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AUTHOR Goor, Jeanette; And Others
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ABSTRACT

The report on arts education presents findings of a survey of state education agencies. Requested by the U.S. Office of Education, the survey was designed to provide background data for the federal government's activities in coordinating arts education policies and programs. The survey was sent to all 50 states with 100% response. Questions pertained to the 1977-78 school year. Findings show that 31 departments of education endorsed elementary and secondary arts education through policy statements; two out of three of those states reinforced their statements with dollar support; all states but one used federal funds for arts education; most frequently used federal programs were educational innovation and support, library and learning resources, education of the gifted and talented, and education of the handicapped; state priorities for new funds would be inservice training and integration of the arts into the school curriculum; there was more cooperation in planning between the state arts and the state education agencies for the Artists-in-Schools program than in implementation and evaluation; and states with an enrollment of more than one million students reported greater involvement in arts education than those with fewer. Appendices describe the process of taking the survey and show numerical results. (CK)

Arts Education: Policies and Programs

A Survey of State Education Agencies Winter 1978-79

FRSS Report No. 6

by
Jeanette Goor
National Center for Education Statistics

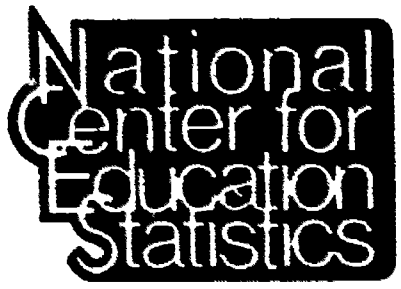
Lonna Jones
Office of Education

Elizabeth Farris
Westat, Inc.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*

Education Division
Mary F. Berry, *Assistant Secretary for Education*

National Center for Education Statistics
Marie D. Eldridge, *Administrator*



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Other reports of the Fast Response Survey System (FRSS):

No. 1 -- Statewide Developments in Performance-Based Education, 1976; a Survey of State Education Agencies

No. 2 -- Job Placement Services Provided by Local School Systems to High School Students, Graduates, and Dropouts, 1976

No. 3 -- Part-Time Financial Aid Counselors in Institutions of Higher Education, 1977

No. 4 -- Teacher and Administrator Shortages in Public School Systems, Fall 1977

No. 5 -- Training Needs of Public School Administrators; A Survey of Local School Districts, Summer 1978

Prepared for the National Center for Education Statistics
by Westat, Inc. under
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HIGHLIGHTS

- Thirty-one State departments of education reported in winter 1978-79 endorsement of arts education at the elementary and secondary school levels through official policy statements. Two of every three of these States reinforced their policy statements with dollar support for arts education activities.

- All States, except one, used Federal funds to support arts education projects during the 1977-78 school year. Federal programs used most frequently were educational innovation and support; library and learning resources; education of the gifted and talented; and education of the handicapped.

- Both inservice training and integrating the arts into the curriculum ranked high among State priorities to improve arts education and would be financed by all but one State if new funds were available for such purposes.

- More States indicated a stronger degree of cooperation in planning than in implementing and evaluating the Artists-in-Schools program, funded by the National Endowment for the Arts.

- In general, States with a million or more elementary and secondary public school students reported greater involvement in arts education than did those with fewer students.

ACKNOWLEDGEMENTS

Gene Wenner, former Arts Education Coordinator in the U.S. Office of Education, requested the survey and helped develop the conceptual framework. Lonna Jones, current Arts Education Coordinator, worked closely with NCES throughout the survey.

The survey was conducted by Westat, Inc., a research firm in Rockville, Maryland. The Westat team for the Fast Response Survey System (FRSS), under the direction of Elizabeth Farris, included Vivian Troutman and Debra Porter, who handled the data-collection and receipt control procedures; and Evelyn Commings, who carried out the data-processing activities.

Jeanette Goor, NCES Project Officer for FRSS, had overall responsibility for the survey under the general direction of Absalom Simms, Acting Director, Division of Multilevel Education Statistics; and Marjorie Chandler, former Acting Director. Other NCES staff contributed to the survey: Jean Brandes and Richard Cook advised on questionnaire development; Philip Carr designed the cover and title pages; and FRSS project staff members, Martha Hollins and Hedy Strachman, provided clerical and general support during the manuscript review.

The authors wish to acknowledge with gratitude the assistance of these and other individuals in the conduct of the survey and preparation of the manuscript.

FOREWORD

A renewed awareness of the significant role of the arts in improving the quality of life has spurred efforts--at all levels of government and among concerned organizations and individuals--to promote arts education in the schools. At the same time, the concept that arts education should be available for all elementary and secondary school students, not just the artistically talented, has gained strong support.

This report presents the findings of a fast response survey requested by the U.S. Office of Education to provide key background data for the Federal Government's activities in coordinating policies and programs in arts education.

The FRSS Coordinators and respondents in the State departments of education provided prompt responses to the questionnaires that made the fast response survey possible. The contributions of these individuals and organizations, and the support of the professional arts education organizations, are greatly appreciated.

Marie D. Eldridge

Marie D. Eldridge
Administrator

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INTRODUCTION

Recent national interest in assessing and promoting the status of the arts in our society has prompted several large-scale efforts at the Federal level. Current assessments include the cultural policy review of the White House Domestic Staff and interagency activities of the Federal Council on the Arts and the Humanities.

School arts policies and programs are special concerns of the U.S. Office of Education (OE). In 1977, Commissioner Ernest Boyer established the Arts in Education Initiative to coordinate more effectively Federal resources for arts education:

- Within the Office of Education's existing arts programs and activities.
- With other Federal agencies, such as the National Endowments for the Arts and the Humanities, the National Institute of Education, and the Institute of Museum Services.
- With State and local agencies and other supporters around the Nation.

This survey on arts education, conducted for the Arts in Education Initiative, sought information from the State education agency in each of the 50 States and the District of Columbia on:

- Official State education agency policy statements supporting arts education in elementary and secondary schools.
- State funding for specified activities in support of the official arts education policy.
- Federal programs used to support school arts projects during 1977-78.
- Activities likely to be funded if new funds were available to improve arts education.
- Existing cooperation between the State arts and State education agencies on the Artists-in-Schools program funded by the National Endowment for the Arts.

Survey response was 100 percent. State respondents completing the questionnaires were generally arts supervisors, specialists, coordinators, consultants, and other education specialists.

The NCES Fast Response Survey System is described in appendix I, and the questionnaire with summary responses is shown in appendix II.

SURVEY FINDINGS

State Policy Support for Arts Education

Official State endorsement of arts education at the elementary and secondary level has increased in the past 5 years. As of the winter of 1978-79, 31 (61 percent) of the State departments of education reported specific policy statements in support of arts education: 24 adopted in 1974 or later; 11 in the past 2 years alone. Moreover, four additional States 1/ reported plans to adopt similar statements within a year (table 1). 2/

Policy statements supporting arts education were more likely to be adopted in States with large student enrollments. Thirteen of the fourteen States with 1,000,000 or more public elementary and secondary students already had adopted policy statements or planned to adopt them. In contrast, only 8 of the 17 States with less than 400,000 students had such official policy endorsements, and none reported plans to adopt them within a year.

1/ Throughout this report, "States" include the 50 States and the District of Columbia.

2/ Preliminary findings of a recent survey conducted by William Brown of the National Association of State Boards of Education (NASBE) indicated that arts education policies existed for 49 States. The indepth NASBE survey, that included an extensive search of documents, was undertaken for the National Committee/Arts for the Handicapped.

Table 1.--Number of States with official policy statements specifically supporting arts education in the elementary and secondary schools, by year of adoption and State enrollment size: United States, winter 1978-79

(Table entries are numbers of States. 1/)

Status and year of adoption of policy statement	State enrollment size			
	Total	Less than 400,000	400,000-999,999	1,000,000 or more
All States	51	17	20	14
Total adopted or planned	35 2/	8 2/	14	13
Year of adoption				
1979 (planned).....	4	0	2	2
Adopted prior to 1979...	31	8	12	11
1978	7	2	2	3
1977	4	1	1	2
1976	6	3	2	1
1975	4	1	3	0
1974	3	1	0	2
1973 or earlier	7	0	4	3

1/ "States" include the 50 States and the District of Columbia.

2/ Status of official policy statement in one State not ascertained

State Funding in Support of Official Policy Endorsements for Arts Education

Many States with policy statements reinforced them with dollar support for arts education activities. Twenty-two of thirty-one States financed at least one of three selected categories of arts activities (inservice training, demonstration projects, arts advisory councils), while eleven States supported all three categories during the 1977-78 school year (table 2).

States with policy statements funded inservice training most frequently (20). Fewer supported demonstration projects (15) and arts education advisory councils (13).

Dollar support for arts education correlated with State enrollment. Only 2 of the 11 largest States with policy statements (1,000,000 or more students) did not fund any of the three selected activities, while 6 supported all of them. Of the eight States with less than 400,000 enrollment and official arts education policies, one-half did not fund any of the selected activities and only one funded all three.

Table 2.--Selected activities funded by States during the 1977-78 school year in support of official arts education policy statements, by State enrollment size: United States, winter 1978-79

(Table entries are numbers of States. 1/)

Activity	State enrollment size			
	Total	Less than 400,000	400,000-999,999	1,000,000 or more
All States	51	17	20	14
States with policy statements funding:	31	8	12	11
Inservice training.....	20	3	9	8
Demonstration projects..	15	2	5	8
Arts advisory council...	13	1	5	7
States with policy statements funding:				
None of the three activities.....	9	4	3	2
At least one of the three activities.....	22	4	9	9
One.....	7	3	3	1
Two.....	4	0	2	2
Three.....	11	1	4	6

1/ "States" include the 50 States and the District of Columbia.

Use of Federal Funds to Support Arts Education

Arts education is funded through a number of Federal education programs not primarily intended as support for the arts. All States, with or without policy statements, answered the question about their use of 11 selected Federal programs to fund arts education in 1977-78. Chart 1 shows the frequency of State use of these programs in descending order.

The four programs used by 25 or more of the States to fund arts education were:

- Title IVC, ESEA--Educational Innovation and Support 1/
- Special Projects Act: Gifted and Talented Program
- Education of the Handicapped Act
- Title IVB, ESEA--Library and Learning Resources 2/

Fewer States reported funding through the remaining seven Federal programs, but all programs were sources for arts education support.

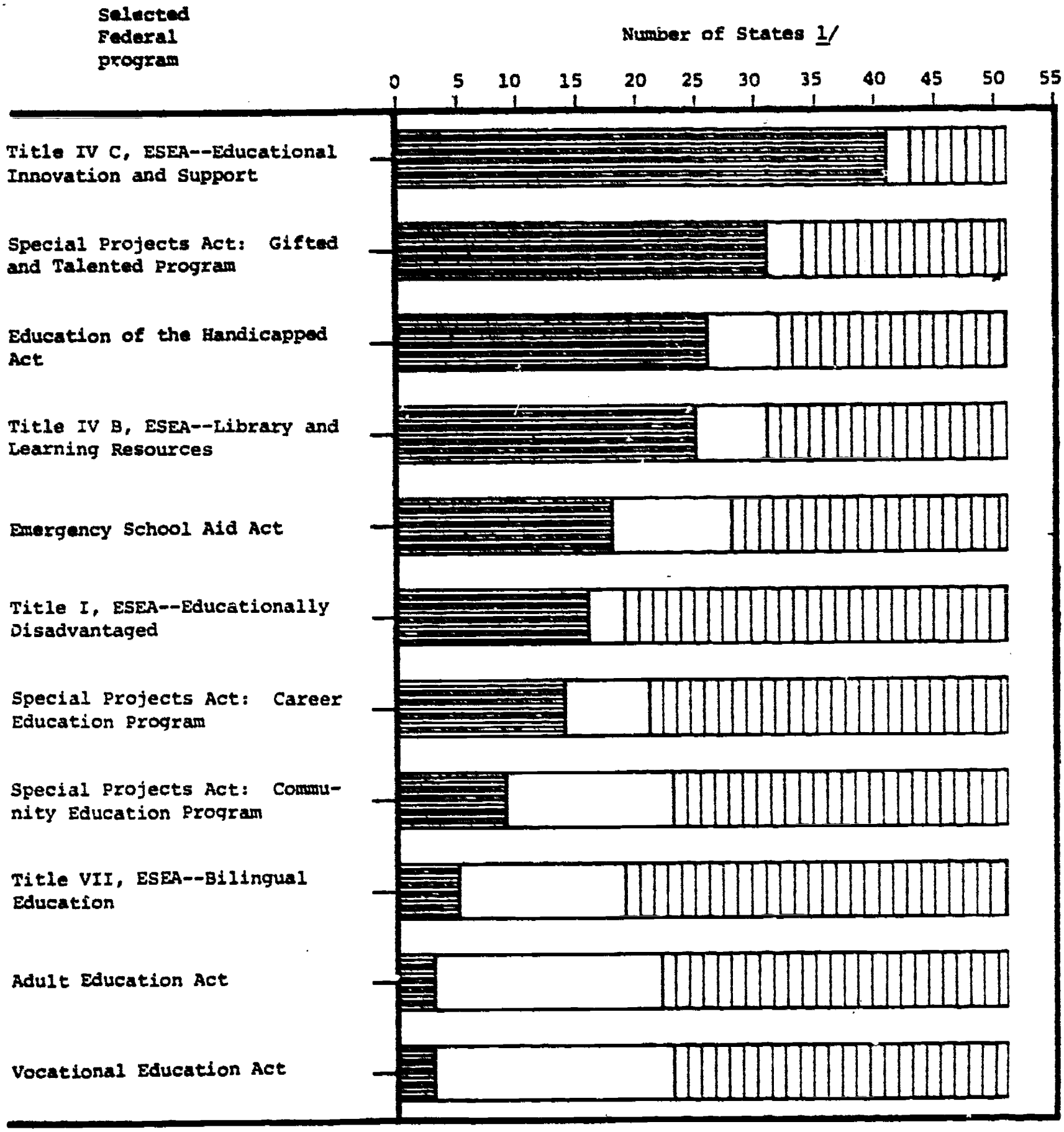
Actual State use of these Federal programs may be somewhat greater than recorded, since a "don't know" response was permitted to avoid a time-consuming data search. This response was recorded for all Federal sources listed, but most frequently for the Adult Education Act and the Vocational Education Act (19 and 20 States, respectively).

In addition to the 11 specified programs, respondents could write-in other programs. Seven States mentioned five additional Federal sources used to support some arts education projects, some not under Federal education legislation: National Endowments for the Arts and the Humanities (three States); Cultural awareness component of the Migratory Education Program; Indian Education Program; Area Agencies on Aging; and the Appalachian Regional Council. Forty-one States received funds from the Special Projects Act: Arts Education, the only categorical Federal program specifically for arts education. Since information about this program was available from other sources, it was not included on the questionnaire.

1/ This name was subsequently changed under the Education Amendments of 1978 to "Improvements in Local Educational Practices."

2/ This name was subsequently changed under the Education Amendments of 1978 to "Educational Improvements, Resources and Support."

Chart 1.--States in which selected Federal programs were used to support arts education projects during the 1977-78 school year: United States, winter 1978-79



1/"States" include the 50 States and the District of Columbia.

Number of States using the program

Number of States responding "don't know" if the program was used

Number of States not using program

Impact of Enrollment Size on State Use of Federal Programs for Arts Projects

Federal programs used per State for arts projects in the 1977-78 school year ranged from a low of none to a high of 10 with an average of 3.9 (table 3). State use of these Federal programs varied by enrollment size. States with enrollments of 1,000,000 or more used an average of 5.4 Federal programs, compared to an average of 2.5 programs for States with enrollments of less than 400,000, and an average of 4.1 programs for States with enrollments between 400,000 and 999,999.

Table 3.--Number of selected Federal programs used per State for arts projects during the 1977-78 school year, by State enrollment size: United States, winter 1978-79

(Table entries are numbers of States. 1/)

Number of selected Federal programs	State enrollment size			
	Total	Less than 400,000	400,000-999,999	1,000,000 or more
All States	51	17	20	14
None	1	1	0	0
One	7	3	4	0
Two	10	7	2	1
Three	7	2	3	2
Four	5	2	3	0
Five	8	1	3	4
Six	5	1	1	3
Seven	5	0	2	3
Eight	2	0	1	1
Nine	0	0	0	0
Ten	1	0	1	0
Average number of programs used per State	3.9	2.5	4.1	5.4

1/ "States" include the 50 States and the District of Columbia.

Likely Use of Funds for Improving Arts Education

If new funds for improving arts education were available, all States but one reported that they would use them for inservice training and for integrating the arts into the curriculum (table 4). States indicated not only a general need but also a high priority for these two activities. Inservice training ranked first or second priority in 37 States, and integration of the arts into the curriculum was similarly ranked by 35 States.

Most States reported that they would also use additional funds for workshops and conferences conducted with Federal assistance (48 States) and for demonstration projects (44 States). However, a majority of the States rated these activities medium or low priority.

Although 31 States indicated that preservice training might be funded with additional money, almost all gave low priority to this use of funds. In addition, 10 States mentioned other arts education activities that might be funded, including publications, dissemination, incentive grants to local districts, cooperative programs with the State arts councils, and strengthening networks of arts education project sites.

Table 4.--Activities needed to improve arts education, by priority of need 1/: United States, winter 1978-79

(Table entries are numbers of States. 2/)

Activity	Total indicating need	Priority of need 3/		
		High	Medium	Low
Inservice training.....	50	37	7	6
Integration of arts into curriculum.....	50	35	10	5
Workshops, conferences, etc., conducted with Federal assistance.....	48	13	15	20
Demonstration projects....	44	11	12	21
Preservice training.....	31	2	3	26
Other.....	4/ 10	4	2	3

1/ Need is defined as likelihood of State funding if new funds become available for improving arts education.

2/ "States" include the 50 States and the District of Columbia.

3/ High priority = ranks 1 and 2, as reported on the questionnaire.
Medium priority = rank 3.
Low priority = ranks 4, 5 and 6.

4/ The ranking of priorities was not ascertained for one State.

Cooperation Between State Arts Agencies and State Education Agencies in Artists-in-Schools Programs

The last question in the survey concerned the extent to which the designated State arts agency cooperated with the State education agency in the Artists-in-Schools program funded by the National Endowment for the Arts. This program, which is administered by State arts agencies, brings professional artists into elementary and secondary schools.

Cooperation between the two agencies in the 1977-78 school year mostly occurred during program planning (table 5). Twenty-one States reported strong cooperation in the planning phase, compared to sixteen in program implementation, and fourteen in program evaluation.

Again, responses related to State enrollment size. At least half of the States with enrollments of 1,000,000 or more indicated strong cooperation in all three phases--planning, implementation, and evaluation. About one-third of the States with enrollments of less than 1,000,000 indicated strong cooperation in planning. Even fewer (about one of every five) of these smaller States reported strong cooperation in implementation and evaluation.

Table 5.--States reporting a "strong degree of cooperation" between State arts agency and State education agency on the "Artists-in-Schools" program, by activity and State enrollment size: United States, winter 1978-79

(Table entries are numbers of States. 1/)

Activity	State enrollment size			
	Total	Less than 400,000	400,000-999,999	1,000,000 or more
All States	51	17	20	14
States reporting a strong degree of cooperation in:				
Planning.....	21	5	8	8
Implementation.....	16	3	4	9
Evaluation.....	14	3	4	7

1/ "States" include the 50 States and the District of Columbia.

SUMMARY

Three of every five States have official resolutions supporting arts education in elementary and secondary schools, according to replies from State departments of education to a fast response survey on State-level arts education policies and programs. Four additional States are planning to adopt resolutions within a year. Although States began endorsing arts education policy statements as early as 1963, over three-fourths were adopted in 1974 or later. More of the large than small States currently have policy statements.

Of the States with an official policy resolution, 22 funded at least one of three specified arts education activities during the 1977-78 school year: inservice training, demonstration projects, and arts education advisory councils. State funding was related to State enrollment size, with the larger States funding more activities.

Projects were also financed through a number of Federal programs during 1977-78. Each of 11 specified Federal programs was used by some States. The following programs were cited most frequently as sources: Title IVC, ESEA--Educational Innovation and Support; Special Projects Act: Gifted and Talented Program; Education of the Handicapped Act; and Title IVB, ESEA--Library and Learning Resources. Every State but one used at least one Federal program. The national average was slightly less than four per State. (The one Federal categorical program for arts education was not included in the survey since data were available elsewhere.)

Almost all States reported that, if new funds were available to improve arts education, they would support inservice training and integrating the arts into the school curriculum. Over 40 States would support conferences and workshops as well as demonstration projects. Thirty-one States would fund preservice training, but at a lower priority than the other activities.

Cooperation between the State education agency and the State arts agency on the State administered Artists-in-Schools program varied considerably. State education agencies reported a strong degree of cooperation more often in planning rather than in implementing and evaluating the program. Cooperative activities between the two agencies were more frequent in large States.

APPENDIX I

The Fast Response Survey System

The Fast Response Survey System (FRSS) was established by NCES so that education data, urgently needed for planning and policy formulation, could be collected quickly and with minimum burden on respondents.

The FRSS covers six education sectors:

State education agencies (SEA's)

Local education agencies (LEA's)

Public elementary and secondary schools

Nonpublic elementary and secondary schools

Institutions of higher education

Noncollegiate postsecondary schools with occupational programs.

All 50 States and the District of Columbia are included in the SEA sector. For each of the other sectors, a stratified random sample was designed to allow valid national estimates to be made. The sample sizes range from 500 to 1,000.

A data collection network involving both respondents and coordinators was developed in each sector. The coordinator's role is to assist in the data collection by maintaining liaison with the sampled institutions or agencies. The respondents were selected to report for their institutions or agencies and are responsible for completing the questionnaires.

The Fast Response Survey System provides NCES with a mechanism for furnishing data quickly and efficiently. All aspects of the system--the sample design, the network of coordinators and respondents, and the short questionnaires--have been designed with this end in mind.

Methodology for the SEA Survey of Arts Education: Programs and Needs

The Survey of SEA's on Arts Education: Programs and Needs at the Elementary and Secondary Level was mailed in December 1978 to each State education agency (SEA) coordinator, and responses were obtained by telephone. All States and the District of Columbia responded to the questionnaire.

Information on the enrollment size of the States was obtained from the Education Directory, 1977-78, published by the National Center for Education Statistics.

APPENDIX II

FAST RESPONSE SURVEY SYSTEM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1191

SURVEY OF SEAs ON ARTS EDUCATION PROGRAMS AND NEEDS AT THE ELEMENTARY AND SECONDARY LEVEL

This report is authorized by law (20 U.S.C122le-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

1. Does your State Department of Education have an official resolution or policy statement specifically supporting arts education in the elementary and secondary schools?

a. Yes 31 Year adopted _____
b. No 20 Planning to adopt within a year? Yes 4 No _____

(If you checked (b), please skip to question 3.)

2. Has this official arts policy supported by State funding during the past school year for any of the activities listed to the right?

Arts advisory council	Yes 13	No 18
Demonstration projects	Yes 15	No 16
Inservice programs	Yes 20	No 11

3. To your knowledge, have any funds from the following Federal programs been used in your State to support arts projects during the past school year?

Federal program	Yes	No	Don't know
a. Title I, ESEA--Educationally disadvantaged	16	32	3
b. Title IVB, ESEA--Library and learning resources	25	20	6
c. Title IVC, ESEA--Education innovation and support	41	8	2
d. Title VII, ESEA--Bilingual education	5	32	14
e. Special Projects Act: Career Education program	14	30	7
f. Special Projects Act: Gifted and Talented program	31	17	3
g. Special Projects Act: Community Education program	9	28	14
h. Adult Education Act	3	29	19
i. Emergency School Aid Act	18	23	10
j. Vocational Education Act	3	28	20
k. Education of the Handicapped Act	26	19	6
l. Other (specify)	7	-	-

4. If new funds became available for improving arts education, would your State be likely to use such funds for any of the following activities? For those you check "yes," please rank in order of probable importance, using "1" as highest rank.

Activity	Likely to use		Order of importance						
	Yes	No	1	2	3	4	5	6	
a. Inservice training	50	1	16	21	7	4	2	-	
b. Preservice training	31	20	-	2	3	7	15	4	
c. Integration of arts into curriculum	50	1	23	12	10	3	1	1	
d. Demonstration projects	44	7	2	9	12	16	5	-	
e. Workshops, conferences, etc., conducted with Federal assistance	48	3	7	6	15	10	9	1	
f. Other (specify)	10	-	3	1	2	2	-	1	*

* Information about ranking not ascertained for one State

5. To what degree does the officially designated State arts agency cooperate with your State education agency in "Artists in Schools" programs in each of the activities listed below?

Activity	Degree of cooperation			
	Strong	Moderate	Slight	None at all
Planning	21	14	11	5
Implementation	16	18	6	11
Evaluation	14	9	13	15

Name and title of person completing this form: _____ State _____

Telephone: Area code _____ Number _____ Date _____

NCES Form No. 2379-6, 11/78