Key Connections Between ESSA and Arts Education
Title I
Expanded use of Title I Funds and how arts education may be used as a tool to achieve Title I goals of:

- Students Learning and Mastery
- School Culture and Climate
- Student Engagement
- Family and Community Engagement
Arts programs can help schools achieve the goals of Title I by facilitating student engagement and learning, strengthening parent involvement, and improving school climate and school wide behavior.

This site provides resources for school leaders who wish to embrace arts programming among their strategies for achieving Title I goals. It is intended, in particular, for schools with schoolwide Title I programs, and includes tools for planning, implementing, and evaluating arts-based strategies in alignment with state and federal Title I regulations. Start here to begin planning your own program.

Arts education remains critical to leveling the playing field of opportunity.

— Arne Duncan, Former Secretary of Education
The arts and children's success

The resources included here are based on the schoolwide plan you move your schoolwide plan. The right to read a policy paper outlining the appropriate use of Title I funds and to serve as a helpful guide. Click on any of the links in the diagram to access more in-depth resources for each step in the cycle. Or just use the drop-down menu above in the menu bar.
Identifying a Strategy

What Need Did You Assess?

Use the matrix below to connect your school grade level and area of need. Click through on the button to see some recommended arts strategies, and the scientific research that supports them. Knowing the targeted arts strategies for your identified need will help you best utilize your arts specialist and/or choose an external partner for your schoolwide program.
Protection from Pull Out Programs

- *Title I* now frowns upon students being pulled out of regular classroom instruction, including instruction in the well-rounded subjects such as music and the arts, in order to receive remedial instruction. Instead, the law encourages schools to provide extended learning opportunities – such as before or after school.
Stakeholder Engagement

- Engage in the development process of school level plans for Title I
Development of Standards and Assessment

- Primarily a state level function.
  Funds may be used to support development of standards and assessments
Title II

- Funds may be used to support professional development for ALL teachers
ESSA: Title IV Part A

This is a new section with uncommitted funding which may be used to support arts education. Many opportunities for the arts exist within this Title, including:

- Sequential arts education programs
- Initiatives that use the arts for student engagement
- Programs that integrate the arts into other subjects.
ESSA: Title IV Part A

“Activities and programs in music and the arts” is the second area listed under supporting LEAs in providing programs and activities which improve student engagement and achievement.
Well-Rounded Education

Funds maybe used for arts education, a defined component of a well-rounded education, including:

• Arts courses

• Programs that integrate the arts into other subject areas, such as STEM (science, technology, engineering and mathematics)

• Programs focused on student engagement and school culture

• Increasing access for underrepresented student groups to high-quality arts courses

• Activities, including the arts, that promote programs to teach traditional American history, civics, economics, geography and government education

• Technology for the arts
Safe and Healthy Students

Districts may include the arts in strategies to help ensure that schools provide supports to keep students safe and healthy, including:

- Trauma-recovery programs that use the arts as a therapeutic measure
- School-based mental health services partnership programs
Effective Use of Technology

Although not specifically identified within ESSA, this priority area may include opportunities for the arts in education, including:

- Purchase of technology for arts classrooms
- Professional development for arts educators to incorporate new technology in the classroom or implement blended-learning strategies
- Programs that use technology consistent with the principles of universal design for learning to support the learning needs of all students
- Supports for schools in rural and remote areas to expand access to high-quality, digital learning opportunities
ESSA: Title IV Part A

Examples:

• Dayton, OH. The district is purchasing instruments to re-build an instrumental program that has been dormant for the last decade.

• Longwood, NY. The district is providing professional development on the new New York State Music Standards for its music educators.
ESSA: Title IV Part A

Requires a needs assessment and community engagement
Questions to Ask: Needs Assessment

• Who leads the needs assessment process for the district? Who leads the development of the application to the state?

• What is the process for conducting the needs assessment? How are the arts included in the needs assessment? What arts-related tools exist for the needs assessment in my district? (The Opportunity to Learn Standards created for dance, drama, music and the visual arts could serve as useful tools.)

• Who is engaged in the needs assessment process? Are there opportunities to participate in advisory or working groups?

• How much funding has the district received for this grant program? Do opportunities exist to leverage funding from other federal, state or local funding streams to support this work?

• What are the priorities identified by the needs assessment?
Questions to Ask: District Level

• Among the district’s identified priorities, what opportunities exist for arts or arts-integrated learning?

• Is there evidence of the role the arts can play in addressing the priorities of the district?

• Are there models that other states/districts have employed to use the arts to address these priorities? If so, how can the district incorporate those examples?
Accountability
Chronic Absenteeism
Chronic Absenteeism

New study from Seton Hall University shows the connection between increased student participation in arts education and decrease chronic absenteeism.

• What is the nature of the relationship between the total percentage of a middle school’s student population who participate in arts education and the school’s rate of student attendance, and can that relationship be classified as “value-added”?

The Influence of Arts Participation on New Jersey Middle School Student Outcomes

2018 Carly McIlvaine York
Chronic Absenteeism

New study from Seton Hall University shows the connection between increased student participation in arts education and decrease chronic absenteeism.

- arts participation does significantly impact the school climate variable of “chronic absenteeism”.

The Influence of Arts Participation on New Jersey Middle School Student Outcomes

2018 Carly McIlvaine York
Chronic Absenteeism

Hegepeth Williams
Little Kids Rock
School Performance Reports
Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any Visual and Performing Arts classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

Students enrolled in one or more visual and performing arts classes

<table>
<thead>
<tr>
<th>Discipline</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>DANCE</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>DRAMA</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>54%</td>
<td>33%</td>
</tr>
</tbody>
</table>
School Performance Reports

Today:

• Percentage of unique student participation in each discipline

• Total unique students enrolled in any arts courses

• State average for each measure based on school configuration (Middle, High)
School Performance Reports

Future:

• Elementary Schools
• Student/Arts Teacher ratio by school/ discipline
• Course Level Enrollment
• Per-Pupil Arts Spending
NJQSAC
Quality Single Accountability Continuum

Districts are required to show evidence of a curriculum and program that allows for the achievement of the arts standards and meeting the state requirement for visual and performing arts.
Participation in the arts is associated with a host of benefits, including non-academic skills such as:

**Let's Do More!**

- **Collaboration**
- **Empathy**
- **Critical Thinking**

SOCIAL & EMOTIONAL BENEFITS

The arts fuel individual development because they involve students in sustained processes that unfold over time.

Observing & Listening
Critique & Discussion
Practice & Rehearsal
Performance & Reflection

LET'S DO MORE!

Resources

Embracing the Arts: A Pathway to Well-Rounded Education

Rose Acerra, NJPTA
Vince DeLucia, NJ School Boards Association
Rosie Grant, Paterson Education Fund
Diana Pasculli, NJ Department of Education

Moderator: Bob Morrison, Arts Ed NJ

ARTS ED NJ
Many Partners. One Voice.