (high school). For elementary schools, the index score ranged from a low of .06 to a high of .78. For middle schools, the range was .06 to .88, and for high schools, the range was .05 to .88. Because the calculations for elementary, middle, and high school relied on slightly different formulas, readers should avoid comparing index scores across school types.

As found in the previous examination of 2006 data, schools with rich arts programs were found in districts with the lowest levels of student spending in relatively poor communities, schools with thin arts programs were found in schools with high level of spending in affluent communities.

Individual Findings Related to Index Scores

- District Affluence: In 2011, schools in more affluent districts had higher index scores. Those in less affluent districts had lower index scores. This relationship did not exist in 2006.
- Per-Pupil Arts Spending: As was evident in 2006, per-pupil arts spending to support arts instruction is related to the arts index – the higher the per-pupil spending, the higher the index.

New Jersey Elementary School Arts Education Index by District



THE NEW JERSEY ARTS EDUCATION INDEX IDENTIFIES STRONG PROGRAMS AND COMMON ATTRIBUTES

Key Findings

The index score was used to build multivariate statistical models with the intent of identifying which of several factors are most associated with high and or low levels of arts in the schools.

- School Size: The most consistent factor that was found in previous studies to be important is school size. Most notably, small high schools show significantly lower levels of arts education as measured by the index.
- Student Achievement: Language Arts Literacy was statistically related to the level of arts education as measured by the index. In particular, high schools with higher art index scores tended to have a higher percentage of students who were highly proficient in language arts on the HSPA test.
- College Attendance: Intended college attendance rates (4-year college) are related to arts education index. The higher the index, the higher the intended college attendance rate.
- Per-Pupil Spending: Per-pupil total spending in high school is related to the arts education index. Note that this is the first time this statistical relationship has appeared in this type of study.

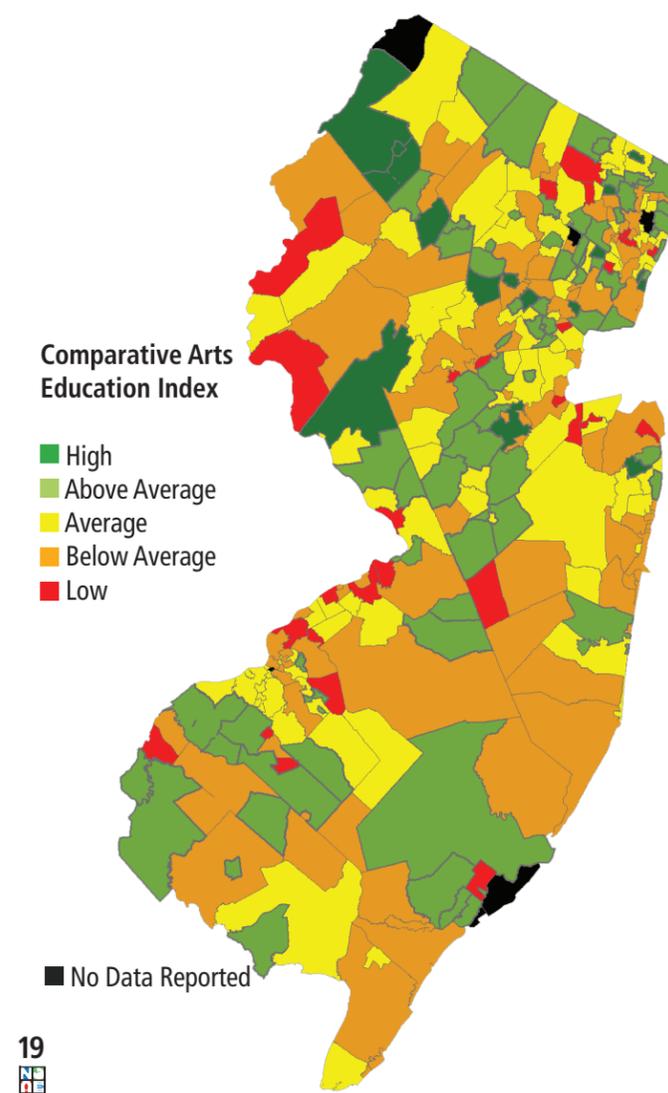
Multivariate Findings

Many things, if examined alone, are statistically related to the level of arts education in schools. What multivariate modeling does is ‘control for’ various factors to identify those that have a distinct statistical relationship with the level of arts education based on the index.

It must be emphasized that this examination is purely correlational (one cannot assume any causative impact of any factor examined).

The overall pattern of the data suggest that individual preference, choices and the subsequent allocation of resources impacts the level of arts in the schools far more than other factors impacting the school environment. The disparity in arts education between schools – even when all else is equal – suggests that local decisions have a great impact on the level of arts education in any individual school.

New Jersey High School Arts Education Index by District



NEW JERSEY'S MODEL SCHOOLS IN THE ARTS

The ultimate goal of the New Jersey Arts Education Census Project is to improve arts education in New Jersey. After the release of the initial Census Project report in 2007, a task was undertaken to identify potential "Model Schools in the Arts." To determine the final model schools, census data was analyzed and interviews were conducted with district officials, educators and students.

First, schools in the top 10% based on the Arts Education Index Score were chosen, including top scoring schools in each district factor group. The list was further refined to

include only those schools providing instruction in all four arts disciplines and meeting graduation requirements as required by state policy.

All schools meeting these criteria were invited to apply for the designation of "Model School in the Arts."

Teams of evaluators met with school, district personnel and students to determine the elements of the model arts education programs for each school and the attributes shared by all model schools.



The common attributes of all the model schools are:

ARTS SUPERVISOR

Without fail, all schools had a district based arts supervisor with certification in an art form playing a critical role coordinating the arts program across the district.

STRONG DISTRICT AND SCHOOL SUPPORT OF THE ARTS

From the school board and superintendent to the principal and classroom teachers, there was demonstrated support for the arts. This is confirmed by both arts friendly policies as well as above average per-pupil arts spending.

SCHEDULING

Creative solutions were developed to address the most challenging scheduling issues. All model schools focused on developing a creative schedule to support the arts and did not use scheduling as a barrier.

COLLABORATION AMONG THE ARTS STAFF

All schools demonstrated a high level of collaboration and respect between all members of the visual and performing arts staff.

INTEGRATION ACROSS DISCIPLINES

All model schools showed evidence of using the arts across artistic disciplines. In addition, arts teachers are seen as a resource to the faculty to assist in using the arts to enliven other core subject areas.

KNOWLEDGE OF WHAT IS HAPPENING IN OTHER DISTRICT SCHOOLS

There was a clear awareness of how arts education was being delivered across the district. In many instances, strategic staffing was employed to ensure the school and district had a staff of diversified arts specialists to provide the greatest opportunities for students.

PASSIONATE AND ENGAGED STAFF

All schools demonstrated an infectious environment where learning could take place with enthusiastic teachers inspiring students to learn.

SUPPORTIVE COMMUNITY

Many of the schools demonstrated a clear and visible connection between the arts program and the community.

WILLINGNESS AND FLEXIBILITY TO MAKE IT HAPPEN

The old adage, "Where there's a will there's a way" certainly held true with the model schools. The overarching desire to provide students with exceptional arts offerings provided the resolve to find ways to overcome obstacles and the flexibility to adjust to the ever-changing educational landscape within a community.

DESIGNATED MODEL SCHOOLS IN THE ARTS

FROM THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT I

SCHOOLS DESIGNATED IN 2009

Bridgeton High School, Bridgeton
Clifton High School, Clifton
Columbia High School, Maplewood
East Brunswick High School, East Brunswick
Fort Lee High School, Fort Lee
Franklin High School, Somerset*
Franklin Middle School, Somerset*
Franklin Park School, Franklin Park*
Howell High School, Farmingdale
Montclair High School, Montclair**
Sampson G. Smith School, Somerset*
Washington Township High School, Sewell
Woodrow Wilson School, Weehawken

SCHOOLS DESIGNATED IN 2010

Hillside Elementary School, Montclair**
Glenfield Middle School, Montclair**
Glen Rock Middle School, Glen Rock
Princeton High School, Princeton
Rahway High School, Rahway
Red Bank Regional High School, Little Silver

SCHOOLS DESIGNATED IN 2011

Arts High School, Newark
Egg Harbor Township High School, Egg Harbor Township
Stafford Intermediate School, Manahawkin

* These schools are part of the Franklin Township Public Schools in Somerset County

** These schools are part of the Montclair Public Schools in Essex County

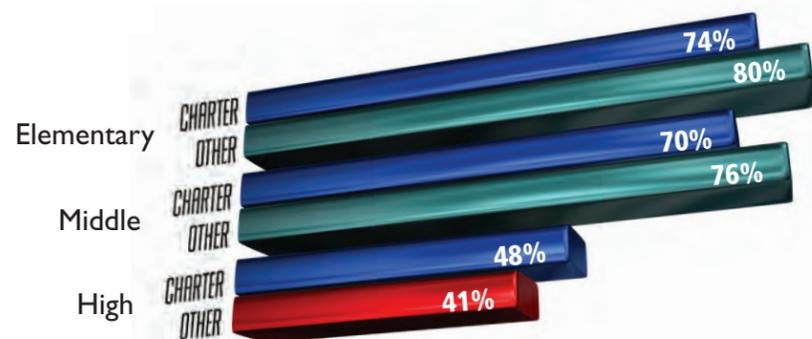
CHARTER SCHOOLS INCLUDED IN 2011 ARTS

Charter schools are public schools. They have the same responsibility for having students achieve the Core Curriculum Content Standards in all grades. During the 2010/2011 School year, New Jersey was home to 73 authorized charter schools. Fifty-six charter schools

completed the census. For the purposes of this summary, charter school data is compared to the non-charter public schools to identify similarities or differences between these two groups. A complete report on Arts Education in New Jersey Charter Schools will be released separately.

Charter Students Enrolled in Arts

The percentage of students enrolled in one or more arts discipline is slightly less for charter schools at the elementary and middle school level than for other public schools. In high schools a larger percentage of charter school students are enrolled in arts.



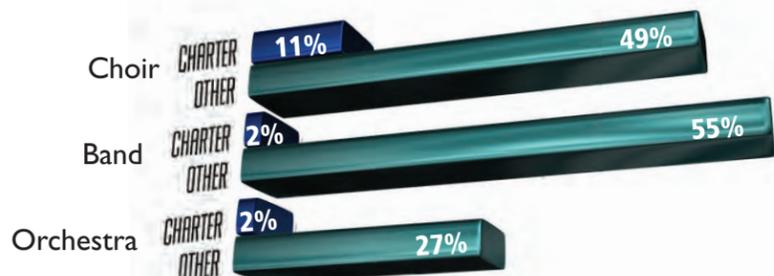
Music and Visual Art in Charters

The percentage of elementary schools offering music and visual art is greater for public schools than charter schools.



Charter School Arts Course Diversity

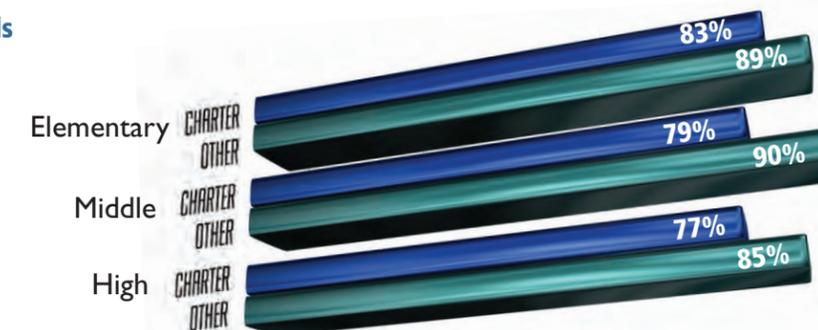
The diversity of course offerings is limited in charter schools where general arts classes are usually the sole course of instruction. For example, the percentage of charter schools offering music ensemble opportunities is low.



EDUCATION CENSUS PROJECT FOR THE FIRST TIME

Certified Arts Specialists in Charter Schools

The percentage of schools using a certified arts specialist as the primary provider of arts instruction is greater in other public schools than in charter schools.



Core Curriculum Content Standards in Charter Schools

Adoption of the Core Curriculum Content Standards is higher for other public schools than for charter schools.



RECOMMENDATIONS

We recommend that all charter schools adopt the Core Curriculum Content Standards and align the school curriculum to these standards.

We recommend that the New Jersey Arts Education Partnership, the New Jersey Charter Schools Association and the New Jersey Department of Education collaborate to identify ways to expand arts education opportunities for charter schools.

We recommend that the school accountability systems developed by the New Jersey Department of Education include the measurement of charter schools arts education programs.

We recommend the creation of a professional development series for charter school leaders to assist them in the development and implementation of arts education programs across all charter schools in the state.

FOR MORE INFORMATION

The New Jersey Arts Education Partnership was founded to provide a unified voice for a diverse group of constituents who agree on the educational benefits and impact of arts education. The partnership also plays a role in collecting and disseminating information about arts education. A rich resource is the partnership's website. There,

interested parties can find information, resources, and tools that are of great use in advocacy efforts.

The research cited in this report can be explored more fully using the following links. They are listed, along with a toolkit on how to use the report findings, at the New Jersey Arts Education Partnership website at www.artsednj.org.

RESEARCH LINKS

Arts Education and At-Risk Youth

The Arts And Achievement In At-Risk Youth: Findings From Four Longitudinal Studies, 2012
James S. Catterall, University of California Los Angeles with Susan A. Dumais, Louisiana State University and Gillian Hampden-Thompson, University of York, U.K.
www.nea.gov/research/arts-at-risk-youth.pdf

Critical Links: Learning in the Arts and Student Academic and Social Development, 2002, pp. 56–57
Catterall, James S., "Involvement in the Arts and Success in Secondary School." In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Achievement and Social Development*, Washington, DC: AEP.
www.aep-arts.org/files/publications/CriticalLinks.pdf

Arts Education and Academic Achievement

Champions of Change, 1999, pp.6-8
James S. Catterall, Richard Chapleau and John Iwanaga; The Imagination Project, Graduate School of Education & Information Studies, University of California at Los Angeles. Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts
www.artsusa.org/public_awareness/artsed_facts/highlights/champions_change/001.asp

Critical Links: Learning in the Arts and Student Achievement and Social Development, 2002
Minton, Sandra, "Assessment of High School Students' Creative Thinking Skills: A Comparison of the Effects of Dance and Non-dance Classes." In R. Deasy (Ed.), *Washington, DC: AEP*.
www.aep-arts.org/files/publications/CriticalLinks.pdf

PARTNER RESOURCES

Other Census Project partners feature valuable information about the arts and learning at their respective websites. They can be visited online at:

ArtPride New Jersey Foundation – www.artpridenj.com

Geraldine R. Dodge Foundation – www.grdodge.org

New Jersey State Council on the Arts – www.njartscouncil.org

New Jersey State Department of Education – www.state.nj.us/education/

Quadrant Arts Education Research – www.artsedresearch.org

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NEW JERSEY ARTS EDUCATION CENSUS PROJECT METHODOLOGY

All public school principals in New Jersey were required by the Acting Commissioner of Education to provide data on arts education from their school for this Arts Education Census Project. Data were provided via a special on-line questionnaire to Quadrant Arts Education Research. The data were then forwarded to Cypress Research for statistical analysis, which is the basis of this report.

A single questionnaire was used. The survey was programmed to only show relevant questions based on the

school type (Elementary, Middle, High). The questionnaire was implemented during the 2010-2011 school year, and the majority of items for each school type were identical. A majority of the questions were identical to the 2005/2006 census.

School administrators were contacted by the Acting Commissioner of Education on January 11, 2011 and advised of the survey process and instructions. Data collection began on February 1, 2011 and the last completed questionnaire was collected on August 21, 2011.

SURVEY PARTICIPATION

The goal of 100% participation in this study was nearly achieved. Of the 2,257 public (non charter) schools targeted for participation, 2,234 successfully completed a questionnaire, yielding a 99% response rate. Fifty-six of the 73 charter schools also participated in this survey for a response rate of 77%.

Ten schools were removed for data validity concerns. The total number of public and charter schools included in this analysis is 2,290.

Because of the high response rate there is only a negligible ($\pm .2\%$) margin-of-error associated with these results due to sampling variation. In other words, the results obtained are statistically equivalent (to three decimal points) to those obtained had all schools responded.

All 21 counties and all school districts in New Jersey, with the exception of one, had schools represented in this study.

DEFINING SCHOOLS FOR THIS REPORT

The New Jersey schools are represented by a majority of schools with at least one elementary grade (71%). The remaining schools had middle school grades (41%) and/or high school grades (18%).

School types are not mutually exclusive; a single building could be designated as being an elementary school, a middle

school, and/or a high school, depending in which grades they have enrollment. For the purpose of this report schools with 'elementary grades' are those with at least one grade from kindergarten through fifth grade. Middle school grades are grades six through eight. High school grades are grades nine through twelve.

NEW JERSEY ARTS EDUCATION CENSUS PROJECT PARTNERS

