

CALIFORNIA COUNTY
SUPERINTENDENTS

Dance
Music
Theatre
Visual Arts



California Arts Education Strategic Task Force Report:

Findings and Recommendations

2007



The California Arts Education Strategic Task Force was convened by the California County Superintendents Educational Services Association (CCSESA) as a part of the CCSESA Arts Initiative, funded by the William and Flora Hewlett Foundation. California's 58 county superintendents of schools and their respective county offices of education support the financial and academic soundness of every district and school in the state. The 58 county superintendents have organized themselves into a statewide network to work closely with state authorities to implement programs efficiently, in response to the needs of California's 1,000 school districts and 9,000 schools serving 6.3 million students.

We extend special thanks to Co-Chairs: Jack O'Connell, State Superintendent of Public Instruction, and David Long, Secretary of Education; Task Force members, advisors, and guests; and the California Alliance for Arts Education for collaborative support in the planning and implementation of the Task Force.

This report was written by Glen Thomas, former CCSESA Executive Director, and edited by Janice Lowen Agee, Communications Specialist, and former Executive Editor for the California Department of Education. Copies of the report can be downloaded at www.ccsesa.org.

We also thank the Sunset Neighborhood Beacon Center (SNBC) in San Francisco. SNBC provided the student art, which was designed by Hannah Yiu, and the photos of the youth lion dancer and the ribbon dancers, taken by Elbert Doles.



California County Superintendents Educational Services Association

1121 L Street, Suite 510
Sacramento, California 95814
Phone: 916-446-3095



GOVERNOR ARNOLD SCHWARZENEGGER

March 29, 2007

Ms. Sue Burr
Executive Director
California County Superintendents Educational Services Association
1121 I Street
Suite 510
Sacramento, California 95814

Dear Ms. Burr,

I am delighted to send my greetings and gratitude to you and the newly formed California Arts Education Strategic Task Force. As you may know, I am passionate about the role of the arts in our state's school systems because I know the tremendous impact they can have on young minds. Art education cultivates students' imaginations and helps create well-rounded individuals who have a deep appreciation for art culture.

I am thrilled that the task force will address innovative means to promote the arts in California public schools. I was very proud that the 2006 Budget Act included \$105 million in ongoing funding to restore and expand the number of high-quality art and music courses offered in the schools. The Arts and Music Block Grant program will support standards-aligned instruction through activities such as hiring additional staff, implementing or increasing staff development opportunities and purchasing materials, books, supplies and equipment. Additionally, the Budget included a one-time \$500 million grant to allow schools to purchase arts, music and/or physical education supplies, equipment and professional development.

This is an important project, and I thank the members of the task force for helping to ensure that each child in our public schools has the opportunity to experience a wide-ranging visual and performing arts curriculum.

Sincerely,

A handwritten signature in black ink, appearing to read "Arnold Schwarzenegger".

Arnold Schwarzenegger

California Arts Education Strategic Task Force Report FINDINGS and RECOMMENDATIONS

Co-Chairs:

Jack O'Connell, State Superintendent of Public Instruction
David Long, Secretary of Education

Introduction

The California County Superintendents Educational Services Association (CCSESA),¹ with the collaborative support of the California Alliance for Arts Education, convened a California Arts Education Strategic Task Force in spring 2007.² Co-chaired by State Superintendent of Public Instruction Jack O'Connell and Secretary of Education David Long, the Task Force was designed to move the public school reform agenda toward a full and comprehensive education that includes systematic instruction in the four disciplines of the arts—dance, music, theatre, and visual arts. In a noteworthy cooperative effort, representatives of major educational organizations and policymakers from the Legislature and the Governor's Office examined data relative to the availability of arts education for kindergarten through grade twelve students in public schools and determined that action was needed to improve access to arts courses and programs.

The Task Force reviewed the latest research on the impediments that schools face in fully implementing comprehensive arts education programs. In an open and collaborative fashion and with testimony from Task Force advisors and the public, the Task Force members developed high priority recommendations to improve arts education policy and implementation at the state level. The recommendations focused on much-needed policies and initiatives to support implementation of the arts in the core curriculum so that every student is engaged in a rich visual and performing arts education.

Summary of Recommendations

The California Arts Education Strategic Task Force developed six high priority recommendations, which are summarized here:

- 1. Leadership Capacity.** Build district and school leadership capacity by creating a statewide professional development program for district leaders, school site leaders, and school board members to implement coherent, standards-based curriculum and instruction in the arts.
- 2. Teacher Professional Development.** Augment funding for professional development to expand teacher content knowledge to advance teaching and learning in the arts.
- 3. Integrated Planning for the Arts.** Direct school districts to include arts education

¹ CCSESA is comprised of California's 58 county superintendents of schools. www.ccsesa.org.

² The Task Force was supported by a grant from the William and Flora Hewlett Foundation.



This capacity of human beings to create and appreciate the arts is just one of the many reasons to teach the arts in the schools. Study and practice in the arts refine students' abilities to perceive aesthetically, make connections between works of art and the everyday lives of people, and discuss visual, kinesthetic, and auditory relationships.

—VISUAL AND PERFORMING ARTS FRAMEWORK
FOR CALIFORNIA PUBLIC SCHOOLS, 2004

into the school-level Single Plan for Student Achievement and the school district Local Educational Agency Plan.

4. Curricular Support for the Arts. Support the California Department of Education, the California State Board of Education, and the California Curriculum Development and Supplemental Materials Commission, as well as other groups, in facilitating the development of arts education curricula and supplementary instructional resources to help districts include the arts in the core curriculum at each elementary grade level.

5. Public Information and Visibility. Increase public awareness of the status of arts education in California’s public schools by making it easier for parents, families, and other community members to know about arts education programs that are offered to students at every school at each grade level.

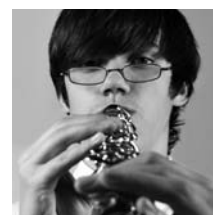
6. Assessment of Student Learning. Encourage district assessment of student learning in the arts.

The Vision

Driven by a belief in a rigorous, comprehensive, standards-based education, and by a vision that **every student** should receive that kind of education at every grade level, the California Arts Education Strategic Task Force adopted the following vision statement for California public education:

To provide quality arts education and enable implementation of sequential courses of study in the visual and performing arts (dance, music, theatre, and visual arts) as part of an integrated, standards-based comprehensive curriculum for all students so they will be prepared for the world of work and education after high school, and their lives will be enriched and deepened.

A complete education, kindergarten through high school, includes education in the arts at each grade level. The four disciplines of the visual and performing arts—dance, music, theatre, and visual arts—should be taught both in connection with other core curriculum areas, such as reading/language arts, mathematics, science, and history/social studies, and as separate curricular offerings. To deliver and teach such a curriculum, schools need: (1) specific curriculum guidance; (2) prepared teachers; (3) appropriate materials; (4) space; (5) time; (6) specific student learning and achievement targets; and (7) clear accountability at the student, classroom, school, and district levels.



Current State Policy Context

California's school improvement efforts have been building on the following major state policy components:

- Rigorous and clear content standards for student learning at every grade and in every subject³
- Useful student assessment data for accountability and for improving instruction
- Curriculum and instructional resources aligned to standards and available to every teacher and student
- Ongoing, standards-based professional development
- Effective leadership focused on student learning
- Parent, family, and community involvement and utilization of community-based resources.



The aim of art is to represent not the outward appearance of things, but their inward significance.

—ARISTOTLE

These major policy components set the context in the visual and performing arts. The California Department of Education (CDE) has developed and the California State Board of Education has adopted academic content standards for dance, music, theatre, and visual arts, which specify what California students should know and do grade by grade.⁴ Further, the California *Education Code* requires the adopted course of study for grades one through twelve to include instruction in the visual and performing arts.⁵ The CDE has developed the *Visual and Performing Arts Framework for California Public Schools* that has received national attention.⁶ The California Curriculum Development and Supplemental Materials Commission has recommended, and the State Board of Education has adopted, several instructional resources (music, visual arts, and theatre), which are available for purchase to assist teachers in implementing arts education instruction.⁷

In support of state policies for arts education, the University of California and the California State University systems require one year of visual and performing arts for admission. In addition, public schools are receiving \$105 million of ongoing, and \$500 million of one-time-only monies from the state to support implementation of arts education at the school level and to assist teachers and administrators in purchasing supplies and materials and to provide professional development.

The Task Force concluded that California has a strong state policy context for promoting arts education for all students, although improvement is needed. Current research supports the need for a greater focus on implementation of this state policy context for the visual and performing arts at the district and school levels. A number of studies document the important historical and cultural roles arts education can play in a student's school experience. Some studies document a relationship between academic achievement, student engagement, and an education

³ *Education Code* Section 51210 includes the following subjects: English/language arts, mathematics, history/social science, science, visual and performing arts, foreign language, physical education, and health.

⁴ California Department of Education, *Visual and Performing Arts Content Standards for California Public Schools – Prekindergarten Through Grade Twelve* (California Department of Education, 2001), www.cde.ca.gov/re/pn/fd/documents/visperfmarts-stnd-comp.pdf.

⁵ *Education Code* Sections 51210 (grades one through six) and 51220 (grades seven through twelve).

⁶ Curriculum Development and Supplemental Materials Commission, *Visual and Performing Arts Framework for California Public Schools* (California Department of Education, 2004), www.cde.ca.gov/re/pn/fd/documents/vpa.pdf.

⁷ California Department of Education Curriculum and Instructional Materials, www.cde.ca.gov/ci/cr/cf/index.asp.

in the arts. For example, *Critical Links: Learning in the Arts and Student Academic and Social Development*, a product of the Arts Education Partnership, is based on 62 studies and discusses the relationships between learning in dance, drama, music, multiple arts, and visual arts and the development of fundamental academic and social skills.⁸ This study and other key arts education resources can be found on page 12.

In addition, a 2005 Harris Poll confirmed that the public wants students to receive a comprehensive education—an education that prepares students for the world of work and continued education after high school—and that enriches their lives and engages their creative and reflective nature.⁹ The public believes that maintaining a commitment to the arts in schools is essential. According to the poll, 93 percent of Americans consider the arts to be vital to providing a well-rounded education to children and a critical link to learning success.

The Task Force also examined a new study detailing the state of arts education in California’s public schools. Conducted by the SRI International and completed in spring 2007, *An Unfinished Canvas. Arts Education in California: Taking Stock of Policies and Practices* documented that most of California’s schools do not offer a rigorous arts curriculum as part of a total education. Indeed, 89 percent of California schools surveyed during the 2005-06 school year did not offer sequential, standards-based courses of study in all four arts disciplines—dance, music, theatre, and visual arts. Moreover, although state law requires that schools offer instruction in all four arts disciplines, 29 percent of California schools surveyed did not offer a sequential, standards-based course of study in *any* of the four arts disciplines. Of particular concern, as detailed in the SRI report, are the striking inequities across California in terms of course offerings and student access and enrollments. Far too many students from low-income families do not have an opportunity to participate in a rich arts education.¹⁰

The SRI report noted the following findings:

- Methods of delivering arts instruction vary by school level, often resulting in a limited experience at the elementary level and limited participation at the secondary level.
- Standards alignment, assessment, and accountability practices are uneven in arts education and are often not present at all.
- At the elementary level, arts instruction is often left to regular classroom teachers, who rarely have adequate training.
- Inadequate elementary arts education provides a weak foundation for more advanced arts courses at the secondary level.
- While secondary arts education is more substantial than elementary arts education, participation is limited.
- Students attending high-poverty schools have less access to arts instruction than their peers in more affluent communities.

⁸ Arts Education Partnership, *Critical Links: Learning in the Arts and Student Academic and Social Development* (Arts Education Partnership, 2002), www.aep-arts.org/resources/toolkits/criticallinks/criticallinks.pdf.

⁹ Americans for the Arts, www.americansforthearts.org/information_resources/press/2005/2005_06_13b.asp.

¹⁰ K.R. Woodworth et al., *An Unfinished Canvas. Arts Education in California: Taking Stock of Policies and Practices, Summary Report* (Menlo Park: SRI International, 2007), www.hewlett.org.





We must include the arts in the education of all students if we want our children to be prepared to for the challenges of life and work in our global society. The challenges of today, and most certainly of tomorrow, require the abilities, skills, habits, and knowledge that education in the arts is uniquely able to provide.

—KENT SEIDEL, EXECUTIVE DIRECTOR, ALLIANCE FOR CURRICULUM REFORM, UNIVERSITY OF CINCINNATI

- Schools are increasingly partnering with external organizations, but few partnerships result in increased school capacity to provide sequential, standards-based arts education.

The SRI findings were corroborated by the CCSESA Arts Education Survey, a survey conducted in 170 California school districts across the state through the CCSESA Arts Initiative.¹¹ In addition, in 2006 the California Alliance for Arts Education issued *Quality, Equity, and Access: A Status Report on Arts Education in California Public Schools – Grades Pre-K through 12*, which documented the same conclusions.¹²

After the Task Force examined the SRI report, the CCSESA Arts Education Survey results, and reports from arts experts in the field, it identified the following primary barriers that contributed to the findings listed above:

- Inadequate and/or unpredictable funding
- Lack of teacher and principal expertise in arts education
- Gaps in availability of appropriate instructional resources
- Lack of district capacity to lead and plan in the area of arts education
- Lack of systematic support for schools from the district and county office levels
- Insufficient instructional time
- Insufficient accountability, both for student learning and for program offerings

The research is clear that the primary challenge is one of implementation of arts education at the district and school levels. Numerous impediments still hinder schools from implementing a comprehensive instructional program that includes the arts. The Task Force attempted to address several of these barriers and impediments. The Task Force noted that two of the barriers, funding and instructional time, will be addressed in other venues, including the Legislature, as a result of the report *Getting Down to Facts: A Research Project Examining California's School Governance and Finance System*.¹³ This project provided information regarding California's finance and governance systems in order to identify important factors that hinder effective use of educational resources in California.

¹¹ CCSESA Arts Education Survey, 2007. www.ccsesa.org.

¹² California Alliance for Arts Education, *Quality, Equity, and Access: A Status Report on Arts Education in California Public Schools – Grades Pre-K through 12* (Education Commission of the States, 2006), www.ecs.org/html/offsite.asp.

¹³ Institute for Research on Education Policy and Practice, *Getting Down to Facts: A Research Project Examining California's School Governance and Finance System* (Stanford University, 2007), irepp.stanford.edu/projects/cafinance.

The Recommendations

The Task Force examined data on how schools were providing arts education, studied the state policy context, and reviewed the identified barriers to implementation. Recommendations to improve California arts education policy and implementation, so that districts and schools are supported and arts education is expanded, were developed based on the following criteria:

- Builds on existing policies
- Builds on existing implementation models and expertise in the field
- Has the potential for statewide impact
- Is substantive in nature
- Has the potential for cost efficiency
- Has the potential for attaining broad support from education leaders, policy makers, and key constituents, including parents.

Recommendation 1: Leadership Capacity

The Task Force recommends that the state should build district and school leadership capacity by creating a statewide professional development program for district leaders, school site leaders, and school board members to implement coherent, standards-based curriculum and instruction in the arts.

School improvement literature has documented the need for knowledgeable leadership at the governing board, school district, and school-site levels to implement a comprehensive standards-based curriculum.^{14, 15}

California is a large educational system, with 6.3 million students, 1,000 school districts, and 9,000 schools. To systematically reach every district and school, the state should consider developing, or building upon, a statewide regional infrastructure to facilitate the provision of support, technical assistance, and professional development to every school district's leadership team.

Recommendation 2: Teacher Professional Development

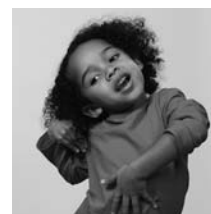
The Task Force recommends that the state augment funding for professional development to expand teacher content knowledge to advance teaching and learning in the arts.

Initial emphasis should be at the elementary level where classroom teachers report that they have little training on the visual and performing arts content standards and instructional methodologies and where the inequities in curricular offerings are the most significant.¹⁶

¹⁴ T. Williams et al., *Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students* (Mountain View, CA: EdSource, 2005), www.edsource.org/pdf/SimStuo5.pdf.

¹⁵ Antonia Cortese, "Get Real," *American Educator*, Spring 2007.

¹⁶ Woodworth et al., 15.





It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

—ALBERT EINSTEIN

Recommendation 3: Integrated Planning for the Arts

The Task Force recommends that the state direct districts to include arts education in the school-level Single Plan for Student Achievement and the school district Local Educational Agency Plan.

Experience has demonstrated the importance of planning for curriculum and instruction, aligning and providing appropriate resources, supporting training for staff, and providing facilities. Further, research has documented the need for additional instructional time devoted to the arts. It is possible that some of the necessary time can be captured by careful planning and efficient use of the school's master calendar. However, as noted earlier, additional time needs—beyond what is available currently—are significant.

To promote comprehensive and efficient planning, the state has established a single planning process and document for school improvement at the school level, called the Single Plan for Student Achievement.¹⁷ The plan serves as the school's guide in evaluating progress toward goals. The visual and performing arts should be included in this plan.

In addition, state and federally funded initiatives aimed at improving student learning must complement each other to have the greatest impact. The state is promoting alignment through a comprehensive and consolidated district planning process and plan. Many districts are required to develop a comprehensive district plan, called the Local Educational Agency Plan.¹⁸ The school district governing board must approve the plan and submit it to the state for approval. The state should ensure that the arts are included in the recommended planning template available to every district.

In addition, the Task Force respectfully requests that the CDE include the arts in guides, policy statements, and programs that it administers to align the arts with, and to reinforce, an integrated standards-based comprehensive curriculum.

Recommendation 4: Curricular Support

The Task Force recommends that the state work with the California Department of Education, the California State Board of Education, and the California Curriculum Development and Supplemental Materials Commission, as well as other groups, to facilitate the development of arts education curricula and supplementary instructional resources to help districts include the arts in the core curriculum at each elementary grade level.

The California State Board of Education, with the help of the California Curriculum Development and Supplemental Materials Commission and the CDE, adopts instructional materials every eight years for the visual and performing arts for grades kindergarten through eight. However, the state adoptions have not resulted in the provision of the materials necessary to teach a standards-based curriculum. For example, no instructional programs address the content standards for all four arts disciplines (dance, music, theatre, and visual arts) at a single elementary grade level, nor are there instructional resources adopted for dance. Resources must be identified or developed to address these gaps. The California Curriculum Development and Supplemental Materials Commission should

¹⁷ Education Code Sections 41507, 41572, and 64001.

¹⁸ Education Code Section 52055.57.

be encouraged to use the interim adoption process to call for additional resources from curriculum developers and publishers.

The Task Force also recommends that the state invests in or calls for the development of technology-based resources focused on arts education. County superintendents and other groups should develop and make easily accessible Web-based resources, curriculum guides that address subject matter integration, “best practices” in instruction, and information on community-based resources, such as museums, art galleries, local theatres, and local artists. Various organizations should also coordinate their work to make supplementary curricular resources available to extend elementary teachers’ abilities to engage and provide instruction for every student.

Recommendation 5: Public Information and Visibility

The Task Force recommends that the state increase public awareness of the status of arts education in California’s public schools by making it easier for parents, families, and community members to know about arts education programs that are offered to students at every school at each grade level. The state should support statewide organizations, working with the arts industry, to enhance arts education at the state and local levels.

While parents, families, and community members strongly support arts education for their children, they find it difficult to ascertain what programs schools are offering. Parents want to know if there is a sequence of classes offered that build on each other; they also want to know if the programs and courses are standards-aligned. The Task Force requests that the state ensure that schools make such information public, both electronically and in written form.

Recommendation 6: Assessment of Student Learning

The Task Force recommends that the state encourage district assessment of student learning in the arts.

The Task Force recommends that the state fund a pilot school district-level arts assessment program. The pilot would involve several school districts that voluntarily implement an assessment system of their choice at specified grade levels and make their efforts available for researchers to study. The assessment program must be standards-aligned, embedded in the curriculum, ongoing, valid and reliable, and include both formative and summative assessment measures.

The assessment data collected would help schools and school districts hold themselves accountable for the quality of standards-based arts education programs. The data would also help teachers adapt their instruction to enhance student achievement. Teachers could build a student portfolio to communicate their progress. At the school district level, the assessment data would help administrators make effective decisions about instruction, personnel, and resources needed for arts programs.

The pilot should also offer examples of assessments that correlate how arts knowledge and skills are utilized in the subjects of reading/language arts, history/social studies, mathematics, and science.



California Arts Strategic Task Force

Co-Chairs

Jack O'Connell, State Superintendent
of Public Instruction

David Long, Secretary of Education with
support from **Scott Himelstein**, former Acting
Secretary of Education



*The arts are fundamental
resources through which
the world is viewed,
meaning is created, and
the mind developed.*

—ELLIOT W. EISNER, PROFESSOR OF EDUCATION
AND ART, STANFORD UNIVERSITY

Members

Senator Jack Scott,
Chair of Senate Education Committee
California State Senate

Assemblyman Gene Mullin, Chair of Assembly
Education Committee
California State Assembly

Ruth Bloom, Vice President
California State Board of Education

Brenda Davis, President
California Parent Teacher Association

Lynn Faulks, Deputy Director
California Teachers Association

Marcy Friedman, Immediate Past President
California Arts Council

Leslie Johnson, Chair, Board of Directors
California Alliance for Arts Education

Sheila Jordan, County Superintendent
Alameda County Office of Education

Kathleen Kinley, President,
California School Boards Association
Board Member, Chaffey Joint Union High
School District

Mary-Alicia McRae, Chair,
California State Curriculum Committee
Reading First Content Expert, Salinas City
Elementary School District

Susan Rainey, Representative, Association of
California School Administrators
District Superintendent, Riverside Unified
School District

Support for the Task Force was provided by:

Facilitator: **Glen W. Thomas**, Consultant,
Former Executive Director,
California County Superintendents Educational
Services Association (CCSESA)

Sarah Anderberg, Director of the Arts Initiative
CCSESA

Laurie Schell, Executive Director
California Alliance for Arts Education

Joe Landon, Policy Director
California Alliance for Arts Education

Patty Taylor, Arts Consultant,
CCSESA

Cindy Ridley, Administrative Assistant
CCSESA

Chastity Benson, Administrative Assistant
CCSESA

California Arts Strategic Task Force Guest Advisors

Tom Adams, Director of Curriculum Frameworks and Instructional Resources Division,
California Department of Education

Kris Alexander, Executive Director
The California Arts Project

Richard Burrows, Director of Arts Education
Los Angeles Unified School District

Nancy Carr, Professional Development
and Curriculum Division
California Department of Education

Milton Chen, Executive Director
George Lucas Educational Foundation

Bill Cirone, County Superintendent
Santa Barbara County Education Office

Zulmara Cline, Associate Director of Teacher Education
and Public School Programs,
California State University System

Celeste DeWald, Executive Director
California Association of Museums

Moy Eng, Program Director, Hewlett Foundation

Gail Evans, Chief of Staff for Senator Jack Scott
California State Senate

Cheryl Yee Glass, President
California Association for Music Education

Bryan Ha, Consultant, Joint Committee on the Arts
California State Senate

Karen Heinrich, Deputy Chief of Staff
Office of the Secretary of Education

Scott Hill, Undersecretary of Education
Office of the Secretary of Education

Holly Jacobson, Assistant Executive Director
California School Boards Association

Dale Janssen, Executive Director
Commission on Teacher Credentialing

Ron Jessee, Coordinator, Visual and Performing Arts
San Diego County Office of Education

Cindy Johanson, Chief Operating Officer
George Lucas Educational Foundation

Muriel Johnson, Director
California Arts Council

Kristi Kimball, Program Officer
Hewlett Foundation

Carol Kocivar, Legislative Advocate for Education
California Parent Teacher Association

Patty Larrick, Coordinator, Visual and Performing Arts
Tuolumne County Office of Education

Harold Levine, Dean
University of California Davis, School of Education

Liz Lindsey, Past Chair, Board of Directors
California Alliance for Arts Education

Ken McDonald, Consultant
California Department of Education

Susan McGreevy-Nichols, President
California Dance Education Association

Anthony Monreal, Deputy Superintendent for
Curriculum and Instruction
California Department of Education

Charles Munger, Commissioner
State Curriculum Commission

Louise Music, Coordinator, Visual and Performing Arts
Alameda County Office of Education

Gavin Payne, Chief Deputy Superintendent
California Department of Education

Sara Ramirez, Chief of Staff for Assembly Member
Gene Mullin, California State Assembly

Sandra Rupert, Senior Associate for Research
Arts Education Partnership

Francisca Sanchez, Assistant Superintendent
San Bernardino County Superintendent of Schools

Gerry Shelton, Chief Consultant, Assembly Education
Committee, California State Assembly

Amanda Swan, President
California Educational Theatre Association

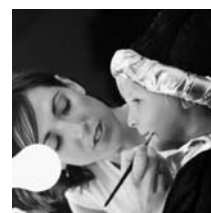
Jim Thomas, Coordinator Visual and Performing Arts
Orange County Department of Education

Penny Venola, President
California Arts Education Association

Katrina Woodworth, Senior Researcher, SRI
International

Joyce Wright, Assistant Superintendent, Chair of
Curriculum and Instruction Steering Committee
Sacramento County Office of Education

Beverly Young, Assistant Vice Chancellor
California State University System



References

- Americans for the Arts. "New Harris Poll Reveals that 93 Percent of Americans Believe that the Arts are Vital to Providing a Well-Rounded Education," news release. June 13, 2005.
- Arts Education Partnership. *Critical Links: Learning in the Arts and Student Academic and Social Development*. Arts Education Partnership, 2002. www.aep-arts.org/resources/toolkits/criticallinks/criticallinks.pdf.
- Arts Education Partnership. "State Arts Education Policy Database." Arts Education Partnership, 2005. www.aep-arts.org/database.
- California Alliance for Arts Education. *Quality, Equity, and Access: A Status Report on Arts Education in California Public Schools – Grades Pre-K through 12*. Education Commission of the States, 2006. www.ecs.org/html/offsite.asp.
- California Department of Education. *Arts Work: A Call for Arts Education for All California Students*. California Department of Education, 1997.
- California Department of Education. *Visual and Performing Arts Content Standards for California Public Schools – Prekindergarten Through Grade Twelve*. California Department of Education, 2001. www.cde.ca.gov/re/pn/fd/documents/visperfmarts-stnd-comp.pdf.
- California Department of Education. *Visual and Performing Arts Framework for California Public Schools*. California Department of Education, 2004. www.cde.ca.gov/re/pn/fd/documents/vpa.pdf.
- Cortese, Antonia. "Get Real." *American Educator*, Spring 2007.
- Deasy, Richard and Lauren Stevenson. *Third Space: When Learning Matters*. Washington DC: Arts Education Partnership, 2005.
- Douglas Gould and Company, Inc. *Media Paints Arts Education in a Fading Light*. Education Commission of the States, 2005. www.ecs.org/clearinghouse.
- Education Commission of the States. "Artscan Database." Education Commission of the States, 2005. www.ecs.org/artscan.
- Ingram, Debra and Karen R. Seashore. *Arts for Academic Achievement: Summative Evaluation Report*. Center for Applied Research and Educational Improvement, 2003. www.education.umn.edu/CAREI/Reports.
- Institute for Research on Education Policy and Practice. *Getting Down to Facts: A Research Project Examining California's School Governance and Finance Systems*. Stanford University, 2007. irepp.stanford.edu/projects/cafinance.
- National Center for Education Statistics. *Arts Education in Public Elementary and Secondary Schools: 1999-2000*. U.S. Department of Education, 2002. nces.ed.gov/pubs2002.
- National Center for Education Statistics. "National Educational Longitudinal Study." U.S. Department of Education, 1988. nces.ed.gov/surveys/nels88/index.asp.
- Ruppert, Sandra and Andrew Nelson. "From Anecdote to Evidence: Assessing the Status and Condition of Arts Education at the State Level." Arts Education Partnership, 2006. www.aep-arts.org/publications.
- The Music for All Foundation. "Sound of Silence: The Unprecedented Decline of Music Education in California Public Schools: A Statistical Review." The Music for All Foundation, 2004. www.music-for-all.org.
- Williams, T., Kirst, M., Haertel, E., et al. *Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students*. Mountain View, CA: EdSource, 2005. www.edsource.org/pdf/SimStuo5.pdf.
- Woodworth, K.R., Gallagher, H.A. and Guha, R. *An Unfinished Canvas. Arts Education in California: Taking Stock of Policies and Practices*. Summary Report. Menlo Park, CA: SRI International, 2007. www.hewlett.org.



Life is short, art is long...

—HIPPOCRATES



California County Superintendents Educational Services Association

1121 L Street, Suite 510

Sacramento, California 95814

Phone: 916-446-3095

