
THE 2017
NEW JERSEY ARTS EDUCATION
CENSUS SUMMARY REPORT

ARTS

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EVERY CHILD
EVERY SCHOOL



THE NEW JERSEY ARTS EDUCATION CENSUS PROJECT SUMMARY REPORT

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

ARTS ED NOW: Every Child, Every School is the follow up report to the nationally acclaimed 2007 and 2012 reports, *Within Our Power: The Progress, Plight and Promise of Arts Education for Every Child* and *Keeping the Promise: Arts Education for Every Child, The Distance Traveled – The Journey Remaining*.

All three reports may be viewed and downloaded at www.artsednj.org.

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

Arts Ed NJ is the unified voice for arts education in New Jersey. Formerly the New Jersey Arts Education Partnership, Arts Ed NJ was founded in 2007 by the New Jersey State Council on the Arts, Geraldine R. Dodge Foundation, New Jersey Department of Education and Music for All Foundation with additional support from the ArtPride New Jersey Foundation following the release of the report, *Within Our Power: The Progress, Plight and Promise of Arts Education for Every Child*. The report's recommendations became the work plan for Arts Ed NJ – helping schools, arts organizations, policy makers and citizens to use this information to improve arts education for all children, whether driven by program, policy or priority.

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

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www.artsednj.org

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2017 NEW JERSEY ARTS EDUCATION CENSUS PROJECT

Special Acknowledgement

The New Jersey Arts Education Census Project partners wish to extend our deepest gratitude to New Jersey Commissioner of Education **Kimberley Harrington** for her leadership with this project and steadfast support of arts education.

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ARTS ED NOW
EVERY CHILD. EVERY SCHOOL
THE NEW JERSEY ARTS EDUCATION CENSUS REPORT

From the Project Director:

This third installment of the New Jersey Arts Education Census Project is a clear milestone for arts education in our state. New Jersey is now reaching the point of “universal access” to arts education for all students, with 99% of schools providing and 99.4% of students attending schools with arts education during the 2015/2016 school year. Only 26 schools (with 9,160 students) reporting no arts instruction stand between us and this important goal. Once achieved, New Jersey will be the first state in the nation to be able to make this claim.

As we move beyond the issue of access, participation and quality emerge as the new areas of focus. When it comes to participation, this report highlights the significant gains that have been made. More than 76% of all students in New Jersey now participate in arts education every year. In the past decade we have seen a 12% increase in student participation. This means an additional 100,000 students annually participate in arts education bringing the yearly total to nearly 1 million students. Something to truly celebrate.

However, our work remains unfinished. In spite of our gains in participation over the past decade we still have more than 40,000 elementary students and another 40,000 middle schools students who should be participating in the arts (based on state policies) that are not. There are another 40,000 or so high school students who could also be participating that are not.

In addition to participation rates and arts spending, student-to-arts-teacher ratios tend to be more favorable in schools serving more affluent populations. This was something we did not find a decade ago. No child should be denied the significant documented benefits provided through active participation in arts education. This is an equity issue of great importance.

So now our focus turns to increasing participation to 100% at both elementary and middle school level and 60% at the high school level. By reaching these goals another 120,000 students will gain the benefits and education in the arts provides and we will reach a statewide participation rate of 85%. To improve quality we must address the documented inequities that are present in our less affluent schools.

In a world where imagination, creativity and innovation are sculpting our future, ensuring we provide the inspiration for these skills for all students must be our goal.

That is why we must insist on ARTS ED NOW, for Every Child in Every School.



Robert B. Morrison, Project Director

KEY FINDINGS FROM THE NEW JERSEY ARTS EDUCATION CENSUS REPORT

New Jersey is widely acknowledged as being a national leader in arts education, through the recognition of the arts as a core subject required by state code, strong supportive policies, highly qualified arts educators, and the near universal provision of arts education for all students.

- ❖ Nearly all students (99.4%) in the state have access to arts instruction. Yet, only 11% of students have access to all four arts disciplines required by state code.
- ❖ Seventy-six percent of all students participated in one or more arts education course during the year. This represents nearly 1 million students. Participation has increased by 11%, or more than 105,000 students since 2011 and 17%, or more than 140,000 students since 2006.
- ❖ More than 83,000 elementary and middle school students who should be participating in arts education (based on state requirements for elementary and middle school students) do not.
- ❖ Participation in art (69%) and music (62%) were highest among the four arts disciplines. Visual art and music are also the most widely available of the arts disciplines at 94% and 96% respectively. Only 6% of schools offer all four arts disciplines as required by state policy.
- ❖ There are 9,160 students who attend a school without access to arts education.
- ❖ Per-Pupil Arts Spending (PPAS) has increased by 12% in elementary and middle schools and 15% in high schools since 2011.
- ❖ Per-Pupil Arts Spending increases as poverty levels (measured by free and reduced price lunch and District Factor Groups) decrease. Additionally, as chronic absenteeism increases, PPAS decreases.
- ❖ There are 8,046 arts educators employed in the state. There are 3,521 visual art, 3,864 music, 420 theater and 241 dance educators state-wide.
- ❖ The overall student-to-arts-teacher ratio is 162:1. For visual art, the ratio is 377:1; for dance, it is 5,713:1; for music it is 333:1; for theater it is 3,199:1. The ratio becomes less favorable as the percentage of students receiving free/reduced price lunch or the level of chronic absenteeism increases.
- ❖ Ninety-three percent of all schools in the state participate in some cultural activity. This includes field trips (83%), assemblies (69%), long-term partnerships (28%) and artist-in-residencies (17%). These represent declines in all categories since 2006. The majority of schools (68%) engage in two or more cultural activities. However, cultural participation has declined significantly since 2006.
- ❖ Forty-six percent of all schools reported using arts integration. Yet, only 3% of all schools report regularly planning lessons between the arts specialist and the classroom teacher.

How to View the Data

When reviewing the data contained in this report, it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data.

Arts Education and the Law in New Jersey

Beyond the established traditions and the stacks of research showing that arts education is an important part of human development, there are also New Jersey statutes that describe the role and scope of the arts in public education. Arts education in New Jersey is a basic educational right for all New Jersey children - not just the gifted, or the talented, or the economically advantaged. It has a very strong grounding in state administrative code and even in the state Constitution itself. Based on current law, arts education for EVERY STUDENT is a fundamental right anchored in the New Jersey Constitution.

The New Jersey Student Learning Standards¹, State Graduation Requirements and the Administrative Code all contain benchmarks that pertain to arts education. The New Jersey Arts Education Census Project compared the results of their research to these benchmarks, in addition to other data, to assess the performance of schools in arts education. The understanding that arts education is a necessary component of whole-child education runs through New Jersey's standards, requirements and codes.

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

Arts Education and the New Jersey Constitution: A Thorough and Efficient Education

New Jersey is a state with a 120-year-old constitutional guarantee that regardless of residency, its children will receive a "Thorough and Efficient" education. To be clear, the Constitution states:

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

(Source: *New Jersey Constitution, Article VIII, Section IV, paragraph 1*)

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

In May of 1997, the New Jersey Supreme Court ruled in the case of *Abbott v. Burke* on the two main parts of the Comprehensive Education Improvement and Financing Act (CEIFA) signed into law in December of 1996 by Governor Whitman. CEIFA was comprised of two parts: the core curriculum content standards and a school funding formula. Justice Adam B. Handler, writing for the majority, upheld the previously authored Core Curriculum Content Standards (now the New Jersey Student Learning Standards), commenting in his decision that they "are facially adequate as a reasonable legislative definition of a constitutional thorough and efficient education."

(Source: *Abbott v. Burke*)

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

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

The New Jersey Student Learning Standards

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

The New Jersey Student Learning Standards for the Visual and Performing Arts

The 2014 New Jersey Student Learning Standards (NJSLS) and the soon to be released 2017 revision identifies essential core learning in the arts, defined as dance, music, theater and visual art. The NJSLS states:

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

- The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner.
- Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations.
- By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice.

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

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

High School Graduation Requirements in the Arts

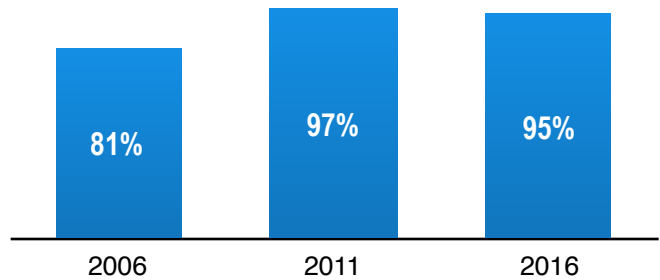
The New Jersey Administrative Code requires that, in order to successfully complete high school, students must meet the states Graduation Requirements², including 5 credits (1 year) in Visual & Performing Arts for High School graduation effective with the 2004-2005 ninth grade class (graduating class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

² The complete high school graduation requirements can be viewed at: <http://www.state.nj.us/education/code/current/title6a/chap8.pdf> (Administrative Code 6A:8-5.1 Graduation requirements page 28)

State Policies adopted by the New Jersey State Board of Education regarding the visual and performing arts continue to be recognized as some of best in the nation. While gains have been made, enactment of these policies at the school level needs to improve.

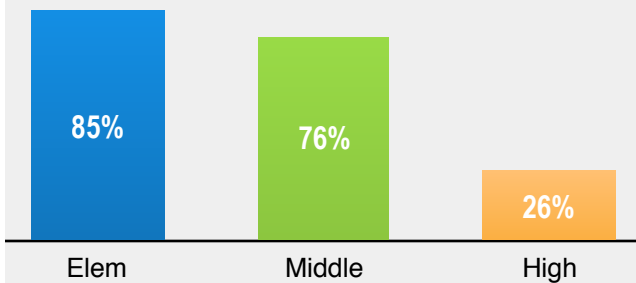
Standards Alignment

As of 2016, 95% of all schools had arts education curriculum updated to align with the New Jersey Student Learning Standards in the arts. This is a significant improvement over 2006 when 81% reported alignment, but a decline from 2011.



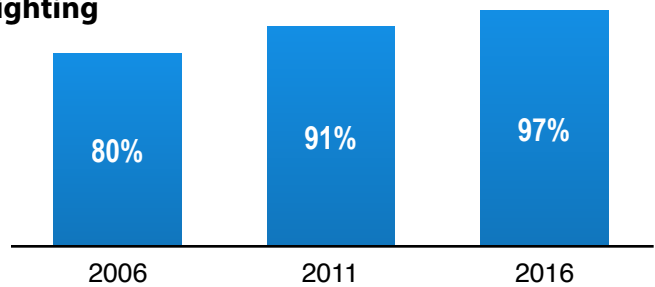
Offering Two Disciplines

While the state arts standards call for education in all four arts disciplines, most elementary (85%) and middle schools (76%) offer only two – usually music and visual arts. The majority of high schools (63%) offered 3 or more disciplines. Only 2% of elementary schools, 3% of middle schools, and 22% of high schools offer arts education in all four arts disciplines as required.



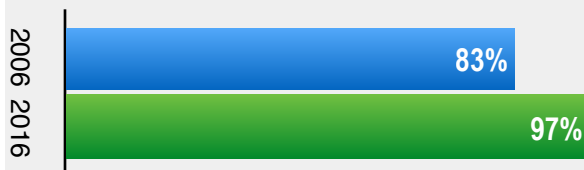
Grade Weighting

Ninety-seven percent of New Jersey high schools weigh arts courses equally with the other core subjects. This is a significant improvement from 80% reported in 2006. Only 86% weigh Honors or Advanced Placement courses equally.



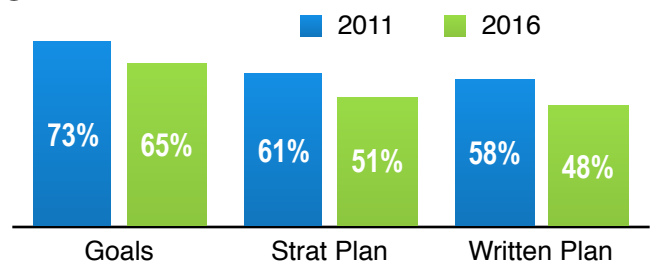
Meeting Graduation Requirements

Ninety-seven percent of high schools meet or exceed the five-credit graduation requirement minimum set by the state. This is a significant increase from 83% reported in 2006.



Arts In Strategic Plans

Since 2011, There have been declines across the board when it comes to school and district level goals, inclusion of the arts in strategic plans or the presence of written arts education plans.



RECOMMENDATIONS

We recommend that the New Jersey State Board of Education and the New Jersey State Department of Education continue to include the visual and performing arts as part of the nine core content areas in the New Jersey Student Learning Standards and advance policies to ensure every child participates in arts education as part of a “thorough and efficient” education.

We recommend that each school district include the visual and performing arts in district strategic plans to ensure all students have access to a quality arts education as part of their educational experience. Arts Ed NJ is available as a resource.

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

We recommend that the New Jersey State Board of Education require schools to publicly report on an annual basis information regarding 1) access to arts courses; 2) level of student participation in the arts; 3) certified teachers and student arts teacher ratios; and 4) the quality of visual and performing arts education. This information should be included in NJ SMART and any state accountability system as part of the New Jersey State Plan for the implementation of the Every Student Succeeds Act (ESSA).

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

With the passage of ESSA we recommend that the New Jersey Department of Education require school districts to report on course weighting in the visual and performing arts in calculating a pupil’s grade point average, including honors and/or advanced placement arts courses be reported as part of NJ QSAC or any future accountability system.

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

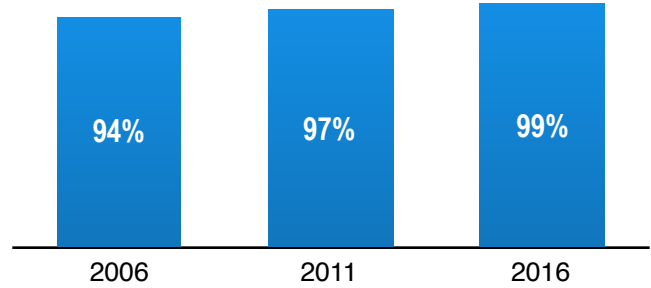
We strongly recommend that the New Jersey State Board of Education reinstate a board level liaison for Arts Education to interface with both the New Jersey State Department of Education, the New Jersey State Council on the Arts, and Arts Ed NJ.

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

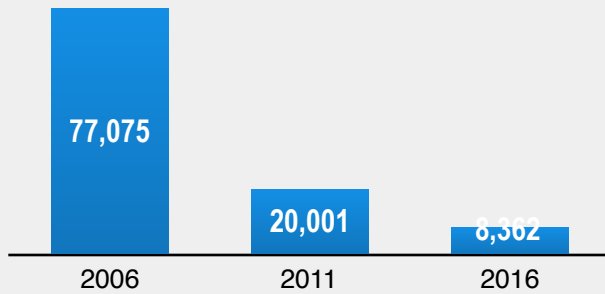
New Jersey is nearing the point of universal access to arts education for all students. At the same time participation levels have improved significantly since 2011.

Access to Arts Education

In total, 99% of New Jersey students have access to at least some arts education in their schools. Only 1% of elementary and middle schools and 2% high schools offer no arts education classes. This is a significant improvement from 2006 when 13% of middle schools reported no arts education.



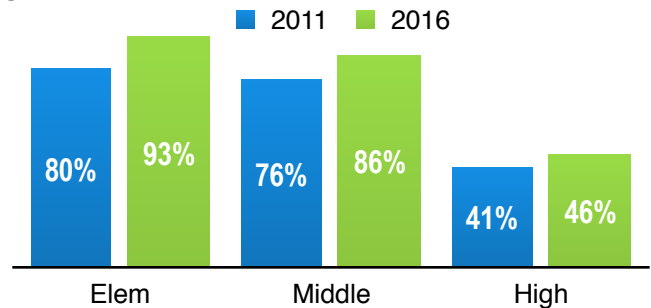
No Arts Students



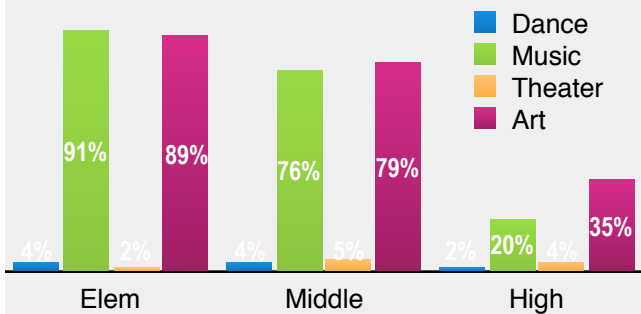
A total of 8,362 students attend 21 schools everyday with no arts instruction. This is a significant decline from the more than 77,000 reported in 2006. This represents a reduction in the number of students without arts education of almost 90% since 2006.

Arts Participation

Student participation rebounded from 2011 with 76% of all students participating in some form of arts instruction, representing nearly 1 million students. Elementary participation rates went from 80% to 93%, middle school went from 76% to 86% and high school went from 41% to 44%. Increases were most significant in music and visual art across all grade levels.



Discipline Participation



Enrollment by discipline has increased significantly for music and visual art with growth of over 10 percentage points since 2011.

Meet/Exceed Graduation Requirements

Forty-eight percent of high schools reported that a significant majority (over 50%) of high school seniors exceed the state graduation requirement. This is an increase from the 42% reported in 2011.



We recommend that the New Jersey State Board of Education and the New Jersey Department of Education establish the following goals for arts education by 2020:

- Universal access to arts education for all students
- 100% annual arts education participation rates for elementary and middle school students
- 60% annual arts education participation rate for high school students
- Increase in the number of schools offering arts opportunities in more than 2 disciplines

Attainment of these goals would increase New Jersey's overall arts education participation rates from 76% to 85% of all students and would serve an additional 120,000 students.

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

We recommend the New Jersey State Board of Education and the New Jersey Department of Education work together to determine why so many students in elementary and middle schools who should be receiving arts instruction are not.

We recommend vocational/technical schools offering day-long programs provide the appropriate instruction in the visual and performing arts as required by state code for all students. The New Jersey Department of Education should determine what, if any, barriers are keeping these schools from providing instruction in the arts.

We recommend that the New Jersey State Department of Education, with Arts Ed NJ partners, identify schools where arts instruction is unavailable or very limited and support policies and resources that restore and/or improve arts education in these schools.

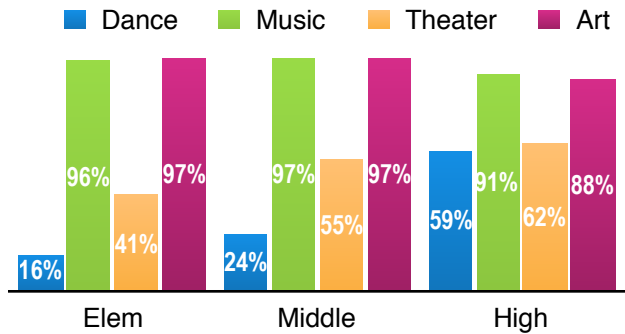
We recommend that New Jersey state colleges and universities include visual and performing arts coursework in the high school GPA calculations used to determine eligibility for enrollment, and at least the equivalent of one year of instruction in the visual and performing arts be required for entrance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

We recommend that the New Jersey School Counselor Association collaborate with Arts Ed NJ on the development of professional development programs to increase the knowledge and understanding of the contribution of arts education in the development of all students.

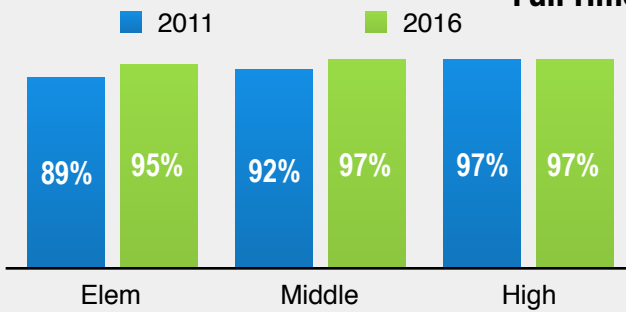
There are more arts educators and more schools with full-time arts educators than in 2011.

Certified Arts Specialists

Certified Arts Specialists (CAS) provide the majority of instruction for music and visual art: 96% of all schools use CAS as the primary providers of such instruction. CAS provide primary instruction for dance and theater at a lower level particularly in elementary schools. While still lagging behind music and visual arts, the use of CAS in dance and theater has increased over the past decade.



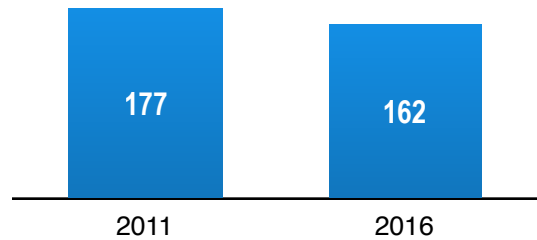
Full Time Educators



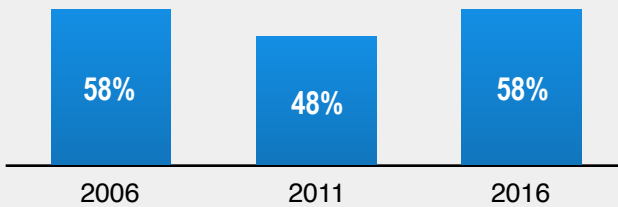
The percentage of schools with full time arts educators has increased in elementary and middle schools and remained stable in high schools. This increase indicates fewer arts teachers are assigned to more than one school. There are 8,046 arts educators employed in the state including 3,521 art, 3,864 music, 420 theater and 241 dance educators.

Student/Arts Educator Ratios

The overall student-to-arts-educator ratio has improved since 2011 from 177:1 to 162:1. This is a 10% improvement over the period. A lower ratio is preferable. Student/Arts Educator Ratio is an important measure to identify quality.



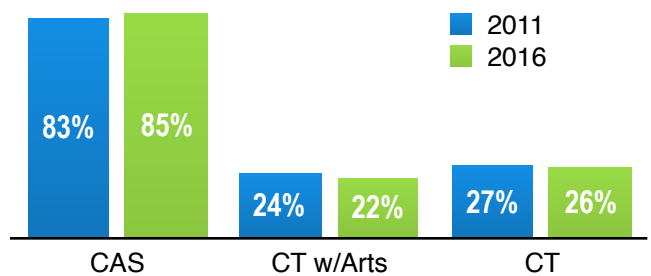
Arts Supervisor



Fifty-eight percent of schools reported having a school or district based arts supervisor (an increase from 48% in 2011). Of all district arts supervisors, 68% are certified in an art form.

Professional Development

Schools provide a wide-variety of professional development opportunities for all Certified Arts Specialists (CAS); 85% of schools report professional development activities for CAS a slight increase from 2011. Only a quarter of all schools reported professional development in the arts for general classroom teachers (CT).



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

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

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

We recommend the development of an appropriate assessment system, centered around the acquisition of skills and knowledge in all four arts disciplines, to be piloted in the 2019/2020 school year. The New Jersey Department of Education is encouraged to work with the professional arts education associations to develop and pilot a system with the goal of deployment statewide.

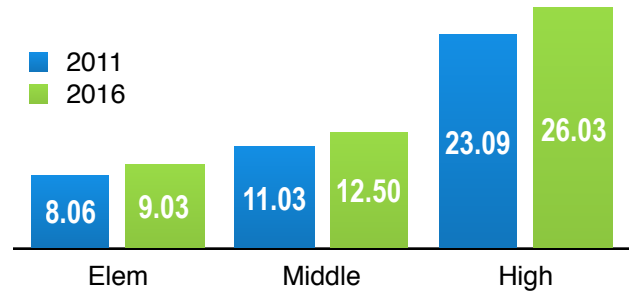
We recommend the development of a “best practices” guide regarding both staffing, scheduling and implementation of arts education to assist struggling schools and encourage school administrators to engage in additional professional development on these topics.

We recommend arts educators and other arts education supporters embrace the ARTS ED NOW campaign as a vehicle to help promote their programs and raise awareness regarding the important role arts education plays in the development of all students.

As first reported in 2006, per-pupil arts spending is a direct predictor of higher or lower levels of arts education. In 2016 there was an increase in Per Pupil Arts Spending at all school levels and a decline in the number of schools using outside resources to offset budget cuts.

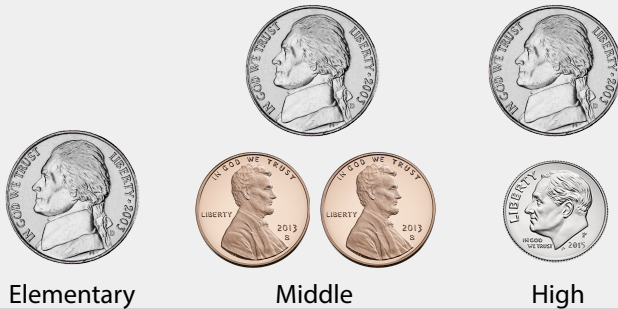
Per-Pupil Arts Spending

On average, per-pupil arts spending is \$9.03 per student in elementary schools (a 12% increase from 2011), \$12.50 per student in middle schools (a 13% increase from 2011), and \$26.03 in high schools (a 15% increase from 2011). This number excludes teacher salaries and capital expenditures.



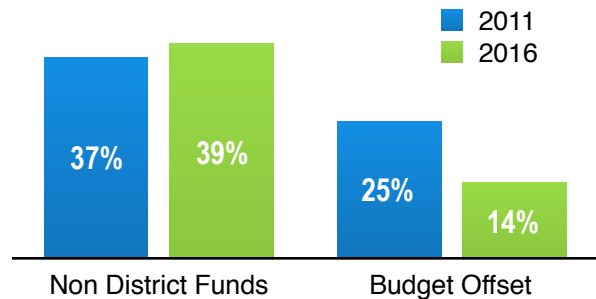
Daily Per-Pupil Arts Spending

On average, per-pupil arts spending per day is 5 cents per day for elementary schools (a 12% increase from 2011), 7 cents per day for middle schools (a 12% increase from 2011) and 15 cents per day high schools (a 15% increase from 2011).



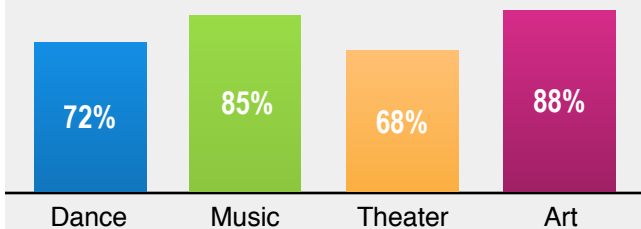
Non-District Funding

Thirty-nine percent of all schools received funding from non-district sources (up from 37%). Parent groups and District Foundations were the main sources of this funding. Only 14% of schools report using outside funding to offset budget decreases to support direct instruction. This is a significant decline from 25% in 2011.



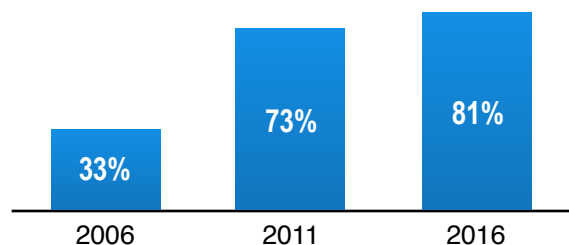
Dedicated Space

Where an arts discipline is offered, the majority of schools are providing appropriately designed and dedicated space. This shows a slight increase across all arts disciplines since 2011



Use of Technology

There has been a significant increase in the use of student-centered technology in the arts with 81% of all schools reporting use of technology compared to 73% in 2011 and 33% in 2006. Most schools report using technology across multiple arts disciplines.



RECOMMENDATIONS

We recommend that schools and districts exceed the current state averages for per-pupil arts spending 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 and included in school performance reports.

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

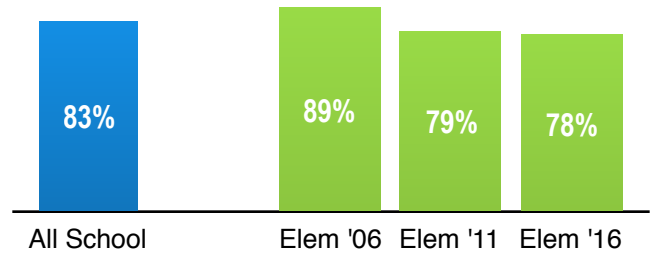
We continue to recommend that the New Jersey Schools Development Authority ensure that all new schools and school additions include the appropriate physical facilities to support instruction in the visual and performing arts.

We recommend Arts Ed NJ serve as a centralized clearinghouse for information about visual and performing arts education programs, policies, best practices, models, news and information to aid schools, districts and communities.

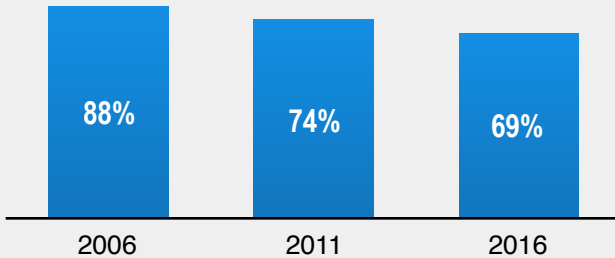
Historically, New Jersey schools have had rich and meaningful connections between community arts organizations and the public schools through field trips, assembly programs, artist-in-residencies and multi-year partnerships. However, there has been a decline in the engagement between schools and community arts organizations since 2006.

Field Trips

New Jersey public schools are providing frequent exposure to professional artists and arts events via field trips. Eighty-three percent of all schools offered at least one field trip to arts exhibitions, performances or events within the past three years. Elementary participation has decreased to 78% in 2016 from a high of 89% in 2006. "Time out of the school day" has replaced "transportation costs" as the biggest barrier to participation in 2016.



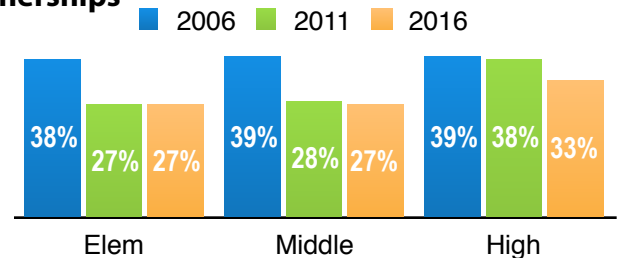
Assembly Programs



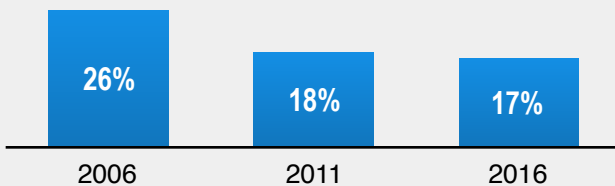
Sixty-nine percent of all schools report at least one school assembly which focused on the arts. This represents a steady decline since 2006. Cost and time out of school day are identified as the biggest barrier.

Multi-Year Partnerships

Thirty-three percent of high schools, 27% of middle schools and 27% of elementary schools have formed partnerships with one or more community-based arts organization. All grade levels have declined since 2006.



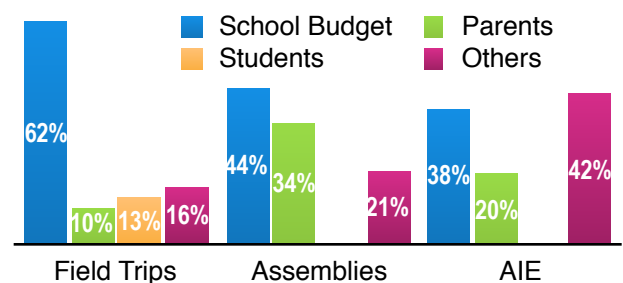
Artist-In-Residencies



Seventeen percent of schools hosted an artist-in-residence program. This is down from 18% in 2011 and 26% in 2006.

Funding

Funding to engage with cultural organizations is primarily supported by the school/district budget. This has increased since 2011. PTA/PTO is an important source of funding. Student fees are only used for field trips. Artist-In-Residencies receive greater support from sources outside of the school or parent groups.



RECOMMENDATIONS

We recommend that school districts and cultural organizations continue to 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 collaboration between schools and cultural organizations arts education initiatives.

We recommend that Arts Ed NJ partner organizations work to identify the cause of decline in community collaborations and artist-in-residence programs and recommend actions for the field to enable more schools to utilize the vast educational resources of NJ's cultural organizations.

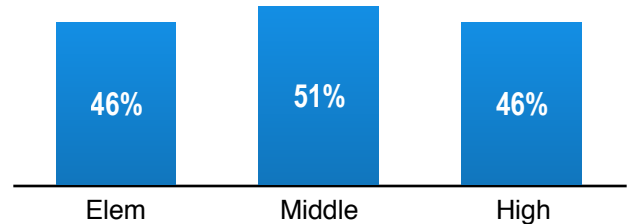
We recommend Arts Ed NJ partner organizations work together to provide additional professional development and information to school administrators to raise awareness about the educational benefits of these school/cultural organization partnerships.

We recommend that New Jersey foundations and other grant-making agencies and organizations use these Census Project results to help direct resources to areas of greatest need.

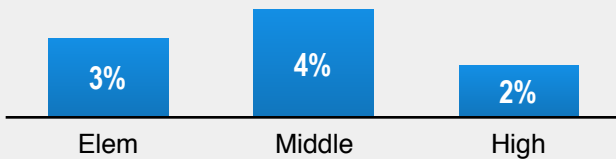
Arts Integration is an interdisciplinary teaching practice through which non-arts and arts content is taught and assessed equitably in order to deepen students' understanding of both. When arts integration relates to one or more STEM subjects it is commonly referred to as STEAM. Arts Integration was included in the 2016 Census for the first time.

Presence of Arts Integration

Forty-six percent of all schools reported using arts integration. This includes 46% for elementary, 51% of middle and 47% of high schools.



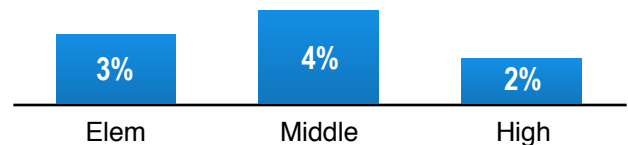
Jointly Developed Lessons



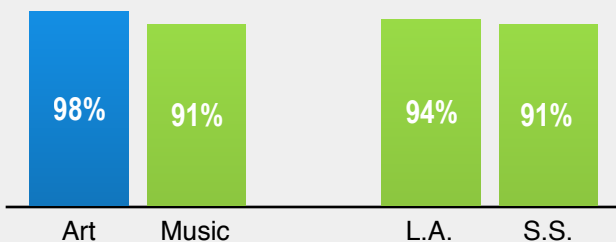
While a significant percentage of schools use arts integration, only 3% of all schools report regularly planning lessons between the arts specialist and the classroom teacher ...

Jointly Taught Lessons

... and only 3% of all schools report the integrated lessons being taught jointly by the arts teacher and the classroom teacher. Both co-planning of lessons and jointly conducted lessons are cornerstones of high quality arts integration.



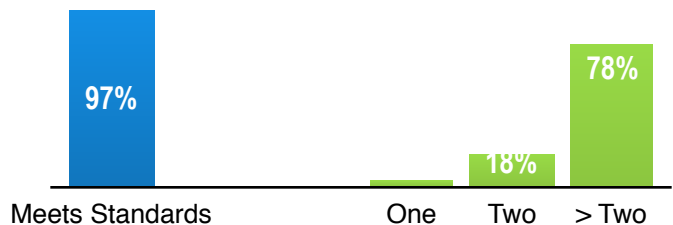
Disciplines and Subjects



Visual art and music are the most frequently used arts disciplines with arts integration (98% for visual art 91% for music) while language arts (L.A. 94%) and social studies (S.S. 91%) were the most frequently cited subjects used with an arts discipline.

Meeting Standards

Most schools (97%) report arts integration lessons are designed to meet objectives from the New Jersey Student Learning Standards with most (78%) reporting meeting standards in more than two subject areas.



We recommend that arts integration initiatives be implemented that will leverage the knowledge and expertise of both certified arts teachers and non-arts teachers. Comprehensive, standards-based sequential arts programs are a foundational component of robust integration initiatives, and essential if dance, music, theatre, or visual arts standards are to be taught and assessed equitably with non-arts standards.

We recommend that arts integration initiatives include leadership approval and support. For long term success, administrative approval is essential. Critical areas of support include:

- Teacher co-planning time
- Dedicated instructional time for interdisciplinary work
- Professional learning opportunities to support high quality arts integration
- Appropriate budget, equipment, materials, and facilities to support the work

We recommend that arts integration efforts and initiatives include lessons or units of study that balance the arts standards with the non-arts standards. Working collaboratively, teachers can support their colleagues in an interdisciplinary teaching practice through which arts and non-arts curriculum is taught and assessed equitably in order to deepen students' understanding of both.

We recommend that teachers engage in ongoing, job-embedded professional learning to support sustainable collaboration among colleagues. Interdisciplinary teaching and learning is difficult without appropriate professional learning to support the practice.

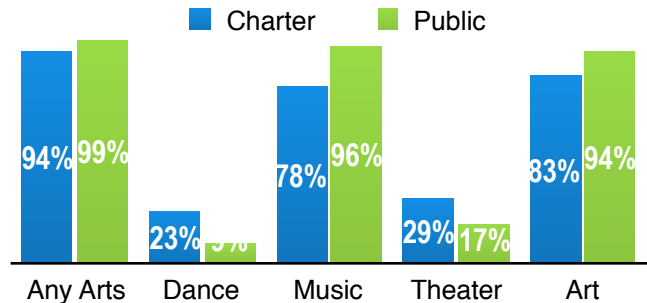
We recommend that school board members, administrators, and teachers become familiar with key components needed to ensure the sustainability of promising arts integration initiatives. Arts integration initiatives that are lacking several key components will struggle to reap the benefits of arts integration.

We recommend that districts or schools that are considering developing and implementing an arts integration plan follow the eight essential elements for cohesive, sustainable, and rigorous arts integration initiatives, as outlined in the Arts Integration User Guide for New Jersey Educators and Practitioners (<http://bit.ly/2eOcITU>).

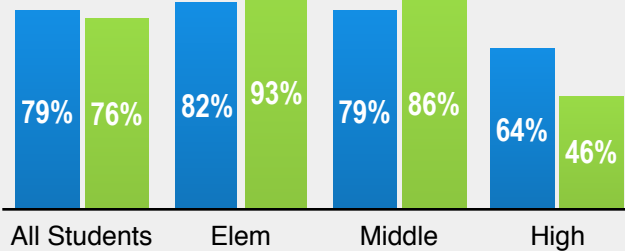
There are 78 charter schools with 35,902 students representing 3% of all schools and 3% of all students. Access to, and enrollment in, arts education has improved. Additional work is needed to bring arts education in charter schools up to the standards of the traditional public school counterparts.

Access to Arts Education

Access to arts education for students attending charter schools is slightly below the rate for those attending traditional public schools. When comparing access by discipline, public school students have significantly greater access to music and visual art while charter school students have greater access to dance and theater.



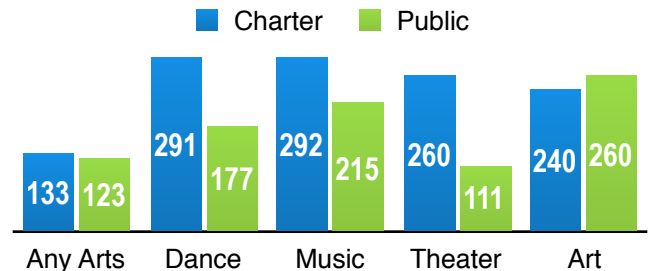
Arts Participation



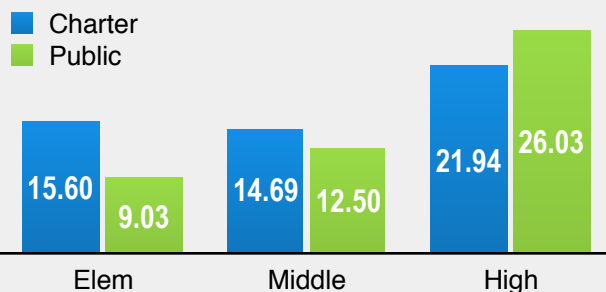
The percentage of students enrolled in the arts overall is slightly higher for charter schools (79% vs. 76%). However, elementary and middle school participation in charter schools lag traditional public schools.

Student/Arts Educator Ratios

The overall student-to-arts-educator ratio is 169:1. This remains slightly higher than public schools (162:1) A lower ratio is preferable. However, the enrolled student/arts educator ratio by discipline shows a large gap. Charter school educators have greater student loads (class sizes) which may impact quality of instruction.



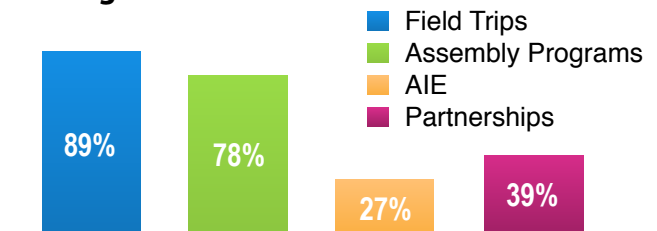
Per-Pupil Arts Spending



On average, per-pupil arts spending is \$15.60 per student in elementary schools, \$14.69 per student in Middle Schools and \$21.94 in high schools. Charter school spending on a per pupil basis is higher for elementary and middle schools than Public schools

Engagement with Cultural Organizations

Forty-eight percent of high schools reported that a significant majority (over 50%) of high school seniors exceed the state graduation requirement. This is an increase from the 42% reported in 2011.



RECOMMENDATIONS

We recommend that all charter schools adopt the most recent New Jersey Student Learning Standards and align the school curriculum to these standards.

We recommend all charter schools implement the proper grade weighting of arts courses as required by state law.

We recommend that all charter schools should provide professional development opportunities to all arts educators and include professional development in the arts for classroom teachers.

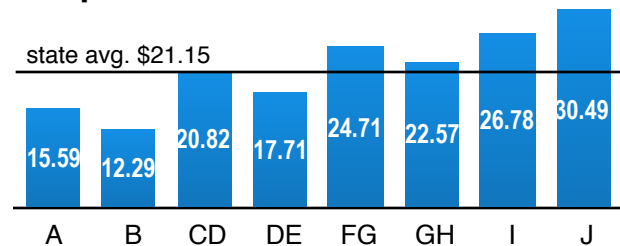
We recommend that Arts Ed NJ, the New Jersey Charter Schools Association and the New Jersey Department of Education collaborate to identify ways to expand arts education opportunities for charter schools.

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

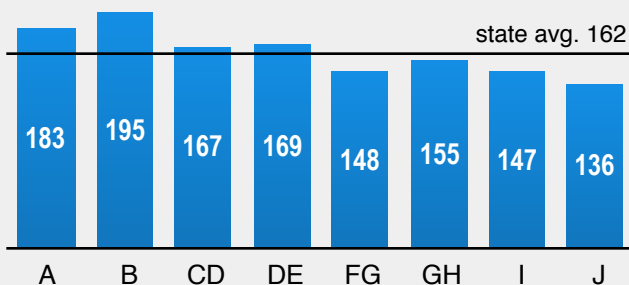
Over the course of the last decade the percentage of student arts enrollment, per-pupil arts spending and student/arts teacher ratios have become reliable indicators of the presence of quality arts education programs. These key indicators were analyzed against a wide variety of school attributes and performance indicators. Based on this analysis, a correlation was present between the arts indicators and the following attributes: District Factor Group, Free and Reduced Price Lunch and Chronic Absenteeism.

District Factor Groups

On average, per-pupil arts spending is \$21.15 per student across the state. Schools in lower District Factor Groups have a lower spending level than the schools in the high District Factor Groups.



Student/Teacher Ratio

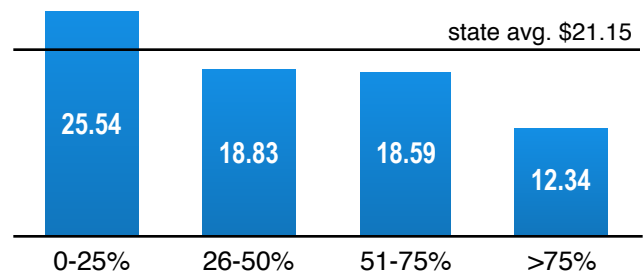


The Student/Arts Teacher ratio for the state is 162:1. Schools in lower District Factor Groups have a higher (less favorable) ratio than the schools in the high District Factor Groups which have a lower (more favorable) ratio.

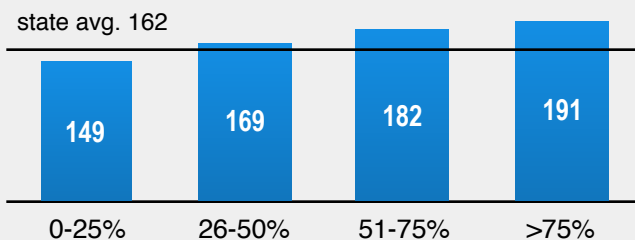
Free and Reduced Price Lunch

The same holds true when we compare schools based on Free/Reduced Price Lunch (FRPL). The more students on FRPL the lower the per-pupil arts spending.

Definitions for the Free and Reduced Price Lunch data used in this report may be found at the National Center for Education Statistics: The Condition of Education http://nces.ed.gov/programs/coe/indicator_clb.asp



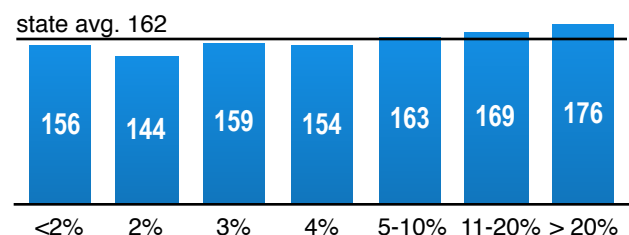
FRPL Student/Teacher Ratio



The same holds true when we compare schools based on Free/Reduced Price Lunch. The more students on FRPL the less favorable the ratio..

Chronic Absenteeism

Student/arts educator ratios also follow the percent of students in a school that are chronically absent. The higher the Chronic Absenteeism rate is for a school the higher (less preferable) the student/arts educator ratio.



COUNTY SUMMARIES

The table below provides county level summaries for three key measures: percentage of students enrolled, student/arts educator ratios and per-pupil arts spending. Numbers in green are above the state average for the measure. Numbers in red are below the state average for the measure. Six counties are above average on all three measures. Four counties are below average for all three measures.

COUNTY	% ENROLLED IN ARTS	STUDENT/ARTS TEACHER RATIO	PER-PUPIL ARTS SPENDING
ATLANTIC	77%	190	\$17.84
BERGEN	75%	151	\$24.26
BURLINGTON	78%	146	\$24.52
CAMDEN	73%	181	\$22.81
CAPE MAY	75%	90	\$27.05
CUMBERLAND	82%	185	\$15.56
ESSEX	77%	156	\$21.02
GLOUCESTER	73%	173	\$23.40
HUDSON	65%	205	\$14.02
HUNTERDON	83%	140	\$31.42
MERCER	78%	157	\$16.25
MIDDLESEX	73%	173	\$16.25
MONMOUTH	74%	176	\$19.29
MORRIS	77%	139	\$32.02
OCEAN	73%	176	\$15.14
PASSAIC	76%	174	\$19.15
SALEM	82%	129	\$41.37
SOMERSET	83%	155	\$24.55
SUSSEX	81%	135	\$33.58
UNION	83%	169	\$19.37
WARREN	70%	145	\$20.61
Total	76%	163	\$21.15

About the Data

Arts Ed NJ conducts the New Jersey Arts Education Census Survey every five years to capture details regarding the status and condition of arts education for every school in the state of New Jersey.

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

A single questionnaire was used. The survey was programmed to only show relevant questions based on school type (elementary, middle, high). The questionnaire was implemented during the 2015-2016 school year, and the majority of items for each school type were identical. A majority of the questions were identical to both the 2005/2006 and the 2010/2011 census. School administrators were contacted by the Commissioner of Education on January 12, 2016 and advised of the survey process and instructions. Data collection began on February 1, 2016 and the last completed questionnaire was collected on September 28, 2016.

The goal of 100% participation in this study was nearly achieved. Of the 2,329 public schools targeted for participation, 2,313 successfully completed a questionnaire, yielding a 99.3% response rate. This includes 78 charter schools. The total number of public and charter schools included in this analysis is 2,313 with a total student population of 1,295,466.

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

All 21 counties and all school districts in New Jersey are represented in this study.

The New Jersey schools are represented by a majority of schools with at least one elementary grade (70%). The remaining schools had middle school grades (39%) and/or high school grades (18%). School types are not mutually exclusive; a single building could be designated as being an elementary school, a middle school, and/or a high school, depending in which grades they have enrollment. For the purpose of this report, schools with 'elementary grades' are those with at least one grade from kindergarten through fifth grade. Middle school grades are grades six through eight. High school grades are grades nine through twelve.

The data does not include any arts instruction provided by non-school entities in the data analysis. Information on the connections between schools and cultural organizations is included based on information provided by the schools through the Census.

Free and Reduce Priced Lunch data is from the Common Core of Data file from the National Center for Education Statistics.

The complete table report may be downloaded at artsednj.org/



In the Fall of 2016, NJ arts education advocates launched a multi-year initiative in support of in arts education in schools.

Spurred by Arts Ed NJ, NJ State Council on the Arts, the Geraldine R. Dodge Foundation, Americans for the Arts and supported in part by an award from the National Endowment for the Arts, Arts Ed Now is a multi-year campaign designed to increase participation in arts education in schools across New Jersey.

Studies show that students who participate in arts education do better in school and in life. The longer students are engaged in arts education, the better the outcomes are overall. To heighten the outcomes in New Jersey, Arts Ed Now is focused on increasing participation in every school in the state.

Arts Ed Now centers its strategy on helping arts education advocates become good ambassadors to advance the issue forward. Through a statewide network, Arts Ed Now brings people together to share information, stories and best practices for increasing participation in arts education. Local communities provide opportunities to test ideas for advocacy, which then get added to the overall campaign tactics and shared statewide for more powerful results overall.

Additional leadership for the campaign includes: Art Educators of New Jersey, ArtPride NJ, Dance NJ, NJ Department of Education, NJ Music Educators Association, NJ Principals & Supervisors Association/Foundation for Educational Administration, Speech & Theatre Association of NJ, and creative partner Social Impact Studios. Additional partners include the Education Law Center, New Jersey Education Association, New Jersey School Boards Association and the New Jersey PTA. NJTV is a campaign media partner.

Advocates can learn more and download basic campaign materials at ArtsEdNow.org. Arts education advocates can also get behind-the-scenes updates now on the Arts Ed Now Facebook Group. Printed materials are also available now for anyone who wants to launch Arts Ed Now in their school, organization or community. Campaign stickers, posters and fact sheets can be requested by e-mailing info@socialimpactstudios.com

**The following pages contain the ARTS ED NOW campaign fact sheet.
To get involved or to learn more go to ArtsEdNow.org**

ARTS ED NOW

A statewide campaign to increase *active* participation in arts education at all schools in New Jersey.

CAMPAIGN GOALS by 2020:

- All NJ students will have access to arts education
- Increase the number of schools providing more than two art forms
- Increase arts participation in elementary and middle schools to 100%
- Increase arts participation in high schools to 60%
- Increase school engagement with community resources
- Develop a statewide network of local stakeholders

WHY WE NEED IT

- Students who participate in arts education do better in school and in life!
- The longer students are engaged in arts education, the better they do overall.
- State policies aren't being maximized to engage students in arts education.
- Not all NJ students have the same access to arts education.
- **Local ambassadors can make a difference!** We can influence what's offered in schools and how much students participate in arts education.

WHO CAN TAKE ACTION?

BE AN AMBASSADOR!

- **Students:** Take more arts classes! Tell your story. How has arts ed made you be a better student/person?
- **Parents:** Encourage your kids to participate in arts education. Get educated about its impact, speak out and organize other parents to get involved.
- **Teachers:** Bring Arts Ed Now into the classroom. Speak out and organize other teachers to get involved.
- **Community Leaders:** Share Arts Ed Now with your circles of influence. Engage Boards, organizations and institutions to promote arts education.
- **Policy-makers and Administrators:** Push for more dedicated resources for arts education at the state and district levels.

ACTION ITEMS

Jump into
CAMPAIGN
CENTRAL!
ArtsEdNow.org

- Learn more about the impact of arts ed!
- Visit "Campaign Central" to see what's happening at your own local school.
- Raise local awareness, advocate for change with online tools.
- Stay in touch with the statewide movement to share stories and ideas!

STATS & STORIES

Join the Facebook group to share ideas! Search for: "Arts Ed Now"

Active creative learning is good for all students...and good for New Jersey! LET'S DO MORE

ArtsEdNow.org #ArtsEdNow @ArtsEdNow

ARTS ED NJ
Many Partners. One Voice.



In partnership with



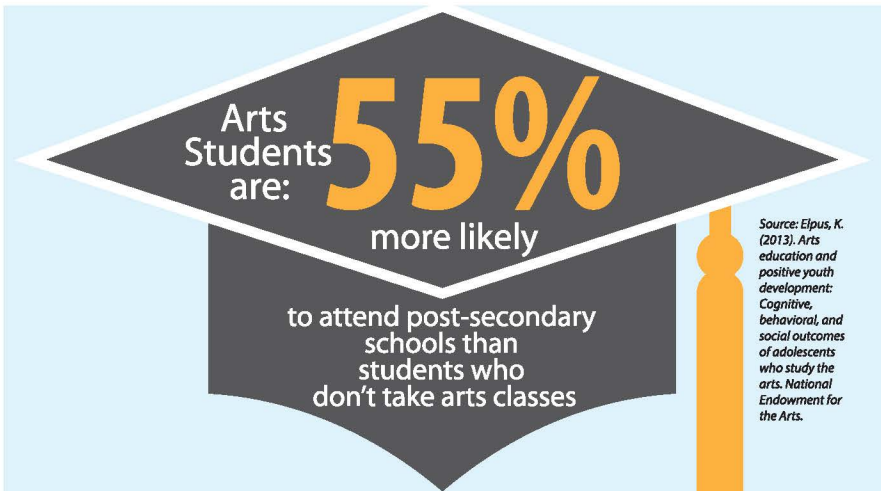
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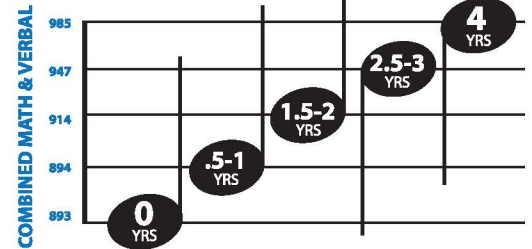
ARTS ED NOW

Active creative learning is good for all students...and good for New Jersey! LET'S DO MORE

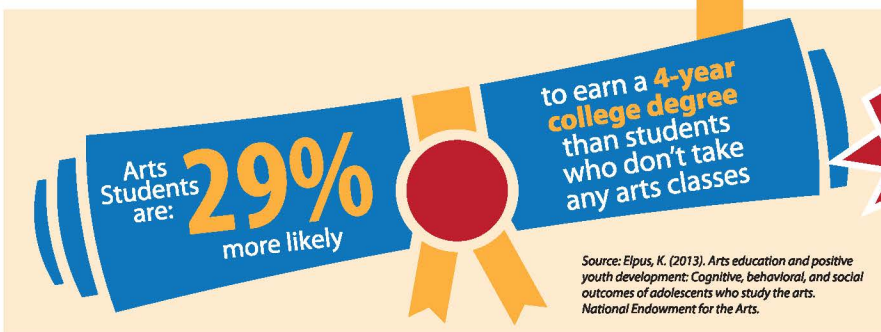
ArtsEdNow.org #ArtsEdNow @ArtsEdNow



SAT SCORES & MUSIC ED in High School by students on free and reduced lunch programs

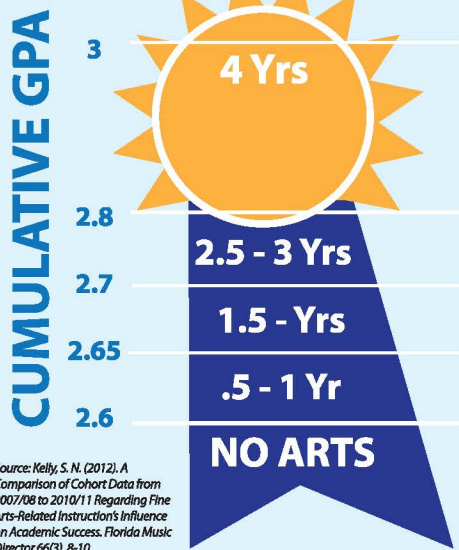


Source: Kelly, S. N. (2012). A Comparison of Cohort Data from 2007/08 to 2010/11 Regarding Fine Arts-Related Instruction's Influence on Academic Success. Florida Music Director, 66(3), 8-10.



MORE ARTS EDUCATION Higher Grade Point Avg.

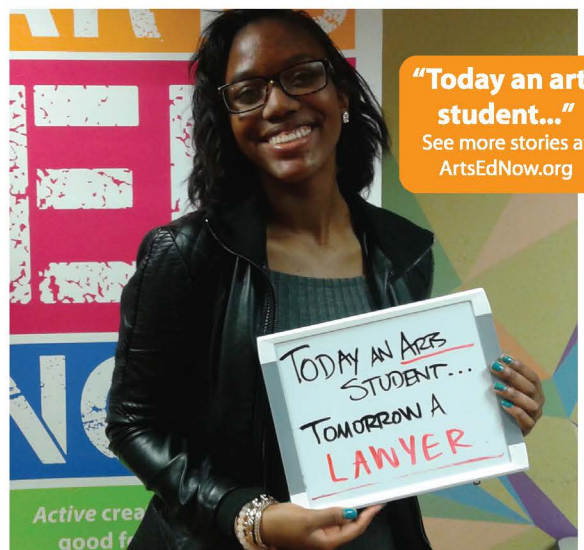
For Florida seniors, the more arts classes taken in High School, the higher the student achievement in GPA, graduation rate, state test and SAT



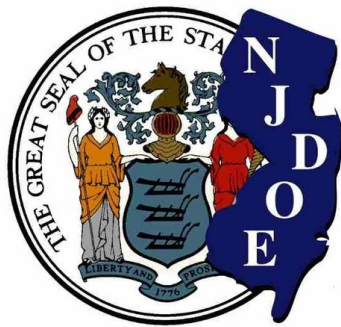
MORE ARTS CLASSES

20% LOWER Drop Out Rates

Source: Kelly, S. N. (2012). A Comparison of Cohort Data from 2007/08 to 2010/11 Regarding Fine Arts-Related Instruction's Influence on Academic Success. Florida Music Director, 66(3), 8-10.



The 2017 New Jersey Arts Education Census Project is made possible by the generous support of the following:



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