

Better Schools  
Better Skills  
Better Communities

# FINDINGS REPORT from Lafayette, LA's Community Audit for **Arts** Education

A project of the

Acadiana Arts Council

Lafayette Parish School Board

University of Louisiana at Lafayette

in collaboration with the

Cecil J. Picard Center

for Child Development



## IN PARTNERSHIP WITH:

The John F. Kennedy Center for the Performing Arts  
Kennedy Center Alliance for Arts Education Network



# The John F. Kennedy Center for the Performing Arts



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The local team of the Kennedy Center's Partners In Education Program coordinated Lafayette's Community Audit for Arts Education. The Lafayette team is comprised of representatives from the Acadiana Arts Council, the Lafayette Parish School System and the University of Louisiana at Lafayette. The Cecil J. Picard Center for Child Development at the University of Louisiana at Lafayette compiled and analyzed the findings in this report.

The Cecil J. Picard  
Center  
for Child  
Development



  
Acadiana  
Arts Council



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VISION

## Preface

Two major research reports released in 2000, ***Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*** and ***Champions of Change: The Impact of the Arts on Learning***, have provided evidence of what supporters of the arts in education have known for some time:

- the arts help all students to succeed in school and in life;
- quality arts education programs have a greater likelihood of being a part of the school curriculum when school and community leaders have come together to make that goal a reality; and,
- the arts can provide a way to engage youth who are not being reached through traditional schooling.

The Kennedy Center, through the Kennedy Center Alliance for Arts Education Network (KCAAEN), has developed this ***Community Audit for Arts Education: Better Schools, Better Skills, Better Communities***, to assist local education, community, and cultural leaders in assessing the status of arts education in their schools and school districts and to encourage community partnerships to strengthen and expand arts education for all students.

Every community has strengths as well as areas for continued growth and improvement. By making use of a community audit, leaders can come together to reflect on their current programs, evaluate current resources, and make solid plans for realizing a collective vision for the future of arts education in their schools and in after-school programs. The Kennedy Center's Community Audit for Arts Education can be used quickly and easily by busy community leaders. It also encourages the involvement of cross-sections of the community who may not have a history of working together.

The language of the document draws upon the work of the National Assembly of State Arts Agencies' Task Force on Cultural Pluralism and from a very successful format used by the KCAAEN to develop a self-assessment kit for use by its state Alliances for Arts Education. In addition, the local partnership team has modified some of the language to better suit our community.

We extend our appreciation to the following partners for their assistance with the Community Audit for Arts Education: Richard J. Deasy, Director, Arts Education Partnership; Jonathan Katz, CEO, National Assembly of State Arts Agencies; Robert Lynch, President and CEO, Americans for the Arts; Valsin A. Marmillion, President and Founder, Marmillion + Company; Jane L. Polin, Philanthropic Advisor, and Scott Shanklin-Peterson, Director of Arts Management Program, College of Charleston.

## National Endorsements

The KCAAEN's *Community Audit for Arts Education* is endorsed by the following national organizations:



## Forward

By Jane L. Polin, Philanthropic Advisor

Since the release of the landmark report *Coming to Our Senses: The Significance of the Arts for American Education* thirty years ago, much has changed in how Americans view their schools and the role of the arts. Across all sectors, leaders now recognize that students must develop broad abilities beyond technical skills. Employers have a tremendous need for workers who are creative, analytical, disciplined and self-confident. They need employees who can solve problems, communicate ideas, and be sensitive to the world around them. And a growing number of our nation's leaders understand that hands-on participation in the arts is one of the best ways to develop these abilities in all young people.

As a result, the mandate for our nation's schools is clear: provide high-quality arts learning experiences for all young people. Yet our schools usually lack an effective and efficient way to determine both the strengths and weaknesses of their current offerings, and how they might be improved and expanded. The Kennedy Center's Community Audit responds in practical terms: how do we measure our performance in providing high-quality arts learning experiences for all our students? The Community Audit is a powerful tool for use by school leaders, teachers, parents, artists, students, and other concerned citizens.

- First, the Community Audit provides a report card to the community on the status of arts education within its schools. Just as the box scores in the sports pages provoke debate regarding athletic performance, the findings of the Community Audit can be a public document to promote dialogue around arts education.
  - Second, the findings of a Community Audit can give an initial assessment of quality: how good are we in providing high-quality arts learning experiences for all our students? Where do we excel? Where do we fall short?
  - Third, the Community Audit also provides a planning tool to improve quality by examining the known critical factors for success. By displaying the gaps in a school district's efforts, this dynamic process can reveal the necessary next steps toward improvement.
  - Fourth, the Community Audit provides a useful vehicle for community goal-setting and implementation: what will we do in what time frame for whom? Establishing clear goals and measurable objectives are essential in the improvement process.
  - Fifth, the Community Audit provides a valuable tool for resource allocation. The truly difficult decision-making process about resource use can now be better informed, and better decisions can now be made.
- The Kennedy Center is to be congratulated for its leadership in bringing this extraordinary arts education resource to our nation's communities.



# ACCESS

## Message from the John F. Kennedy Center for the Performing Arts

Adults have an obligation to keep arts education in the forefront of children's lives. Unfortunately, this is becoming ever harder to do because of the limited resources for arts education, and the fact that fewer arts specialists are working within school systems. President Kennedy said that we cannot afford to be a country that is financially rich and spiritually poor. Our national identity is tied to a rich heritage of arts, infused from every culture in the world. For the sake of this country and for the sake of any given child who aspires to dance, sing, paint, or act, we have to keep that goal ever before us and not lose sight of the prize – arts for every child. This report of the Community Audit for Arts Education is a first step to coordinate high-quality and cost-efficient arts experiences for the students in Lafayette Parish Public Schools.

*Darrell M. Ayers*  
*Vice President, Education*  
*The John F. Kennedy Center for the Performing Arts*

## Message from Superintendent of Schools

I truly appreciate the local response to Lafayette's Community Audit for Arts Education. For the district, the Audit served as a window through which we could see the community's impressions of where our instructional programs in the arts excel and lag. Through this window we could view the places where we can find collaborative partners to extend our work in developing high quality arts instruction for all students in our district. Through this window we could examine the areas where we need to celebrate our successes and tell our stories. Our community has informed us. Now our challenge is to move from general interest to specific action needed for full equity and access to arts instruction. I am grateful to all of the respondents who indicated their willingness to work with us. The challenges will require a broad effort, and we welcome the help of all interested individuals, arts organizations and community agencies as we move forward.

*Burnell Lemoine*  
*Superintendent*  
*Lafayette Parish Public Schools*

## Lafayette's Partners in Education Team

Since 1993, Lafayette, Louisiana has participated in the Partners in Education Program of the John F. Kennedy Center for the Performing Arts through the active membership of Sandy LaBry of the Lafayette Parish School System, Hector Lasala of the University of Louisiana at Lafayette, and Renee Roberts of the Acadiana Arts Council. This team and their member organizations seek to enhance the school district's comprehensive arts education program by offering professional development to teachers, administrators and artists in and through the arts. They received the 2004 Governor's Arts Award for their work in developing and providing their audiences with workshops, seminars, university courses, summer institutes and numerous conference and class presentations. Each member of the team has served on the National Advisory Committee of the Kennedy Center's Partners in Education Program.

"The arts are fundamental resources through which the world is viewed, meaning is created, and the mind developed," says master educator Elliot Eisner. Our belief is that all students deserve access to these fundamental resources throughout each year of their formal education. The Community Audit for Arts Education is a first step in developing a comprehensive arts education plan for the district to accomplish this. The key words guiding the plan's development are equity and access."

— Lafayette, Louisiana Team  
of the Partners in Education Program

“The Community Audit for Arts Education is a first step in developing a comprehensive arts education plan for the district.... The key words guiding the plan's development are equity and access.”

EQUITY

## The Community Audit Process

The *Community Audit for Arts Education* was designed to help leaders facilitate discussions regarding the status of arts education in a district or districts in a local community.

Lafayette's Community Audit was facilitated through the combined efforts of Lafayette's Partner In Education team, a managing audit coordinator, the Kennedy Center's Education Department and a host of community volunteers. The group used the Kennedy Center's document as the basis for the project; however the questions were adapted for use in the Lafayette community during a series of round table discussions where participants completed the survey and engaged in open discussions that were generated through its use.

Next, the document was finalized and made available to the general public through an online survey, as well as a downloadable PDF.

Participation in the Audit was promoted on local radio and television shows, editorials in local publications and through the Internet. Invitational postcards were distributed to students throughout the parish. The Superintendent also invited all employees of the Lafayette Parish School System to complete the Audit. Additionally, employees, students and faculty of the University of Louisiana at Lafayette were encouraged to participate.

The Audit process remained open for participation for one month. Once the Audit closed, the results were analyzed by statisticians at the University of Louisiana at Lafayette's Cecil J. Picard Center for Child Development.

## Findings and Recommendations

The results of the statistical analysis contained in this report include a written summary of findings, statistical data and recommendations for next steps.

## Special Thanks

Sandy LaBry  
*Instructional Supervisor, Lafayette Parish School System*

Hector Lasala  
*Professor of Architecture, University of Louisiana at Lafayette*

Renee Roberts  
*Education Director, Acadiana Arts Council*

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*Superintendent, Lafayette Parish Public Schools*

Ouida Forsyth  
*Project Supervisor, Center for Child Development*

The Board of Directors and Staff of the Acadiana Arts Council

The Print Shop of Lafayette Parish Public Schools

The Cecil J. Picard Center for Child Development,  
University of Louisiana at Lafayette

All the volunteers, educators, artists, arts administrators, parents and community supporters who gave their time and talent to develop and implement this important project.

# An Analysis of the Community Audit for Arts Education in Lafayette

## Introduction

The John F. Kennedy Center for Performing Arts, along with the Lafayette team of the Kennedy Center's Partners in Education Network, conducted a survey regarding the status of arts education in Lafayette Parish. The audit was designed to improve the quality and availability of arts education throughout the district.

This report presents an analysis of the survey results by the **Cecil J. Picard Center for Child Development** (PCCD), which served as the outside evaluator of the project.

Approximately 235 people responded to the survey. Respondents were asked to categorize themselves by identifying their position in the community. By far, the largest group was parents, representing 38% of the sample. Next, 22% identified themselves as educators. Various other positions in the community (as summarized in Table 1) make up the remaining 40 %.

In interpreting the results, analyzers considered answers of "don't know" and unanswered questions were considered to be equivalent. The decision was made to rate each question based on the percentage of respondents who answered the question, and the percentage of those who answered the question (Yes/No) AND said yes.

Also, four main groups of respondents are addressed in the discussion of the results and are as follows: parents, educators (including educator and school administrator), artists (including artists, arts educator, and arts organization), and others (see Table 1).

Parents represented the largest group of survey participants, representing **38%** of the sample.



Table I. Respondents

Category	Total
Artist	5.11%
Arts Educator in the schools	4.26%
Arts Organization Representative	4.68%
Business/Industry	3.83%
College Student	3.83%
Community Supporter	7.66%
Educator	21.70%
Government	1.70%
Non-Profit Representative	5.11%
Parent	37.87%
School Administrator	4.26%
Grand Total	100.00%

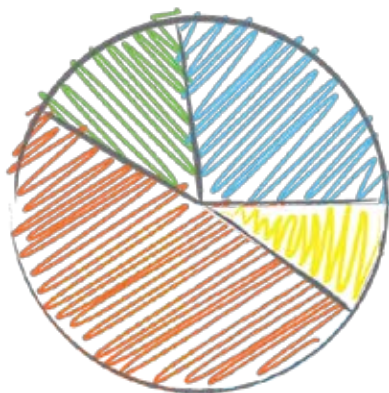
n = 235

22%

Identified themselves as educators.

Respondents were divided into four main groups:

26%  
Educators/  
Administrators



38%  
Parents

40%  
Others

14%  
Artists/  
Arts Educators  
Arts org. reps.



## Issues

The PCCD's evaluation results are presented below and are categorized into seven main issues that appeared throughout the survey. Each issue listed includes the content of questions relevant to each one, the results pertaining to that issue, as well as recommendations based on the results of the survey.

### Issue 1: A comprehensive plan

The first main issue consists of the survey questions relating to the idea of a comprehensive plan for improvement, which focuses on implementing arts education into schools. Respondents are asked if there is a comprehensive plan currently in place in their school district. Other questions become more specific in nature, inquiring whether their district attempts to model after other state and national programs that advance arts education, or if national trends regarding the improvement of art education are currently being monitored. Respondents are further asked whether there is a process in place to regularly evaluate the existing arts programs. An additional group of questions refers to the quality of school and community partnerships, so as to build consensus for implementing such a comprehensive plan.

A majority of the respondents (83.5%) did not know if a comprehensive plan for arts education exists in the Lafayette district. Two groups of individuals responded to the question (16.5%): educators and artists. Overall, about half of the educators and one third of the artists who participated in the survey were certain that a comprehensive plan was in place. Based on the responses, if a comprehensive plan exists, it is neither well communicated nor comprehensive enough to gain stakeholder support in the Lafayette district.

### (next steps)

*Using the data from this survey, develop a comprehensive plan for the arts. Specifically address the issues pertinent to the four groups of stakeholders: educators, artists, community, and parents. Once a plan is established, it should be effectively communicated to stakeholders invested in arts education.*

“  
A majority of the respondents -  
**83.5%**  
- did not know if a comprehensive plan for arts education exists in the Lafayette region.”

## Issue 2: Collaboration/ dissemination of knowledge

The next main issue addressed throughout the survey deals with the collaboration and dissemination of knowledge among educators, administration, parents, communities, artists, as well as the local media. The questions attempt to discern the level of communication and encouragement of the arts among all above parties; topics such as professional development opportunities, alliances with civic and cultural organizations, parental awareness, media coverage of student achievements in the arts, academic enhancement due to participation in the arts, as well as school board candidates' position on arts education are cited. Respondents are given the opportunity to share their knowledge and awareness of such collaborations to promote the arts.

Of the total number of respondents, 24%-38% answered the questions pertaining to the above issues. The responses were mostly positive in nature, with educators being the most informed about the collaborative effort among educators, artists, parents, and the local community. Sixty-nine percent of educators who responded to the above issues expressed that action towards the implementation and support of the arts in education is currently in place. Respondents who did not fit into the educator category were labeled as "other." Forty-three percent of the "other" respondents agreed with educators. It is important to recognize that parents were not as informed as educators and "other" respondents. The overall findings indicate that select groups of respondents are more informed than others about the arts education effort in Lafayette.

### (next steps)

*Re-assess parental involvement in arts-related events and activities. Increase public awareness of the Lafayette Parish School System's goals and outcomes for art in schools. Create a partnership among all stakeholders.*

“ I know several art teachers who continually participate in professional development offered by the AAC.”



## Issue 3: Arts as a core discipline

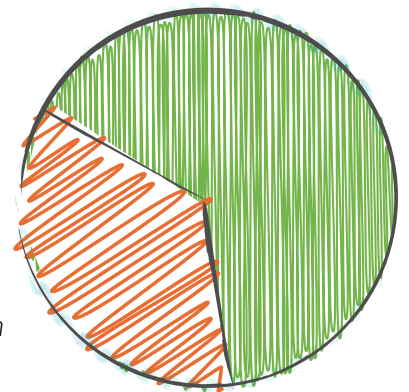
Another group of questions on the survey attempts to discover the availability of the arts within the schools, including advanced placement programs, school-supported performance groups, opportunities for students to engage in self-directed learning of the arts, and also whether the arts are a component of the core curriculum for any or all grade levels. The last few questions pertaining to this issue seek to learn if there is a district-wide understanding of the state standards and expectations for students regarding the arts, to examine the comparability of grades of the arts to other core subject grades, and to question the existence of a separate arts requirement for graduation for all students, which impacts the GPA. These questions relate specifically to the art programs, and the weight that the arts carry for such schools.

Eight questions were specifically developed to address this issue. The questions were very narrowly-defined and limited the amount of responses. Only 37% of educators and 15% of artists and parents were able to answer the questions related to curriculum. One would expect that parents and artists would have the least amount of background knowledge on curriculum; however, less than half of the educators were able to answer these questions, signifying a lack of effective communication between administration and staff.

“Some schools have the **PACE** program.... Principals select grade level(s) which receive the program for one year. **ALL GRADES NEED THIS PROGRAM YEARLY!**”

37%

of educators could answer questions related to curriculum



### (next steps)

Consider training educators and parents on the art programs and the requirements for all students. Develop a standards manual or guideline for new teachers, parents, and students. Explore implementing workshops/in-services to inform teachers and staff of current curriculum standards relating to the arts.



## Issue 4: Arts integration

The integration of the arts within the school system is a main issue throughout this survey. It questions the district, Superintendent, and principals' support of the arts as incorporated components of the curriculum, and as to whether or not the above parties view the arts as a means to enhance literacy and communicative skills of students (including those that are labeled "hard-to-reach"), as well as it being a way to promote the learning of a variety of cultures, including students' own cultural backgrounds. Such questions can garner insight from the respondents regarding their understanding of the value that is placed on the arts.

Overall, 24% of the respondents answered questions relating to the integration of the arts into the core curriculum. Of those respondents, 50% of them believed that the LPSS is integrating the arts into the current curriculum. However, it should be noted that there was disagreement among educators, parents, and artists regarding one particular question:

"Does the district recognize and use the arts as a way to build comprehensive literacy skills in all students, by preparing them to communicate successfully verbally, visually, as well as in writing, in order to compete in a global economy?"

Nearly 60% of educators answered yes to the question, 40% of parents agreed and 30% of artists agreed. This disagreement among educators, parents, and artists may reflect the lack of communication about the arts between parties as well as the vision/goals held by the administration.

### **(next steps)**

*Identify core subjects which challenge students and integrate the arts to reach those students. Re-assess current practices to integrate the arts into the core curriculum. Create opportunities for professional development to communicate teachers' current practices and to provide valuable information for future planning.*

*“Programs are too limited. All kids should be exposed to the arts.”*

## Issue 5: Specialized art schools/ programs

Another issue throughout the survey is that of specialized art schools and programs that are available for students in the form of arts magnet schools, summer enrichment/after-school programs, and arts and cultural organizations. Respondents are asked whether such programs are in existence, whether or not there is support from school administration, and whether or not these programs are assessed for student achievement and program quality. These questions attempt to clarify the point of actual availability of such arts programs for all students, in and out of school.

The response rate for these questions was 21%. Two questions yielded a great response rate:

“Do partnerships exist between the schools, arts & cultural organizations & the child care community which provide after-school and summer programs in the arts?”

“Does the Superintendent actively seek and promote the arts in school-based and after-school programming?”

Approximately half of the respondents agreed that a partnership exists among the schools, arts and cultural organizations, and child care community to provide summer and after-school programs. This group also agreed that the Superintendent promotes the arts in school-based programs. However, it is unclear as to how the arts are being incorporated into specialized programs, including after-school programs and summer programs.

### **(next steps)**

*Determine which specialized art programs exist and how they are being promoted or advertised. Increase public awareness of Arts In Education programs offered. Determine if current programs meet state curriculum guidelines.*

“  
*L.J. Alleman’s Arts Academy program allows accepted students to take one arts elective - and while they do get to perform several times a year - I think the program could be more integrated. Our children can benefit from more arts opportunities at every school and at every grade level!*”

## Issue 6: Garnishing resources

Next is the issue of resource management. The use of school and community facilities, access of educators to a roster of artists and arts organizations, and school administration support for the arts in the budget are included in these questions. The active support of school and district leaders, as well as parental organizations, in the acquisition of funding sources for technology and arts education was also in question. This issue evaluates the acquisition and use of resources for arts education in the LPSS.

The average response rate for these questions was 28%, and was fairly consistent across respondent groups. Fifty-five percent of educators agreed that finances were being allocated for the arts, whereas 34% of parents and 37% of artists were also in agreement. It is apparent that not all respondents agree that the LPSS is allocating finances and resources to promote the arts. One specific example of this arose from the following question:

“Are school and community facilities being used for learning in the arts both during and outside of school hours?”

While 80 % of the educators and 72 % of the artists answered yes to this question, only 48% of parents agreed. There appears to be a breakdown in communication between groups as to how the LPSS is allocating monies and resources for the arts in the educational settings.

### (next steps)

*Seek outside federal, state, and local funds to expand current art programs. Increase volunteer efforts: parents, local artists, and community members. Develop partnerships with local artists, providing opportunities to interact with the community.*

“I’m sure there must be [an artist roster] - BUT - to a classroom teacher, the resource is not easily accessible. Many do not know what is available or how to begin to find resources.”



## Issue 7: Leadership

Finally, the issue of school leaders' support and encouragement of the arts encompassed many of the questions on this survey. The leadership positions in question are the Superintendent and the principals. The questions regarding the Superintendent consisted of his articulation of the importance of the arts, allocation for the arts in the budget, support of principals, district arts coordinators and arts specialists, encouragement of integration of the arts into the curriculum, and support of community partnerships as well as school-based and after-school arts programs. The questions regarding the role of the principals ranged from his/her understanding of the arts as integral to child development, support of the arts as a tool for learning enhancement, encouragement of parental involvement, provision of professional development in the arts, commitment to local partnerships, and support of high-quality after-school programs for all children. Such questions aim to illuminate the stance that local administrators are taking in the effort to promote and support the arts in education.

### Superintendent

The response rate was 21% with the highest response rate from educators (30%). Artists responded to these questions at a rate of 19% followed by parents at 19%. Sixty-eight percent of educators, 53% of artists, and 43% of parents agreed that the superintendent does encourage and promote the arts in school-based facilities. Although educators within the school system appear to have a clear understanding of how the superintendent views the arts in education, it is not communicated effectively to all stakeholders.

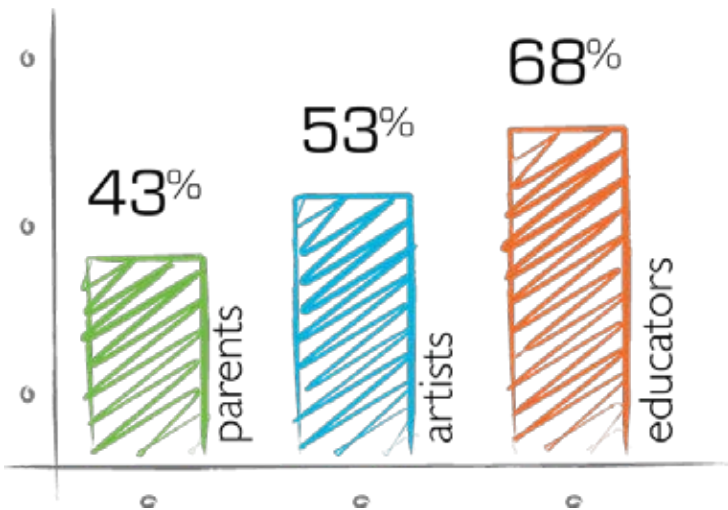
### Principals

Twenty-five percent of respondents answered questions related to the principals' view of the arts in education. There was a consistency across subgroups. Fifty-two percent of educators, including administration answered yes. A 39% positive response rate was expressed by parents whereas artists responded with 18% agreement.

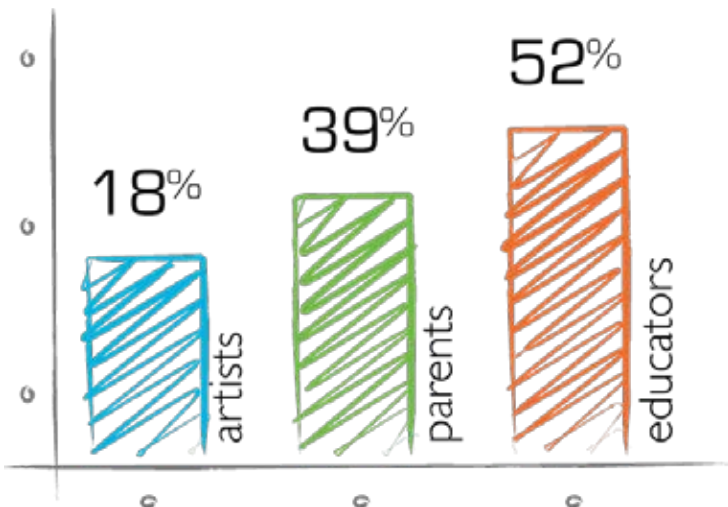
### (next steps)

*Create an alliance among the community, Superintendent, administration and artists to promote the arts in education for learning enhancement.*

“  
The current  
Superintendent is a  
collector of art himself  
and actively participates  
personally in the arts.  
He encourages the  
contract with Arts in  
Education each year.”



Percentage of respondents who think that the superintendent does encourage and promote the arts in school-based facilities



Percentage of respondents who think that principals are generally supportive of the arts

“  
 I’m sure that some principals do [value and understand the arts], but the idea of using the arts to teach other subject areas does not seem to have gained support by the majority of principals - even though national studies show that arts integration can be extremely successful!”

## Specific questions

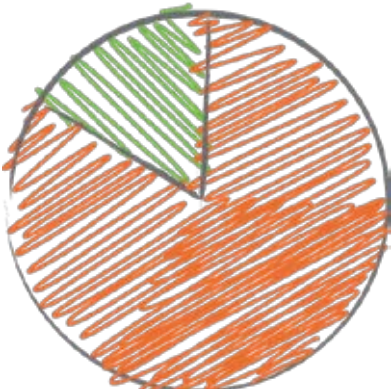
Why are there so many blanks/don't know?

There are several factors that could explain why many questions were left blank or skipped. First, the length of the survey can affect the response rate. A lengthy survey increases the possibility that respondents will rush through the survey and skip challenging questions. In addition, the specificity of the questions can limit the response rate. Although the response rate was low overall, this does not imply that respondents were uncooperative. Approximately 75% of respondents left their contact information expressing their willingness to participate in the community arts education effort.

Listed below are the questions which had the lowest response rates:

- Are there district guidelines in place that promote equity in funding the arts?
- Are after-school arts programs and summer programs assessed for student achievement and program quality?
- Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by facilitating forums for arts supervisors to meet together to encourage interdisciplinary teaching in the arts?
- Is there a process in place to evaluate arts programs in the district on a regular basis?
- Does the district have a separate arts requirement for graduation for all students, which is included in the GPA?
- Do guidance counselors make students aware of how participation in the arts enhances their college opportunities?
- Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by negotiating between the school and district office?

75%  
of participants gave their  
contact information



- Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by assisting with hiring of teachers?
- Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs keeping the arts “on the table” during budget sessions, for both in-school and after school programs?
- Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs facilitating communication among individual schools throughout the district and community?
- Are after-school/summer programs encouraged to incorporate the State Standards for what students should know and be able to do in the arts?
- Are high-quality, professional development opportunities in the arts available for arts specialists, classroom teachers, pre-service teachers, and/or school administrators that count towards college credit?
- Are arts educators supported and encouraged to participate in professional associations?



# Appendix

## Question Summary

	Of Respondent who offered an opinion		All	n=225	School
N	Question	Issue	Ans.	Agree	Ans.
3	Comprehensive Plan	1	12.8%	63.3%	40.8%
4	Are arts specialists encouraged to continue to learn and grow in mastery of their art forms as well as in their teaching competence through participation in professional development programs that include the arts?	2	13.2%	80.6%	43.7%
5	Does our district use state and national policies and programs that advance arts education - including state school improvement efforts, standards, foundation, state and federal funding opportunities?	1	10.6%	68.0%	33.8%
6	Are there programs in the elementary schools that build support for student learning in four major art forms (dance, music, theatre, visual arts) over time?	3	35.7%	61.9%	56.3%
7	Are there programs in the elementary schools that support inter-disciplinary learning?	4	25.1%	71.2%	46.5%
8	Are there existing programs in the elementary schools that can help build parental and community support for the arts in schools at all levels (elementary, middle and high school)?	2	26.8%	60.3%	39.4%
9	Are there advanced placement programs in the arts?	3	26.0%	80.3%	32.4%
10	Are there arts magnet schools?	5	35.3%	81.9%	47.9%
11	Are there schools that participate in local, state and national competitions, which recognize student achievement in the arts?	2	30.2%	91.5%	45.1%
12	Are there schools that offer summer enrichment programs in the arts?	5	23.0%	66.7%	36.6%
13	Are there school-supported performance groups (dance, music, theater)?	3	34.5%	90.1%	50.7%
14	Does the district recognize and use the arts as a way to build comprehensive literacy skills in all students, by preparing them to communicate successfully verbally, visually, as well as in writing, in order to compete in a global economy?	4	25.1%	49.2%	39.4%
15	Does the district encourage educators to use the arts to improve teaching and learning by including hands-on learning opportunities?	4	29.4%	73.9%	52.1%
16	Does the district encourage educators to use the arts to improve teaching and learning by exploring a range of learning modalities to reach at-risk and "hard to reach" students?	4	20.4%	62.5%	38.0%
17	Does the district encourage educators to use the arts to improve teaching and learning by challenging students who excel in the arts to expand their experiences by encouraging self-directed learning?	3	22.1%	59.6%	38.0%
18	Does the district encourage educators to use the arts to improve teaching and learning by encouraging teamwork, problem solving, and artistic creativity?	4	24.7%	72.4%	36.6%

	n=71	Parents	n=89	Artists	n=33	Others	n=74
	Agree	Ans.	Agree	Ans.	Agree	Ans.	Agree
	65.5%	0.0%		12.1%	25.0%	1.3%	0.0%
	80.6%	0.0%		18.2%	50.0%	0.0%	
	68.0%	0.0%		9.1%	33.3%	0.0%	
	70.7%	36.0%	56.3%	24.2%	37.5%	14.7%	45.5%
	76.5%	20.2%	66.7%	21.2%	42.9%	9.3%	57.1%
	69.0%	27.0%	58.3%	24.2%	37.5%	13.3%	40.0%
	91.3%	33.7%	76.7%	21.2%	57.1%	10.7%	62.5%
	82.9%	37.1%	87.9%	30.3%	80.0%	20.0%	66.7%
	97.0%	28.1%	84.0%	30.3%	90.0%	17.3%	92.3%
	65.4%	20.2%	72.2%	15.2%	40.0%	13.3%	60.0%
	91.7%	36.0%	87.5%	24.2%	87.5%	17.3%	92.3%
	58.6%	22.5%	40.0%	18.2%	33.3%	13.3%	40.0%
	81.6%	27.0%	66.7%	15.2%	60.0%	9.3%	57.1%
	71.4%	16.9%	53.3%	12.1%	50.0%	6.7%	40.0%
	71.4%	19.1%	47.1%	18.2%	50.0%	9.3%	42.9%
	74.1%	25.8%	69.6%	15.2%	60.0%	10.7%	75.0%

#6

“The PACE teachers are the only real support for children to be exposed to major art forms.”

#15

“Our district is too worried about test scores and not enough people equate the arts with better intelligence.”

19	Does the district recognize and use the arts to connect learning experiences to career development?	5	19.6%	54.3%	26.8%	
20	Does the district use reflective practices at all levels of the schools to improve quality, including assessments and techniques to encourage faculty and administrators to evaluate their own progress in improving arts education practices?	1	14.5%	26.5%	26.8%	
21	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by encouraging community awareness and engaging community support for arts programs and student achievements?	6	13.6%	46.9%	43.7%	
22	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by keeping the arts “on the table” during budget sessions, for both in-school and after-school programs?	6	9.4%	22.7%	31.0%	
23	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by negotiating between the school and district office?	7	8.9%	33.3%	29.6%	
24	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by assisting with hiring of teachers?	6	8.9%	14.3%	29.6%	
25	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by facilitating communication among individual schools throughout the district and community?	2	9.4%	27.3%	31.0%	
26	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by facilitating forums for arts supervisors to meet together to encourage interdisciplinary teaching in the arts?	4	8.5%	30.0%	28.2%	
27	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by encouraging “team teaching” and meetings among educators and supervisors across the curriculum to assist with integrating the arts?	4	13.2%	35.5%	43.7%	
28	Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by supporting local partnerships with cultural organizations?	2	12.8%	70.0%	42.3%	
29	Are the arts included in your district’s school improvement plan?	1	12.8%	76.7%	39.4%	
30	Are the arts considered part of the core academic curriculum in schools, including courses in all four major artistic disciplines (music, visual arts, theatre, dance) - and are they available at all grade levels?	3	16.2%	44.7%	52.1%	
31	Is there a district-wide understanding of the State Standards for what students should know and be able to do in the arts?	3	10.2%	37.5%	33.8%	

	65.0%	22.5%	45.0%	12.1%	25.0%	8.0%	50.0%
	31.6%	10.1%	33.3%	9.1%	0.0%	8.0%	0.0%
	46.9%	0.0%		15.2%	20.0%	0.0%	
	22.7%	0.0%		15.2%	20.0%	0.0%	
	33.3%	0.0%		9.1%	33.3%	0.0%	
	14.3%	0.0%		15.2%	0.0%	0.0%	
	27.3%	0.0%		12.1%	25.0%	0.0%	
	30.0%	0.0%		15.2%	40.0%	0.0%	
	35.5%	0.0%		15.2%	0.0%	0.0%	
	70.0%	0.0%		12.1%	25.0%	0.0%	
	75.9%	1.1%		12.1%	75.0%	0.0%	
	44.7%	0.0%		18.2%	50.0%	0.0%	
	37.5%	0.0%		9.1%	33.3%	0.0%	

## #25

*“We need more communication between and among schools.”*

## #30

*“The arts to my knowledge are not a part of all our schools’ core academic curriculum. The arts academies are the model that incorporates art in all the disciplines.”*

32	Are after-school/summer programs encouraged to incorporate the State Standards for what students should know and be able to do in the arts?	5	9.4%	36.4%	31.0%	
33	Are testing of and grades in the arts on student report cards comparable to those for other core subjects?	3	14.5%	32.4%	45.1%	
34	Are after-school arts programs and summer programs assessed for student achievement and program quality?	5	8.1%	36.8%	26.8%	
35	Is there a process in place to evaluate arts programs in the district on a regular basis?	1	8.5%	30.0%	26.8%	
36	Does the district have a separate arts requirement for graduation for all students, which is included in the GPA?	3	8.5%	35.0%	28.2%	
37	Do guidance counselors make students aware of how participation in the arts enhances their college opportunities?	2	8.5%	35.0%	28.2%	
38	Are there full-time arts education supervisors in all four artistic disciplines at the district level?	7	11.1%	11.5%	33.8%	
39	Are there are sufficient numbers of full-time arts education specialists in all four artistic disciplines for all grade levels?	6	14.5%	17.6%	46.5%	
40	Are high quality, professional development opportunities in the arts available for arts specialists, classroom teachers, pre-service teachers, and/or school administrators that count towards college credit?	2	9.4%	54.5%	29.6%	
41	Are high quality, professional development opportunities in the arts available for the groups mentioned above that do not count towards college credit?	2	12.8%	66.7%	39.4%	
42	Are arts educators supported and encouraged to participate in professional associations?	2	9.8%	78.3%	31.0%	
43	Are funds allocated to arts programs by the school board? If so, are they documented from year to year?	6	10.6%	68.0%	33.8%	
44	Are there opportunities for arts education programs to receive additional support through funding applications submitted at the state and federal levels?	6	11.9%	89.3%	36.6%	
45	Are there district guidelines in place that promote equity in funding the arts?	6	5.5%	15.4%	16.9%	
46	Is there a need for specialized arts facilities within our district? If so, should this need be formally recognized in district plans for future building and renovation?	6	17.9%	95.2%	56.3%	
47	Does the school board support and encourage collaborations with arts and cultural organizations in the community?	2	16.6%	92.3%	52.1%	
48	Is the community encouraged to attend student performances and exhibitions?	2	68.5%	77.6%	57.7%	

	36.4%	0.0%		12.1%	25.0%	0.0%	
	30.3%	1.1%	100.0%	21.2%	28.6%	0.0%	
	36.8%	0.0%		12.1%	0.0%	0.0%	
	26.3%	1.1%	100.0%	15.2%	0.0%	0.0%	
	35.0%	0.0%		6.1%	50.0%	0.0%	
	35.0%	0.0%		9.1%	0.0%	0.0%	
	12.0%	1.1%	0.0%	12.1%	0.0%	0.0%	
	18.2%	1.1%	0.0%	21.2%	14.3%	0.0%	
	54.5%	0.0%		6.1%	0.0%	0.0%	
	65.5%	1.1%	100.0%	21.2%	57.1%	0.0%	
	77.3%	1.1%	100.0%	15.2%	80.0%	0.0%	
	66.7%	1.1%	100.0%	15.2%	60.0%	0.0%	
	88.9%	1.1%	100.0%	12.1%	75.0%	0.0%	
	16.7%	1.1%	0.0%	15.2%	40.0%	0.0%	
	95.1%	1.1%	100.0%	21.2%	85.7%	0.0%	
	92.1%	1.1%	100.0%	12.1%	75.0%	0.0%	
	90.5%	73.0%	66.2%	60.6%	85.0%	72.0%	81.5%

## #33

“There is no clear grading system across the board for the arts - which doesn't give the arts much credibility.”

## #38

“There are several instructional supervisors, but each also has other major job responsibilities that are NOT arts-related. We need one person whose only job is to oversee all arts programs, ensure continuity, promote equity and work with arts educators to develop a model for best practices.”

49	Are students, parents and teachers encouraged to attend public performances and exhibitions?	2	68.1%	86.3%	60.6%	
50	Is our local media reporting on student achievement in the arts?	2	66.4%	64.7%	60.6%	
51	Are school and community facilities being used for learning in the arts both during and outside of school hours?	6	51.9%	62.3%	43.7%	
52	Are there recognized leaders or advocates in our community who communicate with the school board to promote the quality and availability of education in the arts?	7	34.9%	70.7%	38.0%	
53	If so, have these leaders identified priority areas for their advocacy efforts?	1	17.9%	50.0%	16.9%	
54	Is there is a mechanism in place for mobilizing and supporting arts education in our community?	2	34.5%	67.9%	28.2%	
55	Do groups such as the PTA or other civic groups include arts education in their agenda?	2	23.8%	23.2%	19.7%	
56	Is there is a forum for determining school board candidates' positions on arts education during the election process?	2	25.1%	20.3%	25.4%	
57	Are state and national trends for improving arts education being monitored so that this information can be integrated into local advocacy efforts?	1	19.6%	56.5%	15.5%	
58	Do our schools have venues to showcase faculty and student works and performances?	2	57.9%	76.5%	54.9%	
59	Are arts educators involved in community arts events?	2	43.0%	88.1%	50.7%	
60	Does our school system have established partnerships with arts organizations that provide on-going, sustained artist residency programs in the schools?	2	40.0%	68.1%	43.7%	
61	Are there supportive working relationships between educators in the schools and artists and arts organizations in the community?	2	36.2%	75.3%	47.9%	
62	Do educators have access to a roster of artists and arts organizations that offer resources for learning in the arts?	6	31.1%	67.1%	43.7%	
63	Is there a mechanism available for educators to take advantage of the community's artists and arts organizations?	2	31.9%	81.3%	39.4%	
64	Do partnerships exist among the schools, arts & cultural organizations & the child care community which provide after-school and summer programs in the arts?	5	26.4%	46.8%	25.4%	
65	Is there is a process in place to evaluate the quality and effectiveness of school and community partnerships?	1	19.1%	35.6%	25.4%	
66	Does the Superintendent regularly articulate the importance of the arts in our schools?	7	38.7%	44.0%	49.3%	

	88.6%	73.0%	78.5%	63.6%	81.0%	68.0%	94.1%
	79.5%	70.8%	50.8%	60.6%	80.0%	65.3%	69.4%
	80.6%	56.2%	48.0%	54.5%	72.2%	54.7%	65.9%
	78.6%	29.2%	53.8%	33.3%	63.6%	37.3%	78.6%
	61.5%	20.2%	44.4%	18.2%	50.0%	14.7%	45.5%
	75.0%	31.5%	60.7%	48.5%	68.8%	44.0%	69.7%
	28.6%	32.6%	24.1%	24.2%	25.0%	17.3%	15.4%
	11.1%	24.7%	22.7%	30.3%	0.0%	25.3%	26.3%
	54.5%	18.0%	37.5%	27.3%	66.7%	25.3%	73.7%
	82.5%	61.8%	72.7%	48.5%	87.5%	54.7%	75.6%
	94.4%	38.2%	82.4%	48.5%	93.8%	41.3%	87.1%
	80.6%	39.3%	51.4%	42.4%	78.6%	37.3%	75.0%
	88.6%	29.2%	65.4%	48.5%	75.0%	32.0%	66.7%
	71.0%	19.1%	52.9%	42.4%	64.3%	33.3%	72.0%
	85.7%	22.5%	75.0%	33.3%	81.8%	36.0%	81.5%
	55.6%	27.0%	33.3%	21.2%	42.9%	26.7%	55.0%
	44.4%	15.7%	35.7%	18.2%	16.7%	17.3%	23.1%
	63.9%	32.6%	17.2%	36.4%	50.0%	34.7%	46.2%

## #62

“I know that educators have access to a roster of artists who teach through the PACE and Bright New Worlds programs of the Acadiana Arts Council. More educators need to be aware this - and it would be great if they have access to rosters from other arts organizations.”

## #66

“Our present Superintendent is very much involved with the arts and its importance to education - I'm just not sure if our school board members place the same value on the arts.”

67	Does the Superintendent advocate for the arts in the budget?	6	24.7%	55.2%	31.0%	
68	Does the Superintendent support principals who believe in arts education?	7	21.7%	86.3%	35.2%	
69	Does the Superintendent support district arts coordinators and arts specialists, including their professional development in the arts?	2	20.0%	74.5%	31.0%	
70	Does the Superintendent encourage educators to integrate the arts into the curriculum?	4	22.6%	66.0%	31.0%	
71	Does the Superintendent actively support community partnerships with arts and cultural organizations?	2	22.1%	78.8%	32.4%	
72	Does the Superintendent actively seek and promote the arts in school-based and after-school programming?	5	20.0%	55.3%	31.0%	
73	Do our principals understand and value the arts as integral to child development and the curriculum for all students?	4	34.5%	58.0%	39.4%	
74	Do our principals support arts education as a way to enhance learning for “hard-to-reach” students?	4	36.2%	49.4%	36.6%	
75	Do our principals support the arts as a way to encourage parental involvement?	2	34.5%	45.7%	31.0%	
76	Do our principals provide professional development for their teachers in the arts?	2	25.5%	48.3%	33.8%	
77	Do our principals participate and support professional development in the arts for themselves and other administrators?	2	19.6%	34.8%	23.9%	
78	Are our principals committed to local partnerships with community arts and cultural organizations?	2	26.4%	56.5%	32.4%	
79	Do our principals support high quality after-school arts programming for all children?	5	26.4%	40.3%	31.0%	
80	Do our school leaders encourage parents to attend events surrounding student performances and exhibitions?	2	47.7%	74.1%	42.3%	
81	Do our school leaders seize opportunities to make arts education programs known throughout the community in order to secure support and funding for them?	6	37.0%	37.9%	33.8%	
82	Do our school leaders promote public awareness of local student achievement and excellence in the arts through local media and other means of communication?	2	40.9%	60.4%	39.4%	
83	Do our school leaders encourage active involvement among parents to support arts education?	2	34.5%	46.9%	29.6%	

	69.6%	20.2%	33.3%	24.2%	62.5%	22.7%	58.8%
	92.3%	14.6%	69.2%	21.2%	85.7%	16.0%	91.7%
	87.0%	14.6%	61.5%	12.1%	75.0%	14.7%	63.6%
	73.9%	15.7%	57.1%	18.2%	66.7%	21.3%	62.5%
	87.5%	14.6%	69.2%	27.3%	66.7%	20.0%	73.3%
	72.7%	14.6%	38.5%	12.1%	25.0%	16.0%	41.7%
	67.9%	36.0%	59.4%	27.3%	33.3%	28.0%	42.9%
	59.3%	38.2%	44.1%	30.3%	40.0%	32.0%	45.8%
	60.9%	46.1%	41.5%	18.2%	16.7%	22.7%	35.3%
	60.0%	24.7%	45.5%	24.2%	25.0%	17.3%	30.8%
	47.1%	20.2%	38.9%	18.2%	0.0%	14.7%	9.1%
	62.5%	24.7%	54.5%	27.3%	33.3%	21.3%	50.0%
	63.6%	29.2%	30.8%	18.2%	0.0%	18.7%	21.4%
	83.9%	53.9%	64.6%	42.4%	64.3%	44.0%	78.8%
	64.0%	43.8%	28.2%	30.3%	20.0%	30.7%	26.1%
	86.2%	44.9%	47.5%	36.4%	58.3%	36.0%	51.9%
	71.4%	44.9%	37.5%	24.2%	25.0%	26.7%	40.0%

## #73

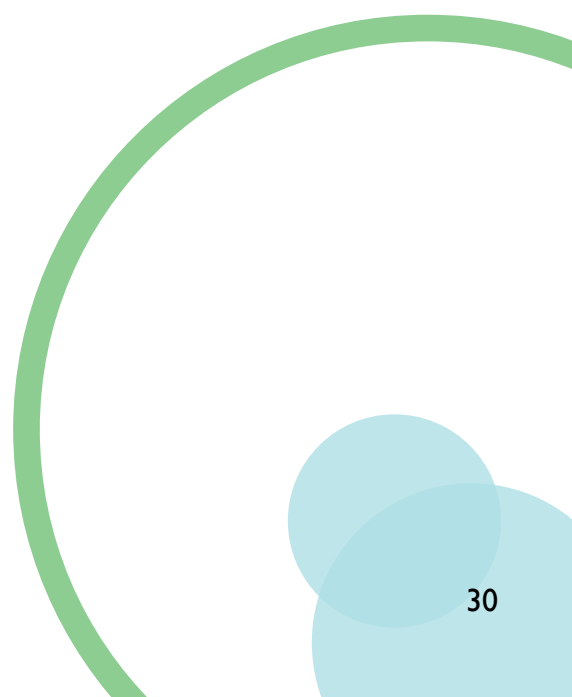
*“I’m sure that some principals do [value the arts], but it’s not always evident in the public eye.”*

## #85

*“I think the timing of this initiative is excellent. There is a broad base of support for the arts in Lafayette, but the various arms need to work together to be effective influences in arts education.”*

84	Do our school leaders support PTA/PTO and other organizations through which parents can assist in raising support for arts education and other programs?	6	30.2%	63.4%	28.2%	
85	Is there enough continuity in the school and community leadership to build consensus for implementing comprehensive arts education?	1	33.2%	52.6%	23.9%	
86	Is there a district-wide vision for how technology integrates with the arts?	4	23.4%	25.5%	23.9%	
87	Is there financial support in the district for the connections between technology and the arts?	6	24.3%	29.8%	25.4%	
88	Is there written curricula that develops the arts/technology relationship?	4	16.6%	25.6%	16.9%	
89	Is the district aggressively pursuing partnerships with private industry that promote the arts/technology relationship?	2	17.4%	29.3%	16.9%	
90	Does the district recognize and use the arts as the foundation to promote learning about a wide variety of cultures - and to help students understand their own cultural backgrounds?	4	32.8%	64.9%	35.2%	

	70.0%	39.3%	62.9%	30.3%	20.0%	21.3%	56.3%
	44.4%	36.0%	43.8%	33.3%	36.4%	37.3%	67.9%
	27.8%	20.2%	11.1%	30.3%	30.0%	25.3%	36.8%
	31.6%	24.7%	18.2%	27.3%	22.2%	21.3%	43.8%
	16.7%	18.0%	25.0%	15.2%	0.0%	14.7%	36.4%
	30.8%	19.1%	23.5%	21.2%	42.9%	14.7%	36.4%
	76.9%	34.8%	54.8%	27.3%	55.6%	26.7%	65.0%



# RESOURCES

***Champions of Change: The Impact of the Arts on Learning***, edited by Edward B. Fiske, was published by the Arts Education Partnership and the President's Committee on the Arts and the Humanities in 1999. The report documents seven research studies examining learning in the arts, the relationship to other learning and the impact on student learning and development, funded by The GE Fund and The John D. and Catherine T. MacArthur Foundation. The report is accessible on-line at ArtsEdge at [www.artsedge.kennedycenter.org/champions](http://www.artsedge.kennedycenter.org/champions). Print copies of the full report and an Executive Summary are available through the Arts Education Partnership.

***Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education***, was published by The President's Committee on the Arts and the Humanities and the Arts Education Partnership in 1999. The report documents case studies and profiles of 91 school districts throughout the United States that are recognized for offering arts education throughout their schools.

Critical factors that must be in place to implement and sustain comprehensive arts education are defined. The report also stresses the essential role of community involvement and partnerships. Funded by The GE Fund, The John D. and Catherine T. MacArthur Foundation, and Binney & Smith with additional support provided by the National Endowment for the Arts, the U.S. Department of Education, and the White House Millennium Council. The report is available on-line from the President's Committee on the Arts and the Humanities and the Arts Education Partnership at [www.pcah/gov/gaa](http://www.pcah/gov/gaa) or [www.aep-arts.org](http://www.aep-arts.org).

***Why Your Child Needs the Arts Advantage and How You Can Gain It***, was published by the Arts Education Partnership with The President's Committee on the Arts and the Humanities in 2000. This brochure highlights the findings of the two-year study, *Gaining the Arts Advantage: Lessons from Schools Districts that Value Arts Education*, which identifies interrelating factors that contribute to the creation of strong, district-wide arts education. Available on-line at [www.aep-arts.org](http://www.aep-arts.org).

# KENNEDY CENTER ALLIANCE FOR ARTS EDUCATION NETWORK

The Kennedy Center Alliance for Arts Education Network (KCAAEN), a program of the Kennedy Center Education Department, is a coalition of statewide non-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs and partnerships that ensure that the arts are an essential part of American K-12 education.

## MISSION STATEMENT AND OBJECTIVES

The mission of the KCAAEN is to promote learning in and through the arts for all students.

To meet the following program objectives, members of the KCAAEN in partnership with the Kennedy Center will:

- 1. Build Collaborations:** Develop and support innovative collaborations between schools, community partners, and cultural institutions that sustain arts education.
- 2. Position the Arts:** Speak out on behalf of arts education to citizens, policy makers, state agencies, and others about the value and benefits of arts education.
- 3. Generate Resources:** Develop, publish, and/or disseminate resources for arts education leaders and practitioners.
- 4. Provide Professional Development:** Implement professional development through educational programs, training, and resources.
- 5. Recognize Innovation and Achievement:** Provide awards and recognitions to individuals, organizations, and schools that demonstrate outstanding support for arts education.

Formed in 1973, the KCAAEN brings together educators, school administrators, parents, cultural leaders and citizens from across the nation. Throughout the United States, KCAAEN seeks to advance the quality of education through the inclusion of the arts in the curriculum. The Kennedy Center supports the growth and development of the Network and the efforts of participating State Alliances through staff consultation, professional development, grant support, and other resources.

