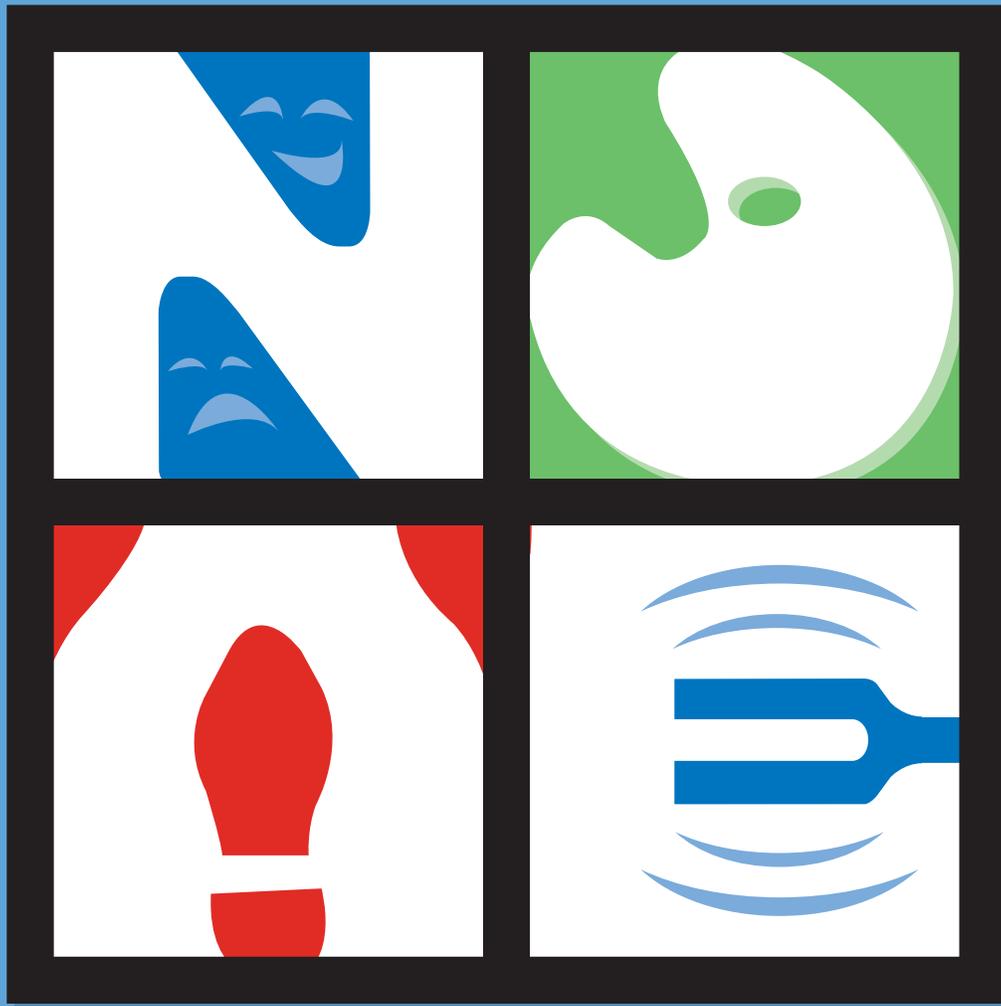


WITHIN OUR POWER

THE PROGRESS, PLIGHT AND PROMISE OF ARTS EDUCATION FOR EVERY CHILD



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

WITHIN OUR POWER

THE PROGRESS, PLIGHT AND PROMISE OF ARTS EDUCATION FOR EVERY CHILD

KEY FINDINGS

OF THE REPORT FROM THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

- 1 While 94% of our students have access to some arts education in their schools, the majority of New Jersey public schools fail to offer instruction in all four arts disciplines (Dance, Music, Theater and Visual Art).
- 2 More than 75,000 students attend schools every day with no access to arts education.
- 3 While 81% of schools have updated curricula to reflect the New Jersey Core Curriculum Content Standards in the Visual and Performing Arts – 19% of schools have not.
- 4 95% of all schools use appropriately certified arts specialists as the primary provider for music and visual arts instruction. But in theater instruction, no more than 59% of schools in any grade use appropriately certified arts specialists. In dance the percentage falls to 44%.
- 5 Per-pupil arts spending (spending on materials and supplies) is a key factor in determining the level of visual and performing arts.
- 6 Nearly 42% of the TOTAL spending on elementary arts education came from outside sources.
- 7 Nearly 90% of New Jersey Public Schools interact with more than 1000 community arts organizations to enhance visual and performing arts in the schools.



The complete report can be viewed and downloaded at www.artsednj.org

New Jersey State Council on the Arts/Department of State • New Jersey State Department of Education
The Geraldine R. Dodge Foundation • Music for All • Playwrights Theatre of New Jersey

September 18, 2007
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THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

NEW JERSEY ARTS EDUCATION CENSUS PROJECT

The New Jersey Arts Education Census Project (NJAECP) is a collaborative partnership of the New Jersey State Council on the Arts/Department of State, the New Jersey Department of Education, the Geraldine R. Dodge Foundation, Playwrights Theatre of New Jersey, and Music for All. This project was inspired by the Mapping Project, which was carried out by the New Jersey State Council on the Arts and Playwrights Theatre of New Jersey from 1996-98.

This new project was designed to: document arts education in every school in the state through a statewide-mandated survey; combine the survey findings with other information to create a 360-degree view of arts education; broadly disseminate the results of the survey; create a model that may be deployed in other states; and develop an ongoing system to update, maintain and distribute arts education information across the state.



THIS PROJECT COULD NOT HAVE SUCCEEDED WITHOUT THE COMMITMENT AND ENERGY OF DOZENS OF TALENTED INDIVIDUALS. THEY HAVE MADE A SIGNIFICANT CONTRIBUTION TO THE FUTURE OF NEW JERSEY.

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, NAMM - International Music Products Association, The D'Addario Foundation for the Performing Arts, David Bryan of Bon Jovi, and Music for All.

SPECIAL ACKNOWLEDGMENT

The New Jersey Arts Education Census Project partners wish to extend our deepest gratitude to New Jersey Secretary of State **Nina Mitchell Wells** and New Jersey Commissioner of Education **Lucille E. Davy** for their leadership with this project and their steadfast support of arts education.

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A project of this magnitude could not be accomplished without the formal and informal consultation with individuals and organizations across the state and the nation.

Bob Lynch, **Randy Cohen**, Americans for the Arts; **Richard J. Deasy**, **Sandra Ruppert**, Arts Education Partnership; National Endowment for the Arts; Governor **Mike Huckabee**, Education Commission of the States; State Education Agency Directors of Arts Education (SEA-DAE); **Sir Ken Robinson**, Author; **Joe Lamond**, NAMM; **Jeff Hasselberger**, **Donna Gudauskas**, Hasselberger Associates; **Scott Shuler**, Connecticut Department of Education; **Julie Adrianopoli**, Illinois Creates; **Laurie Schell**, California Alliance for Arts Education; **Matt Carter**, **Scott McCormick**, **Beth Doctor**, Music for All.

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THE DISTANCE WE'VE COME

Introduction to the Report Summary from the New Jersey Arts Education Census Project



It was twenty years ago that Governor Thomas Kean signed legislation creating the Literacy in the Arts Task Force – a group of concerned citizens assembled for an eighteen-month study of arts education in New Jersey. When the final report from this Task Force was released in 1989, the group concluded, “arts education in New Jersey deserves a barely passing grade.”

In the nearly two decades since the Literacy in the Arts Task Force first met, New Jersey policymakers have been working to develop, implement, and expand the expectations of what every child should know and be able to do in the visual and performing arts. In fact, it was ten years ago that the New Jersey State Board of Education adopted the first set of Core Curriculum Content Standards setting expectations for all core subjects, including the visual and performing arts.

The actual impact of these policies on individual districts, schools, and most importantly, our students, has been less clear. To what degree has the state been able to improve upon the barely passing grade ascribed to it twenty years ago? Who has adequate access to the arts in our schools? Are we nearer to the promise of arts education for every child as articulated

in prior reports? Are we struggling to reconcile the expectations of our state policies with the reality of what is actually happening in our schools?

The New Jersey Arts Education Census Project set out to explore the status and condition of arts education across the state in order to provide answers to these and other compelling questions.

TWENTY YEARS AGO, ARTS EDUCATION IN NEW JERSEY DESERVED A BARELY PASSING GRADE

The project partners – through the lens of our work – see hopeful signs in light of all the activity and policy changes that have been implemented. In short, there is much to celebrate. Many of the disparities uncovered by the Literacy in the Arts Task Force have been eliminated. Most schools provide some arts instruction, mainly in music and visual art. Most students have access to this instruction. Most teachers are certified to provide this instruction. Most schools provide dedicated facilities to support this instruction. Schools and arts organizations are working together in significant ways to enhance and enrich the arts education experiences. (The symbiotic relationship that has developed between our schools and community cultural resources is one of the most promising revelations uncovered through our work.) In many areas, New Jersey’s arts education programs significantly exceed most comparable national and state measures.

THE JOURNEY THAT REMAINS

A DECADE AGO, THE STATE BOARD OF EDUCATION ADOPTED THE FIRST SET OF CORE CURRICULUM CONTENT STANDARDS

Yet critical issues remain and future progress is less certain. The promise of arts education for all our students remains elusive, with many educational expectations going unmet. Too many students attend schools where no arts instruction exists. Most schools fail to meet the state requirements for instruction in the arts. Instruction in dance and theater remains limited. There are no accountability provisions or assessments at the state level and implementation in local districts goes largely unchecked. There is often a disparity among arts programs at schools within the same district. Professional development opportunities in the arts for teachers are lacking and the need for professional development for our school leaders and administrators regarding the arts is great. The increasing focus on reading and math has raised the specter of reduced instructional time for the arts. Funding for arts education, particularly at the elementary level, has become dangerously dependant upon outside sources, creating a potential equity issue for communities with fewer resources to draw upon.

It is indeed a glass that is half empty and half full.

We encourage everyone concerned about arts education in New Jersey to celebrate the significant progress that has been made. We owe it to the many dedicated groups and individuals who have brought us this far to do our part in continuing the great work they have begun. We now know that the long-standing goal of arts education for all children is within our power to achieve.

An organizational framework has been established to carry forward the work of the project partners, and a series of recommendations informed by the work of this project has been made, providing a suggested plan to build on our collective progress to date.

But, there is still much work to be done. Let us use this moment as an opportunity to redouble our efforts to make a difference for the students of New Jersey. We encourage everyone to join together to make equitable access to a quality, sequential arts education a reality for all students in this state. This is within our power.



**TODAY THERE IS MUCH TO CELEBRATE, BUT
CRITICAL ISSUES REMAIN
AND PROGRESS IS
LESS CERTAIN**

THE OFFICIAL BENCHMARKS

NEW JERSEY REQUIREMENT FOR ARTS EDUCATION

The New Jersey Core Curriculum Content Standards, State Graduation Requirements and the Administrative Code 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. Key points – official benchmarks, if you will – are highlighted here.

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS (NJCCCS)

The NJCCCS identifies essential core learning in the arts, defined as Dance, Music, Theater and Visual Art.

Students are expected to achieve basic literacy in the four arts disciplines by grade 6 and communicate proficiently in one by high school graduation (course selection is driven by student choice in grades 7-12).

Districts are expected to provide opportunities for learning in ALL four arts content areas using sequential instruction.

Curriculum and Instruction: In New Jersey, equitable access to arts instruction can only be achieved if the four arts disciplines are offered

throughout the K-12 spectrum. At the K-6 level, it is the expectation that students are given broad-based exposure through instruction as well as opportunities for participation in each of the four arts forms. In grades 7-8, they should gain greater depth of understanding in at least one of those disciplines. 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. (NJCCCS)

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

THE NEW JERSEY ADMINISTRATIVE CODE

Core Curriculum Content Standards: Content standards specify expectations in nine academic content areas: the visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies, world languages, technological literacy, and career education and consumer, family, and life skills. (NJ Administrative Code 6A 8-1.1)

Graduation Requirements: 5 credits (1 year) in Visual & Performing Arts for High School graduation effective with the 2004-2005 grade nine class. (NJ Administrative Code 6A 8-1.1)

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

METHODOLOGY

All public schools in New Jersey were required by the Commissioner of Education to provide data on their school for this study. Data was provided via an on-line questionnaire to the New Jersey Department of Education. The data was then forwarded to Cypress Research for statistical analysis, which is the basis of this report.

Two different versions of the questionnaire were used: one geared towards measuring arts education in the elementary grades (K-6), and one geared more towards measuring arts education levels at the middle/high

school grades (7-12). Both questionnaires focused on the 2005-2006 school year, and the majority of items in each questionnaire were identical.

School administrators were contacted by the Commissioner of Education on March 13, 2006 advising them of the survey process and instructions. Data collection began on April 3, 2006 and the last completed questionnaire was collected on August 4, 2006. The data submitted by each school was certified as accurate by the school's principal.

SURVEY PARTICIPATION

The goal of 100% participation in this study was nearly achieved.

Of the 2,408 schools targeted for participation, 2,367 successfully completed a questionnaire, yielding a 98.3% response rate. 47 charter schools also participated in this survey. Their data has been excluded from this report and will be included in a separate report to be released in the future. The total number of schools included in this analysis is 2,320.

This 98.3% response rate is so high that there is only a negligible (+/- .3%) 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 2,408 schools responded. All 21 counties and all school districts in New Jersey had schools strongly represented in this study. 98.55% of school districts reported all schools. A total of 1,267,913 New Jersey Public school students were represented by this study.

DEFINING SCHOOLS FOR THIS REPORT

The New Jersey schools are represented by a majority of schools with at least one elementary grade (79%). The remaining schools had middle school grades (43%) and/or high school grades (16%).

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 upon the grades in which they have enrollment. For the purpose of this report, schools with 'elementary grades' are those with at least one grade from kindergarten through sixth grade. Middle school grades are grades seven and eight. High school grades are grades nine through twelve.

POLICIES

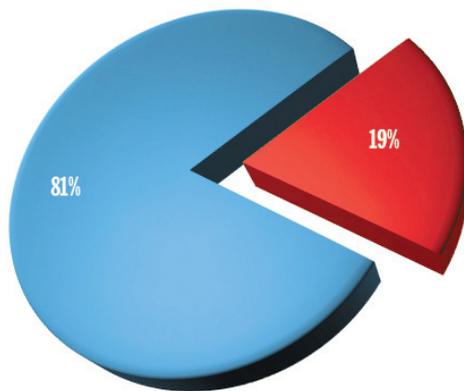
NEW JERSEY STATE POLICIES REGARDING VISUAL AND PERFORMING ARTS EDUCATION ARE AMONG THE BEST IN THE NATION, BUT ...

FINDINGS

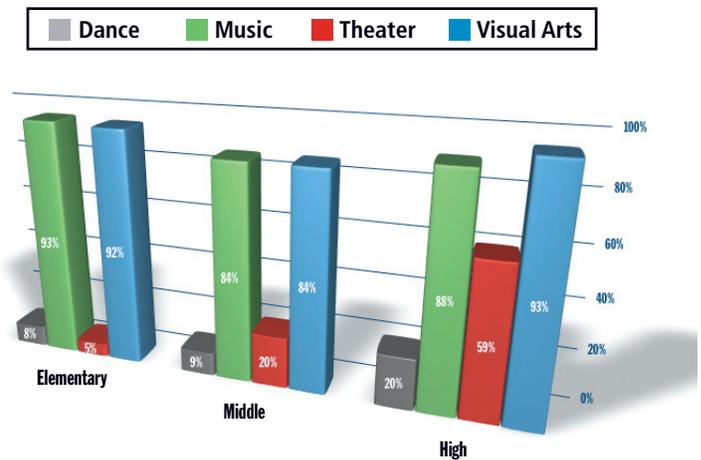
- As of 2006, all but 19% of schools had arts education curriculum updated to align with the New Jersey Core Curriculum Content Standards (NJCCCS) in the arts. (See below)
- While the NJCCCS calls for education in all four disciplines, on average, most schools (9 in 10 elementary schools and 2 in 3 middle/high schools), offer only two (usually *music* and *visual arts*).
- Only 3% of elementary schools, 6% of middle schools, and 14% of high schools offer arts education in all four arts disciplines as required.
- 17% of high schools do not offer the minimum five-credit graduation requirement minimum set by the state.
- 20% of New Jersey high schools do not weight arts courses equally with other core subjects.

Alignment with NJ Core Curriculum Content Standards

81% of schools had an updated and aligned curriculum.
19% of schools have NOT updated or aligned curriculum.



Percentage of Schools with at Least One Arts Class Offered in Each Discipline



STATE POLICIES ADOPTED BY THE NEW JERSEY STATE BOARD OF EDUCATION REGARDING THE VISUAL AND PERFORMING ARTS ARE SOME OF THE BEST IN THE NATION. HOWEVER, ENACTMENT OF THESE POLICIES AT THE SCHOOL LEVEL NEEDS TO IMPROVE.

RECOMMENDATIONS

- We recommend that the New Jersey State Board of Education and the New Jersey State Department of Education continue to support the visual and performing arts as part of the nine core curriculum content standards areas and advance policies to ensure every child has access to arts education.
- We recommend that the New Jersey State Board of Education build upon the strong policies in place supporting the visual and performing arts and implement an accountability process to report on 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 access to, level of participation in and quality of visual and performing arts education and that this information be included as part of a state accountability system.
- We recommend key stakeholders across the state be engaged to support the development of measurement strategies for student and school performance in the visual and performing arts.
- We recommend that school districts weight courses in the visual and performing arts equally with other courses worth the same number of credits in calculating a pupil's grade point average, not including advanced placement courses. We call on the New Jersey State Board of Education to take the appropriate actions to eliminate this barrier to participation in visual and performing arts courses.
- We recommend that the New Jersey Arts Education Partnership serve as a resource for 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.
- 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.
- We recommend that each school district develop a visual and performing arts education strategic plan with the support of the New Jersey Arts Education Partnership, to ensure programs at the school level meet the New Jersey Core Curriculum Content Standards.
- We recommend that the New Jersey State Department of Education, in collaboration with the New Jersey Arts Education Partnership, redouble its efforts to provide expert guidance, technical support, and strategic planning guidance to improve the capacity of school districts and/or individual schools to implement a comprehensive, standards-based, sequential visual and performing arts education.

STUDENTS

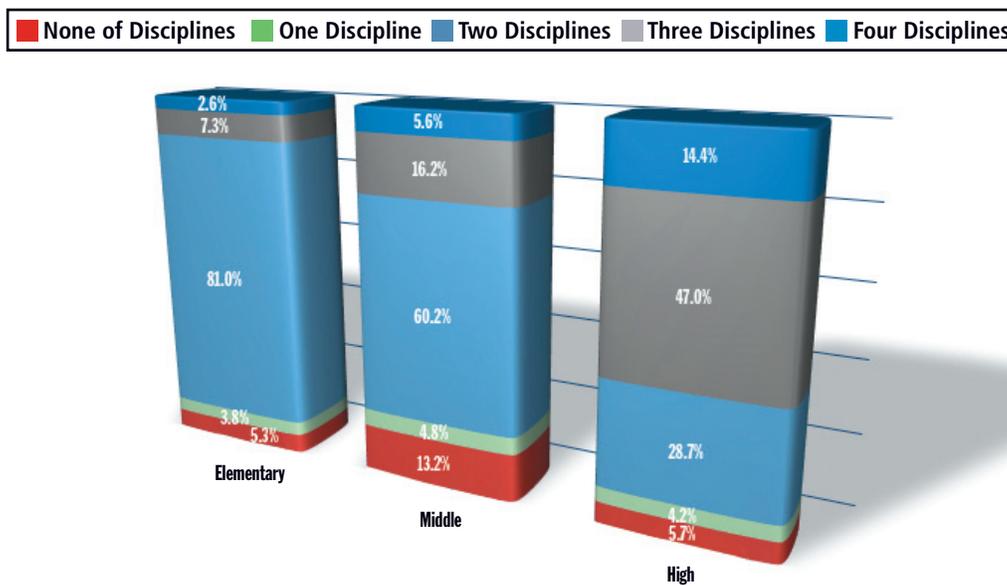
94% OF NEW JERSEY STUDENTS HAVE ACCESS TO AT LEAST SOME ARTS EDUCATION IN THEIR SCHOOLS, BUT ...

FINDINGS

THERE HAS BEEN SIGNIFICANT IMPROVEMENT IN THE ACCESS OF STUDENTS TO SOME ARTS INSTRUCTION.

- In total, 94% have access to at least some arts education in their schools; therefore, 6% do not.
- There are some elementary (5%), middle (13%) and high schools (6%) that offer no arts education classes.
- More than 75,000 students attend school everyday with no access to arts instruction.
- Students in elementary school receive music and visual arts instruction for an average of 45 minutes per week. In contrast, dance and theater never exceed an average of 15 minutes per week. (This is based on the number of hours of instruction offered during the year divided by the number of weeks to develop a comparable number across all schools.)
- 25% of high schools reported that a significant percentage of their students met and exceeded the state high school graduation requirement in the arts by their senior year.

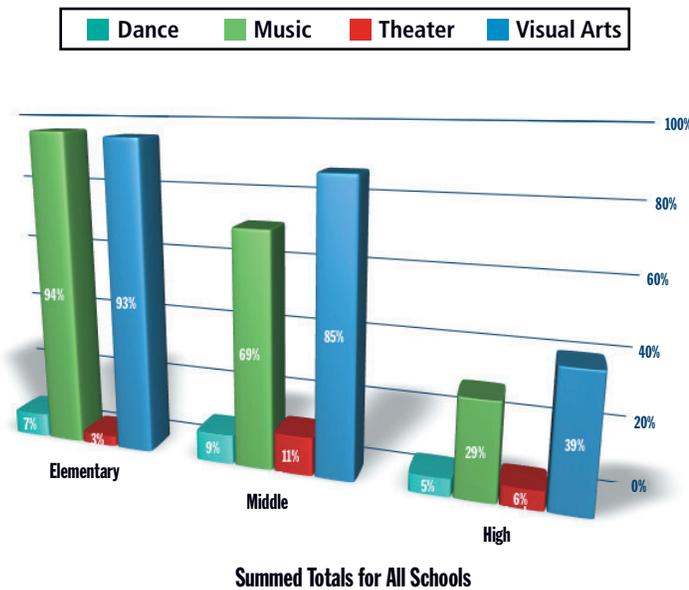
Percentage of Schools with at Least One Arts Class Offered in One, Two, Three or All Four Disciplines



RECOMMENDATIONS

- We recommend that the New Jersey State Department of Education, with the Census Project Partners, commence a review of schools where no arts instruction is available so information, policies and resources may be aligned to support the restoration of arts education in these schools. Closing the gap between those with access and those without must be a priority.
- We recommend school administrators ensure students have access to all four arts disciplines as part of a basic education as required by state code.
- We recommend that New Jersey foundations and other grant-making agencies and organizations utilize the survey to help inform policies and guide resources to support specific districts and/or schools in need to help restore visual and performing arts programs and to provide incentives to cultural organizations to focus arts education programming to those schools serving the most vulnerable students.
- 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.

Percentage of NJ Students Who Receive Instruction in Arts



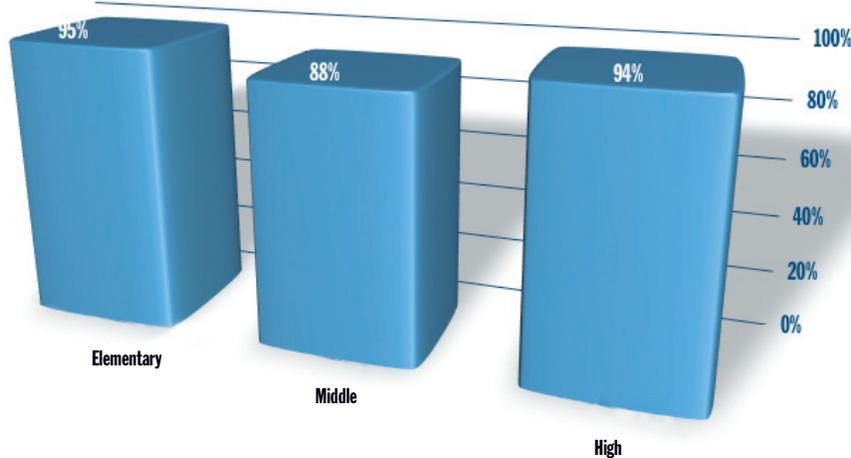
TEACHERS

95% OF ALL NEW JERSEY SCHOOLS USE CERTIFIED ARTS SPECIALISTS, BUT ...

FINDINGS

- New Jersey schools are doing extremely well in terms of the use of Certified Arts Specialists* to provide visual arts and music instruction: 95% of all schools use Specialists as the primary providers of such instruction.
- 58% of elementary and 54% of middle/high schools have an arts supervisor. 51% of all arts supervisors are certified in an art form.
- The use of Certified Arts Specialists is far less common for dance and theater instruction; where instruction in the art form is offered, Certified Arts Specialists are used as the primary providers of dance instruction for no more than 44% of schools in any grade and for no more than 59% of schools in any grade for theater instruction.
- Schools tend to provide a wide variety of professional development opportunities for all teachers charged with arts instruction; however, 18% of elementary schools and 23% of middle/high schools have no professional development activities for teachers in arts education.
- Less than 10% of schools provide supplemental instruction in the visual and performing arts.
- Teacher-developed assessments are most commonly used in 90% of schools while district-developed and required assessments were present in nearly one third of schools.

Percentage of NJ Schools Employing Certified Arts Specialists



* Certified Arts Specialist is used to describe any teacher with a certification in one of the four arts disciplines: Dance, Music, Theater or Visual Arts.

1998
20 YEARS IN NEW JERSEY ARTS EDUCATION HISTORY

State Council on the Arts funds the Mapping Project to measure arts education in New Jersey Schools

1998

ArtsPlan New Jersey

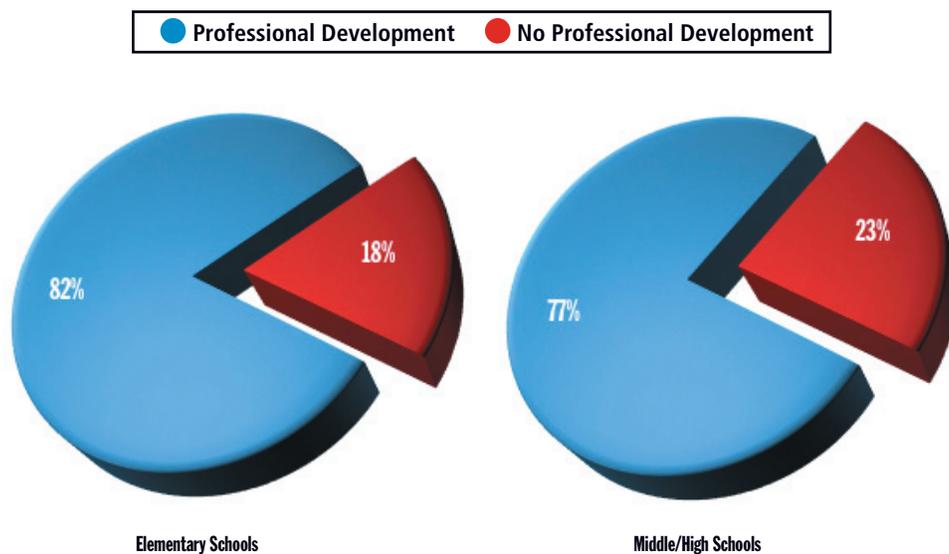
LESS THAN 10% OF SCHOOLS PROVIDE SUPPLEMENTAL INSTRUCTION IN THE VISUAL AND PERFORMING ARTS

TEACHERS

RECOMMENDATIONS

- 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. The Census Project partners see this as being critical to advancing the visual and performing arts education in New Jersey Public Schools.
- We recommend the development of a clearinghouse to enable schools in need of Certified Arts Specialists to easily locate appropriately credentialed teachers in all four arts disciplines.
- We recommend that the New Jersey State Department of Education and the New Jersey State Council on the Arts work with the professional arts education associations in the state and the state's institutions of higher education to develop and expand professional development opportunities for visual and performing arts educators.

Professional Development Activities for Arts Teachers



released with a call for stronger emphasis on arts education for all citizens

1999

New Jersey releases first set of curricular frameworks for the

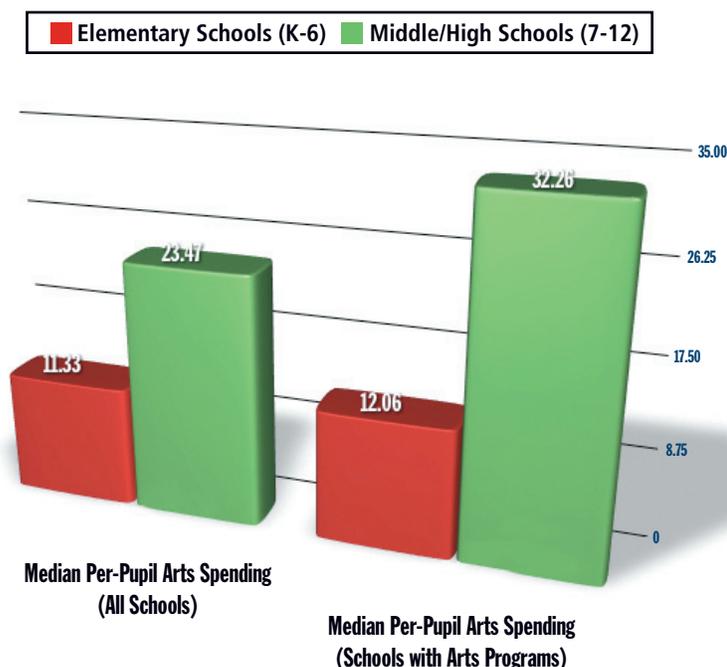
RESOURCES

PER-PUPIL ARTS SPENDING IS \$10-\$15 PER STUDENT IN ELEMENTARY SCHOOLS, BUT ...

FINDINGS

- Per-pupil arts spending (defined as funds allocated to curricular support materials for the arts divided by student population) is a direct predictor of higher or lower levels of arts education.
- On average, per-pupil arts spending is \$10-\$15 per student in elementary schools and \$20-\$25 per student in middle/high schools. This is in addition to teacher salaries and general overhead.
- 38% of elementary and 32% of middle/high schools received funding from non-district sources. This funding usually came from no more than 2 sources (PTA/PTO and district foundations) and were the main sources of funding.
- Nearly 42% of the TOTAL spending on elementary arts education came from outside sources.
- New Jersey schools are fairly well equipped to teach the arts: about 8 in 10 schools have classrooms designed for visual arts education; 2 in 3 middle/high schools have properly equipped music education rooms.
- The use of student-centered technology (usually associated with music and visual arts courses) is more common in middle/high schools than elementary schools. (Over 50% at the middle/high school level.)

Per-Pupil Arts Spending

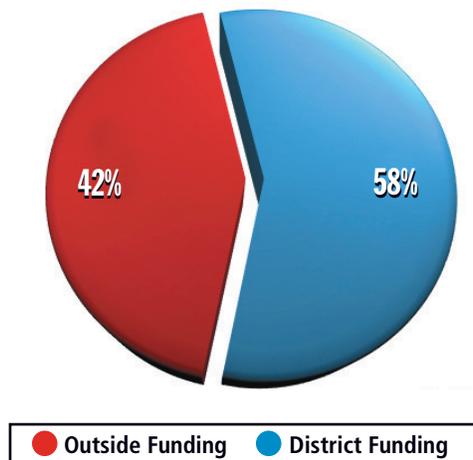


NEARLY 42% OF TOTAL SPENDING ON ELEMENTARY ARTS EDUCATION COMES FROM OUTSIDE SOURCES

RESOURCES

RECOMMENDATIONS

Percentage of Elementary School Arts Funding Coming from External Sources



- We recommend that school districts review their curricular support allocations for the visual and performing arts and identify ways to increase funding.
- We recommend that school districts allocate a minimum of 5% of the total school budget to support visual and performing arts instruction.
- We recommend that per-pupil arts spending be included in the Comparative Spending Guide for every public school.
- We recommend that school districts include the visual and performing arts courses in their planning for the use of student-centered technology and explore ways to incorporate existing technological resources into the arts curricula.
- We recommend further study of the New Jersey Arts Education Census database should be conducted to help identify model programs across all socio-economic areas in order for schools to learn from one another.
- We recommend that the New Jersey Board of Education and the New Jersey Department of Education share the facilities funding with The New Jersey Schools Development Authority to ensure all new schools and additions to schools include the appropriate physical facilities to support instruction in the visual and performing arts, with particular attention to the proper facilities for dance and theater.
- We recommend that the New Jersey Arts Education Partnership develop and maintain a centralized clearinghouse for information about visual and performing arts education programs, policies, best practices, models, certified arts specialists, news and information to aid schools, districts and communities.

2003

New Jersey Board of Education adopts a stand-alone graduation requirement for the Visual and Performing Arts

2004

New Jersey

COMMUNITY

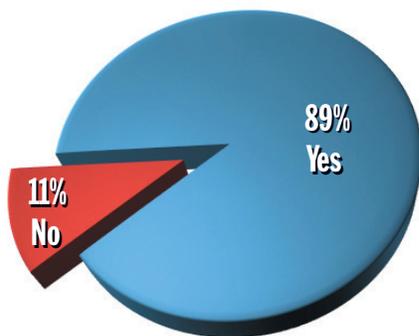
OVER 1000 COMMUNITY ARTS ORGANIZATIONS INTERACT WITH PUBLIC SCHOOLS, BUT ...

FINDINGS

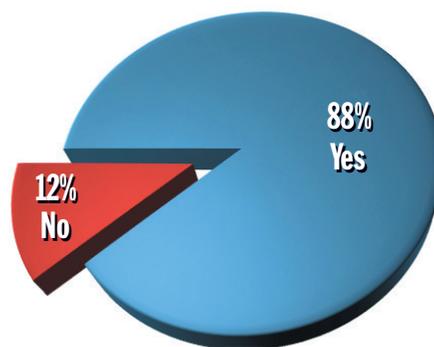
New Jersey Has Developed Rich and Meaningful Connections Between Community Arts Organizations and the Public Schools. Schools Reported Some Level of Interaction with Over 1000 Community Arts Organizations – A Significant Number.

- New Jersey public schools are providing frequent exposure to professional artists and arts events via field trips. 89% of all schools offered at least one field trip to arts exhibitions, performances or events within the past three years.
- 88% of schools report at least one school assembly which focused on the arts.
- About one-third of the schools have formed partnerships with one or more community-based arts organization.
- 213 non-profit organizations provide multi-year partnerships with public schools.
- 29% of elementary and 24% of middle/high schools had at least one artist-in-residence program in the last three years with residencies in music, visual arts and creative writing being the most popular.

Percentage of Schools Providing Special Arts Events and Assemblies



At Least One Outside Exhibition, Performance or Arts Events Field Trips in Last Three Years



At Least One School Assembly Focused on the Arts in the Last Three Years

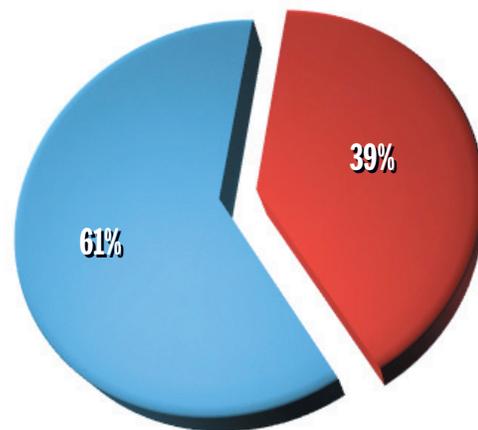
MANY SCHOOL DISTRICTS HAVE NOT DEVELOPED THESE COLLABORATIONS TO THEIR FULL POTENTIAL

COMMUNITY

RECOMMENDATIONS

- We recommend that school districts and cultural organizations collaborate to enhance and enrich the curricular-based visual and performing arts education programs.
- We recommend increased funding for the New Jersey Department of Education and the New Jersey State Council on the Arts to support arts education initiatives. It is clear from this study that New Jersey has developed a culture of collaboration between our schools and our cultural organizations. The New Jersey State Council on the Arts has encouraged and supported cultural organizations to become vital collaborative resources to schools. These types of collaborations should be celebrated and expanded.
- We recommend that New Jersey foundations and other grant making agencies and organizations support collaborations between arts organizations and school districts.

Percentage of Schools with Multi-Year Partnerships/Collaborations with Community Resources



● Multi-year Partnership ● No Multi-year Partnership

THE NEW JERSEY ARTS EDUCATION INDEX

LETTING THE FACTS SPEAK FOR THEMSELVES

In the measurement of arts education in the New Jersey public schools, the project team sought to account for the diverse manifestations of art education without overlaying any value judgment.

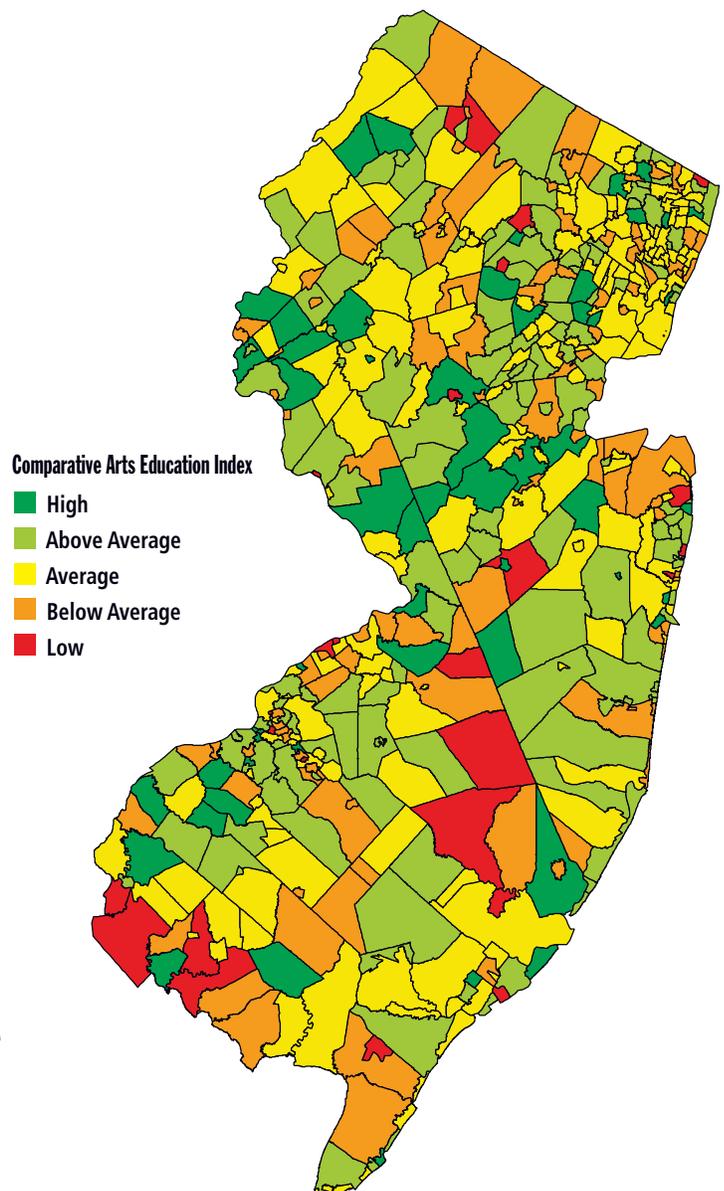
In order to achieve this, an "index" of arts education for each school was calculated. The index is simply an arithmetic combination of scores related to survey responses on the various components of arts education in each school. The index scores are standardized, and therefore have a possible range 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 arts education measured in the study. In the survey, the highest individual school index was .77, with a very small percentage of schools at an index of 0.

The index score is comprised of 20 different components. They include:

- 8 items related to quantitative data regarding: Courses, Student Participation, Teachers, Instruction, and breadth of Arts Offerings
- 3 items related to Facilities and Resources
- 5 items related to Policies, Professional Development, Supervision and Assessment
- 4 items related to involvement with Community Resources

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. For these models the following district factors were examined: community density (persons per square mile); racial composition (percent non-white); unemployment rate; crime rate; student/teacher ratio; spending per pupil; average math and verbal SAT scores; district factor group; school size (relative to other NJ schools of that type).

New Jersey Elementary School Arts Education Index by District



THE NEW JERSEY ARTS EDUCATION INDEX ALLOWS SCHOOLS TO “DO WELL” IN A VARIETY OF DIFFERENT WAYS

THE KEY FINDING

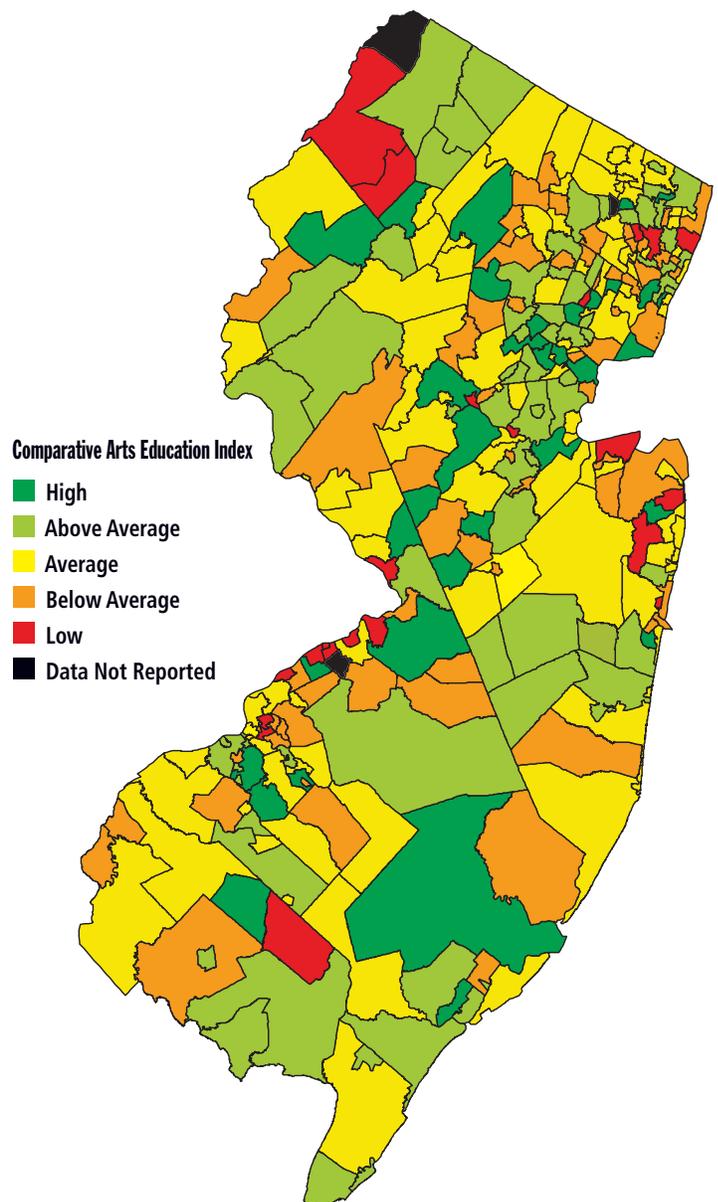
New Jersey Secondary School Arts Education Index by District

School size, along with professional and personal influence of educators and parents – *not* socioeconomic factors – impact the level of arts in the schools.

Most of the district-wide factors were not statistically related to the level of arts in schools. The most consistent factor, which was found in previous studies to be important, is population density (for elementary schools) or school size (for middle/high schools). Socioeconomic factors had little impact.

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.

While it must be emphasized that this examination is purely correlational (one cannot assume *any* causative impact of any factor examined), the 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 resources available or social forces impacting the school environment. That is, the level of variability of arts education between schools – even when all else is equal, both within districts and across districts – is so great that, clearly, local rule is having a tremendous impact on the level of arts education.



THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

GOALS AND RESULTS OF THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT

1 Implement Statewide Arts Education Survey

Result - The Project Partners coordinated the creation and implementation of a survey of all schools in New Jersey to gather qualitative and quantitative data regarding arts education. An analysis of the survey responses has been compiled in the report and will be widely disseminated across the state.

2 Connect Survey Results with Additional Information

Result - 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 the report.

3 Create New Jersey Arts Education Census Project Research Center

Result – A new “center without walls” has been developed using emerging technology to house the completed New Jersey Arts Education Census data creating an online analysis and resource center for the citizens of New Jersey and the nation. This center serves as the statewide hub for related policies, practices, and resources available to support arts education. New Jersey Arts Education Census Project Research Center is located at: www.artsednj.org

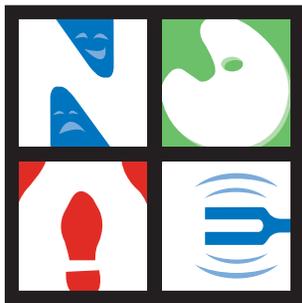
4 Develop A National Model

Result – The New Jersey Arts Education Census Project’s process to gather, evaluate, and disseminate information regarding the status and condition of arts education has been highlighted in the report *From Anecdote to Evidence* by the Arts Education Partnership in Washington DC. Several other states are now developing plans based on this model so we may develop a base of comparable information between schools, districts, communities and states.

5 Create an Ongoing Program

Result – The partners have established the New Jersey Arts Education Partnership as a project to carry forward the work started by the Census Project to follow-up on the issues raised and to monitor implementation of the recommendations set forth in the report.

The complete report and supporting documents can be viewed and downloaded at www.artsednj.org



There is a tremendous body of research that documents the many benefits an arts education provides to ALL students including: improved academic achievement, greater leadership and social skills, enhanced critical thinking and sharper problem solving skills. In essence,

the case regarding the educational impact of the arts has been made and was therefore not the focus of this report. For more information about these studies and the incredible power arts education has on the educational develop of New Jersey's children, visit www.artsednj.org.

"Almost everyone agrees that the arts have powerful roles in the education of every student, in principle at least. But what's going on in practice? The NJAEC Project is part of a groundbreaking research program on the real status of the arts in schools. The results are chastening. New Jersey is a relatively strong supporter of the arts in schools and that's good. But even here arts education is uneven and at risk. The irresistible message of Within Our Power is that the gap between principles and practice is still far too wide, resources are too few and so are the opportunities for all young people to gain from what the arts really have to offer."

– Sir Ken Robinson

PROJECT PARTNERS



WITH ADDITIONAL FUNDING BY



David Bryan of **BON JOVI**

