

Quick Look at How Arts Education Can Be Included and Funded Under ESSA

Easy Reference #s for Discussion:	<u>ESSA Components:</u>	<u>ESSA Section References:</u>	<u>References below are from Education Commission of the States Arts in Education Partnership Mapping Opportunities for the arts document. Click this cell to access this complete report that sections are referenced below.</u>	<u>Examples and How State ESSA Plans Submitted in April 2017 Include Arts Education -- subject to change as new plans and information become available from other state and national sources:</u>
1.	Access to Arts Education	Title I	Research continues to indicate that students who have access to arts-rich education as part of a well-rounded education do better on state and district standardized tests, graduate, complete college, and are socially active in their communities as adults. ESSA provides opportunities for arts education inclusion.	See below for some examples.
2.	Accountability Systems	Title I, Part A, Subpart I, Section 1005	At least one indicator of school quality or student success beyond student achievement, graduation rates, and English and math proficiency. Arts-related indicators may include number of arts course offerings; percentage of high school students enrolled in arts courses that provide postsecondary credit; the proportion of certified arts educators to students.	60% of those states that submitted their ESSA plans in April include the arts as part of additional accountability indicators - access and participation rates in the arts: Connecticut & New Jersey measures include access to and/or participation in arts education; Kentucky requires districts to conduct annual reviews of arts and humanities programs to evaluate and make recommendations for improvements & its DOE conducts a review of every school's arts & humanities programs every two years. District of Columbia, Illinois, Louisiana, Massachusetts, and Michigan also include arts as accountability indicators.
3.	Achievement Gap -- Closing It	Title I	Research demonstrates that low socio-economic status and English language learners "do better in arts-rich schools than in schools that do not have robust arts programs." Arts-integrated instruction offers alternative avenues to learning for these students.	

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4.	Assessments	Title I, Part A, Subpart I, Section 1005 and Title I, Part B Section 1201	States have the option to assess student learning in the arts or any subject. They can receive funding to develop, refine, and implement assessments that measure student learning in the state-adopted standards. Arts education can be used as a catalyst in the development and refinement of innovative assessments and teaching methods. Funds can be used to update or replace current standards or create aligned assessments to monitor student performance in the arts. Eligible individually or as a group of states to develop anew innovative system of assessments, e.g. incorporate performance-based assessments for the arts as well as other subjects. Encourages alternative forms of assessment using the arts "such as portfolios, student performances, process documentation and observations of lessons."	The state of Washington provide sample standards-aligned assessments that their districts can use and report to the state, and the arts are included.

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5.	Engagement -- Parents and Families	Title I, Part A, Subpart 1, Sections 1006, 1008, and 1010	Important priority in ESSA; districts must annually implement and review its policy to engage families in the school. Arts provide excellent examples on how to develop such policies: attendance at arts events; incorporating arts into school events/meetings; updates to parents on arts programming, etc. Arts can also creatively be used to help English language learners (ELLs); and parents and other community stakeholders who support arts education can also participate in the development of schoolwide program plans.	
6.	Engagement and Retention -- Teachers	Title I	Research supports positive impact on teachers when there is an arts-rich school environment: satisfied with their teaching, lower absenteeism, less burnout, etc.	

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7.	Engagement -- Stakeholders	Title I, Part A, Subpart 1, Section 1005	It is a requirement of ESSA to submit a plan that outlines the state's standards, assessments, and accountability systems and how inequities will be addressed. Consulting and collaborating with stakeholders in the development of these plans is strongly endorsed, thus providing arts in education stakeholders opportunities to engage in this process: arts educators, parents, students, community leaders, administrators, etc. Stakeholder engagement is mandatory for the development of many of these school, district, and state plans to access any of these funds. Refer to page 15 of this document that is referenced above.	Florida Department of Education requested public input in 2016 and will again in the summer of 2017 to review its draft plan. Indiana created the Indiana Arts Education Network and initiated the Indiana Department of Education ESSA Listening Tour and met with state education leaders to discuss the importance of the arts in education. Hawaii hosted a series of 11 ESSA Town Hall meetings and eight community forums. Arizona posted surveys that included key arts-related issues. New Jersey invited more than 60 organizations that included the New Jersey Arts Education Partnership to participate in a series of ESSA Stakeholder Focus Group meetings. Louisiana hosted stakeholder engagement meetings. Georgia established an Education of the Whole Child Working Committee of educators, administrators and other education stakeholders that include the Georgia Council on the Arts. Refer to page 17 of this referenced report to a list of questions to consider.
8.	Engagement and Motivation -- Students	Title I	Research indicates arts education supports students' development to succeed independently and collaboratively and "turn barriers into opportunities." Students can also engage in the development of some of these ESSA-funded plans.	Refer to pages 24 - 25.
9.	Questions Frequently Asked Regarding ESSA			
10.	Indicators of School Quality of Student Success	Title I, Part A, Subpart I, Section 1005		

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11.	Innovative Assessment Pilots	Title I, Part B, Section 1204		
12.	Literacy Education	Title II, Section 2002	This is an ESSA new program and districts may apply for funding to support the development or improvement of a comprehensive literacy plan and must describe how it will integrate literacy into the provision of a well-rounded education. Arts may be included in districts' plans to include the arts as an integral component of their literacy instruction.	For example, professional learning opportunities to strengthen an arts educator's ability to use content area-specific readings to help build student literacy and at the same time, address teachers' arts-specific educational objectives.
13.	Plans -- District Title I (local education agency)	Title I, Part A, Subpart 1, Section 1006	Districts that seek funds under Title I, Part A, must submit plans to state education agency that identifies inequities in educational opportunities and how it plans to close the achievement gaps across the district; a new requirement is to include how it will provide a well-rounded education that meet the state's academic standards and the academic needs of all of its students, which may include arts education programs offered to Title I-eligible schools and populations.	
14.	Plans -- State Consolidated	Title VIII, Section 8009	State plans serve as applications to the U.S. Department of Education to access federal funding. States may consolidate their plans into one application to meet requirements for Title I, Title IV and other federal education funding that may also incorporate the arts.	

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15.	Report Cards -- District and School	Title I, Part A, Subpart I, Section 1005	All school districts that receive Title I funds must provide an annual report card. Because of the flexibility allowed, including arts indicators such as participation numbers in arts and # of students per certified arts teacher are allowed.	Connecticut and New Jersey use student arts participation in their report cards. Nevada and New Jersey use access and participation in the arts as part of their state dashboard or school report card system. New Jersey's priorities and have the most impact on improving student outcomes and also provides percentages of students enrolled in each artistic discipline on the school report card. California will launch soon, followed by North Carolina, Ohio, and Wisconsin the National Arts Education Data Project that will track participation in arts classes in schools, districts, and counties.
16.	Report Card -- State	Title I, Part A, Subpart I, Section 1005	All states are required to develop and make public annual reports on their respective overall education system. Opportunities to include the arts are in state accountability system indicators and district and school report card measures. States must also engage with teachers, principals, other school leaders, and parents about their satisfaction with innovative assessment pilots.	
17.	Arts Education Research to Support These Potentially Funded ESSA Programs	throughout ESSA Law	Go to pages 22-23 of this referenced document to review research references.	
18.	Safe and Healthy Students	Title IV, Part A Guidance -- Student Support and Academic Enrichment Program	Arts can be incorporated into plans that address this issue.	

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19.	School Climate and Culture	Title I	States can incorporate the arts in the development of measures of school climate. Research demonstrates schools with arts-centered and arts-rich programs have greater student, family, and teacher connections, engagement, attendance, and volunteerism rates. Arts could be used in student and parent	
20.	Schoolwide Programs	Title I, Part A, Subpart I, Section 1008	Eligibility requires 40% of a school's students come from low-income families and create a schoolwide plan for whole school reform; arts can be used to improve students' non-academic skills, such as self-efficacy or engagement; support student attendance and other non-academic indicators; incorporate arts-based techniques in professional development that improves student outcomes.	Illinois address using the arts for homeless children and youth.
21.	Standards	Title I, Part A, Subpart I, Section 1005	States have option to adopt new or updated academic standards in any subject, including the arts.	

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22.	Student Support and Academic Enrichment Grants	Title IV, Part A, Subpart I, Section 1005	States must submit a plan on how these funding under this section will be used to "provide all students to a well-rounded education." Districts must also conduct a needs assessment on how it currently supports a well-rounded education, including the arts, and identify areas for improvement. Arts engage students and can be integrated into other subjects. This is an excellent area to incorporate STEAM initiatives. Three of this grant's priority areas can be addressed with arts education: well-rounded education opportunities, safe and healthy students, and effective use of technology. Refer to pages 21-22 of this referenced document for questions to consider under this program.	70% of states that submitted ESSA plans in April address the arts as part of Title IV-funded well-rounded education through these ESSA funds; Connecticut, Delaware, District of Columbia, Illinois, Louisiana, Maine, Massachusetts, Michigan, New Jersey, New Mexico include the arts in their ESSA Title IV plans; e.g., Michigan ESSA plan states that these funds can be used to address access inequities to arts education. Funds may be used for arts education programs that include arts courses, programs that integrate the arts into other subject areas, and programs that focus on addressing student engagement and school culture; can also be used in strategies to help ensure that schools help keep students safe and healthy; and purchase of technology for arts classrooms or professional development for arts educators to incorporate new technology in the classroom.
23.	Targeted Assistance Schools	Title I, Part A, Subpart 1, Section 1009	These schools do not meet the poverty threshold of 40% of students coming from low-income families, but they can use Title I funds to create in-school, after-school, and summer programs that can include the arts that focus on academically at-risk students or targeted groups of disadvantaged students to help them meet the state's academic standards.	
24.	Title I State Plan	Title I, Part A, Subpart 1, Section 1005	Requirement to access federal funds under ESSA.	

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25.	Title I Local Education Agency Plans	Title I, Part A, Subpart 1, Section 1006	Requirement to access state/federal funds under ESSA.	
26.	Plans -- Distict and School Title I	Title I, Part A, Subpart 1, Sections 1006, 1008, and 1009	To receive funding under Title I, a district must submit a plan to the state on how the district will identify and address inequities of access and participation across the district in both schoolwide improvement programs and programs that target specific groups of students within a school. The district must consult and involve teachers, principals, administrators, and parents of children served by this plan. Since arts education is included as part of a well-rounded education, they can be included in these Title I plans.	

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27.	Title II Grants Programs -- Professional Development	Title II, Section 2002 and Title II, Part A, Section 2102	These funds are used to ensure all students have access to teachers and school leaders who can help them meet their state's academic standards by support of these educators' professional development opportunities and increase the capacity of all educators, including arts educators. A district that seeks Title II funds must submit an application to its state and identify the professional development system in place and how it will ensure schools implementing programs under Title I, Part A, receive priority funding. Districts can develop programs that use arts-based techniques or arts-integrated strategies to build capacity of teachers.	Illinois, Louisiana, Massachusetts, and Nevada address the arts in the use of professional development funds.
28.	Well-rounded Education	Title VIII, Section 8002	Arts and music are included in 17 subjects identified in ESSA as part of a well-rounded education. The U.S. Senate ESSA work papers define arts as dance, media arts, music, theater, and visual arts. Districts can include the arts in programs to address gaps identified in the district needs assessment. A well-rounded education appears more than 20 times throughout the ESSA law and provides new opportunities to expand arts learning opportunities.	Nevada will create a dashboard to determine the extent to which Local Education Agencies provide students with a well-rounded education to show where there are deficiencies for all of its students. Connecticut lists visual arts, drama, dance, media arts, and music as curricular areas for students to access a well-rounded education and rigorous coursework. Examples include programs such as STEAM (science, technology, engineering, arts, and mathematics); arts integration into other subjects and as a strategy to reduce bullying.

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29.	21st Century Community Learning Centers (21CCLCs)	Title IV, Part B, Subpart I, Section 4203	Competitive grants are provided to districts for the development of 21st Century Community Learning Centers. The arts and music are identified as eligible activities under this program, especially those from low-income families. Districts, community organizations, and other eligible organizations can include arts education programs as part of their applications to their states' 21st Century Community Learning Centers Grant Program.	30% of state ESSA plans submitted in April 2017 address their after-school arts education programs funded under this program; e.g. New Jersey grantees under this program must focus on one of four themes, one of which is visual and performing arts. Connecticut includes art and music opportunities. Other states that include the arts under this program are Louisiana, Michigan, and Tennessee. Virginia includes the arts and music education programs that further student academic achievement and occur outside of school hours as an allowable activities under this program.