



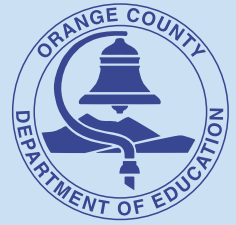
The  
**Arts**  
ADVANTAGE

## THE ARTS ADVANTAGE COMMITTEE

Diane Acosta, Garden Grove Unified School District  
Linda Baity, South Coast Repertory  
Shari Battle, Bank of America  
Phyllis Berenbeim, Orange County Department of Education  
Pamela Blaine, Pacific Symphony  
Troy Botello, The FAME Group  
Kristine Bowen, Orange County Museum of Art  
Andrea Dominguez, Orange County Museum of Art  
Lauralyn Eschner, Fullerton School District  
Scott Fitzpatrick, Newport-Mesa Unified School District  
Mary Galuska, California State PTA  
Sam Goldstein, Community Member  
Helena Hanna, The California Arts Project  
Phil Mortensen, Placentia-Yorba Linda Unified School District  
Sarah Murr, Boeing  
Todd Oishi, Santa Ana Unified School District  
Laurie Schell, California Alliance for Arts Education  
Barbara Scholl, Capistrano Unified School District  
Joel Slutsky, Community Member  
Stan Steele, Irvine Unified School District  
Walt Straiton, Yamaha Corporation of America  
Sandy Streeter, Orange Unified School District  
Jim Thomas, Orange County Department of Education  
Mary Townsend, Orange County Department of Education  
Brad Van Patten, Irvine Unified School District  
Nancy Warzer-Brady, Orange County Performing Arts Center  
Patricia Wayne, Arts Orange County

## SPECIAL THANKS

We wish to thank The William and Flora Hewlett Foundation for their generous support of *The Arts Advantage*.



WILLIAM M. HABERMEHL  
County Superintendent of Schools

## As County Superintendent of Schools,

I speak before many groups and I always express my pride in Orange County schools, our strength, our accomplishments and the outstanding education we provide to more than 500,000 students each day. These young people rely on us to provide them with a world-class education that is rigorous, comprehensive, and designed to prepare them to meet the demands of life in the 21st century. With this in mind, I am pleased to announce a new Orange County Department of Education initiative: *The Arts Advantage*.

Orange County residents value the presence of the arts in their daily lives, as proven by the extraordinary performance venues that have risen around us the last twenty-five years. Certainly the spectacular new Renée and Henry Segerstrom Concert Hall at the Orange County Performing Arts Center guarantees Orange County a position of prominence on the international arts scene. Performances and exhibits from all over the world will now be joining the outstanding local arts organizations we already enjoy. Southland businesses eager to recruit the best and the brightest innovative thinkers to Orange County are lining up in support of the arts.

It then becomes vital for our children to be fluent in all the fine arts in order to fully appreciate our rich cultural resources and to be equipped to excel in the creative jobs of the future in Orange County. The rewards of participating in the arts are readily apparent on the face of any child who is acting onstage, playing in an orchestra, watching a professional dance troupe, or like my own grandkids, proudly displaying their latest masterpiece on the refrigerator! Many of our schools have outstanding arts programs and I believe that the time is right for us to take the next steps to ensure superior arts education for all Orange County students.

We have a golden opportunity to make this happen buoyed by the renewed commitment to arts education at the state level in the form of ongoing financial support for arts programs in California schools. The Orange County Department of Education is a participant in *Reinvigorating the Arts in California's Schools* via a \$40,000 William and Flora Hewlett Foundation grant intended to assist districts to initiate and implement long-term strategic plans. Additionally, local PTAs, businesses and community arts providers are committed to helping us do whatever it takes to provide all the arts to all our kids.

It is my hope that all of our Orange County school districts will become *Arts Advantage* districts by joining the new countywide alliance of educators who care deeply about the arts in our schools. By moving forward now, we will take full advantage of this unprecedented groundswell of government, business, and community support for K-12 arts education. Together, we can make this dream a reality and our children will reap the rich benefits for years to come.

William M. Habermehl  
County Superintendent of Schools  
Orange County Department of Education



# The Arts ADVANTAGE

The intent of *The Arts Advantage* is to provide assistance to Orange County districts seeking to make informed decisions about the improvement and implementation of arts programming in K-12 schools. Fueled by the current state budget which provides both one-time and ongoing funding to support the inclusion of dance, music, theatre and visual arts instruction in California public schools, this document establishes an alliance of districts dedicated to moving forward towards implementation of this exciting and ambitious goal.

*Adriana studied violin in the school music program from 4th - 12th grade playing with an instrument loaned to her at school. Living near the Mission San Juan Capistrano in low-income housing, her parents struggled to support their large family by working long hours at many different jobs to make ends meet. Adriana was happiest when she played her violin. Although she couldn't afford private lessons, her classroom teachers encouraged her because she was dedicated and worked hard. She learned all that she could in school and this past fall, Adriana enrolled in Chapman University with a scholarship to major in music.*

Each of us can think of students like Adriana; for whom the arts take on special meaning in school. This story is but one of many that demonstrate the power of the arts to engage students in school and to produce often startling results. The arts serve students both as discrete endeavors providing rich personal rewards and as creative stimuli bringing concepts alive and sparking ideas and imagination across the curriculum. Numerous studies report how important the arts are in learning other subjects. Sir Ken Robinson, noted education expert, states, "Children often learn best by being absorbed in tasks that require the incidental use of skills and ideas, rather than by focusing on them in a detached way." In recent years, some districts have had difficulty in maintaining this broad approach to learning.

The narrowing of the curriculum in past years is a concern in creating educationally well-rounded children. Some indicators show that No Child Left Behind (NCLB) has an unfavorable impact on arts education. *From the Capital to the Classroom (2006)*, released by the Center on Education Policy, found that 22% of school districts surveyed nationwide had reduced time spent on art and music as a result of the demands of NCLB. This was not the intent of the legislation, however.

"The importance of the arts in No Child Left Behind is clear. They're an important part of a well-rounded, complete education for every student. The knowledge and skills that learning in the arts imparts uniquely equip young persons for life. What's more, combining music, art, dance, and drama with subjects such as math, reading, and language can be highly effective, enhancing student engagement and increasing academic achievement."

Margaret Spellings, U.S. Secretary of Education

This year a committee of Orange County district representatives, business leaders, arts providers, parents and other community stakeholders was convened to create guidelines that districts could follow to create and expand sustainable arts programs. A series of working sessions analyzed the data of the 2006 Arts Education Survey conducted with districts by the Orange County Department of Education and Arts Orange County. The key findings are: 1) Orange County residents place a high priority on the importance of the arts in the development and education of children; 2) There are differences in quality and quantity of arts programs between districts in Orange County. All districts report the importance of arts education for all students yet few have comprehensive programs and some have none; and 3) Lack of ongoing funding hinders districts from providing coordination, professional development and staffing for comprehensive arts programs for all students.

The picture that emerges is that many schools are missing the opportunity to provide all children the creative skills they will need for the future. While programming will look different from district to district, it is imperative that all students receive the opportunity to learn in the arts. The challenge is that without a coordinated plan at the district level, many of these arts experiences are mere entertainment or unconnected episodes that do not build a cohesive deep understanding of arts elements. The time has come to ensure that all students receive a high quality, comprehensive and sequential arts education as part of the K-12 school experience. *The Arts Advantage* enlists the help of all concerned educators to see that equity and access exists for all Orange County students.





## THE ARTS

Every K-12 student in Orange County public schools will receive a comprehensive, sequential, standards-based arts education that includes dance, music, theatre and visual arts based on the *Visual and Performing Arts Standards for California Public Schools, Grades PreK-12*.

## THE ADVANTAGE

- The arts are essential to a world-class K-12 education
- Arts teach creativity, discipline and teamwork resulting in a positive impact for our entire community
- Knowledge and skills gained from education in the arts engage students in the learning process, foster critical thinking and problem-solving skills, and improve performance in other core subject areas (Appendix A)

*The Arts Advantage* is designed to serve all districts, whether building from the ground up or strengthening established programs. The process is designed to meet the needs of each individual district as no one plan can be suitable for all. It challenges districts to make changes in local arts education programs through the formulation and implementation of strategic plans in a systematic process of ongoing improvement.

*The Arts Advantage* Committee is composed of district personnel and representatives from the community, business, and professional arts sectors who wish to see the arts fully restored to K-12 education. It will seek to provide technical assistance and sustainable resources to move districts toward their arts education goals.

## THE GOALS

### Every district shall:

1. Establish an Arts Education Coordinator position to guide the planning and implementation process. Districts with dedicated arts coordinator positions have stronger programs than those without. Financial assistance will be sought initially in the form of matching funds for this position if none exists. The coordinator will:

- Assemble *The Arts Advantage* Planning Team including administrators, arts specialist teachers, generalist classroom teachers, parents, arts providers, business leaders and students to assist the coordinator in creating the individual district plan
- Work with a trained planning coach provided at no cost to the district to assist the coordinator and planning team during Year 1 (Appendix C)
- Perform the duties of an arts coordinator according to district needs (Appendix B)

2. Develop K-12 Curriculum and Benchmark Assessments in dance, music, theatre and visual arts based upon the following question: What do we expect all students in our district to know and be able to do in the arts? This arts curriculum will provide direction to bridge the gap between the current state of a district's arts education and the desired state, including:

- Integration of the arts across elementary content areas: language arts, math, science and history/social science
- Classroom time allotment for arts education specifying daily and/or weekly minutes
- Role of colleges, universities and arts providers as resources in curriculum support
- Identifying model programs and best practices, both local and nationwide, to be studied for their applicability to Orange County programs
- 5 year implementation timeline

3. Conduct a Resource Assessment including:

- Staffing needs
- Professional Development Plan for specialists and elementary classroom teachers increasing knowledge of the Visual and Performing Arts Standards based upon the question: What must our teachers know and be able to do in order to ensure student success toward the standards?
- Facilities
- Materials and equipment
- Use of colleges, universities and arts providers as resources in enriching programs
- Budget development based upon the question: What resources are needed to meet both our implementation and professional development goals?

4. Communicate with board, district, teachers, parents and the community at large to:

- Educate about the *California Standards for Visual and Performing Arts*
- Showcase arts learning and student performance
- Report on student progress
- Disseminate information about advancement on the district arts plan
- Create and support partnerships

5. Adopt District Policy to support program goals and operational framework for management and accountability providing for:

- Sustainability of program and funding through allocation of 5% of district budget
- Multi-faceted evaluation of sequential curriculum K-12
- Equanimity of arts with other content areas; any cuts go across all curricular areas



## APPENDIX A: RESOURCES & RESEARCH

### California Education Code

Areas of study, grades 1-6: Describes subjects that must be taught in grades 1-6, which include “Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.” (CA EDUC CODE § 51210)

Areas of study, grades 7-12: Describes subjects that must be offered in grades 7-12, which include “Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.” (CA EDUC CODE § 51220)

### From Education Commission of the States: Governor’s Commission on Arts in Education Report, July 2006.

#### Improved performance in reading and math

- The results of a voluntary survey of SAT test takers reveals that students who take arts courses have higher math, verbal and overall SAT scores than students who do not take arts classes. Although more research is needed to interpret the relationship, this study (including use of a large sample size of one million high school students and use of a meta-analysis methodology to assess the consistency of the findings over time) offers a foundation for future research on the relationship between learning in the arts and improved SAT scores.

Kathryn Vaughn and Ellen Winner, “SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association.” In Richard Deasy (Ed.), “Critical Links: Learning in the Arts and Student Academic and Social Development,” Washington, D.C. Arts Education Partnership: 2002, 96-97.

- Analysis of the National Educational Longitudinal Study (NELS:88) by University of California researchers shows a relationship between arts involvement and academic achievement, as indicated by better grades and improved standardized test performance. These findings are consistent for students from the lowest socio-economic quartile of the 25,000 students surveyed.

James S. Catterall, “Involvement in the Arts and Success in Secondary School,” In Richard Deasy (Editor), “Critical Links: Learning in the Arts and Student Academic and Social Development,” Washington D.C. Arts Education Partnership: 2002, 68-69.

- A study of the Arts for Academic Achievement program in Minneapolis indicated a significant relationship between arts-integrated instruction and improved student performance in reading and mathematics for students in grades 3 through 5.

Debra Ingram and Karen R. Seashore, “Arts for Academic Achievement: Summative Evaluation Report,” Center for Applied Research and Educational Improvement, University of Minnesota, 2003.

#### Improved student engagement and motivation in school

- A summary of the studies in the *Critical Links* research compilation reveals a connection between the arts and increased student engagement and motivation, including improved attendance and educational aspirations.

Highlights: “Critical Links: Learning in the Arts and Student Academic and Social Development,” [www.aep-arts.org/CLhighlights.doc](http://www.aep-arts.org/CLhighlights.doc) (accessed February 10, 2006).

- A series of seven studies in the report, *Champions of Change*, consistently shows the power of arts education to reach students who are disengaged from school, and to help them connect more effectively with their peers.

Edward Fiske (Ed.), “Champions of Change: The Impact of the Arts on Learning,” *Arts Education Partnership and President’s Committee on the Arts and the Humanities*, Washington D.C., 1999

- The Arts Education Partnership publication, *The Third Space: When Learning Matters*, provides evidence of the potential for arts programming in high-poverty schools to create new opportunities for teaching and learning, and for building communities within and external to the schools.

Richard Deasy and Lauren Stevenson, “The Third Space: When Learning Matters,” Arts Education Partnership: Washington D.C., 2005. This book explores how the arts can help disadvantaged schools succeed through a case study of 10 districts.

## Improved social and civic development

- *Critical Links* studies also show that students exposed to the arts gain more empathy and self-control, and develop improved conflict-resolution and social-tolerance skills.

Highlights: “Critical Links: Learning in the Arts and Student Academic and Social Development,” [www.aep-arts.org/CLhighlights.doc](http://www.aep-arts.org/CLhighlights.doc) (accessed February 10, 2006).

- Skills that students gain through arts education may be valuable for civic education and the development of civic competencies, especially civic skills and dispositions.

Judith Torney-Purta and Susan Vermeer, “Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators,” Education Commission of the States, Denver, CO: ECS, 2004. Such competencies include development of respect and appreciation for other people’s views or perspectives.

## Enhanced economic development and workforce preparation

- Sir Ken Robinson, a member of the Commission, describes the importance of the Creative Economy: “America needs a workforce that is flexible, adaptable and highly creative; and it needs an education system that can develop these qualities in everyone.”

Sir Ken Robinson was appointed by the British government to chair the National Advisory Committee on Creative and Cultural Education and was responsible for the report, *All Our Futures: Creativity, Culture and Education*. Robinson is also the author of *Out of our Minds: Learning to be Creative*.

- The Creative Economy, which includes industries such as architecture, graphic design, the arts, museums and the entertainment industry, relies upon people who can think creatively, adapt quickly to new situations and problem-solve. This industry, which is growing at a faster pace than total U.S. business growth, increases the demand for workers with the skills that are gained through the arts in education.

Americans for the Arts, “Creative Industries 2005: The State Report,” Washington D.C., 2005. This report measures the scope and economic size of the arts in America.

## Improved school climate

- An evaluation of the *North Carolina A+ Schools* program, a comprehensive school reform initiative that includes arts education in its reform strategies, supports the idea that the arts can be integrated into the school curricula, and can create a more positive school culture while also strengthening ties to surrounding neighborhoods and communities.

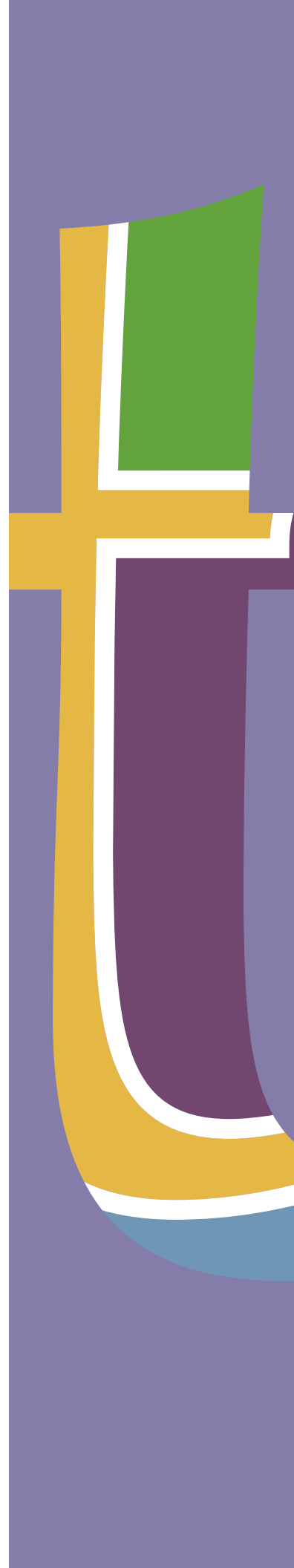
Catherine Awsumb Nelson, “The Arts and Education Reform: Lessons From a Four-Year Evaluation of A+Schools, North Carolina A+ Schools,” Thomas S. Keenan Institute for the Arts at the North Carolina School of the Arts, 2001.

- A series of studies in *Champions of Change* shows that the arts can help improve the climate for learning as disciplines and classrooms are integrated and the physical appearance of a school is enhanced.

Edward Fiske (Ed.), “Champions of Change: The Impact of the Arts on Learning,” *Arts Education Partnership and President’s Committee on the Arts and the Humanities*, Washington D.C., 1999.

Many of these studies can be found in the *Critical Links* compendium, which can be found on the Arts Education Partnership Web site at [www.aep-arts.org](http://www.aep-arts.org). An additional resource, *Critical Evidence: How the Arts Benefit Student Achievement*, was released in 2006 by the National Assembly of State Arts Agencies and the Arts Education Partnership. This booklet connects the arts to academic achievement and student success and can be found at [www.nasaa-arts.org](http://www.nasaa-arts.org).

The entire report *Governor’s Commission on Arts Education: Findings and Recommendations*, July 2006 may be found on the Education Commission of the States website at [ecs.org](http://ecs.org)



## **APPENDIX B: Arts Coordinator Job Description**

### **Basic Responsibilities**

Provide leadership to develop, organize, implement and coordinate a Visual and Performing Arts program that will enable maximum participation by students. Coordinate efforts of Visual and Performing Arts staff to develop superior programs.

### **Representative Duties and Responsibilities**

- Coordinate, supervise, schedule and evaluate the District elementary visual and performing arts programs, activities and teachers; assist principals with the evaluation of secondary arts teachers.
- Assist the Human Resources department in selecting qualified candidates for visual and performing arts teaching positions.
- Maintain a Master Calendar of visual and performing arts programs, exhibits and performances.
- Provide leadership in organizing and implementing a professional development plan for arts teachers.
- Interpret the district programs to the Board of Education, administration, staff and community.
- Work with principals and teaching staff to ensure horizontal and vertical continuity and articulation of arts programs throughout the district.
- Assist in the development, implementation and evaluation of curriculum and instruction.
- Keep current of trends in curriculum and instruction and furnish leadership in determining program direction and improvement.
- Plan, develop and implement budget planning and expenditure control procedures. Oversee purchase and maintenance of equipment.
- Coordinate with community groups interested in providing arts enrichment for students.

### **Qualifications**

#### **Knowledge of:**

California Visual and Performing Arts Framework and Standards; principles, techniques, strategies, goals and objectives of public education at the elementary and secondary levels; philosophical, economic and legal aspects of public education; curriculum development strategies, instructional delivery methods and program evaluation processes; evaluation techniques for determining program activity and personnel effectiveness; human relations and team building strategies and techniques.

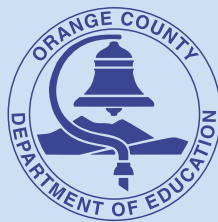
#### **Abilities to:**

Manage, lead, and direct the functions and activities of the District's visual and performing arts programs; demonstrate an effective instructional, organizational and administrative mode; communicate effectively in oral and written form; establish and maintain effective organizational, public and community relationships.

## APPENDIX C: Sample Timeline for Planning

months	S	O	N	D	J	F	M	A	M	J	J	A
Establish Committee	X											
Professional Development		X										
Needs Assessment		X	X									
Policy/Vision Statement		X	X	X								
Write the Strategic Plan				X	X	X	X	X				
Board Approval									X	X		





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County Superintendent of Schools

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