ARTS COUNCIL SANTA CRUZ COUNTY

SANTA CRUZ COUNTY ALLIANCE FOR ARTS EDUCATION

ARTS ED DATA PROJECT 2016-2017

Third grade Artist Teacher Partnership student, proudly standing in front of his artwork at the county-wide children's art exhibit.

SANTA CRUZ COUNTY ARTS ED DATA PROJECT

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SANTA CRUZ COUNTY ARTS ED DATA PROJECT

ABOUT ARTS COUNCIL SANTA CRUZ COUNTY

Since 1979, the Arts Council has been a passionate supporter of the unique, ever-evolving Santa Cruz County arts movement. Arts Council is a private, non-profit agency made up of a staff, board, and volunteers who are dedicated to serving the arts community.

Arts Council Santa Cruz County generates creativity, vibrancy, and connection. Their vision is a stronger Santa Cruz County, where creative expression thrives and the arts are integral to all aspects of our diverse community, and they do this by:

- providing funds and support services to artists and arts organizations;
- supporting a wide range of arts education opportunities;
- advocating for ongoing support for the arts;
- leading community collaborations and partnerships;
- and communicating both the intrinsic and economic value of the arts.

The Arts Council Santa Cruz County believes that the arts are an essential component of a complete education. The Arts Council is committed to supporting quality visual, performing, and literary arts opportunities that are both equitable and sustainable, for all youth of Santa Cruz County.

ABOUT THE ALLIANCE

The Santa Cruz County Alliance for Arts Education, created in 2012, is a county-wide advocacy initiative through partnership with the California Alliance for Arts Education and Arts Council Santa Cruz County. The mission of the Alliance is to empower local community members to preserve and expand arts education in Santa Cruz County public schools.

The network represents a cross section of community interests including business, community, parent, education and arts organizations. A united message conveys that an investment in arts education is an investment in the well-being of the larger community. The Alliance works to ensure equity in access to arts education for all K-12 students by closing the gaps in opportunity, particularly in under-resourced schools that serve low-income students and English Language Learners. Research has shown that when students have access to the arts, they perform better in school, both academically and socio-emotionally.

Please see the attached 2012 White Paper, written by our executive director, Michelle Williams (Appendix C) and our 2016 Santa Cruz County Alliance for Arts Education Position Paper (Appendix B) for more history and context around arts education in our county.

DESCRIPTION OF PROGRAM

There are a lot of incredible arts education programs and arts experiences happening in the schools throughout the county, through credentialed school programs and various arts organizations and individual artists, but there has been a limited picture of what is actually happening in each district and

school. In some cases, there are schools with a variety of different arts programs -- of varying qualities and depths -- and other schools with none.

There is a great need for a comprehensive assessment of arts education access - school by school, district by district in our county. The Alliance had attempted something similar through our County Office of Education in the past, but never got the full picture. It seems that in some cases, even administrators are challenged to keep track of all arts programs happening at their schools. It is often challenging to get the data. The goal was to capture not just credentialed arts specialists, but all community arts programs serving schools including individual artists.

WHY ARTS ED DATA?

Data allows us to see where there are programs and where there are gaps to fill. We can also use the results to leverage further support. For example, we can compare what is actually happening in schools to what is documented in district Local Control Accountability Plans, or use the data as a baseline to suggest change via Local Control Accountability Plans (LCAPs).

Progress can be documented once we have baseline data. Data creates accountability. Policies without accountability are often not implemented. For example, the California Arts Education Code states the following.

CA EDUCATION CODE
51210, 51220
"The adopted course of study for grades 1-12 shall include visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts."

However, without systematic and sustained arts plans, arts programming is minimized in many schools and districts throughout the state of California and the nation.

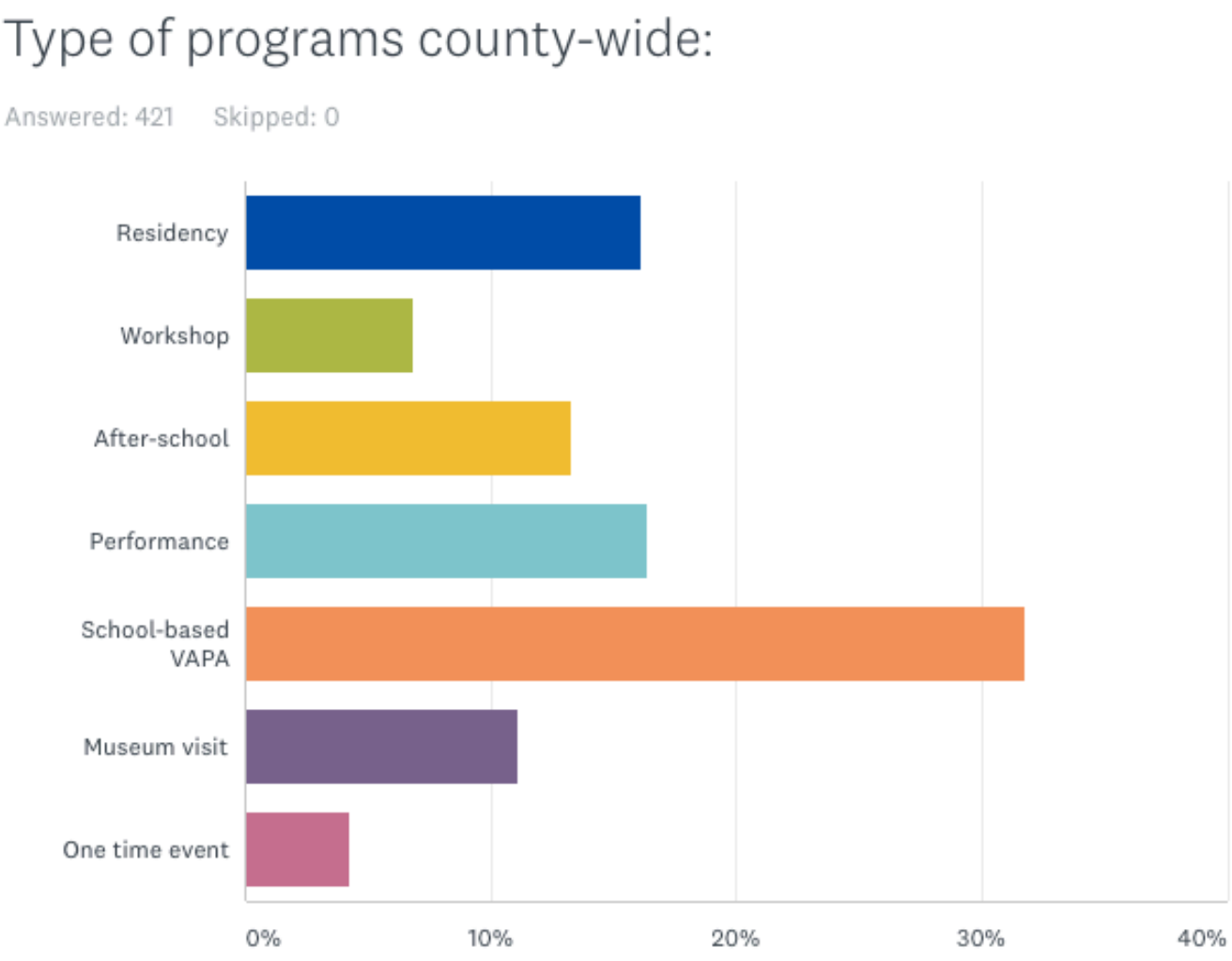
DEFINING ARTS EDUCATION

Optimally, arts education is defined as on-going, sequential, standards-based curriculum that is learned and applied by students and aligned with VAPA content standards. Data was collected on multiple kinds of arts programs provided by school-based Visual and Performing (VAPA) specialists, after-school programs, resident artists, and single arts experiences such as performances. In order to paint a clear picture, data was collected on all arts opportunities. The data was then analyzed by separating the one-time events such as performances and museum visits. This was done because these one-time opportunities do not fit with the definition of arts education. Although one-time events such as performances are valued it is critical to make a clear distinction between *arts education* and *arts experiences*.

COUNTY FINDINGS

Top findings from 2016-2017 data show:

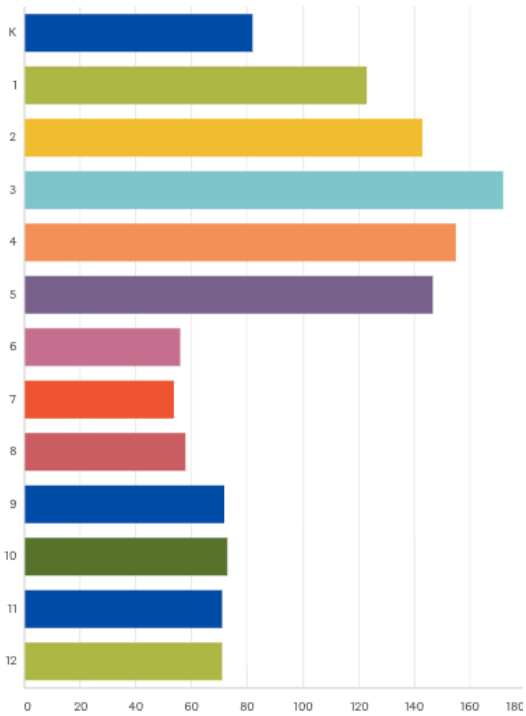
1. **The types of arts programs vary district by district.** 62% of arts programs met the definition of *arts education* -- on-going, sequential, standards-based curriculum, as compared to 38% of single arts experiences, museum visits, and workshops in 2016-2017.
2. **A similar attribute among districts is that they provide a variety of different types of art programs for their students.** The top type of program offered county-wide (including both *arts education* and *arts experiences*) were school-based VAPA (32%), followed by residency (16%) and performance (16%), after-school (13%), and museum visit (11%). The majority of school-based VAPA is happening in PVUSD due to the fact that they have an arts plan and arts funding committed in the district Local Control Accountability Plan (LCAP).



3. **Most of the arts programs happen in the elementary grades, K-5.** Second and third graders received the highest number of both *arts education* and *arts experiences*.
4. **There are very few arts programs in the middle schools.**

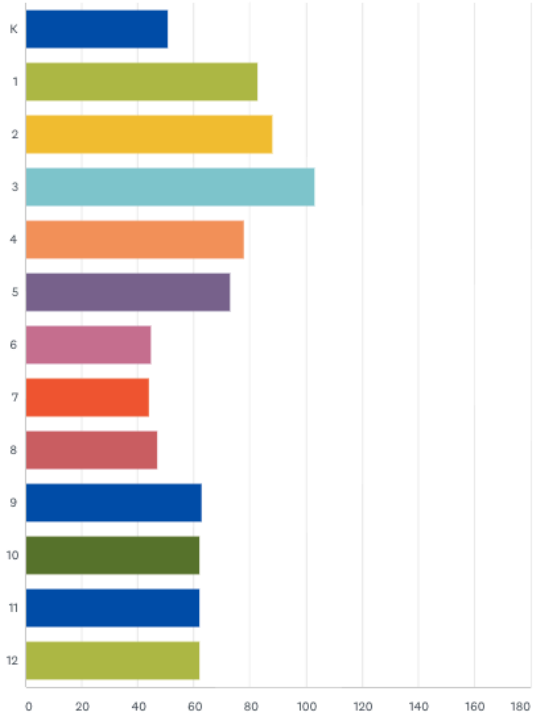
Number of Programs by Grade county-wide:

Answered: 421 Skipped: 0

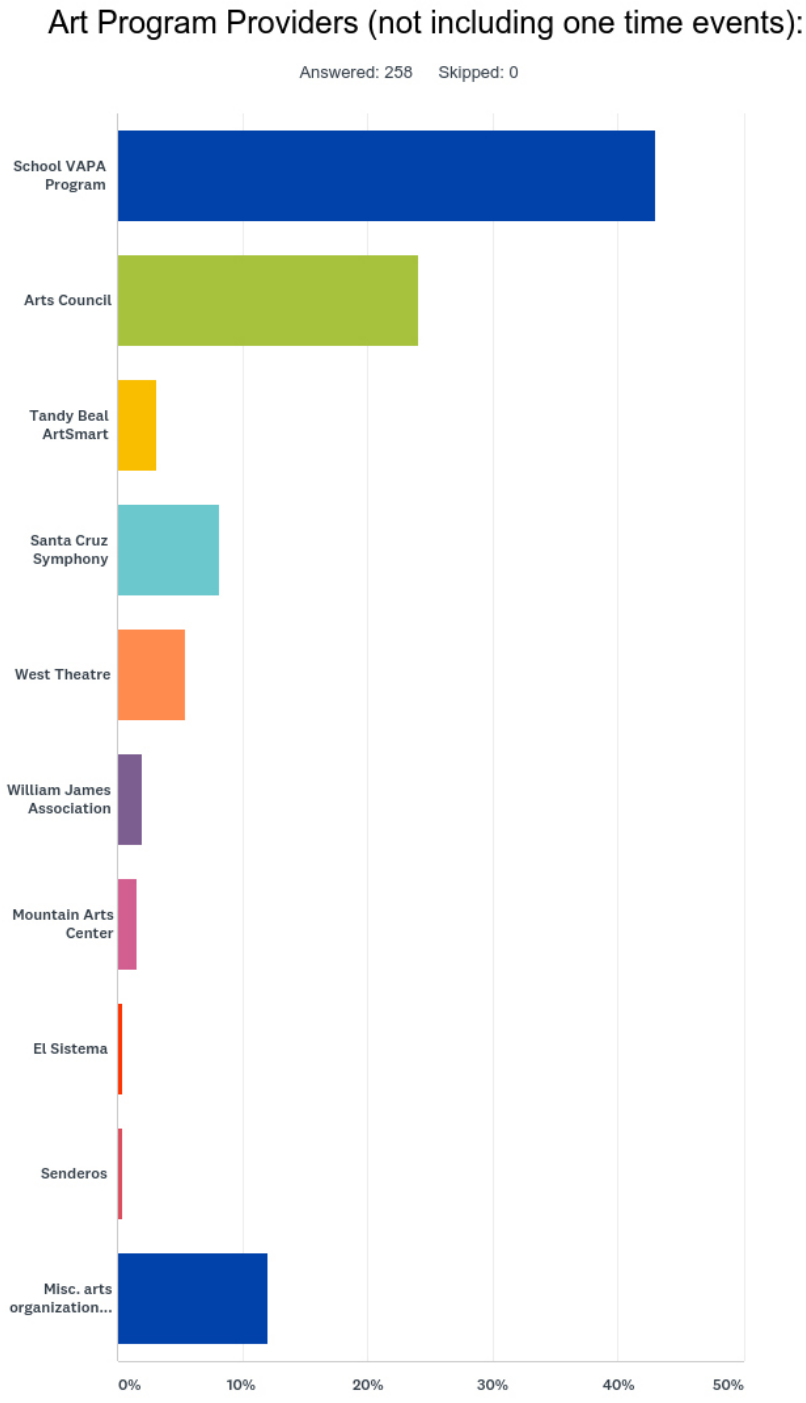


Number of Programs by Grade (not including one time events):

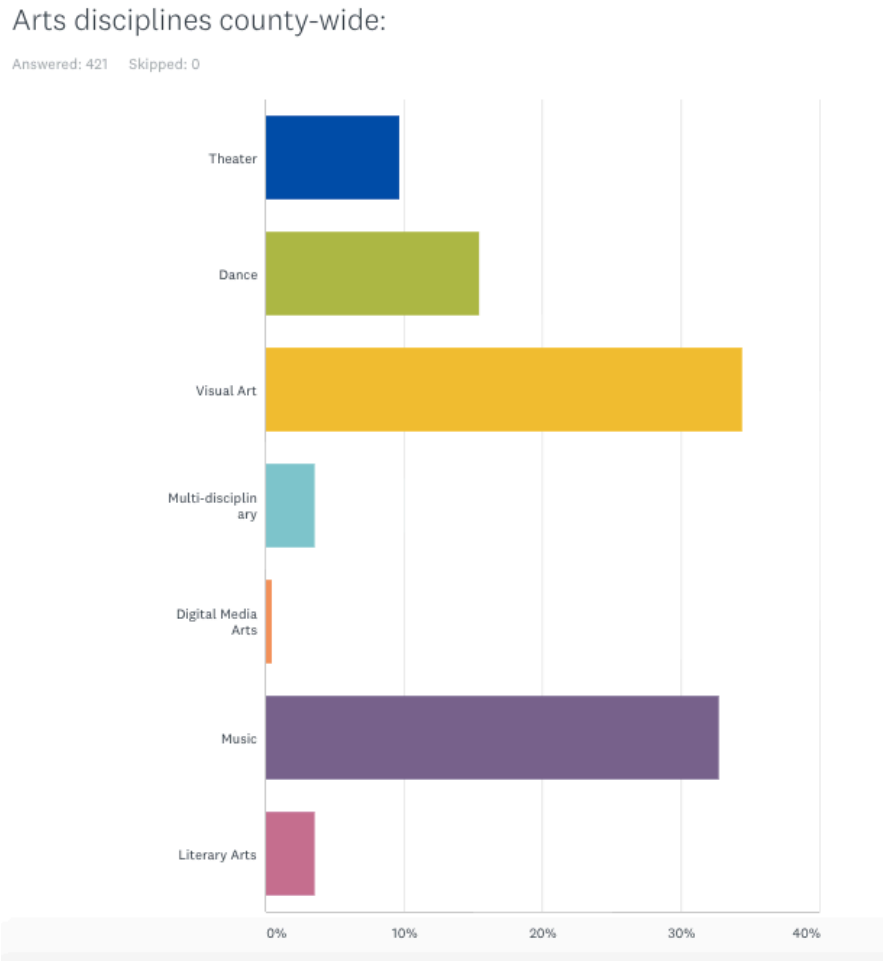
Answered: 258 Skipped: 0



5. **School-based VAPA programs tend to be on-going sequential programs**. Top providers for on-going sequential *arts education* programs include the following: school-based VAPA (43%), Arts Council (24%), Santa Cruz Symphony (8%), West Theatre (5%), and Tandy Beal and Co. (3%).
6. **More on-going sequential arts education programs are provided by arts organizations and individual teaching artists.** 57% of all on-going sequential arts education programs county-wide are provided by arts organizations and individual teaching artists. 43% are offered by school-based VAPA programs.



7. **The top arts disciplines offered county-wide were visual arts (34%), music (33%), dance (15%), and theatre (10%).**



DISTRICT REPORT CARDS

Demographic information for each district was collected from *Ed-Data, Education Data Partnership.* This information provides a sense of each district's demographic makeup and funding sources.

The District Arts Education Report Cards (Appendix A) reflect data on the following:

- Types of art programs
- Arts providers
- Arts funders
- Number of arts programs per grade

CA ARTS ED DATA MAPPING PROJECT

Last October 2016, Create CA, in partnership with the California Department of Education launched the California Arts Ed Data Project -- a suite of tools designed to help increase participation in arts education across California.

SANTA CRUZ COUNTY ARTS ED DATA PROJECT

The tools include an online user-friendly, color-coded dashboard, or 'visual data' system that helps map out access to arts education across the state. The dashboard allows users to review school-level, district, county- and state-wide data, and presents the statewide averages as the baseline for comparison. It draws from high school and middle school data already being collected through the CA Dept. of Ed -- Cal-pass data that each district is required to submit to CA Dept. of Ed each October, based on student ID course code, and teacher ID.

The Data Project also features "A Roadmap for School Districts" that guides leaders through the process of examining their data to better understand their unique circumstances and challenges. It outlines how to best:

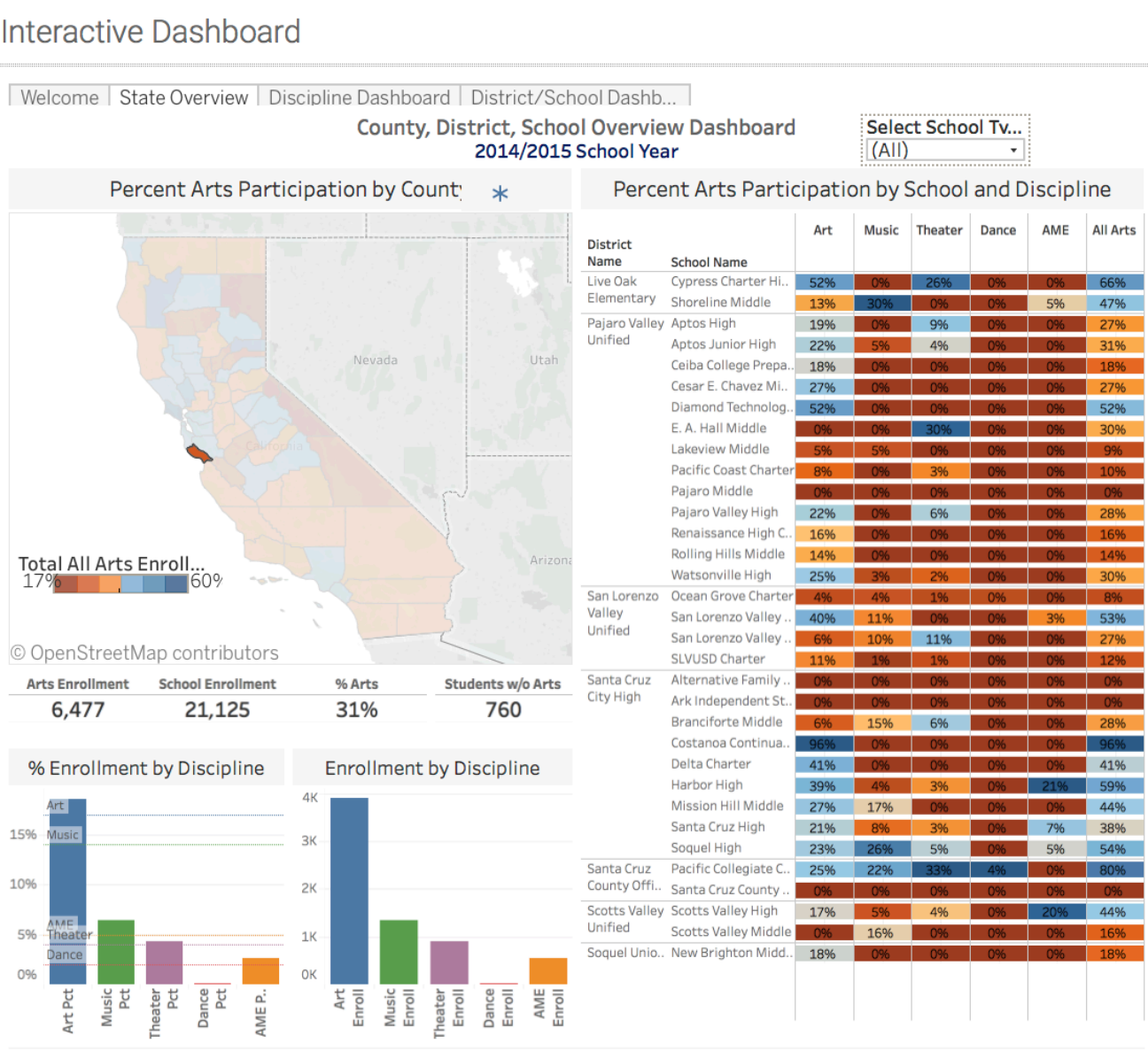
- navigate the dashboard site;
- determine the most critical/valuable reports;
- analyze the data;
- set guidelines and templates for discussing and sharing the data.

The Data Project provides leaders at the state district and school level – as well as parents and advocates – with the information they need to determine the status of arts education access and what inequities exist. The toolkit can be viewed at: http://www.createca.dreamhosters.com/artsed-dataproject/

There are a few challenges with the CA Arts Ed Data Project, however:

1. It did not capture:
    - elementary education -- both discrete arts education classes by VAPA specialists and arts integration programs;
    - arts residencies, workshops, and performances offered by community-based arts organizations and individual artists.
2. And, the pilot was not 100% accurate due to variations in course codings. For example, a dance class can be coded as a P.E. class and not be included in the arts offerings.

The Santa Cruz County Arts Education Data Mapping Project aims to collect elementary and arts provider data that will be able to supplement this powerful tool for sharing and analyzing middle school and high school arts education enrollment and offerings.



USING AND SHARING THE DATA AND NEXT STEPS

The way in which the data and findings are shared will determine how new partnerships are forged between district administration, teachers, parents, students, arts organization leaders, and community members.

In looking at the data for the county or district by district, determine the most critical/valuable findings. Questions to ask for reviewing the data include:

- What facts can be made about the data?
- What patterns are evident?
- What are some strengths? What are the challenges?
- What story does the data reveal?
- What questions arise?

SANTA CRUZ COUNTY ARTS ED DATA PROJECT

Generally speaking, the California Alliance for Arts Education identified three types of districts. Districts that:

1. are strong - with a VAPA coordinator, COE support, and a local advocacy group who easily come together for data conversations and are proactive;
2. need a voter/parent to initiate and then is willing to discuss data. Need some guidance and support to take action;
3. requires a strategic advocacy approach to focus on data in a way that leads to action.

The Alliance encourages districts with an Arts Plan to include it in their LCAP. Through this process, the arts can receive more funding. Pajaro Valley Unified School District is a leader on this.

The Alliance has lots of research that highlights the critical importance of students receiving arts education for their academic and social-emotional growth and development. The Every Student Succeeds Act states that the arts need to be taught in the same manner as all other core subject areas. The Alliance also has tools and resources to support districts in creating an Arts Plan as well as integrate the Arts Plan into the LCAP.

Sarah Brothers, Arts Education Manager
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SANTA CRUZ COUNTY ARTS ED DATA PROJECT

APPENDIX A:

To create district arts education report cards, data was collected on demographic information for each district from *Ed-Data, Education Data Partnership* to overlay the arts education data that was collected through the Arts Ed Data Survey. The district arts education report cards reflect data on the following, per district:

- Types of programs
- Arts providers
- Arts funders
- Number of arts programs per grade
- Programs per students*

Ed-Data is a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team/CA School Information Services designed to offer educators, policymakers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California.

It is important to note that the data collected from EdSource was from the 2015-2016 school year, as the 2016-2017 data had not yet been updated and released. Overall, the data is meant to paint a picture of the general status of the district as it relates to demographics and funding -- to then overlay with the arts education data that was collected for the 2016-2017 year. Though shifts in percent of ELL students or the dollar per student amount are expected each year, they are generally insignificant amounts from any given year to the next.

The dollar per student reflect an average dollar amount. What is hidden here is the grade level of the student. For more information, on the CDC website, one can access students by grade level: K-3, 4-6, 7-8, 9-12.

Financial Data: Data Table “Total Revenue” number that includes LCFF sources, federal, state, and local revenue was used.

Several schools have School and/or Community Foundation support. This revenue is not included in this number.

*It is important to note that the programs per students indicates where we need to put our focus. The study was designed in order to identify inequities that exist across our county. The intention is to make arts programming more equitable within our county.

BONNY DOON SCHOOL DISTRICT

165 students enrolled

1% are English Language Learners

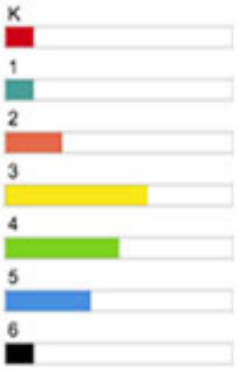
21% are on Free/Reduced Price Meals

$12,675 per student

8 art programs reported

1 program per 20 students

NUMBER OF PROGRAMS BY GRADE



Workshop (25%) Performance (25%) Residency (12.50%)
After school (12.50%) School-based VAPA specialist (12.50%)
Museum visit (12.50%)

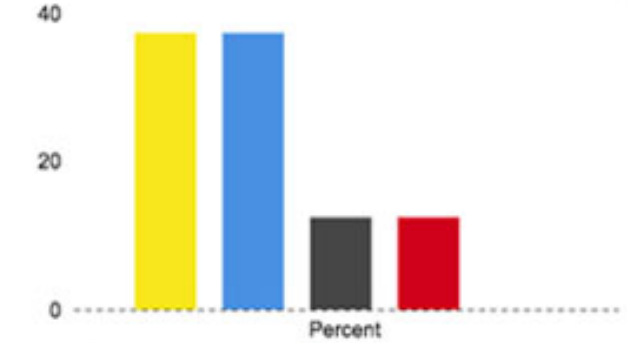
TYPES OF PROGRAMS

Dance (37.50%) Music (37.50%) Visual Art (25%) Theater (0%)
Multidisciplinary (0%) Digital Media Arts (0%) Literary Arts (0%)

ARTS DISCIPLINES

Tandy Beal and Co. (27.27%) Symphony (18.18%)
COE (18.18%) State/District Funding (9.09%) MAH (9.09%)
District office (9.09%) Mt Arts Center Rydell Grant (9.09%)

ARTS FUNDERS



Tandy Beal ArtSmart Santa Cruz Symphony
Mountain Arts Center MAH School-based VAPA specialist

ARTS PROVIDERS

HAPPY VALLEY SCHOOL DISTRICT

132 students enrolled

3% are English Language Learners

9% are on Free/Reduced Price Meals

$11,213 per student

4 art programs reported

1 program per 33 students

NUMBER OF PROGRAMS BY GRADE

School-based VAPA specialist (50%) Residency (25%)
Museum visit (25%)

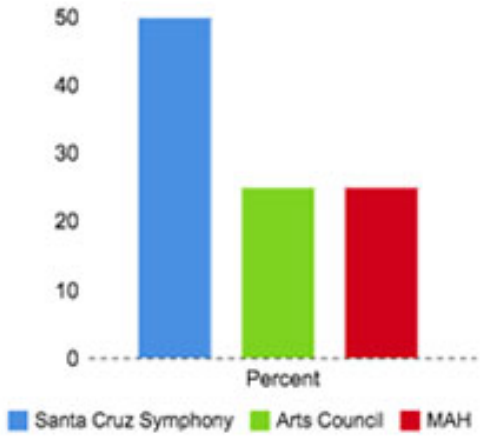
TYPES OF PROGRAMS

Music (50%) Dance (25%) Visual Art (25%) Theater (0%)
Multidisciplinary (0%) Digital Media Arts (0%) Literary Arts (0%)

ARTS DISCIPLINES

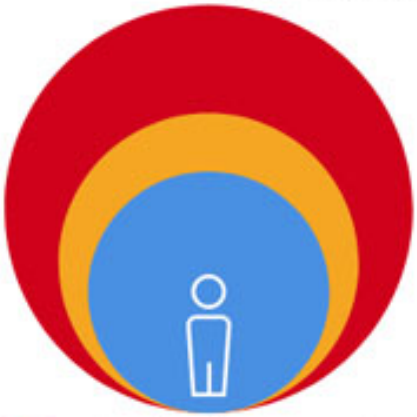
Symphony (50%) Arts Council (25%) MAH (25%)

ARTS FUNDERS



ARTS PROVIDERS

LIVE OAK SCHOOL DISTRICT



2,106 students enrolled

35% are English Language Learners

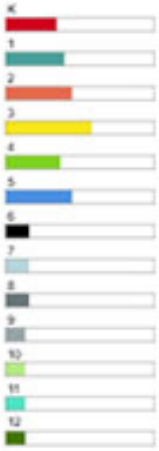
54% are on Free/Reduced Price Meals

$11,421 per student

38 art programs reported

1 program per 55 students

NUMBER OF PROGRAMS BY GRADE



Residency (31.58%) Performance (21.05%)
School-based VAPA specialist (18.42%)
One time event (18.42%) Museum visit (7.89%)
Workshop (2.63%) After school (0%)

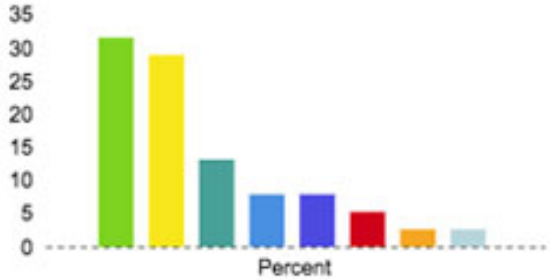
TYPES OF PROGRAMS

Dance (36.84%) Visual Art (26.32%) Music (15.79%)
Theater (10.53%) Multidisciplinary (7.89%) Literary Arts (2.63%)
Digital Media Arts (0%)

ARTS DISCIPLINES

State/District Funding (25%) Arts Council (25%)
Tandy Beal and Co. (19.64%) Foundation (8.93%)
Parent Teacher Organizations (5.36%) Symphony (5.36%)
COE (3.57%) MAH (3.57%) District office (1.78%)
Pajaro Valley Arts (1.78%)

ARTS FUNDERS



Arts Council Tandy Beal ArtSmart
School-based VAPA specialist Santa Cruz Symphony
West Theatre MAH Pajaro Valley Arts
Other arts orgs/artists

ARTS PROVIDERS

MOUNTAIN SCHOOL DISTRICT

124 students enrolled

1% are English Language Learners

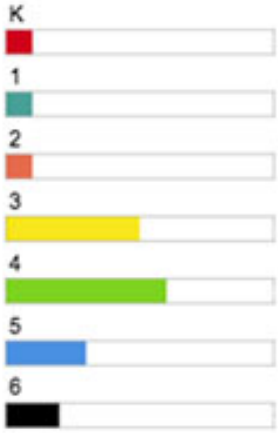
15% are on Free/Reduced Price Meals

$14,055 per student

10 art programs reported

1 program per 12 students

NUMBER OF PROGRAMS BY GRADE



School-based VAPA specialist (40%) Workshop (20%)
Performance (20%) Residency (10%) Museum visit (10%)

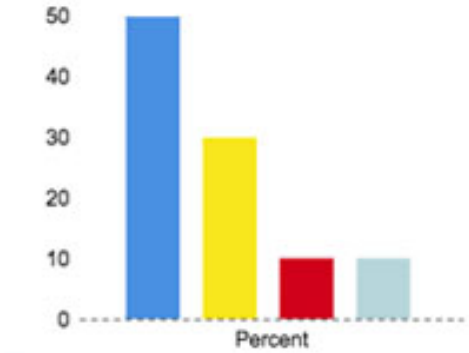
TYPES OF PROGRAMS

Music (50%) Dance (30%) Visual Art (10%) Literary Arts (10%)
Theater (0%) Multidisciplinary (0%) Digital Media Arts (0%)

ARTS DISCIPLINES

Symphony (41.67%) COE (25%) Tandy Beal and Co. (25%)
MAH (8.33%)

ARTS FUNDERS



Santa Cruz Symphony Tandy Beal ArtSmart
MAH Other arts orgs/artists

PROGRAM PROVIDERS

PACIFIC SCHOOL DISTRICT

115 students enrolled

13% are English Language Learners

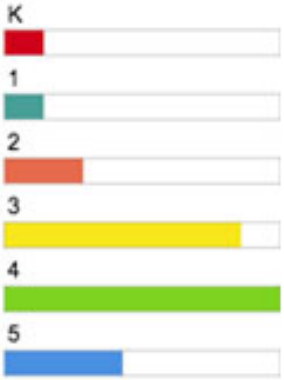
26% are on Free/Reduced Price Meals

$11,825 per student

7 art programs reported

1 program per 16 students

NUMBER OF PROGRAMS BY GRADE



Residency (42.86%) Museum visit (28.57%)
Workshop (14.29%) Performance (14.29%)
After school (0%) School-based VAPA specialist (0%)
One time event (0%)

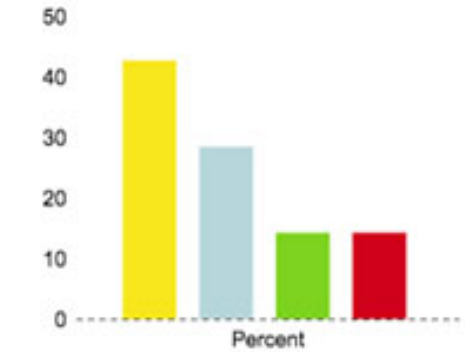
TYPES OF PROGRAMS

Dance (42.86%) Visual Art (28.57%) Theater (14.29%)
Music (14.29%) Multidisciplinary (0%) Digital Media Arts (0%)
Literary Arts (0%)

ARTS DISCIPLINES

COE (25%) Tandy Beal and Co. (25%)
State/District Funding (8.33%) School Site Council (8.33%)
Foundation (8.33%) Arts Council (8.33%) MAH (8.33%)
WEST Theatre (8.33%)

ARTS FUNDERS



Tandy Beal ArtSmart Other arts orgs/artists
Arts Council MAH

PROGRAM PROVIDERS

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

20,354 students enrolled

45% are English Language Learners

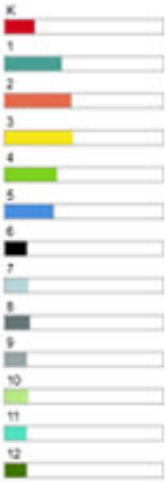
75% are on Free/Reduced Price Meals

$12,934 per student

202 art programs reported

1 program per 100 students

NUMBER OF PROGRAMS BY GRADE



School-based VAPA specialist (31.68%)
Performance (21.78%) After school (18.81%)
Museum visit (10.89%) Residency (7.92%)
Workshop (5.94%) One time event (2.97%)

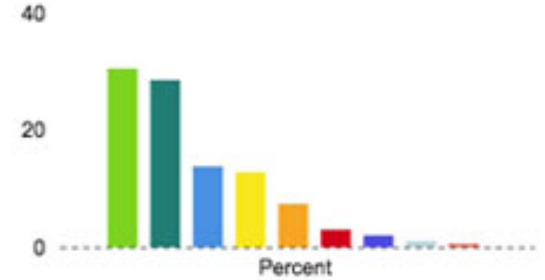
TYPES OF PROGRAMS

Visual Art (37.62%) Music (30.20%) Dance (15.84%)
Theater (10.40%) Multidisciplinary (4.95%) Literary Arts (0.99%)
Digital Media Arts (0%)

ARTS DISCIPLINES

Arts Council (27.02%) State/District Funding (23.93%)
Tandy Beal and Co. (11.97%) Symphony (9.65%)
Foundation (6.57%) School Site Council (5.79%)
Pajaro Valley Arts (5.79%) COE (3.09%) MAH (2.32%)
Title 1 (1.54%) WEST Theatre (1.16%)
Parent Teacher Organizations (0.77%) District office (0.39%)

ARTS FUNDERS



Arts Council School-based VAPA specialist
Santa Cruz Symphony Tandy Beal ArtSmart
Pajaro Valley Arts MAH West Theatre
Other arts orgs/artists William James Association

ARTS PROVIDERS

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT

4,644 students enrolled

2% are English Language Learners

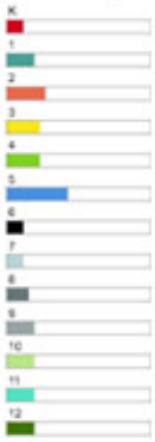
17% are on Free/Reduced Price Meals

$11,364 per student

1 program per 178 students

26 art programs reported

NUMBER OF PROGRAMS BY GRADE

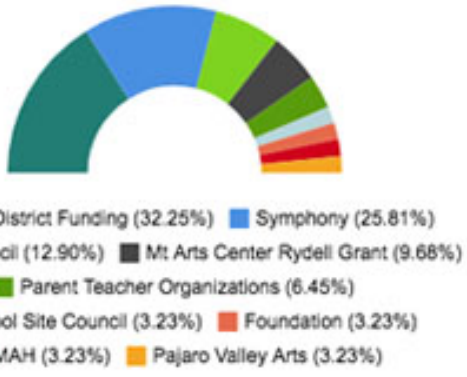


School-based VAPA specialist (34.62%) Workshop (19.23%)
Residency (11.54%) After school (11.54%)
Performance (11.54%) Museum visit (7.69%)
One time event (3.85%)

TYPES OF PROGRAMS

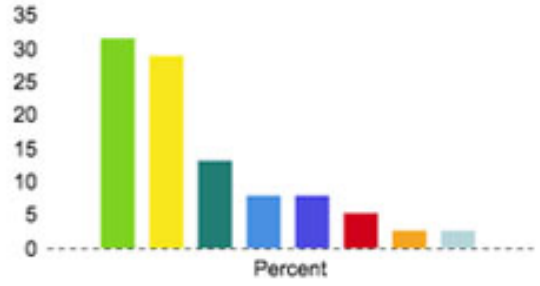
Visual Art (42.31%) Music (38.46%) Theater (11.54%)
Multidisciplinary (7.69%) Dance (0%) Digital Media Arts (0%)
Literary Arts (0%)

ARTS DISCIPLINES



State/District Funding (32.25%) Symphony (25.81%)
Arts Council (12.90%) Mt Arts Center Rydell Grant (9.68%)
Parent Teacher Organizations (6.45%)
School Site Council (3.23%) Foundation (3.23%)
MAH (3.23%) Pajaro Valley Arts (3.23%)

ARTS FUNDERS



Arts Council Tandy Beal ArtSmart
School-based VAPA specialist Santa Cruz Symphony
West Theatre MAH Pajaro Valley Arts
Other arts orgs/artists

ARTS PROVIDERS

SANTA CRUZ CITY SCHOOLS

6,937 students enrolled

18% are English Language Learners

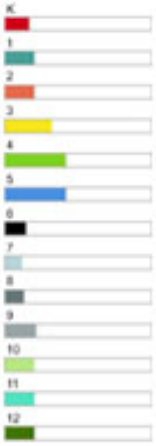
42% are on Free/Reduced Price Meals

$12,070 per student

84 art programs reported

1 program per 82 students

NUMBER OF PROGRAMS BY GRADE



School-based VAPA specialist (30.95%) Residency (25%)
After school (16.67%) Museum visit (13.10%)
Performance (7.14%) Workshop (3.57%)
One time event (3.57%)

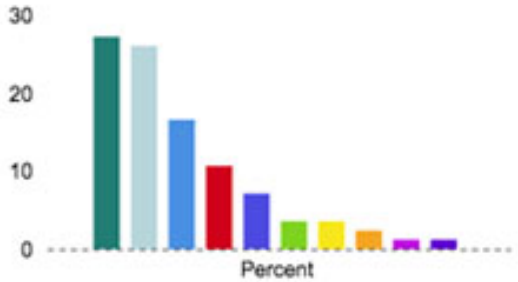
TYPES OF PROGRAMS

Music (42.86%) Visual Art (27.38%) Theater (11.90%)
Dance (9.52%) Literary Arts (8.33%) Multidisciplinary (0%)
Digital Media Arts (0%)

ARTS DISCIPLINES

Parent Teacher Organization (19.49%)
State/District Funding (18.19%) Symphony (18.19%)
MAH (11.68%) Arts Council (9.09%) El Sistema (5.19%)
District office (3.89%) Tandy Beal and Co. (3.89%)
Senderos (2.60%) Pajaro Valley Arts (2.60%)
Foundation (1.30%) COE (1.30%) WEST Theatre (1.30%)
Santa Cruz Shakespeare (1.30%)

ARTS FUNDERS



School-based VAPA specialist Other arts orgs/artists
Santa Cruz Symphony MAH West Theatre
Arts Council Tandy Beal ArtSmart
Pajaro Valley Arts El Sistema Senderos

ARTS PROVIDERS

SCOTTS VALLEY UNIFIED SCHOOL DISTRICT

2,545 students enrolled

2% are English Language Learners

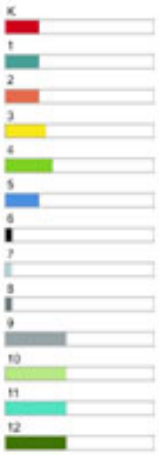
11% are on Free/Reduced Price Meals

$9,662 per student

22 art programs reported

1 program per 115 students

NUMBER OF PROGRAMS BY GRADE



School-based VAPA specialist (63.63%) Residency (13.64%)
Workshop (9.09%) Performance (9.09%)
Museum visit (4.55%)

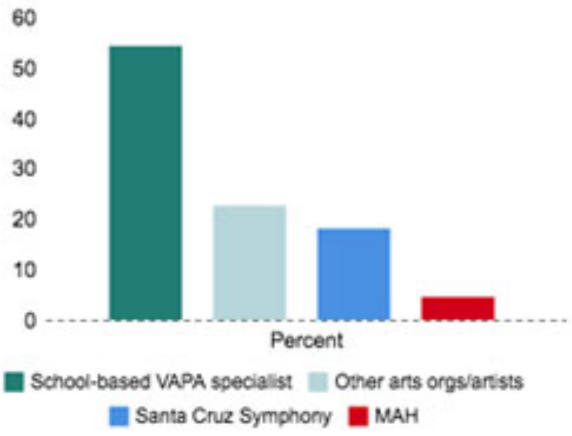
TYPES OF PROGRAMS

Music (50%) Visual Art (40.91%) Digital Media Arts (4.55%)
Literary Arts (4.55%) Theater (0%) Dance (0%)
Multidisciplinary (0%)

ARTS DISCIPLINE

Parent Teacher Organizations (30%) Foundation (22%)
School Site Council (20%) State/District Funding (18%)
Symphony (8%) MAH (2%)

ARTS FUNDERS



ARTS PROVIDERS

SOQUEL UNION SCHOOL DISTRICT

1,979 students enrolled

10% are English Language Learners

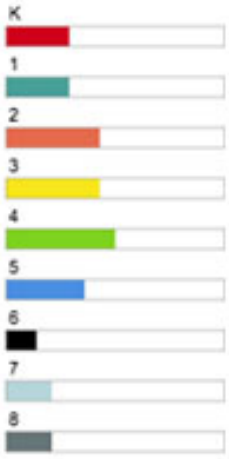
34% are on Free/Reduced Price Meals

$9,983 per student

14 art programs reported

1 program per 141 students

NUMBER OF PROGRAMS BY GRADE



School-based VAPA specialist (35.71%) Residency (21.43%)
Museum visit (21.43%) Workshop (7.14%)
Performance (7.14%) One time event (7.14%)
After school (0%)

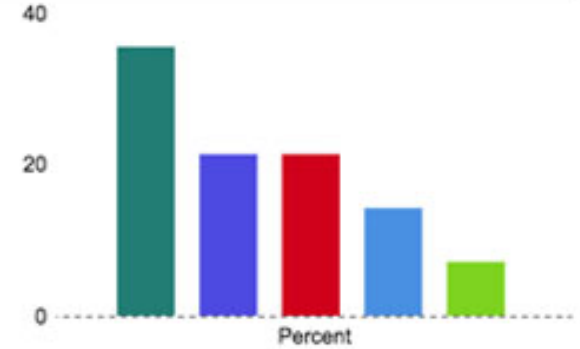
TYPES OF PROGRAMS

Visual Art (50%) Music (21.43%) Theater (14.29%) Dance (7.14%)
Literary Arts (7.14%) Multidisciplinary (0%) Digital Media Arts (0%)

ARTS DISCIPLINES

State/District Funding (27.77%)
Parent Teacher Organizations (16.67%) MAH (16.67%)
Arts Council (11.11%) Symphony (11.11%) Title 1 (5.55%)
Foundation (5.55%) WEST Theatre (5.55%)

ARTS FUNDERS



School-based VAPA specialist West Theatre MAH
Santa Cruz Symphony Arts Council

ARTS PROVIDERS

SANTA CRUZ COUNTY ARTS ED DATA PROJECT

APPENDIX B: METHODOLOGY

During the 2015-2016 school year, a pilot arts education survey was conducted in order to document, district by district, and school by school, the arts education opportunities that are available to students.

In 2016-2017, the survey tool was updated to include additional questions while also simplifying it. The survey was distributed to Superintendents, Curriculum and Instruction leaders at the district level, principals of every school, VAPA specialists, and arts organizations that provide arts education. A total of 491 surveys were collected, for a 92% response rate.

COMPARISONS ACROSS YEARS

While it may be tempting to compare data from 2015-2016 to 2016-2017, there was a much higher response rate in 2016-2017 and a more thorough survey in the last year that included frequency and duration of programs. The pilot in 2015-2016 provided baseline data, but was especially instructive about how to refine the survey in 2016-2017.

YEAR ONE PILOT

During the 2015-2016 school year, a pilot arts education access survey was conducted in order to document, district by district, and school by school, the arts education opportunities that are available to students. A visual data mapping system was used to identify the overlaps and gaps in service, and to make this data more transparent and accessible. It was believed that this could be a great opportunity to start the conversation between all arts education stakeholders, whether school or district administrators, individual artists, or arts organizations leaders.

In the first year, a lot was learned about trends through five key preliminary findings:

- Arts Ed programs vary widely -- in discipline, type of program structure, implementation and funding.
- Music programs make up over 50% of all arts programs county-wide, with the rest of the program offerings being more evenly distributed.
- Over 50% of all arts programs county-wide are occurring on an ongoing basis in school programs, as opposed to after-school, or one-time events such as museum visits or performances.
- 63% of all arts programs in schools are provided by arts organizations, and half of all arts programs are provided by just three organizations: Arts Council, Santa Cruz Symphony, and Tandy Beal and Co.
- There is a lot of ambiguity around what constitutes an 'Arts Education Program.'

A lot was learned, but there were missing pieces -- for example duration and frequency of arts programs were not captured, nor was information about teaching and learning assessment tools or funding sources. There was also no response rate tracked for validity purposes – responses in the first year were spotty. So, this year, those pieces of information were captured to paint a more complete picture.

SANTA CRUZ COUNTY ARTS ED DATA PROJECT

THE PROCESS THIS YEAR

This year, an amazing team of three UCSC interns supported the project. One intern, Sage Turner, was involved from the very beginning stage in the fall of 2016, and led the updating and initial distribution of the survey in Phase I, through the data analysis in Phase III. Two more interns came on during the spring term to support the Phase II communications and data collection process.

Phase I:

During the fall of 2016, the survey tool was updated to include additional questions, while also simplifying it. An excel template was developed for schools with a large number of arts programs to report in order to simplify the process. Questions included:

- Program name
- School name and district
- Arts discipline
- Program type (in-school, residency, performance, one-time event, after-school, museum visit, etc.)
- Duration/frequency of classes
- Number of students served and grades
- Provider: credentialed VAPA specialist, individual teaching artist, or arts organization service provider
- Funding source(s)
- Assessment tools

Each individual program occurring through a school or after-school site had to be entered separately in a new survey form. So, for example if a school had three different programs (a visual VAPA specialist in grades 1-3, an artist residency for grade 4, and a school-wide arts performance scheduled), then three separate survey forms had to be completed. For the few school sites or arts organizations that offered several separate programs, administrators had the option to complete an excel template instead to simplify the process.

In November 2016, the survey tool was distributed to a targeted list of contacts, including Superintendents and Curriculum and Instruction Associate Superintendents at the district level, principals of each school in the district, VAPA specialists, and a handful of arts organization program officers -- that were known to provide arts education programming in the schools. Survey completion was tracked in order to determine response rate for validity of the final results.

The County Office of Education's support in distributing the information to district and school administrators and requesting participation in the survey was absolutely essential in the survey success.

Phase II:

Phase II included sorting and cleaning data, eliminating duplicates, ensuring all responses were in a uniform format, contacting individuals, and following up with questions if pieces were unclear.

Multiple reminders and requests to complete the survey were sent through the County Office of Education, and the intern team made calls, individual emails, and site visits for missing information

beyond our deadline. This strategy was key to getting a higher response rate: 491 total responses, at a 92% response rate this year!!!

Phase III:
Phase III involved data analysis and secondary data collection for each district from *Ed-Data, Education Data Partnership* to overlay the arts education data we collected to create District Arts Education Report Cards (see Appendix A). Infographics were developed, information was synthesized, and trends were identified.

CHALLENGES

Though some of the challenges we had during the pilot year were addressed, like response rate and frequency and duration of programs, there were still areas with weak data, largely due to the survey design. For example, the number of students participating in each program had been asked, but some people reported the number of students in each class while others reported the total number of students served in all classes throughout the year. Next time we conduct the survey, this question will clarified with an example.

Questions around frequency and duration of programs resulted in unclear results as well. The number of hours per week the program occurred was aked. Some respondents put the total number of hours the teacher taught per week, while others put how long each student would receive the arts program. Next time we conduct the survey, the question will be re-framed to be much clearer, and an example will be provided: Number of hours a week each student participates in the program, not the number of hours the teacher teaches all the classes in the program.

It was known that there were several programs that didn't report their data. For schools who did not report their programs, the decision was made to enter the details that were available.

LOOKING FORWARD: NEXT YEAR

This county-wide art education data mapping project will be conducted again in two to five years, acknowledging the amount of work this project involves and the capacity to do a thorough in-depth assessment and analysis. Based on the experience over the last two years implementing the project, the following adjustments will be made next round:

- Provide more time for following up with school personnel – especially as it relates to missing information and inconsistencies in survey answers. This time, data was collected earlier in the school year, but there is room to go deeper and capture more information with each school.
- Survey Design: Questions relating to students served and frequency and duration of the programs will be reframed and clarified to get more consistent responses, providing examples where helpful. The 'Other' option will be eliminated in areas like arts discipline where it created confusion both for the survey participant and in analyzing data.
- Continue to capture duration and frequency of classes and residencies, including number of unique sessions, and organize results in an index.

- Add 'No programs' as an option on the survey.
- Provide an incentive for participation in the survey.
- Explore creating an additional index with data that reflects the number of students that receive arts programming vs. the total number of students at each school.

Other questions to ask or items to address:

- Dive deeper. Eventually, start asking more qualitative questions, following up with interviewing respondents – perhaps a qualitative assessment the following year.
- Adding parents as a stakeholder group to be surveyed.
- Analyze the correlation between arts participation and student achievement in school.
- Analyze the correlation between the number of credentialed arts teachers at a school vs. the number of students enrolled in arts classes.
- Determine whether classes are electives or a required part of the school day.
- Determine how generalist teachers incorporate arts integration strategies in the classroom, and if they receive professional development in the arts.
- Examine the aspects of learning to express cultural heritages in school and if/how they are viewed as art making, as some cultural groups may not classify their cultural practices as art.

During the 2017-2018 school year, a Readiness Scale review will be conducted with interested leaders in each district to educate and set benchmarks of quality in arts education. These rubrics were designed by the California Alliance for Arts Education, and are meant to be a diagnostic tool to identify areas for growth and to show progress over time -- think of it as a continuum of best practices. They focus on 7 key areas as they relate to district arts education, such as:

- Curriculum, Student Assessment, and Professional Development
- Resources and Facilities
- Partnerships and Collaborations
- Teaching Personnel
- Funding
- Leadership and Planning
- Advocacy and Communications

This process is meant to help build relationships with districts, and focus local advocacy work to best support districts in improving equity and quality in their arts education programs.

APPENDIX C:

Santa Cruz County Alliance for Arts Education Position Paper

Learning for Living Beyond the Test: Arts Education, Equity, and the Opportunity Gap

Life in the 21st Century requires new ways of thinking and doing. Having the one 'right' answer no longer will solve the complex problems our world presents. The arts provide opportunities for young people to creatively engage with learning, giving them the tools they need to meet today's challenges.

Since 2012, the **Santa Cruz County Alliance for Arts Education (SCCAAE)**, a local advocacy network affiliated with the California Alliance for Arts Education, has been working to develop sustainable arts education that benefits all our students. SCCAAE's mission is to empower local community members to preserve and expand arts education in Santa Cruz County public schools.

We work to ensure equity in access to arts education for all K-12 students by closing the gaps in opportunity, particularly in under-resourced schools that serve low-income students and English Language Learners. When students have access to the arts, they really learn!

Elena, a creative 3rd grader at a school in Watsonville, struggled to read and write in English. When her teacher introduced an art program that connected art to writing and science, her interest in being able to write about the colorful pictures she created opened the door to literacy.

Kevin was a high school freshman in Santa Cruz who was bored in his academic classes and often acted out or was absent. His counselor discovered that Kevin played a musical instrument. She suggested he join the school's jazz band and helped him get involved. That turned him around. Kevin graduated from high school three years later with a 3.5 grade point average and perfect attendance, ready to major in music at a state university.

Data shows that the arts can have a powerful impact on students' achievement and behavior, as well as their potential to learn deeply and become engaged participants in society. Providing our young people with the education they need to envision and solve academic and life problems is a goal we can all agree on. Making the arts an essential part of that education is the work of the Santa Cruz Alliance for Arts Education.

Why the Arts?

Arts education and arts integration promote learning that "goes beyond the initial step of helping students learn and recall information to challenging students to take the information and facts they have learned and do something with them to build deeper understanding." This idea drives the Common Core State Standards and the 4Cs of 21st Century education -- Creativity, Critical Thinking, Collaboration and Communication. It's what all students deserve.

Arts-based skills are directly applicable to learning in literacy, mathematics, social studies and the sciences. The arts:

• teach critical thinking, problem solving, and decision-making;

• engage the whole person – physically, cognitively, socially, and emotionally;

• teach students to see from multiple perspectives; to think outside the box with;

complex and ambiguous issues; to be flexible and accept mistakes as new starting points;

• teach kids how to right themselves when they're thrown off balance;

• teach students to take risks, to stretch themselves, and to innovate;

• teach engagement and empathy, and connect students to the wider world.

How SCCAAE Advocacy supports local schools

SCCAAE works to level the playing field for *all* students by advocating for high-quality arts education and arts integration in our county schools, especially in districts with large numbers of English Language Learners (ELLs). Our action-oriented approach to advocacy focuses on building relationships with school districts and with the Santa Cruz County Office of Education, Cabrillo College, and local arts organizations. We work with district administrators, school boards, teachers, and parents to develop LCAPs and strategic arts plans aimed at increasing student access to high-quality K-12 arts education.

What it looks like: Collaboratively building a model

In our first two years, SCCAAE members decided to reach out to one local district to offer support. We were aware that many students in the largest district in Santa Cruz County had very limited access to arts education. Several administrators and teachers from the Pájaro Valley Unified School District (PVUSD) were involved in the SCCAAE, helping to shape our advocacy strategy. Knowing that the district had drafted an arts plan a few years earlier, we decided to focus advocacy efforts on PVUSD, and we've continued supporting the district over the past four years. Here's what we've done:

• 2012-13 – Established the SCCAAE Local Advocacy Network (LAN) and began a strategic planning process to identify goals and actions that would promote arts education in Santa Cruz County. Parent committee formed to monitor outcomes of county school board meetings during the year.

• 2013-14 – Parent committee developed outreach to PVUSD Board of Trustees, building on groundwork done by a PVUSD parent on the committee. The parents committee worked to:

- plan small presentations to the PVUSD Board, establishing points of contact with board members;
- create guidelines for parent involvement to use in PVUSD and other districts;
- create and distribute a media packet to district offices and schools to publicize SCCAAE;
- form strategic partnerships with parents, home and school clubs, school site councils, and other parent organizations across county;
- build SCCAAE visibility at Arts Council Family Arts Nights, Art Museum family events, etc.

• 2014-15 – SCCAAE Steering Committee presentation to PVUSD Board emphasizing impact of arts education on academic learning and ELLs. Board agreed to seek funding for VAPA. District hired 20

single-subject arts specialists for K-3 release time instruction; VAPA coordinator led professional development to support specialists. SCCAAE held public meeting at Cabrillo College for outreach and dialogue with county arts educators, school administrators, and teachers.

• 2015-16 – SCCAAE developed and adopted new strategic action plan, revising goals in alignment with new state arts education initiatives to:

- focus only on PVUSD for the year to maximize impact of advocacy;
- recruit parents and develop parent information packet to take to ELAC meetings;
- support new district VAPA coordinator in drafting and revising LCAP arts focus and new district arts plan.

• 2016 – New arts plan adopted by district: supports hiring of new arts specialists over 3 years and increases middle and high school music programs across district.

• 2016-17 – SCCAEE launched a county-wide data mapping project through the Arts Council to provide essential data on school arts programs. We allied with PVUSD and its VAPA coordinator to support implementation of their comprehensive arts plan, emphasizing best practices in arts education, advocacy, and resources for ongoing, sequential, cross-disciplinary professional development for VAPA specialists and K-5 generalists. PVUSD's LCAP and arts plan reflect this major push forward with the arts.

This is what arts education advocacy can do! Please join us as we continue our work with county schools. We are the **Santa Cruz County Alliance for Arts Education**. Contact us at http://www.artscouncilsc.org/arts-education/arts-ed-advocacy/

APPENDIX D:

2012 White paper, written by Michelle Williams, Executive Director of the Arts Council Santa Cruz County.

ARTS EDUCATION POSITION PAPER
Arts for every child, every day.

The Arts Council believes that quality arts education is the cornerstone of a healthy creative community, and that all children need and deserve access to performing, literary, visual, digital, media, and all other art forms. To that end, the Arts Council is dedicated to promoting the value of arts education.

HISTORY
Our commitment to arts education stretches back to 1980, when SPECTRA (Special Teaching Resources in the Arts) was created in response to Proposition 13, which decimated funding for arts in the schools. This award-winning program created a generation of artists and creative thinkers. As SPECTRA evolved, it earned state-wide recognition and was supported by grants from the Packard Foundation and the National Endowment for the Arts. Renowned programs included the Advancing School Arts program and SPECTRA Plus. However, funding for SPECTRA greatly diminished and in 2008, SPECTRA transitioned into a re-granting program. The Council now provides matching grants for in-school SPECTRA classes as well as helps schools identify appropriate teaching artists for their needs.

Advocacy has been a fundamental component of the Council's strategy to promote and increase arts education in schools. In 2009, the Council convened a group of educators, teaching artists and arts organizations to hear Louise Music describe how Alameda County successfully built the Alliance for Arts Learning Leadership into one of the nation's most successful regional arts education advocacy organizations. Subsequently, a small and dedicated task force of arts educators met to lay the groundwork to establish an Arts Education Collaborative**.**
In 2010, the task force reconvened the larger group of educators and artists to present their framework which included the following mission statement:

We are committed to promoting equitable, sustainable, high quality Visual & Performing Arts Education opportunities for the benefit of Santa Cruz County youth.

2011
In 2011, the Arts Council took another significant step forward in its work to support arts education by acquiring Mariposa's Art, a successful after-school arts and leadership program with a 12-year history. With the addition of this new program, the Arts Council now supports arts instruction during the school day, through SPECTRA, and after school, through Mariposa's Art.

While SPECTRA and Mariposa's Art are actively bringing the arts to the children of Santa Cruz County, the Council is reenergizing its advocacy efforts around arts education. In 2012, the Arts Council was accepted to join the California Alliance for Arts Education, which is sponsoring the creation of a *Local Advocacy Network (LAN)* in Santa Cruz County. The goal of the *Local Advocacy Network* is to empower local community members to preserve and expand arts education in county public schools through a strong

network of advocacy coalitions. In Santa Cruz, this advocacy work will build upon the framework developed through our earlier Task Force and Collaborative efforts.

CHALLENGES

Arts education in Santa Cruz faces two familiar obstacles: *lack of time, and lack of funds*. General education teachers are already overtaxed as they necessarily focus on scores and "teaching to the test". Many feel they simply don't have the time to fit arts education into the day. Even those teachers and schools that understand the value of arts education, and that are very motivated to provide programming for their students, often do not have the support they need to help find ways to prioritize and support the arts opportunities which currently exist. The funding piece is simple: most schools do not have the budget to pay for artists and materials. And the schools that do have funding rarely have the budgets to support sequential, high-quality arts education for all grades.

VISION: WHAT'S NEXT

It is a critical time in arts education in Santa Cruz County. As the Council embarks on our 33rd year, we move forward with a solid foundation and many strengths and opportunities:

- We have the local expertise and skills needed to make a major impact in this field.
- We have numerous communities, consultants and case studies from which we can learn.
- We have like-minded teachers, parents, school administrators, community organizations, arts organizations, businesses, and County Office of Education representatives who support arts education and who are willing to take action.
- We have hundreds of teachers, artists, and administrators who have received quality professional development in arts education.
- We have over 30 years of experience and success in arts education in county schools.

With the *Local Advocacy Network,* we can build on this incredible foundation and launch a movement to turn the tide on arts education in this county. We have a unique opportunity and opening to envision and create a sustainable and strategic **action plan** for arts education. Please join us in this work. Help us create the next generation of artists, creative thinkers, and healthy community members.