

Arts Education in the South Phase I:

Public School Data and Principals' Perspectives

Summary Report

**A South Arts Research Publication
By Allen Bell**



About South Arts

South Arts, a nonprofit regional arts organization, was founded in 1975 to build on the South's unique heritage and enhance the public value of the arts. South Arts' work responds to the arts environment and cultural trends with a regional perspective. South Arts offers an annual portfolio of activities designed to address the role of the arts in impacting the issues important to our region, and to link the South with the nation and the world through the arts.

Located in Atlanta, Georgia, the ten-employee nonprofit organization provides a broad portfolio of programs and services for arts organizations in its nine-state region. The flagship South Arts programs include:

- The South Arts Fund which provides presenting and touring grants to arts organizations located throughout the region
- The Performing Arts Exchange, an annual conference that brings together touring artists and presenters from throughout the eastern half of the United States for industry meetings, professional development, a performing arts marketplace, and live showcases
- ArtsReady, a service that helps arts organizations from throughout the nation develop crisis response and emergency preparedness plans
- Southern Circuit, a program which takes independent filmmakers and their films to screening venues located throughout the South
- Dance Touring Initiative, which builds audiences for contemporary dance in communities
- Folklorists in the South, a professional development program for folklorists in the region

South Arts also partners with other organizations to produce programs in research, professional development, arts education, and international cultural engagement.

We work in partnership with the state arts agencies of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. South Arts is funded by the National Endowment for the Arts, member states, foundations, businesses and individuals.

Mission

South Arts strengthens the South through advancing excellence in the arts, connecting the arts to key state and national policies, and nurturing a vibrant quality of life.



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**May 2014
Atlanta, GA**



1800 Peachtree Street NW, Suite 808
Atlanta, GA 30309
404-874-7244
www.southarts.org

Produced by Allen Bell
Program Director, Arts Education, Research & Information, South Arts
May 2014

Printed in the United States of America

The complete report and supporting data is available online: www.southarts.org/artseducation



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Acknowledgements

This research report would not have been possible without the work, input, and support of a number of people. The research process began while South Arts was under the leadership of Executive Director Gerri Combs, now retired, and was concluded under the direction of Executive Director Suzette M. Surkamer. During the entire process, this work was supported by Deputy Director Mollie Quinlan-Hayes with significant contributions by Ivan Schustak.

South Arts wants to acknowledge the work of the Arts Education Advisory Committee, including the leadership of Chair Jo Anne Anderson, and the contributions of Kristin Congdon, Jim Harrison, Tom Pearson, Anne Pope, Stuart Rosenfeld, and Dianne Walton. During the period it has taken to complete this project, several South Arts interns have provided assistance: Clare Yaghjian, Madeleine Walker, Denise Benshoof, Carly Wright, and Melissa Simmons.

When this project was first conceived, South Arts looked at the “Statewide Arts Education Assessment” conducted by Western States Arts Federation (WESTAF) as a loose model for our approach. That study was completed while Ryan Stubbs was the research director there. He is now the research director at the National Assembly of State Arts Agencies (NASAA) and was very generous with his time and advice regarding the production of a multi-state arts education survey.

Additionally, conversations with Ayanna Hudson, Arts Education Director at the National Endowment for the Arts (NEA), were extremely helpful during the research process.

This project would not have been possible without the cooperation of all of the state arts agencies and a number of the state departments

of education in the South Arts region. South Arts wants to acknowledge the assistance of the following during the course of this research: Al Head and Diana Green at the Alabama State Council on the Arts; Beverly Davis, Leigh Ann Kyser, Michael Sibley, and Superintendent Thomas Bice at the Alabama State Department of Education; Sandy Shaughnessy, Gaylen Phillips, Patricia Warren, and Maureen Murphy at the Florida Division of Cultural Affairs; John LeTellier, and Kelly Seay at the Florida Department of Education; Karen Paty at the Georgia Council for the Arts; Pam Smith at the Georgia Department of Education; Lori Meadows, Rachel Allen, and Jean St. John at the Kentucky Arts Council; Cathy Hernandez and Danny Belanger at the Louisiana Division of the Arts; Richard Baker at the Louisiana Department of Education; Tom Pearson and Kim Whitt at the Mississippi Arts Commission; Limeul Eubanks and Nathan Oakley at the Mississippi Department of Education; Wayne Martin, Banu Valladares, and Ardath Weaver at the North Carolina Arts Council; Christie Lynch Ebert and Slater Mapp at the North Carolina Department of Public Instruction; Ken May and Christine Fisher at the South Carolina Arts Commission; Scot Hockman at the South Carolina Department of Education; and Anne Pope, Ann Brown, and Nan Zierden at the Tennessee Arts Commission.

We also appreciate the additional contributions to this report made by Ryan Stubbs of the National Assembly of State Arts Agencies.

In addition we want to thank all of the public school principals who took the time to complete the arts education surveys. We received surveys from 4,400 principals, which is a testament to the interest in arts education by educators and administrators throughout the South.

Preface

This study has its roots in early 2007, when South Arts established the Arts Learning Work Group, made up of members of the South Arts board of directors. That body was charged with assessing the state of arts education in the South Arts region, and making recommendations for the organization's work in that field. Initial research on the arts education programs managed by the state arts agencies in the South Arts region was followed by an Arts Learning Strategy Summit where representatives from each state were led through a discussion and planning session by Sarah Cunningham from the NEA and Kelly Barsdate from NASAA. Their recommendations were adopted by South Arts in November 2009 under the auspices of the organization's new strategic plan.

More recently, South Arts began detailed planning for the study in spring of 2012, including methodology, question language, and survey development. Recognizing the critical role of school principals in program quality, advocacy, and resource allocation, the study sought to understand their perceptions around arts education as well as collecting from them quantitative data about arts education offerings in their schools. The surveys were distributed in the fall of 2012 to more than 15,000 principals in the nine states of the South Arts region – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The survey response rate was 29%, with 4,400 principals submitting answers, representing schools with a total enrollment of 2.87 million students.

We spent the first half of 2013 processing the data and verifying numerical responses. We analyzed the data, creating tables and bar graphs for the region in aggregate, for each state, and then for each of three school levels – elementary school, middle school, and high school – for the region and each state, resulting in a total of 40 data sets. A rough outline of the report was developed and preliminary results were presented to the South Arts board of directors in September 2013. Finally, this written report was developed, and released in May 2014.

The primary purpose of this study is to create baseline arts education data for the South Arts region, including aggregate and state-level data. This includes data on access to arts education, the quality of arts education, arts instructor qualifications, resources and partners, and principal perspectives. The results of this research are presented in two formats. The written summary report is intended to give interested parties a general overview of the research findings. The online data archive is provided for researchers, policymakers, administrators, and educators to look more closely at the survey results and to conduct further analysis. The data available online are organized for the region in aggregate, for the region by each of three school levels (elementary, middle, and high), for each state in aggregate, and for each state by each of three school levels. The online data archive can be found at www.southarts.org/artseducation.

The data and report resulting from this research are meant to inform policy discussions around arts education in our region, and program planning and funding decisions by the state arts agencies and state departments of education. Our target audiences for this research include state arts agencies, state departments of education or public instruction, legislators, arts educators, arts education advocates, superintendents, school boards, principals, teachers, parents, arts education organizations, teaching artists, arts education researchers, arts education policymakers, arts education funders, and arts education programmers. In addition, South Arts has partnered with Southeast Center for Education in the Arts (SCEA) to create a series of case studies of model arts education programs at public schools in the region. The main line of inquiry is to investigate the common elements of quality arts education in the South. That report, *Arts Education in the South Phase II: Profiles of Quality*, is being published as a complementary volume to this one and is also available at www.southarts.org/artseducation.

Executive Summary

Arts education – teaching the skills and content of an art form – is broadly considered to be part of a student’s whole education. Additionally, research has shown that arts education can help address many of the education challenges facing the South, improving graduation rates, attendance, academic achievement, and test scores. The research has demonstrated these benefits as well as increased student engagement, brain development, creativity, workforce development, and 21st century skills.

While the potential and importance of arts education is clearly established, to date no one has generated benchmark data on the availability of arts education in southern schools. Some have developed data aggregated at the state level, however, many of these studies are dated, and none of them look at the entire South Arts region in a comprehensive way. This study is a major step toward that goal.

South Arts is a regional arts organization working in partnership with the state arts agencies of the nine southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The agency’s strategic plan adopted in 2009 included a goal to understand the status of arts education in the region. Recognizing the critical role of the school principal in program quality, advocacy, and resource allocation, the study sought to understand their perceptions of arts education as well as collect quantitative data about arts education available in their schools. Surveys distributed in the fall of 2012 to more than 15,000 principals yielded 4,400 responses, a 29% response rate, representing schools with a total enrollment of 2.87 million students. All findings reported represent only those responding schools.

The study’s primary purpose is to create baseline arts education data for the South Arts region on access to arts education, the quality of arts education, arts instructor qualifications, resources and partners, and principal perspectives. The summary report *Arts*

Education in the South Phase I: Public School Data and Principals’ Perspectives gives a general overview of the research findings. An online data archive, organized in aggregate for the region and each state, as well as by elementary, middle and high school levels, is available at www.southarts.org/artseducation for researchers, policymakers, administrators and educators to look more closely at the survey results and conduct further analyses.

A companion report, *Arts Education in the South Phase II: Profiles of Quality*, comprises a series of case studies of model arts education programs at public schools in the region. Created in partnership with the Southeast Center for Education in the Arts at the University of Tennessee-Chattanooga, this report is also available at www.southarts.org/artseducation.

As in the rest of the nation,¹ responding schools in the South in aggregate are more likely to offer visual art (71%) and music (80%) classes than dance (14%) and theatre (22%) classes. While some states in the region meet or exceed the national average of access to visual art and music, in aggregate the South offers less access than the national average. In schools where arts classes are available, a significantly greater percentage of students are enrolled in visual art (61%) and music (62%) than other art forms. However, the time students spend in arts classes each week is higher in dance (155 minutes) and theatre (194 minutes) than in visual art (134) and music (137). In addition to arts classes, 38% of schools in the region utilize arts integration, and 48% offer arts field trips. Twenty-five percent offer after school arts programs, 23% visiting artist programs, and 24% gifted/talented programs in the arts. Five percent of responding schools offer no arts education whatsoever.

Like measures of access, measures of quality arts instruction for responding schools in the region tend to be higher for visual art and music,

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

and lower for dance and theatre. This is the case for all four measures of quality— arts instruction following sequential and ongoing curriculum, arts instruction following state standards, arts instruction following national standards, and arts instruction taught by certified specialists. While the vast majority of visual art (91%) and music instruction (94%) is being taught by arts specialists, qualifications among dance and theatre instructors are more diverse, with more instruction provided by classroom teachers, artists, paraprofessionals or volunteers/parents.

Some 28% of responding schools receive funding for arts education through the school budget. Other support comes from a variety of sources: the district (42% of schools), the PTA/PTO (31%), arts fund raisers (26%), and state arts agencies (13%). About 69% of responding schools spend arts education funds on arts supplies and equipment, 52% on arts field trips, 36% on arts instructor professional development, and 31% on arts assemblies.

Seventy-seven percent of responding principals identified themselves as the primary decision-maker for arts education at their school. Seventy-three percent of them reported budget constraints as one of their three greatest obstacles to providing arts education, the others being competing priorities (53%) and time in the school day (45%). Thirty-five percent identified insufficient personnel as an obstacle.

Fifty-three percent of responding principals identified increased arts education funding for community and state arts organizations as a factor that would be helpful to improve arts learning. Other key factors are the availability of arts supplies and equipment (38%), a certified specialist for teaching the arts (31%), and training in arts integration (30%).

No research methodology can fully illuminate its subject. This report compiles data from voluntarily responding principals. Interested parties may use this and other existing data to identify potential reporting gaps, cross-correlate data to provide more in-depth understanding of the responses, and define additional questions and areas for exploration. A number of suggestions for taking the data further appear in the complete report.

South Arts thanks the state arts agency and state departments of education staff in the region who assisted with this research, and the 4,400 public school principals who took the time to complete the survey. Allen Bell is the primary author of the research report. To read the entire Summary Report, access the data archive, and/or sign up for South Arts' arts education resource email list, visit www.southarts.org/artseducation. For more information, contact Mollie Quinlan-Hayes, South Arts Deputy Director, at 404-201-7941 or mquinlanhayes@southarts.org.

Introduction

Context

Arts education – teaching the skills and content of an art form – is broadly considered to be part of a student’s whole education. Additionally, research has shown that arts education can help address many of the education challenges facing the South, improving graduation rates, attendance, academic achievement, and test scores. The research has demonstrated these benefits as well as increased student engagement, brain development, creativity, workforce development, and 21st century skills.²

There are numerous examples of arts magnet schools that have the highest performing students in the region and the nation.³ There are examples of arts integration whole school reform models implemented by state arts agencies where schools have seen significant improvement. And there are other examples of state arts education programs that have resulted

in better attendance, deeper student engagement, higher test scores, higher graduation rates, and higher academic achievement.⁴

While the potential and importance of arts education has been clearly established, to date no one has created benchmark data for the availability of arts education in the South. Some have developed data at the state level; however, many of those studies are dated, and none of them look at the entire South Arts region in a comprehensive way. This study is a major step toward that goal.

The Study

Arts Education in the South relies on voluntary survey data collected from responding K-12 public school principals in the nine-state South Arts region during the 2012-2013 school year. This region includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee. The survey questions encompassed six major areas of inquiry: access to arts education, quality of arts instruction, arts instructor qualifications, resources and partners for arts education, principal perspectives on arts education, and general school data (enrollment, demographics, graduation rates, average test scores, etc.). A full list of survey questions is in the Appendix.

This summary report addresses five of the six areas of inquiry. The correlation of arts education data with general school data was not

² There is significant research documenting the positive impact of the arts in all of the areas referenced. One recent publication does an excellent job of summarizing recent research: Dwyer, *Reinvesting in Arts Education: Winning America’s Future Through Creative Schools*, President’s Committee on the Arts and the Humanities, 2011. Other works that provide important summaries of the impact of arts education include: Deasy, editor, *Critical Links: Learning in the Arts and Student Academic and Social Development*, Arts Education Partnership, 2002; Ruppert, *Critical Evidence: How the Arts Benefit Student Achievement*, National Assembly of State Arts Agencies, 2006; and Arts Education Partnership, *Preparing Students for the Next America: The Benefits of an Arts Education*, 2013. To date the definitive work on arts education and brain development is Hardiman, et al, *Neuroeducation: Learning, Arts, and the Brain*, 2009. The most significant longitudinal studies on the impact of arts education on student engagement, academic achievement, and social development are Catterall, *Doing Well and Doing Good by Doing Art*, 2009; and Catterall, et al, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, 2012.

³ For example, arts magnet schools hold three of the five spots for highest average SAT scores among all Georgia high schools. For evidence of the link between magnet schools and academic achievement, see Gamoran, Adam, “Do Magnet Schools Boost Achievement?,” *Educational Leadership*, Vol. 54, No. 2, October 1996.

⁴ This includes the Whole Schools Initiative managed by the Mississippi Arts Commission and A+ Schools managed by the North Carolina Arts Council. The impact of these programs is documented in Phillip, et al, “Arts Integration & the Mississippi Arts Commission’s Whole Schools Initiative: A Stennis Institute Study for Decision-Makers,” The John C. Stennis Institute of Government, Mississippi State University, 2013; Corbett, et al, “The Arts Are An ‘R’ Too: Integrating the Arts and Improving Student Literacy (and More) in the Mississippi Arts Commission’s Whole Schools Initiative,” Mississippi Arts Commission, Jackson, MS, 2002 and Corbett, et al, “The A+ schools program: School, community, teacher, and student effects”, Thomas S. Kenan Institute for the Arts, 2001. See also, “Changing Tennessee Schools Through Arts Integration,” Tennessee Arts Commission, 2011.

included in the scope of this report. In addition to this summary, the entirety of the processed survey data related to the five areas of inquiry contained in this report is available on the South Arts web site at www.southarts.org/artseducation.

The data are analyzed for the region in aggregate, as well as for each state in aggregate. In addition, the data are analyzed by school level – elementary school, middle school, and high school – for the region as a whole, as well as for each state. Many of the results from this study vary by state, by school level, and by discipline area.

Data for each state are compared to national and regional averages. National averages used in this study come from the National Center for Education Statistics data for 2009-2010⁵.

Definitions of terminology used in the survey and this study are provided in the Glossary.

The Results

The results published in this report represent those schools that responded to the survey. Like those in the rest of the nation⁶, responding schools in the South in aggregate offer significantly greater access to visual art and music classes, and less access to dance and theatre classes. The South as a region offers less frequent access to visual art and music than the national average. However, some states in the region match or exceed the national average in these disciplines.

Responses to questions including other types of arts education programs, funding sources and obstacles to providing arts education allowed principals to report more than one option. Therefore, results for these questions do not sum to 100%.

⁵ Reporting middle schools vary in the actual grade levels they serve; therefore middle school data is compared to both elementary and secondary school national averages.

⁶ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

In responding schools where arts classes are available, a significantly greater percentage of students are enrolled in visual art and music, than in dance or theatre. The average number of minutes students spend in arts classes each week, however, is higher in dance and theatre, than in visual art and music.

In addition to arts classes, more than one-third of responding schools in the region utilize arts integration, and almost half of the schools in the region offer arts field trips. Around a quarter of schools in the region offer after school arts programs, visiting artist programs, and/or gifted/talented programs in the arts. Five percent of schools in the region offer no arts education whatsoever.

Like measures of access, measures of quality arts instruction for responding schools in the region tend to be higher for visual art and music, and lower for dance and theatre. This is the case for all four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state standards, arts instruction following national standards, and arts instruction taught by certified arts specialists.

Across the region, in responding schools the vast majority of visual art and music instruction is being taught by arts specialists. A smaller percentage of visual art and music classes are taught by classroom teachers. For dance and theatre, instructor qualifications vary greatly across the region, with a greater mix of classroom teachers, paraprofessionals, volunteers, parents, and artists teaching classes in those disciplines.

Meanwhile, in responding schools, the vast majority of arts specialists in the region participate in arts-specific professional development. In most states, the most frequent provider of arts-specific professional development is the district, followed by workshops offered by arts organizations, schools, colleges or universities, state arts agencies, and national conferences.

School funding sources for arts education in responding schools vary greatly by state. On

average, the greatest source of funding is the district, followed by the PTA/PTO, school budgets, arts fund raisers, and individual contributions. Most responding schools spend arts education funds on arts supplies and equipment, and arts field trips. About a third of responding schools spend funds on arts instructor professional development and arts assemblies.

Almost three-fourths of responding principals identified budget constraints as one of their three greatest obstacles to providing arts education. About half singled out competing priorities and time in the school day as major obstacles. And a third identified insufficient personnel as an obstacle, while a fifth selected insufficient space or facilities.

About half of responding principals identified increased arts education funding for community and state arts organizations as a factor that would be helpful to improve arts learning. About a third identified the availability of arts supplies and equipment, a certified specialist for teaching the arts, and/or training in arts integration as helpful factors.

The Report

What follows is an analysis of the arts education survey data for responding schools in the South Arts region. Again, the data are analyzed for the region in aggregate, the region by school level, each state in aggregate, and each state by school level. Following the data analysis is a brief conclusion section which draws out additional

observations, and recommendations for further inquiry.

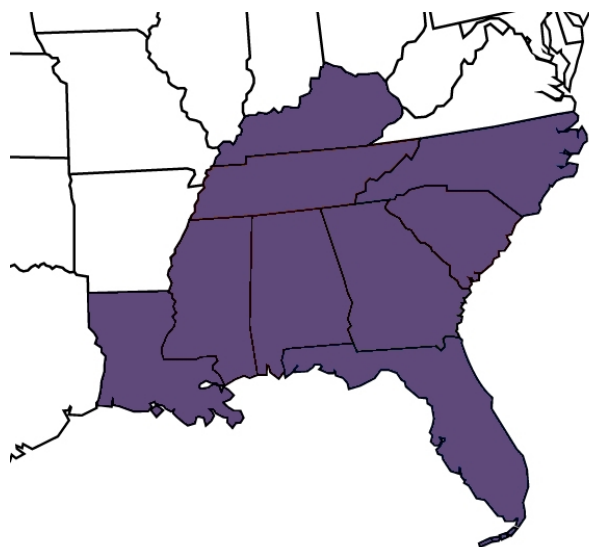
All of the data analyzed in this report, including the state and school level breakdowns, are also available on the [South Arts](http://www.southarts.org) website.

No research methodology can fully illuminate its subject. This report compiles data from voluntary self-responding principals. Therefore, we recommend that state arts agencies, departments of education and other interested parties use this and their own data to identify potential reporting gaps (geographic, economic, demographic, school level, etc.) that may further inform them about access to and quality of arts education.

Additionally, this quantitative study is a companion to *Arts Education in the South Phase II: Profiles in Quality*. A publication of South Arts and the Southeast Center for Education in the Arts, *Arts Education in the South Phase II* is a qualitative study of model arts education sites in the South. We encourage readers to use both reports to help to build a greater understanding of the state of arts education in the region.

Finally, the intent of this report is to be useful to those engaged in arts education. Share it and put it to work within your agencies, with your departments of education, with your statewide arts education organizations, with your school boards, your superintendents, your principals, your arts instructors, your artists, your legislators, and your advocates to improve access to quality arts education in your state and our region.

South Arts Region: Aggregate Data



Regional data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. The survey yielded 4,400 responses, a response rate of 29.3% of all K-12 public schools in the South Arts region. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. The questions asked, demographic categories, and the response pool and rates for each state are provided in the Appendix to this report.

Access

Access to arts education in the South for visual art (71%) and music (80%) classes is below the national average⁷ for both responding elementary and secondary schools. The regional average for access to theatre (22%) is in between the elementary and secondary school national averages for responding schools, while the regional average for access to dance (14%) is higher than both the elementary and secondary school national averages [Fig. SA-1].

In responding schools where arts classes are available, more students are enrolled in visual art (61%) and music (62%) classes than in dance (28%) and theatre (23%) classes. Meanwhile,

students enrolled in arts classes spend more minutes each week in dance (155) and theatre (194) classes than they spend on average in visual art (134) and music (137) classes in schools responding.

In addition to arts classes, responding schools in the region pursue a variety of activities both inside and outside of the classroom to provide students with arts education and exposure to the arts. The most common arts programs in these schools include field trips (48% of schools), arts integration (38%), after school programs (25%), gifted/talented programs in the arts (24%), visiting artist programs (23%), and community arts programs (21%). Five percent of responding schools report offering no arts education whatsoever.

Quality

Based on the measures of quality identified for this study – following a sequential and ongoing curriculum, following national standards, following state standards, and instruction taught by certified specialists – the quality of visual art and music instruction in responding K-12 public schools is higher than what is available in dance and theatre. However, well over 50% of dance and theatre instruction meets all four of those measures of quality.

Instructors

The results from the measures of quality are largely replicated in the measures of instructor qualifications. While the vast majority of visual art and music instruction in responding schools is taught by certified arts specialists, there is a more diverse mix of qualifications among dance and theatre instructors. In responding schools, higher percentages of those instructors are classroom teachers with arts-primary assignments, artists, paraprofessionals or prep-time specialists, and volunteers or parents with arts interest or experience [Fig. SA-2].

For schools responding to the survey, among arts specialists that participate in professional development, 73% receive their professional development training from district workshops, followed by 43% from arts organizations, 39%

⁷ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

from school workshops, 35% from college or university workshops, 31% from state arts agency workshops, 23% from national conferences, 20% from instruction or mentoring by artists, and 18% from state education department workshops.

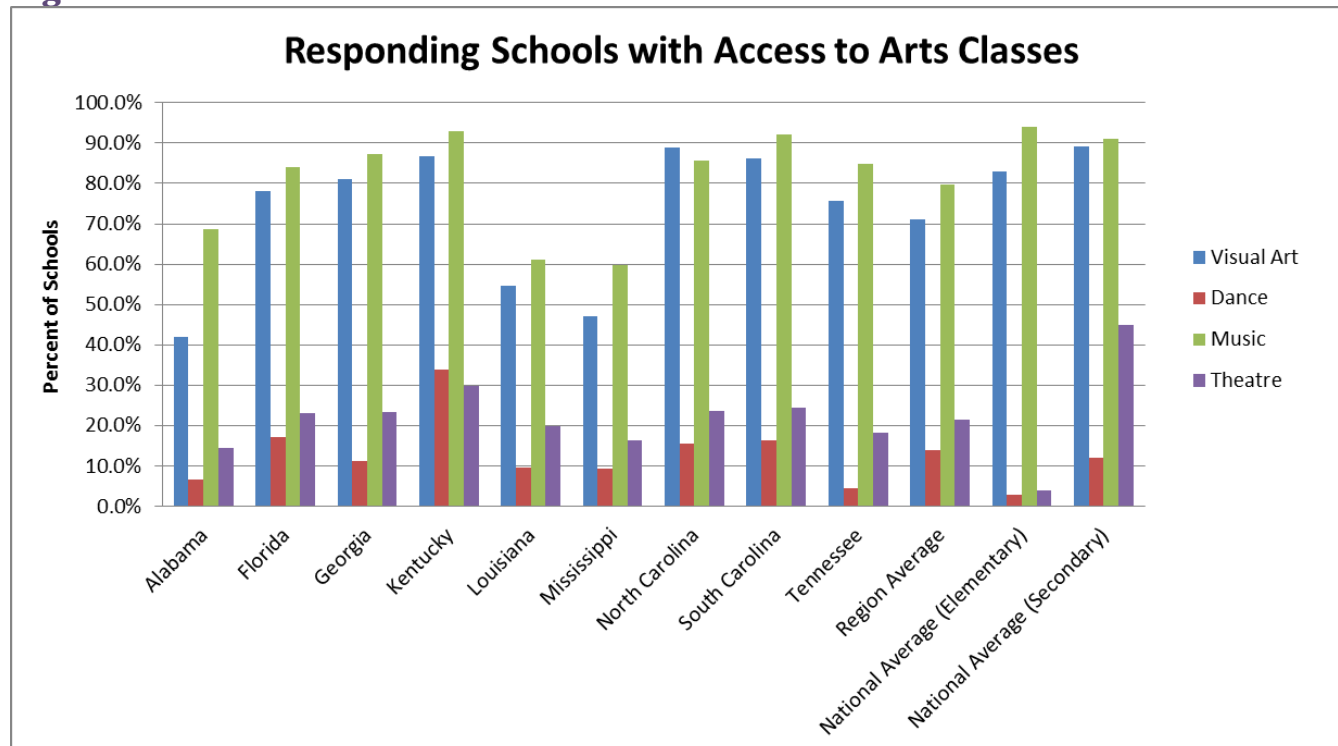
Resources and Partners

Responding schools receive funding for arts education from a variety of sources, including the district (42%), the PTA/PTO (31%), the school budget (28%), arts fund raisers (26%) and state arts agencies (13%). When spending funds for arts education, the major expenses for responding schools are art supplies and equipment (69%), arts field trips (52%), arts instructor professional development (36%), and arts assemblies (31%).

Principal Perspectives

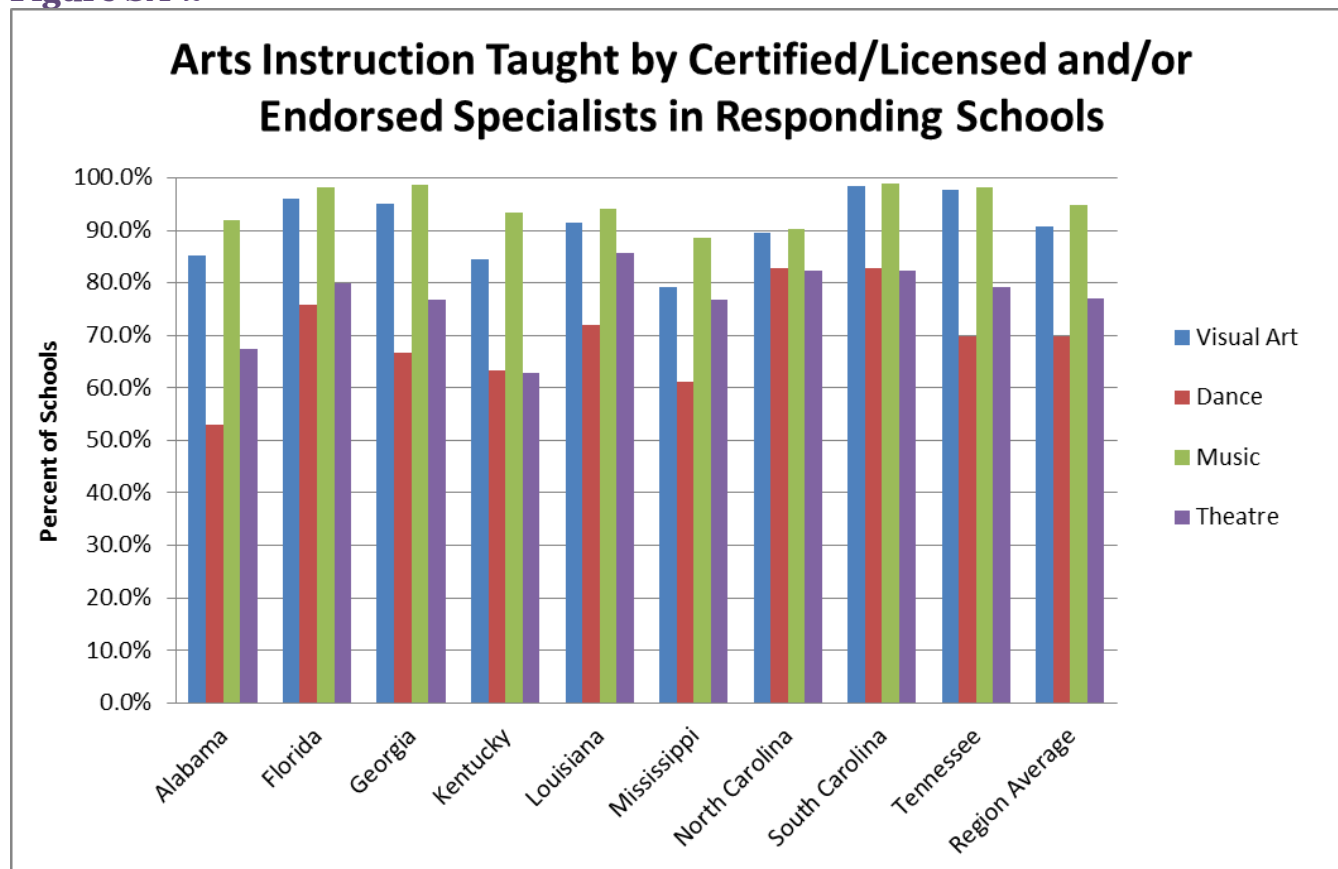
As the primary decision-makers for arts education at their schools (77%), principals responding to the survey identified obstacles to providing arts education, and factors that would be helpful to improve arts learning at their school. The major obstacles these principals identified are budget constraints (73%), competing priorities (53%), time in the school day (45%), and insufficient personnel (35%). Major factors considered by responding principals to be helpful to arts education included increased funding for community and state arts organizations that fund arts education (53%), availability of arts supplies or equipment (38%), certified specialists for teaching the arts (31%), more flexibility in scheduling (25%), and facilities and classroom space (22%).

Figure SA-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure SA-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Arts Region: Elementary School Data

Access

Public elementary schools in the South Arts region that responded to the survey offer access to visual art (69% of schools) and music (79%) classes less frequently than the national average (83% and 94%, respectively). However, access to dance (11%) and theatre (9%) classes in responding public elementary schools in the South Arts region is greater than the national average (3% and 4%, respectively) [Fig. SA-3].

Among responding elementary schools in the region with arts classes, the percentage of students enrolled in those classes varies greatly depending on the state in which the school is located and the discipline area of the classes. For the region, among responding elementary schools that offer the respective arts classes, 96% of students are enrolled in visual art, 48% are enrolled in dance, 97% are enrolled in music, and 40% are enrolled in theatre.

In addition to arts classes, elementary school students in responding schools in the region have access to a variety of other arts education programs, including field trips (51%), arts integration (45%), visiting artist programs (27%), after school programs (27%), gifted/talented programs (24%), and community arts programs (23%).

Quality

Adherence to measures of quality by responding elementary schools in the region varies greatly by state and by discipline. On average for the region, 84% of responding schools follow a sequential and ongoing curriculum in visual art, 45% in dance, 87% in music, and 36% in theatre. In visual art, 93% of these schools follow state standards, with 57% in dance, 93% in music, and 54% in theatre. On average, fewer responding schools follow national standards, with 75% of instruction in visual art, 41% in dance, 76% in music, and 40% in theatre following national standards. Most instruction in visual art and music is taught by certified

specialists (87% and 93%, respectively) in these schools, while a lower percentage of instruction meets that threshold in dance and theatre (58% and 49%, respectively).

Instructors

Among visual art and music instructors in responding elementary schools in the South, the majority are certified arts specialists (71% and 81%, respectively), with a smaller percentage who are classroom teachers with arts-primary assignments (25% and 19%, respectively). Within dance and theatre, however, a lower percentage of instructors in responding schools are certified arts specialists (32% and 31%, respectively), and a higher percentage of instruction is delivered by classroom teachers with arts-primary assignments (32% and 34%, respectively) [Fig. SA-4].

In the responding schools, of the approximately 88% of elementary arts instructors who participate in professional development, 77% participate in district workshops, 34% in school workshops, 27% in state arts agency workshops, and 20% in national conferences.

Resources and Partners

Elementary schools responding to the survey receive funding for arts education from a variety of sources, including the PTA/PTO (41% of schools), the district (38%), the school (26%), arts fund raisers (21%), individual contributions (15%), and state arts agency grants (15%). 70% of these elementary schools spend funds on arts supplies and equipment, 50% on arts field trips, 35% on arts assemblies, and 33% on arts instructor professional development.

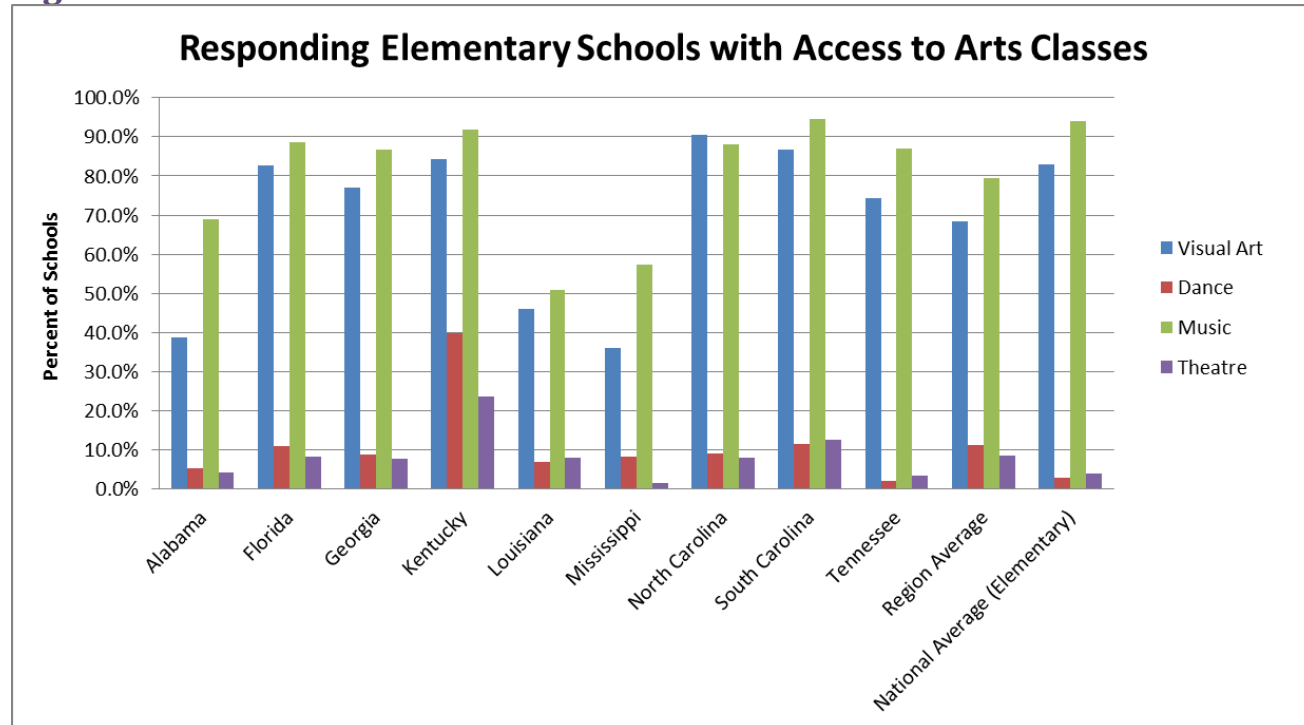
Principal Perspectives

As the primary decision-maker (76%) for arts education programs in elementary schools, responding principals rated their top three obstacles to providing arts education, including budget constraints (72%), time in the school day (54%), competing priorities (53%), and insufficient personnel (34%). Factors identified

by these principals to improve arts learning included funding for community and state organizations for arts education programs

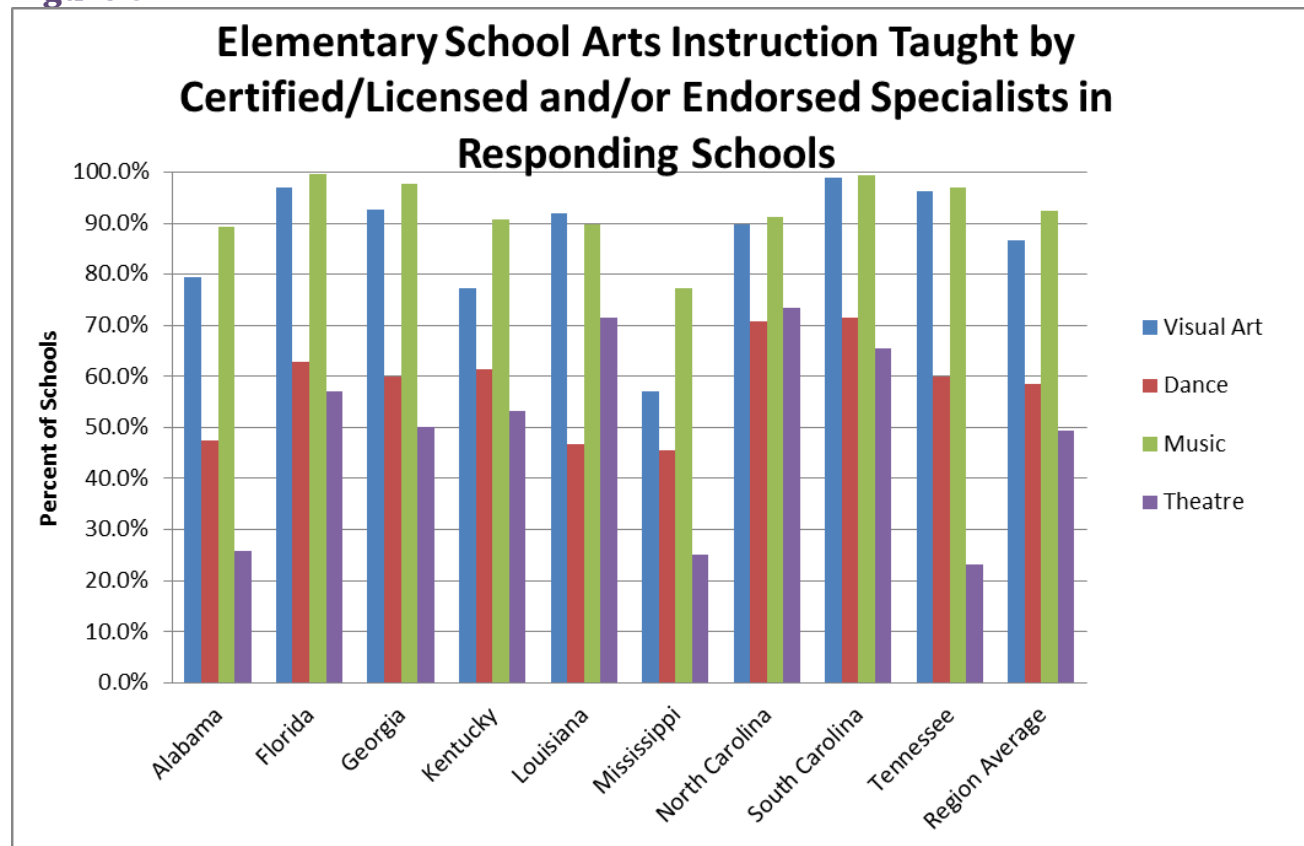
(54%), a certified arts specialist (34%), arts supplies or equipment (33%), and arts integration training (33%).

Figure SA-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure SA-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Arts Region: Middle School Data

Access

Access to arts education at the middle school level varies greatly by state and by discipline. On average, 73% of responding schools provide access to visual art classes, 13% offer dance, 84% offer music, and 26% offer theatre. Access in the South Arts region is generally lower than the national average for secondary schools, which is 89% in visual art, 12% in dance, 91% in music, and 45% in theatre [Fig. SA-5].

Again, the percentage of students enrolled in school arts classes varies greatly by state and discipline for responding schools. The regional average for responding middle schools is 39% in visual art, 20% in dance, 39% in music, and 22% in theatre. The average number of minutes that students in these schools spend in middle school arts classes each week is 196 in visual art, 176 in dance, 219 in music, and 175 in theatre.

In addition to arts classes, responding middle school students in the South have access to other arts education programs, including field trips (39% of schools), arts integration (25%), after school programs (25%), and gifted/talented programs (23%).

Quality

Based on our measures of quality – a sequential and ongoing curriculum, following state and national standards, and instruction taught by specialists – middle school instruction in visual art and music in schools responding to the survey is of much higher quality than instruction in dance and theatre. On average for these schools, 87% of visual art and 91% of music instruction follows a sequential and ongoing curriculum, while only 60% of dance and 65% of theatre instruction follows a sequential curriculum. All four disciplines follow a similar pattern in these schools with regard to the measures of state and national standards, and instruction by specialists.

Instructors

Similar to elementary school instructors in the region, middle school arts instructors in responding schools are more likely to be

certified arts specialists with a degree in the art form in visual art (82%) and music (86%), than they are in dance (36%) and theatre (58%). In many of these schools whose arts instructors are not specialists, they are instead classroom teachers with arts primary assignments in visual art (21%), dance (27%), music (17%), and theatre (30%) [Fig. SA-6].

Approximately 90% of responding middle schools in the South have arts instructors who participate in arts-specific professional development. The most frequent sources for professional development for these schools include district workshops (71%), school workshops (44%), workshops by arts organizations (43%), college or university workshops (37%), and state arts agency workshops (31%).

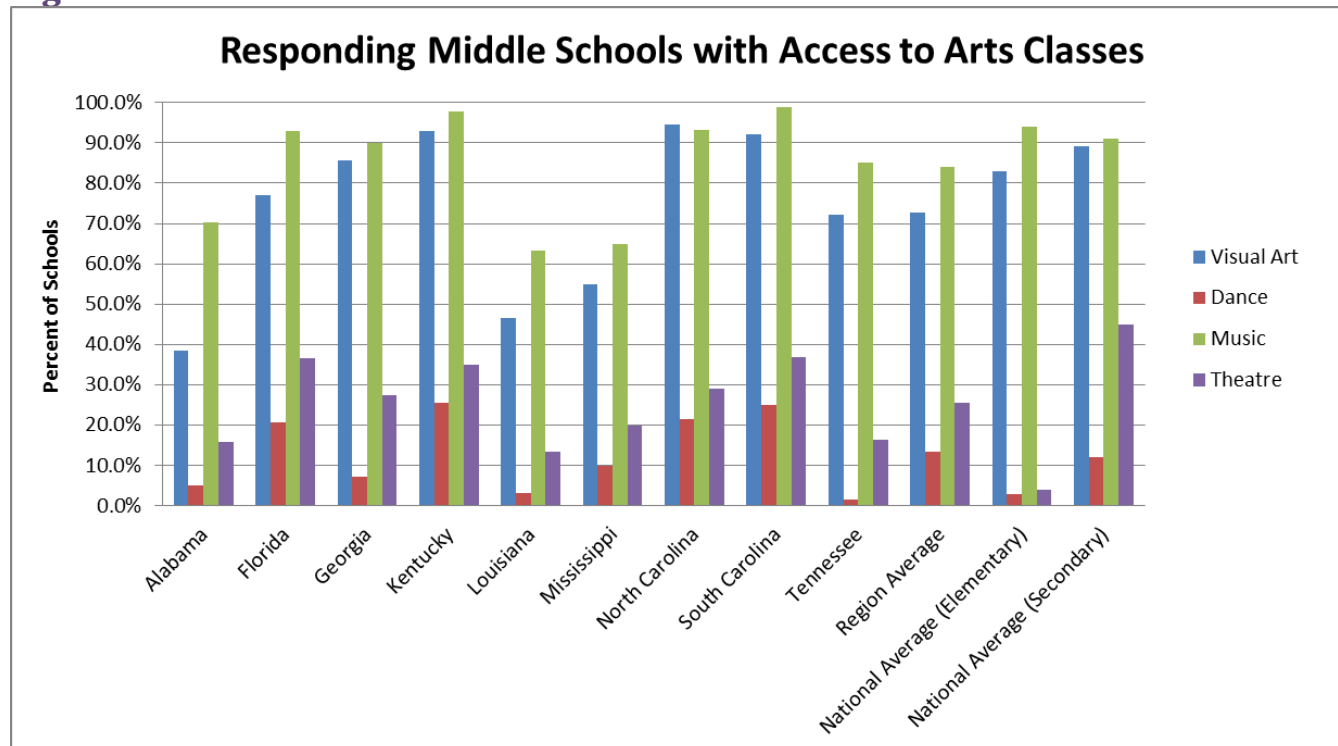
Resources and Partners

Middle schools in the region responding to the survey receive funding for arts education from a variety of sources, including the district (43% of schools), the school (33%), arts fund raisers (31%), and the PTA/PTO (19%). Middle schools spend funds on a variety of arts education programs, as well, including arts supplies and equipment (71%), arts field trips (49%), arts instructor professional development (39%), arts assemblies (24%), and release time (24%).

Principal Perspectives

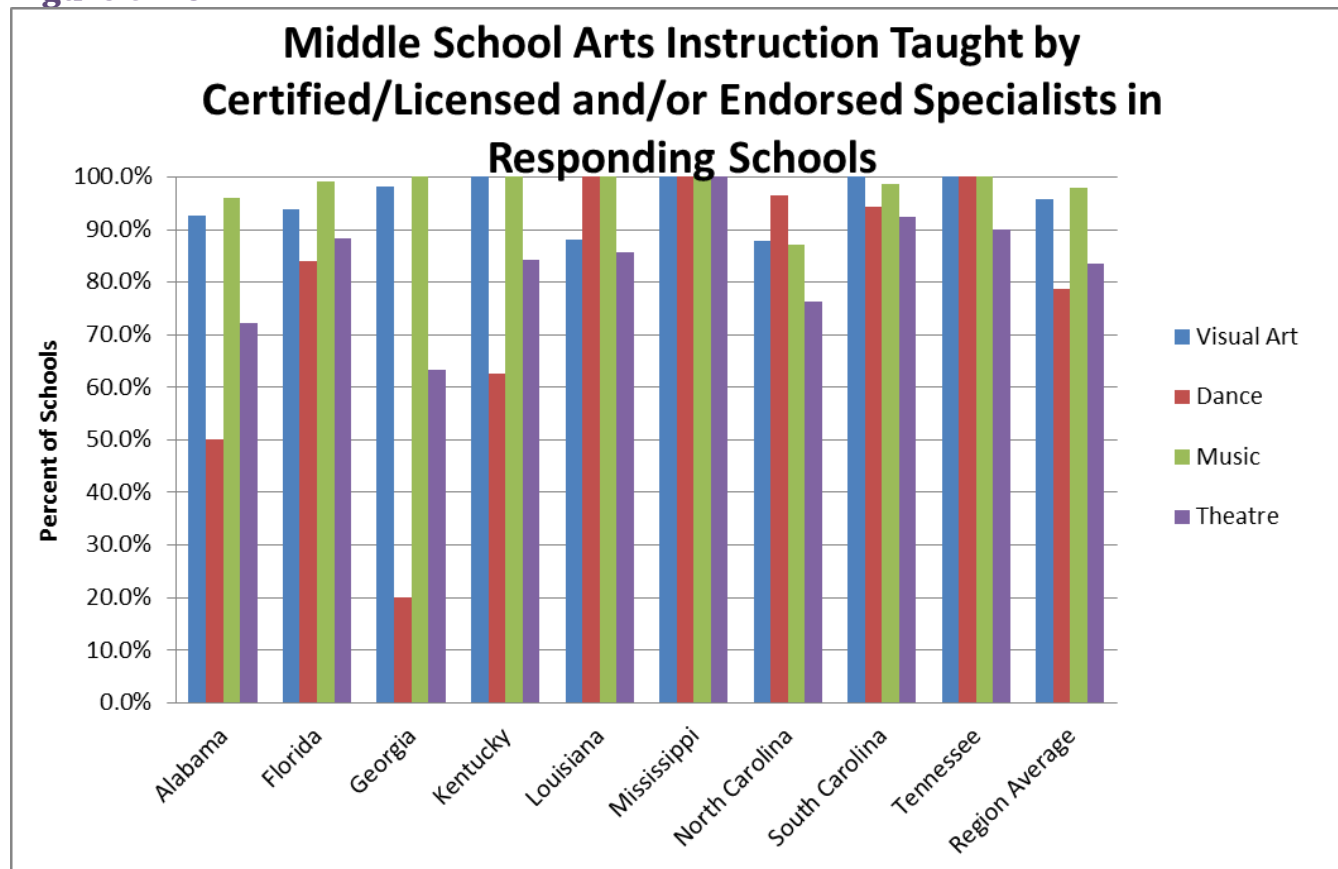
As the primary decision-maker regarding arts education in most schools (78%), responding principals identified their top three obstacles to providing arts education, including budget constraints (73%), competing priorities (57%), time in the school day (38%), and insufficient personnel (37%). Factors that these principals identified as helpful to arts learning are increased funding for community and state arts organization programs in arts education (50%), arts supplies or equipment (43%), a certified arts specialist (32%), arts integration training (28%), flexibility in scheduling (25%), and facilities or classroom space (25%).

Figure SA-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure SA-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Arts Region: High School Data

Access

Among high schools in the South responding to the survey, 89% offer classes in visual art, 12% in dance, 91% in music, and 45% in theatre [Fig. SA-7]. While high school art classes are readily available, among responding schools offering arts classes, only 19% of their students are enrolled in visual art, 8% in dance, 18% in music, and 10% in theatre. While enrollment is low, the average number of minutes that high school students in these schools spend in arts classes is relatively high compared to other grade levels. Students spend 279 minutes each week in visual art, 270 minutes in dance, 285 minutes in music, and 269 minutes in theatre.

Responding high schools in the region also provide access to other arts education programs, including field trips (49% of schools), arts integration (29%), gifted/talented programs (26%), after school programs (22%), and community arts programs (22%).

Quality

High schools in the South responding to the survey tend to adhere to measures of quality arts education more than responding elementary and middle schools in the region. On average, 94% of visual art instruction, 69% of dance, 91% of music, and 81% of theatre in these schools follows a sequential and ongoing curriculum. Most high school arts instruction also follows state standards, including 98% of schools with visual art, 83% with dance, 97% with music, and 92% with theatre. Fewer responding schools follow national standards in their arts instruction, including 84% in visual art, 64% in dance, 80% in music, and 75% in theatre. The vast majority of high schools responding have arts instruction that is taught by certified specialists, including 97% of schools with visual art, 84% with dance, 97% with music, and 91% with theatre.

Instructors

For responding high schools in the region, 76% of visual art instructors and 79% of music instructors are certified specialists. The percentages of certified specialists in dance and

theatre are somewhat lower at 54% and 66%, respectively. Meanwhile, most of the remaining arts instructors in these schools are classroom teachers with arts-primary assignments in high schools, including 28% in visual art, 31% in dance, 24% in music, and 33% in theatre [Fig. SA-8].

Approximately 91% of all high school arts instructors in responding schools in the region participate in arts-specific professional development. Among respondents, 66% participated in district workshops, 55% in workshops by arts organizations, 53% in college or university workshops, 47% in school workshops, 43% in state arts agency workshops, and 33% in national conferences.

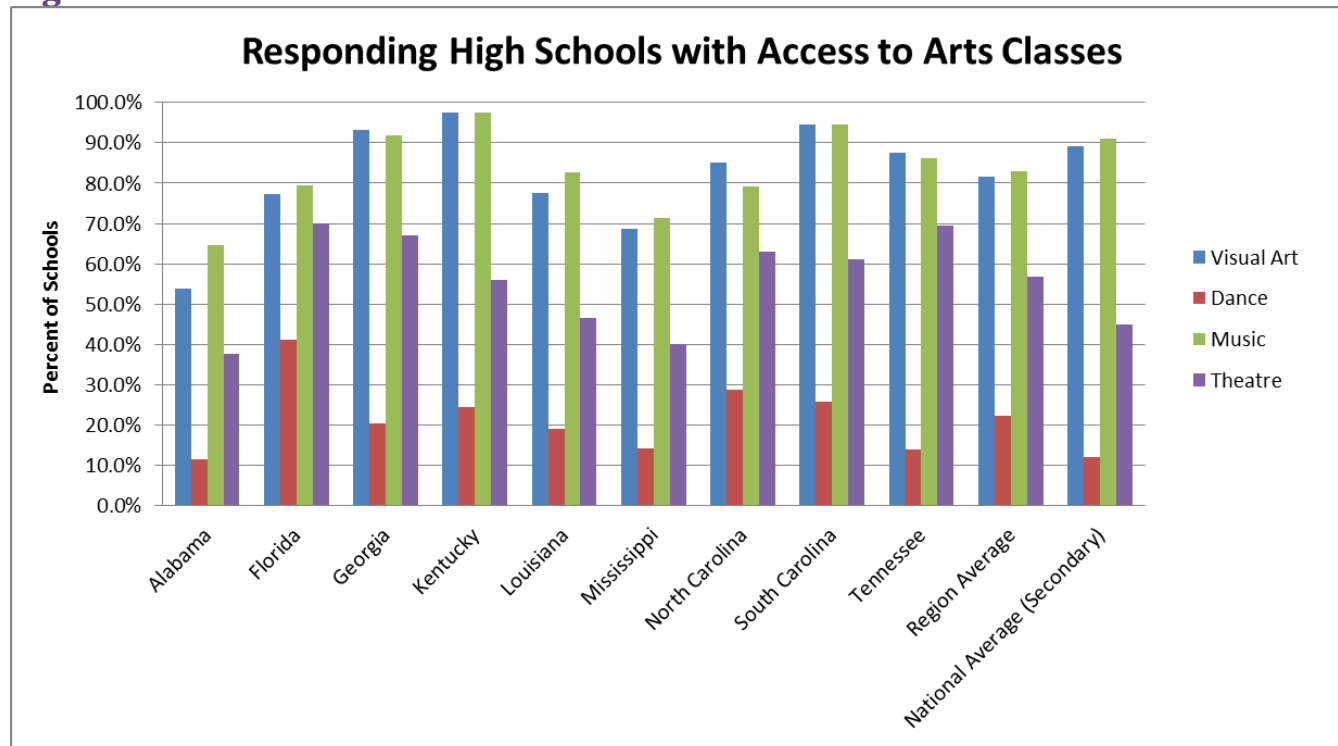
Resources and Partners

High schools in the South responding to the survey receive funding for arts education from a variety of sources, including the district (54% of schools), arts fund raisers (39%), the school (36%), and individual contributions (31%). Responding public high schools in the region also spend funds on a variety of arts education programs, including arts supplies and equipment (72% of schools), arts field trips (62%), arts instructor professional development (45%), release time (27%), and arts assemblies (25%).

Principal Perspectives

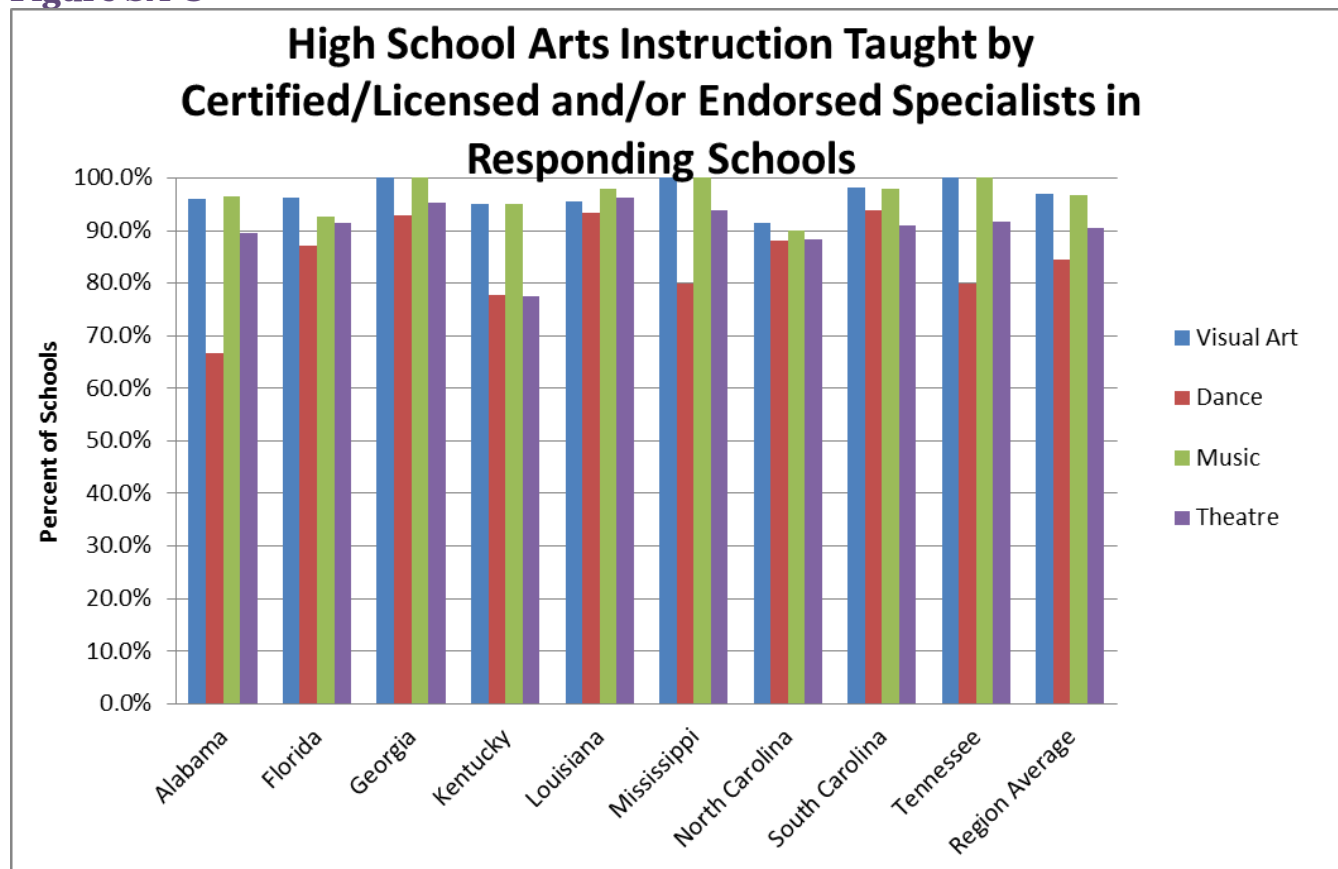
As the primary decision-makers for most high schools (84%), responding principals identified their top three obstacles to providing arts education, including budget constraints (78% of principals), competing priorities (53%), insufficient personnel (34%), insufficient space or facilities (31%), and time in the school day (26%). Meanwhile, these principals also identified factors that would be helpful to improve arts learning at their school, including increased funding for community and state arts organization programs for arts education (51% of principals), arts supplies or equipment (50%), facilities and classroom space (31%), more flexibility in scheduling (26.5%), a certified specialist for teaching the arts (23%), and arts integration training (23%).

Figure SA-7



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure SA-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Alabama: Aggregate Data



Alabama data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Alabama, 624 survey responses were received, a response rate of 45.2% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

Access to arts education classes in Alabama schools responding to the survey is below both regional and national averages¹ across the board – for visual art, dance, music, theatre, and creative writing. Among responding schools from Alabama, 42% offer visual art classes, compared with 71% for the South, 83% for the elementary school national average, and 89% for the secondary school national average. While 69% of responding schools in Alabama offer music classes, the regional average is 80%, with national averages at 94% for elementary schools and 91% for secondary schools. Alabama's access to dance (7%) is also lower than the regional average (14%), as is the state's access to theatre (15%) in relation to the region

(22%), and creative writing (15%) in comparison to the region (22%) [Fig. AL-1]. However, in the schools that offer arts classes in Alabama, the percentage of students enrolled and the number of minutes in class each week are very close to the regional average.

In addition to arts classes, responding Alabama schools provide access to arts education through a variety of programs, including field trips (39%), arts integration (32%), gifted/talented programs (27%), after school programs (20%), community arts programs (16%), and visiting artist programs (15%).

Quality

The percentage of arts instruction following a sequential and ongoing curriculum for responding schools in Alabama is slightly behind the regional average for all five discipline areas – visual art, dance, music, theatre, and creative writing. The percentage of arts instruction following state and national standards in Alabama schools responding is very close to the regional average in all disciplines except dance. Finally, the percentage of arts instruction taught by certified specialists in responding Alabama schools is slightly below the regional average in all disciplines.

Instructors

The qualifications for arts instructors in Alabama schools responding is slightly below the regional average in visual art, music, and theatre, with most instructors qualifying as certified arts specialists, and with a major secondary group of classroom teachers with arts-primary assignments. In dance, Alabama's instructor qualifications in these schools are very different from the region, with 17% of schools with certified specialists, 39% with classroom teachers, and 83% with paraprofessionals or prep-time specialists. This contrasts with the regional averages of 40%, 31%, and 16%, respectively [Fig. AL-2].

Approximately 80% of Alabama's arts instructors in schools responding participate in arts-specific professional development, including 61% in district workshops, 44% in

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

workshops by arts organizations, 39% in college or university workshops, 35% in state arts council workshops, and 32% in school workshops.

Resources and Partners

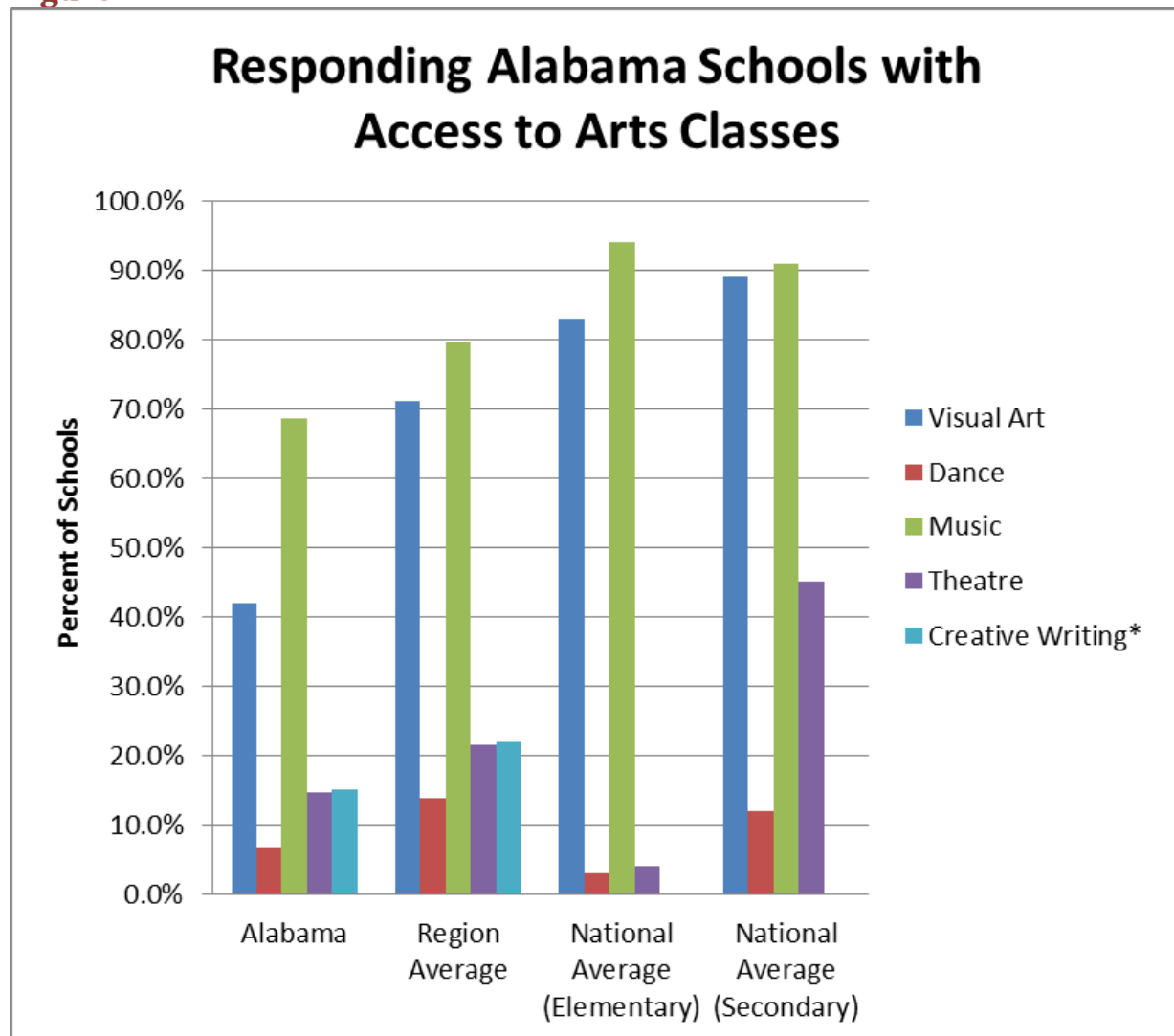
Much higher than the regional average, 35% of responding Alabama schools receive no funding for arts education. Approximately 24% of them receive funding from arts fund raisers, 21% from PTA/PTO, 20% from individual contributions, and 20% from the district. Responding Alabama schools are especially low in arts education funding from the district, the school, and PTA/PTO when compared to the region. These Alabama schools spend arts education funding on arts supplies and equipment (54%), arts field trips (41%), arts

instructor professional development (26%), and arts assemblies (19%).

Principal Perspectives

Alabama school principals responding to the survey identified budget constraints (77%), insufficient personnel (57%), competing priorities (40%), time in the school day (37%), and insufficient space or facilities (25%) as major obstacles to providing arts education. They also identified increased arts education funding for community and state arts organizations (54%), a certified specialist for teaching the arts (53%), arts supplies or equipment (38%), and facilities and classroom space (25%) as helpful for arts learning.

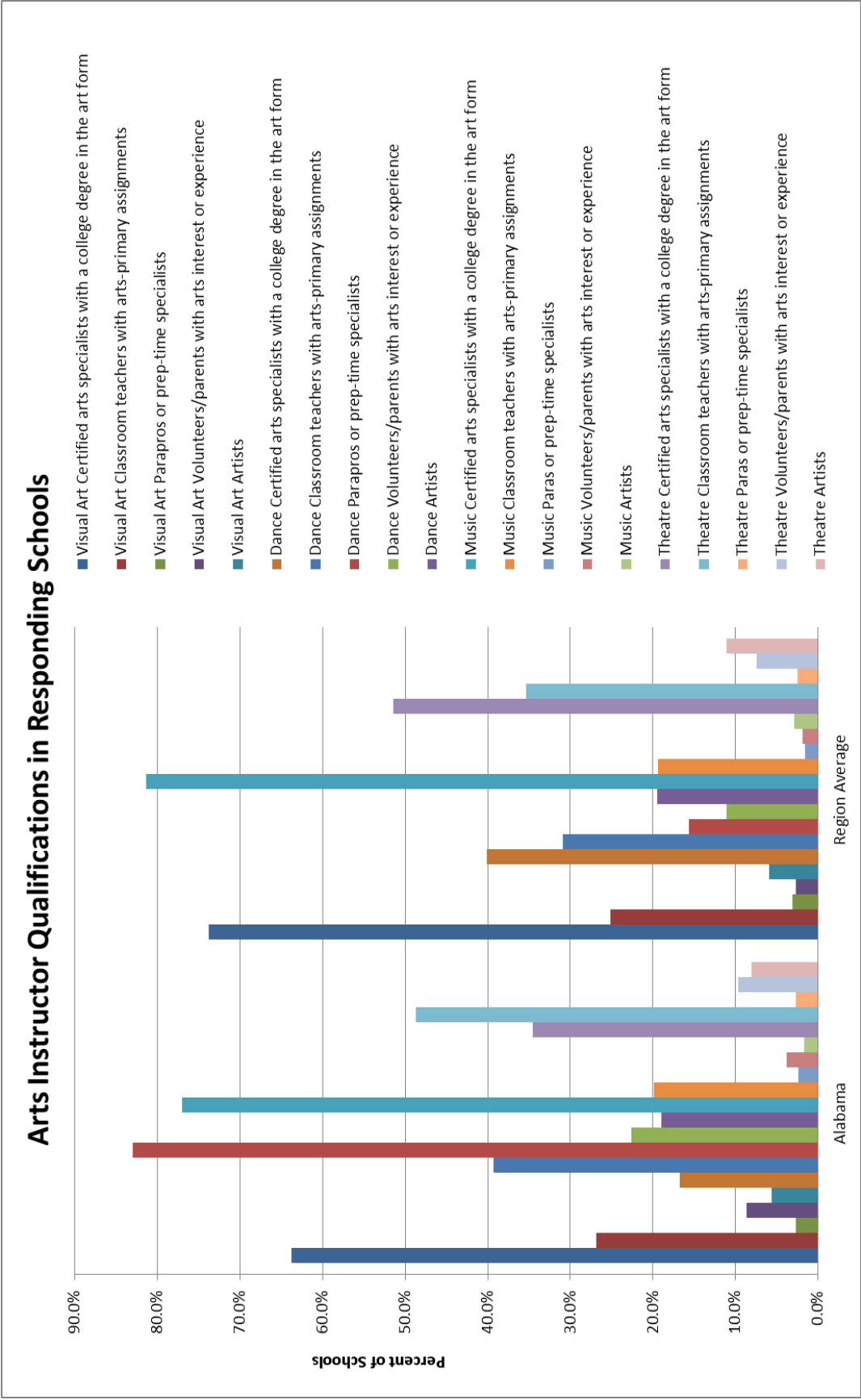
Figure AL-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure AL-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Alabama: Elementary School Data

Access

Students in Alabama elementary schools responding to the survey have lower access to arts classes than the rest of the South and the nation, but especially in visual art. Only 39% of these Alabama elementary schools offer visual art classes, compared with 69% in the South, and 83% in the nation. 69% of Alabama elementary schools responding offer music classes, compared with 79% in the region and 94% in the nation. Meanwhile, access to dance classes in these Alabama elementary schools (5%) is slightly below the regional average (11%) and above the national average (3%). Around 4% of responding Alabama elementary schools offer theatre classes, compared to 9% in the region and 4% for the national average. Finally, 7% of these Alabama elementary schools offer classes in creative writing, compared with 18% in the region [Fig. AL-3].

Among the responding elementary schools that offer arts classes, the average percentage of students enrolled in arts classes is very close to the regional average for visual art (99% and 96%, respectively) and music (96% and 97%, respectively). The percentage of students enrolled is slightly lower in these Alabama elementary schools for dance (34% to 48%), theatre (27% to 40%), and creative writing (77% to 82%). The average number of minutes enrolled is also slightly lower for responding elementary schools in the four main disciplines, and significantly lower in creative writing.

Alabama elementary schools that responded to the survey offer access to arts education through a number of other programs, including arts integration (44% of schools), arts field trips (42%), gifted/talented programs (36%), after school programs (28%), visiting artist programs (20%), and community arts programs (20%).

Quality

The quality of arts education in Alabama schools responding to the survey is very close to the regional average, only falling slightly below

regional averages for instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction taught by a certified arts specialist. The one discipline where Alabama elementary arts instruction is significantly below the regional average for responding schools is theatre.

Instructors

Arts instructors at responding Alabama elementary schools are mostly arts specialists in the disciplines of visual art and music, with a smaller percentage classified as classroom teachers with arts-primary assignments, and relatively close to the regional average. In dance and theatre, however, a much lower percentage of these instructors are arts specialists, and schools have a greater reliance on classroom teachers with arts-primary assignments and volunteers or parents with arts interest or experience [Fig. AL-4].

Resources and Partners

Alabama elementary schools responding to the survey receive arts education funding from a variety of sources, although significantly less than the regional average in most categories. Their arts education funding sources include PTA/PTO (29%), the district (18%), arts fund raisers (17%), the school budget (16%), and individual contributions (15%). Funds are generally spent by these schools on arts supplies and equipment (56%), arts field trips (38%), arts instructor professional development (23%), and arts assemblies (22%).

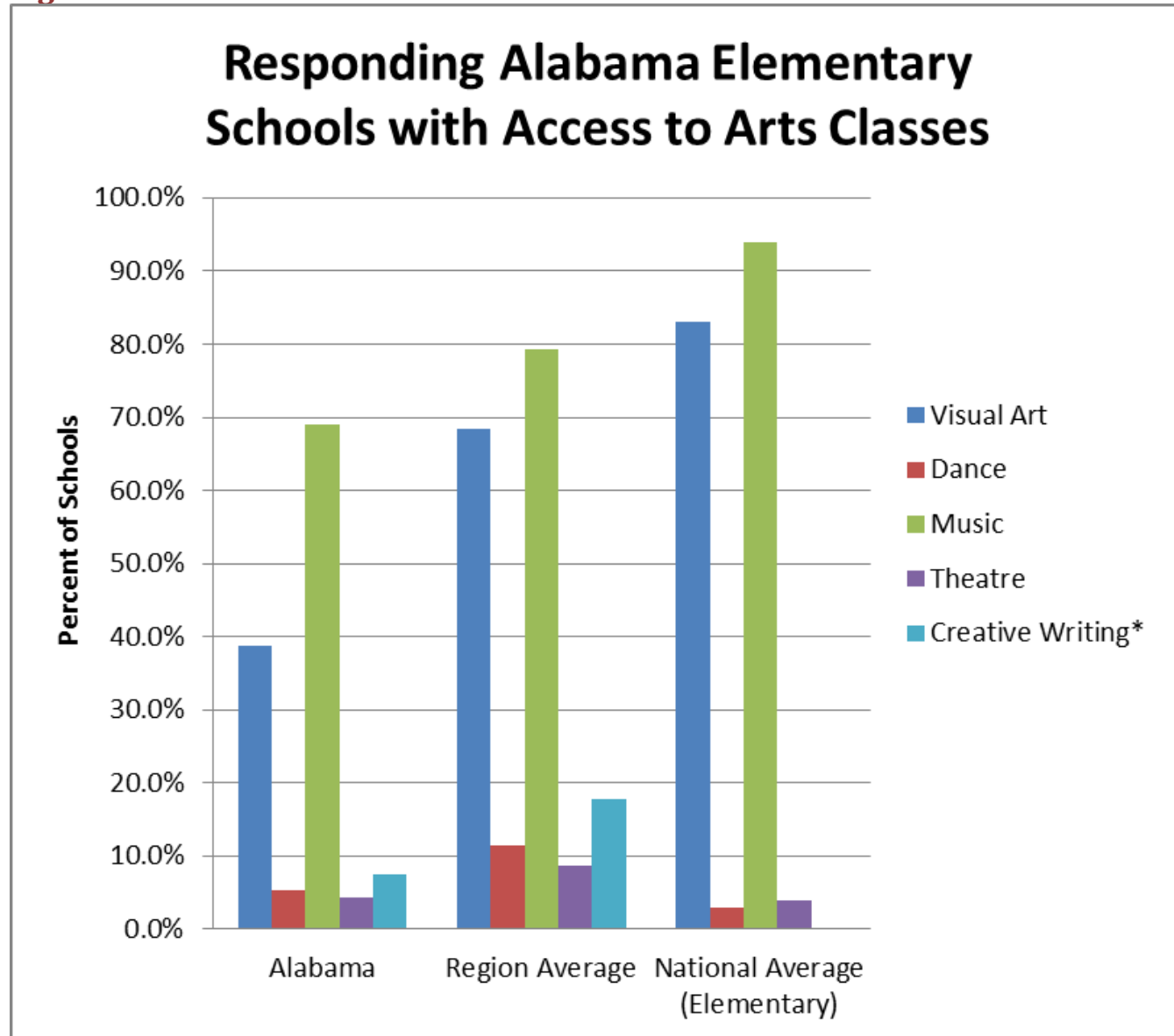
Principal Perspectives

Principals, the primary arts education decision-makers for 68% of responding schools, rated their three greatest obstacles to providing arts education, including budget constraints (76%), insufficient personnel (53%), time in the school day (47%), and competing priorities (43%). Factors that these principals would find helpful to improve arts learning include increased arts education funding for community and state arts

organizations (58%), a certified arts specialist (55%), arts supplies or equipment (34%), training in arts integration (27%), flexibility in

scheduling (24%), facilities and classroom space (21%), and training for classroom teachers in arts education (20%).

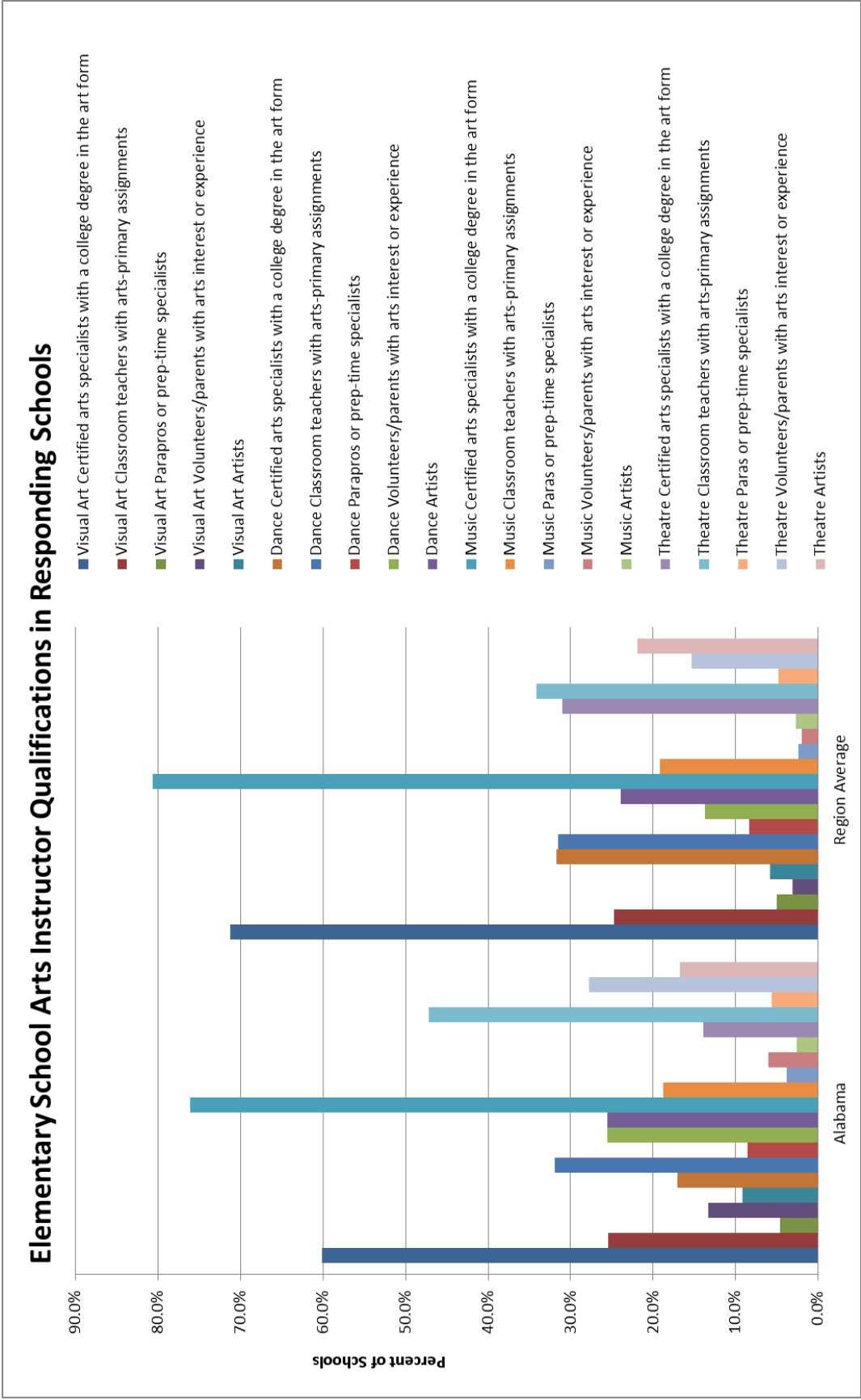
Figure AL-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure AL-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Alabama: Middle School Data

Access

In both visual art and music, Alabama middle schools that responded to the survey have less access to arts classes than the regional and national averages. Approximately 39% of responding Alabama middle schools offer visual art classes, in comparison to the regional average of 73%, and the national secondary school average of 89%. These Alabama middle schools fare slightly better in music, with classes offered in 70% of schools, compared to 84% in the region, and 91% in the nation. In dance, 5% of responding Alabama middle schools offer dance classes, compared to 13% in the region and 12% in the nation, and 16% offer theatre classes, compared to 25% in the region and 45% in the nation. For creative writing, 16% of these Alabama middle schools offer classes, while the regional average is 22% [Fig. AL-5].

The average percentage of students at responding Alabama middle schools enrolled in arts classes where they are available (33% in visual art, 11% in dance, 29% in music, 19% in theatre, and 20% in creative writing) is below the regional average for responding schools (39% in visual art, 20% in dance, 39% in music, 22% in theatre, and 34% in creative writing) across all disciplines. The number of minutes students spend in arts classes in these Alabama middle schools is slightly lower than the regional average, except for dance, where it is greater in Alabama.

Alabama middle schools responding to the survey provide access to a number of other arts education programs, including field trips (31%), gifted/talented programs (20%), arts integration (17%), and after school programs (13%).

Quality

Middle school arts instruction for schools responding to the survey comes close to the regional average for measures of quality, including following a sequential and ongoing curriculum, following state and national standards, and instruction by certified arts

specialists. The one discipline where the quality of arts education in responding Alabama middle schools is below the regional average is dance, where schools have a lower percentage of classes following a sequential and ongoing curriculum and a lower percentage of classes taught by a certified arts specialist.

Instructors

For responding schools, like elementary arts instructors in Alabama, middle school arts instructors have very close to the same qualifications as arts instructors in the region in the disciplines of visual art and music, with a greater percentage certified as arts specialists (72% and 80%, respectively), and a lower percentage of classroom teachers with arts-primary assignments (26% and 21%), respectively. In dance and theatre, however, a greater percentage of instruction in responding schools relies on classroom teachers, paraprofessionals or prep-time specialists, or volunteers or parents with arts interest or experience [Fig. AL-6].

Resources and Partners

Alabama middle schools responding to the survey raise funds for arts education from a number of sources, including arts fund raisers (32%), individual contributions (30%), the district (25%), and the PTA/PTO (17%). Meanwhile, these Alabama middle schools spend funds for a number of arts programs, including arts supplies and equipment (57%), arts field trips (46%), and arts instructor professional development (30%).

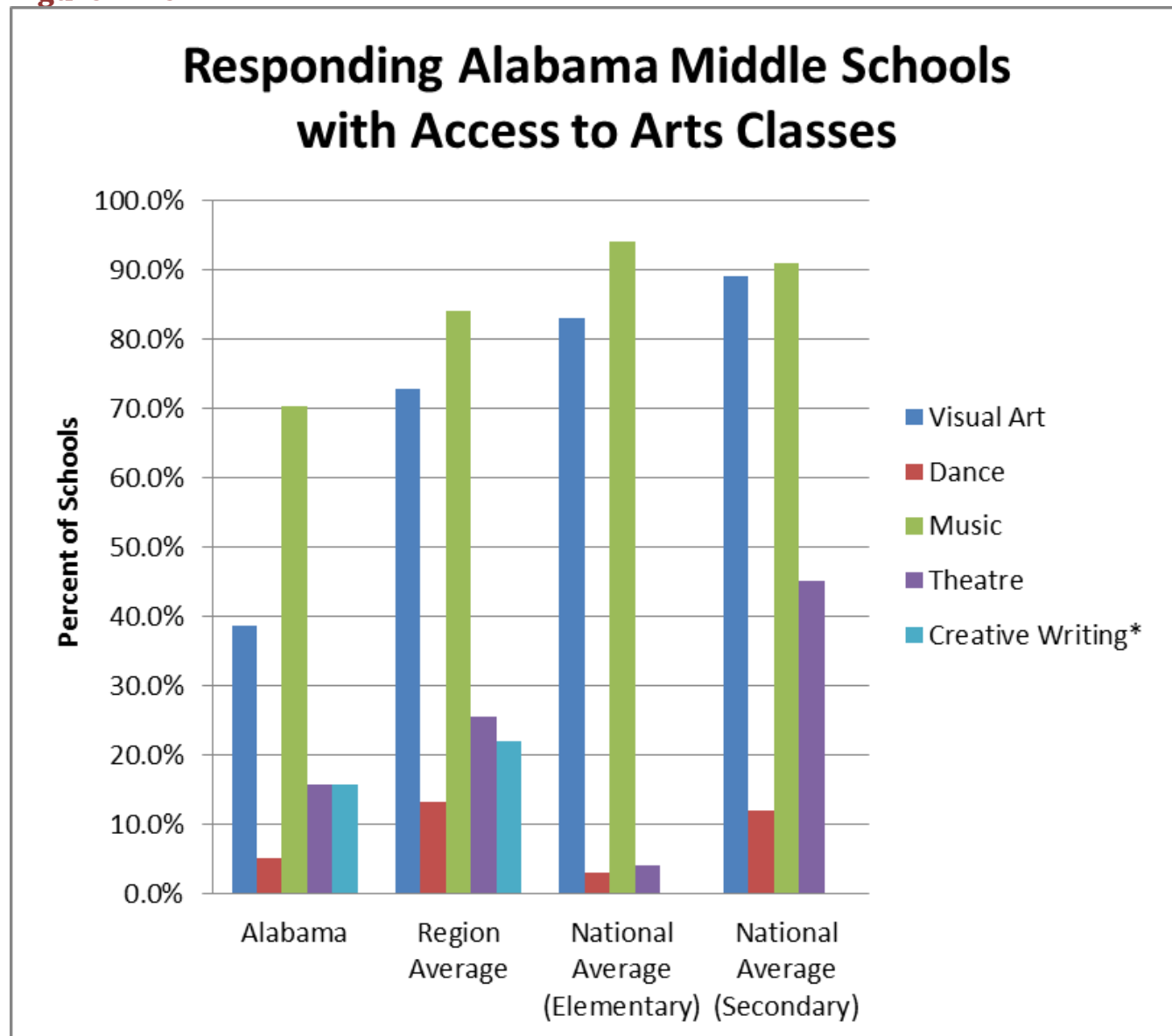
Principal Perspectives

For Alabama middle school arts education, both principals and superintendents are major decision-makers for 68% of schools. Responding principals identified their three primary obstacles to providing arts education, including budget constraints (76% of principals), insufficient personnel (69%), competing priorities (42%), and insufficient space or facilities (36%). These principals also identified factors that would be helpful to

improve arts learning, including a certified arts specialist (57%), increased arts education funding for community and state arts

organizations (50%), arts supplies or equipment (35%), and facilities and classroom space (28%).

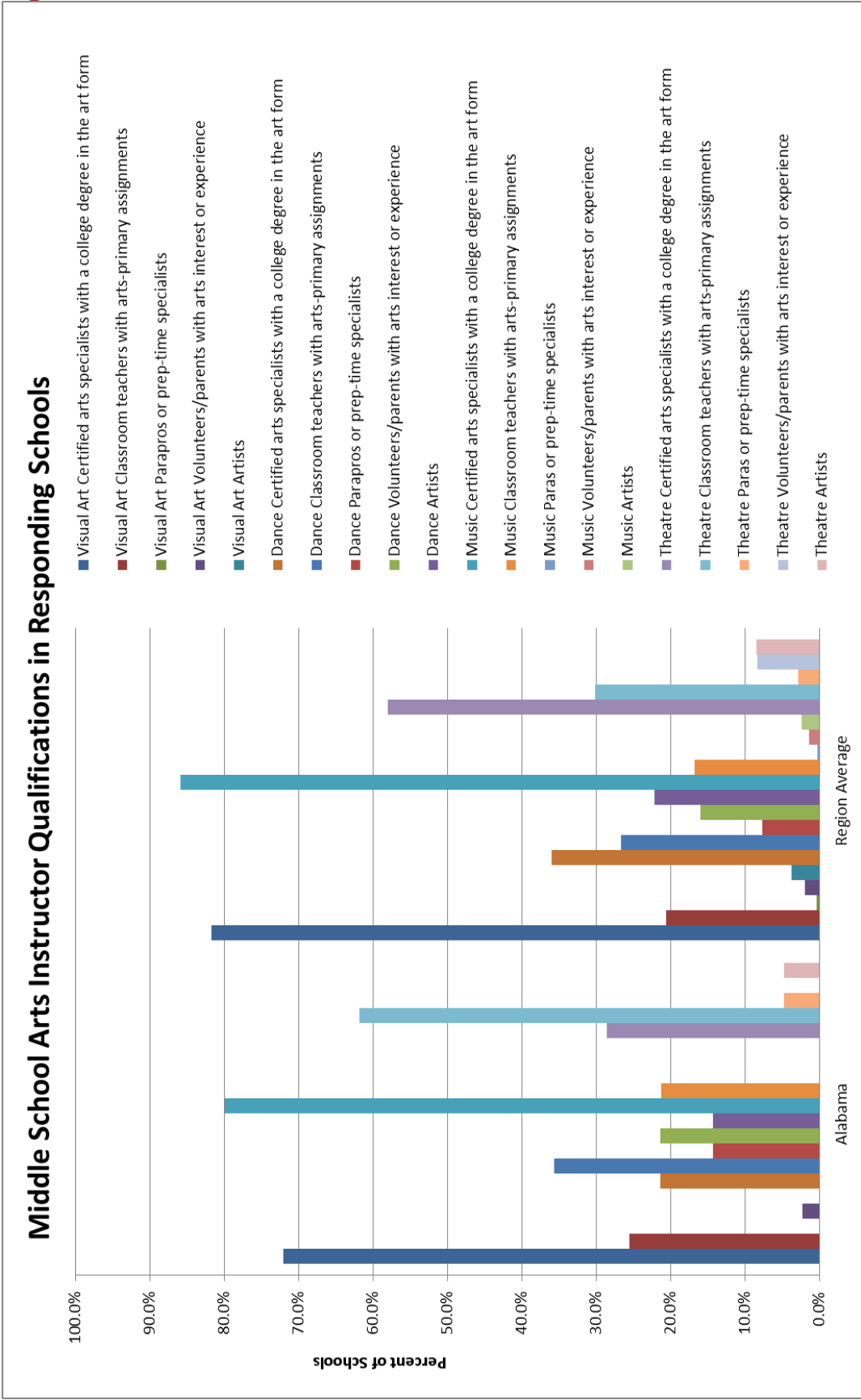
Figure AL-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure AL-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Alabama: High School Data

Access

Alabama high schools responding to the survey have significantly lower access to visual art and music than the regional and national averages. 54% of these Alabama high schools offer visual art classes, while both the regional and national averages are 89%. In music, 65% of responding high schools offer classes, while the regional and national averages are 91%. Responding Alabama high schools are closer to the regional and national averages in dance (all three are 12%), theatre (38%, 45%, and 45%, respectively), and creative writing (32% for the state, 35% for the region) [Fig. AL-7].

Where arts classes are available in Alabama high schools responding, they have a higher enrollment than the regional average in visual art (24% compared to 19%), music (20% compared to 18%), and theatre (12% compared to 10%), and basically the same enrollment level as the region in dance (8%) and creative writing (7% compared to 8%). The average number of minutes students spend in arts classes in these Alabama high schools is at the regional average for dance and theatre, and slightly lower in visual art, music, and creative writing.

Additional arts education programs offered at responding Alabama high schools include field trips (37%), arts integration (17%), and community arts programs (10%), all of which are less prevalent than elsewhere in the region.

Quality

In Alabama high schools responding to the survey where arts classes are available, most programs follow a sequential and ongoing curriculum in visual art (95%), music (87%), theatre (73%), and creative writing (64%), with a lower rate in dance (48%). These Alabama high schools also closely match the regional average for arts instruction following state and national standards, as well as arts instruction taught by certified arts specialists, except in

dance where the state average for schools responding is lower.

Instructors

Arts instructor qualifications at high schools in Alabama responding to the survey come close to matching the regional average in visual art and music, with most instruction taught by certified specialists (71% in visual art, 74% in music). In dance and theatre, these Alabama high schools rely much more on classroom teachers with arts-primary assignments (53% in dance, 42% in theatre) than the regional average [Fig. AL-8].

Of the arts instructors in responding Alabama high schools, 86% participate in arts-specific professional development. They receive professional development through college or university workshops (54%), workshops by arts organizations (52%), district workshops (50%), and state arts council workshops (44%).

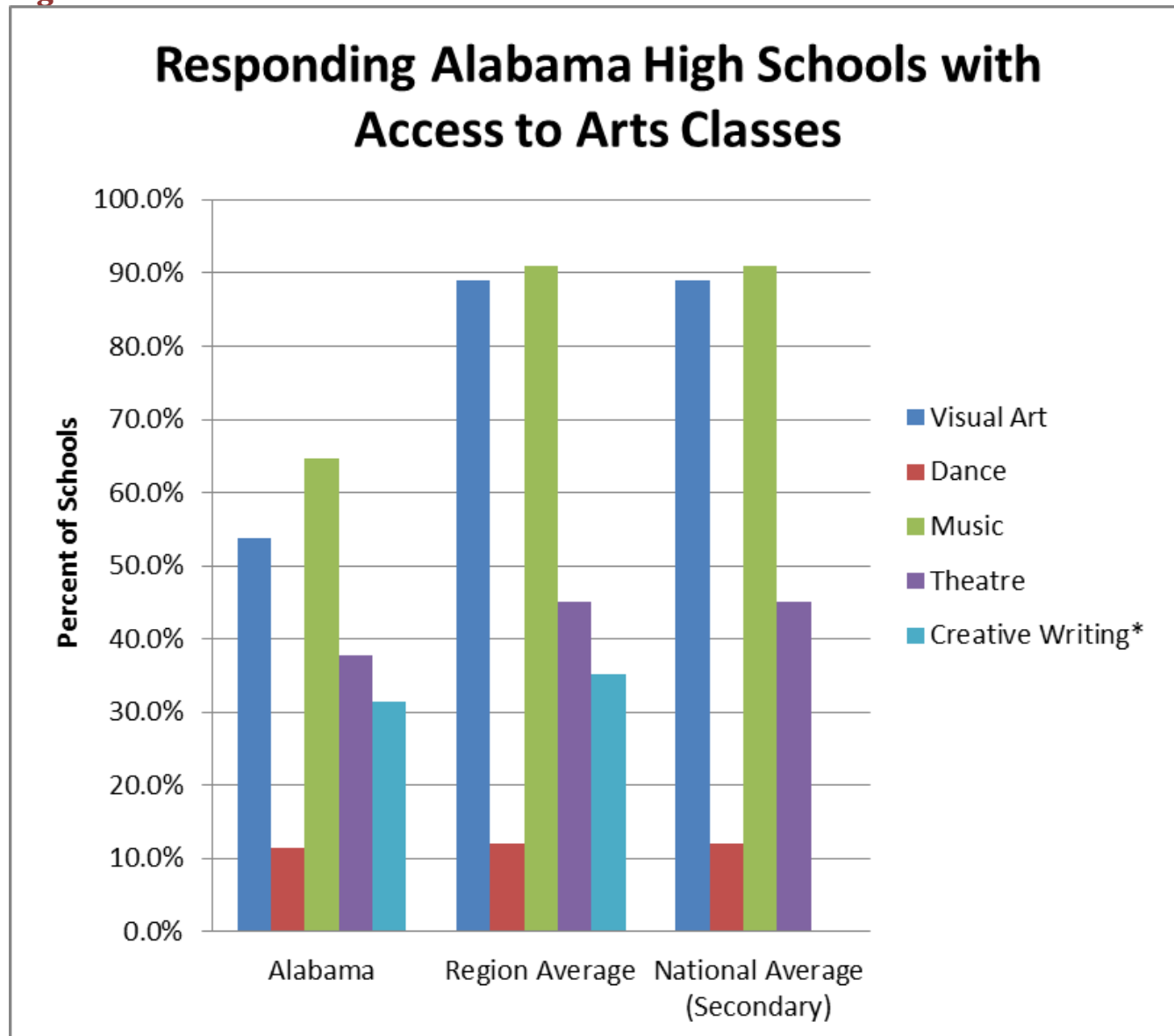
Resources and Partners

Alabama high schools which responded to the survey receive arts education funding from arts fund raisers (40%), individual contributions (28%), the district (24%), and the school budget (21%). These high schools spend arts education funds on arts supplies and equipment (59%), arts field trips (52%), arts instructor professional development (36%), and release time (24%).

Principal Perspectives

As the primary decision-maker for arts education and arts programs, responding principals rated their top three obstacles to providing arts education, including budget constraints (81% of principals), insufficient personnel (55%), competing priorities (38%), and insufficient space or facilities (32%). These principals also identified factors that would be helpful to improve arts learning, including arts supplies or equipment (54%), increased arts education funding for community and state arts organizations (52%), certified arts specialists (40%), and facilities (35%).

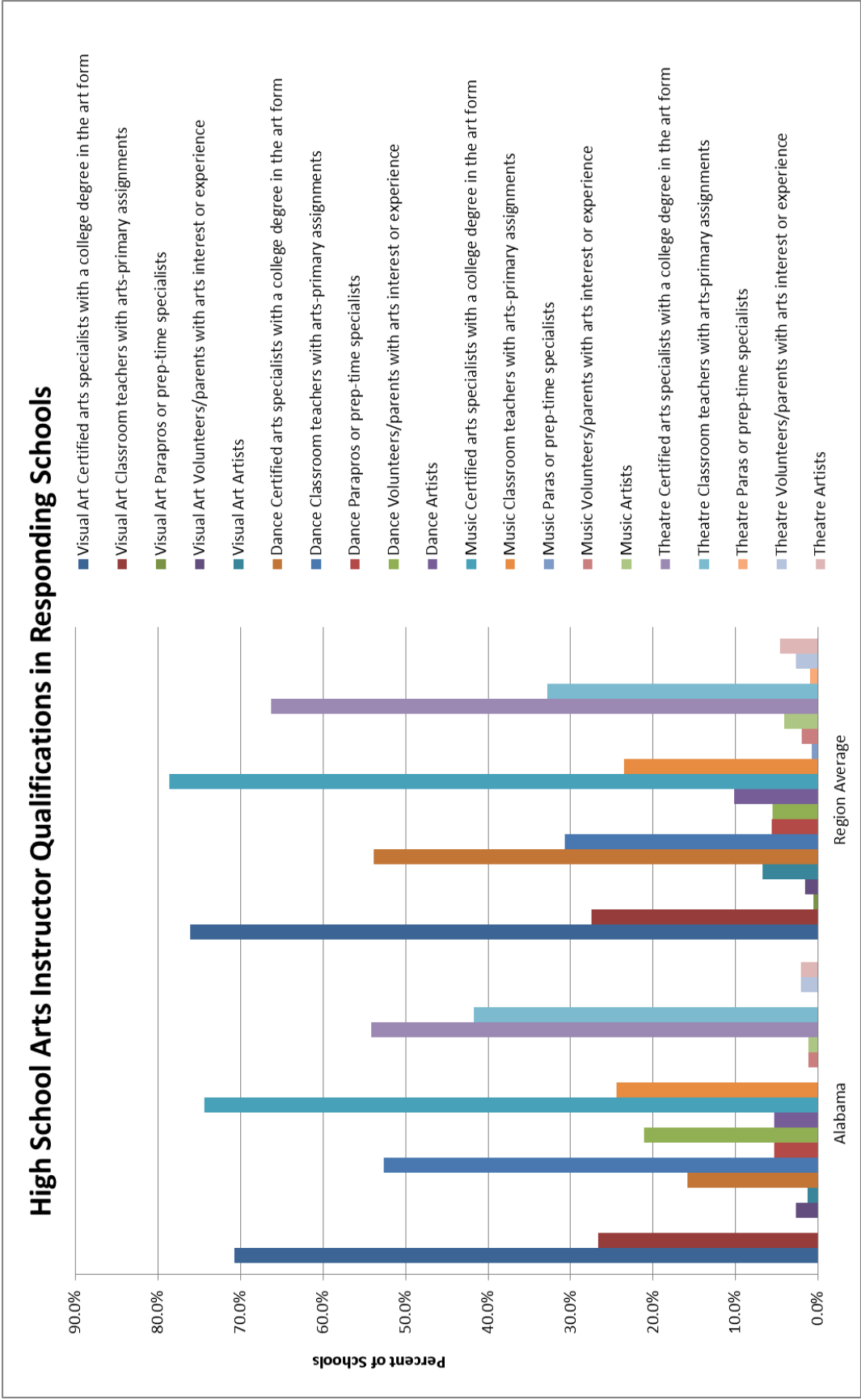
Figure AL-7



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure AL-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Florida: Aggregate Data



Florida data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Florida, 942 survey responses were received, a response rate of 26.9% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

Florida schools responding to the survey meet and exceed the regional averages for access to visual art, dance, music, and theatre, but fall shy of the national averages¹ in visual art and music. Among responding Florida schools, 78% offer classes in visual art, 17% in dance, 84% in music, and 23% in theatre. The regional averages for arts classes offered by responding schools are 71% in visual art, 14% in dance, 80% in music, and 22% in theatre [Fig. FL-1].

Student enrollment in arts classes at responding Florida schools is very close to the regional average, with 59% in visual art, 22% in dance, 58% in music, and 19% in theatre. Those figures are just below the regional averages of 61% in

visual art, 28% in dance, 62% in music, and 23% in theatre. These Florida schools are also just below the regional average for number of minutes enrolled in arts classes each week in three of the four disciplines; the exception is dance, where the Florida average is higher.

Florida schools responding to the survey offer a range of other arts education programs to their students, including arts field trips (52%), after school programs (36%), arts integration (34%), community arts programs (18%), and visiting artist programs (17%).

Quality

Responding schools in Florida meet or exceed the regional average in all four disciplines (visual art, dance, music, and theatre) in almost every area measured in the survey, including instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction taught by certified arts specialists.

Instructors

Compared to the region, arts instructors in responding Florida schools generally have higher qualifications than average. Among these Florida schools, 76% have visual art instructors that are certified arts specialists, and 26% have instructors that are classroom teachers with arts-primary assignments, compared to the regional averages of 74% and 25%, respectively. In dance, arts specialists are in 45% of responding schools, compared to the regional average of 40%. Music specialists are in responding Florida schools at the same rate as the regional average of 81%, and 53% have theatre specialists, compared to the regional average of 51% [Fig. FL-2].

In Florida, 95% of schools responding to the survey have arts instructors that participate in arts-specific professional development, and 93% of those participate every year. Arts instructors at these Florida schools participate in a variety of professional development activities. 91% responded that their instructors participate in district workshops, 36% in workshops by arts

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

organizations, 32% in school workshops, 29% in national conferences, 27% in state arts council workshops, and 22% in college or university workshops.

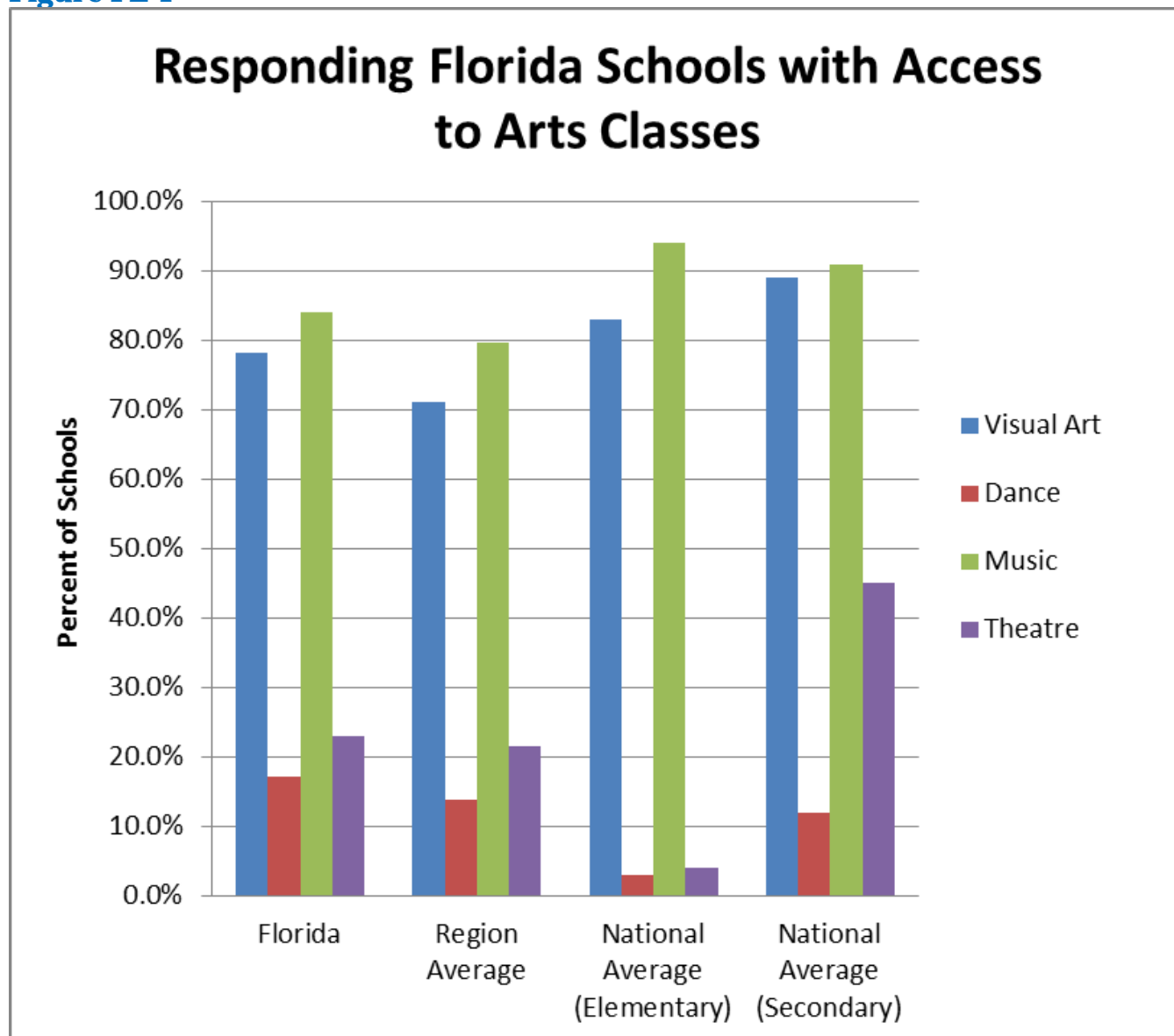
Resources and Partners

Among responding Florida schools, 45% receive arts education funding from their district, 35% from PTA/PTO, 34% from the school budget, 29% from arts fund raisers, and 22% from individual contributions. 73% of these schools spend arts education funds on arts supplies and equipment, 55% on arts field trips, 36% on arts instructor professional development, 27% on arts assemblies, and 23% on release time.

Principal Perspectives

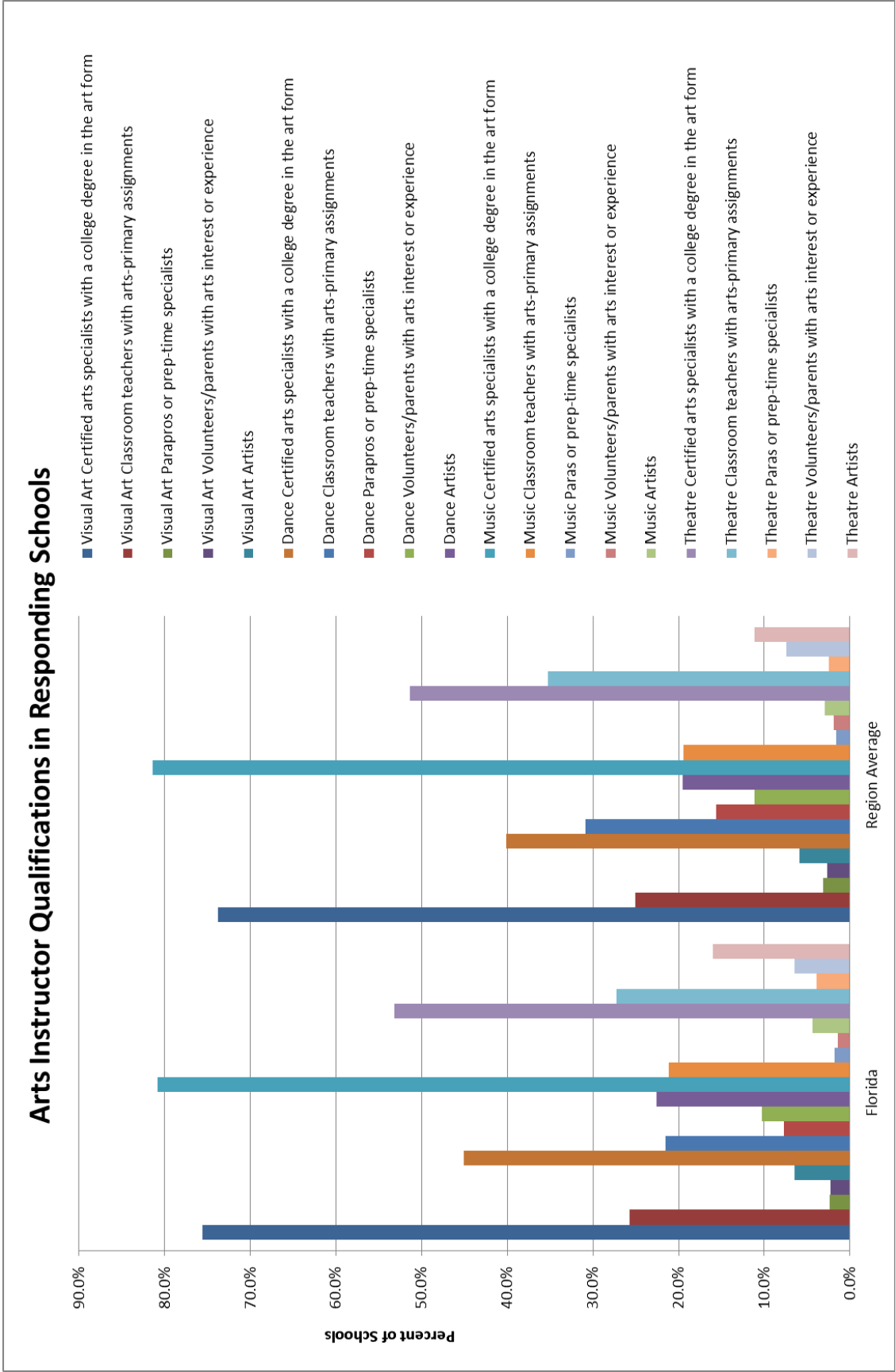
Florida school principals who responded to the survey identified three main obstacles to providing arts education – budget constraints (73%), competing priorities (64%), and time in the school day (57%). In turn, they identified several factors that would be helpful to improve arts learning at their school – increased arts education funding for community and state arts organizations (55%), arts supplies or equipment (41%), more flexibility in scheduling (36%), training in arts integration (33%), and facilities and classroom space (20%).

Figure FL-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure FL-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Florida: Elementary School Data

Access

Access to visual art and music in Florida elementary schools that responded to the survey is above the regional average, and close to the national average, while access to dance and theatre is right at the regional average and above the national average. 83% of responding Florida elementary schools offer classes in visual art, 89% in music, 11% in dance, and 8% in theatre. This compares to the regional average of 69% in visual art, 79% in music, 11% in dance, and 9% in theatre [Fig. FL-3].

While responding Florida elementary schools generally have equal or greater access to arts classes than the regional average (83% compared to 69% in visual art, 11% to 11% in dance, 89% to 79% in music, and 8% to 9% in theatre), enrollment in arts classes as a percentage of the student body is slightly below the regional average (91% compared to 96% in visual art, 37% to 48% in dance, 90% to 97% in music, and 32% to 40% in theatre). The average number of minutes students in responding elementary schools spend in arts classes is the same as the regional average in visual art and music, and above the regional average for responding schools in both dance and theatre.

Florida elementary schools responding provide access to a variety of other arts education programs including arts field trips (57%), after school programs (42%), arts integration (38%), community arts programs (19%), and visiting artist programs (18%).

Quality

Arts instruction in responding Florida elementary schools generally meets or exceeds the regional average for measures of quality, including arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist. Instruction in visual art and music in these schools exceeds the regional average by at least several percentage points, except for meeting national standards, where it meets the regional

average. Instruction in dance and theatre for these schools generally meets the regional average for measures of quality, except for meeting national standards, where it is a few points below the regional average.

Instructors

In visual art and music, Florida elementary schools responding to the survey have a greater percentage of certified arts specialists as arts instructors than the regional average with 77% in visual art, and 81% in music. In dance and theatre, these schools rely on instructors with a variety of qualifications: in dance, 34 % of instructors are arts specialists, 18% are classroom teachers with arts-primary assignments, 8% are paraprofessionals, 11% are volunteers or parents, and 31% are artists. In theatre, 30% of instructors in these schools are arts specialists, 22% are classroom teachers, 5% are paraprofessionals, 14% are volunteers or parents, and 32% are artists [Fig. FL-4].

Among arts instructors in responding Florida elementary schools, 96% participate in arts-specific professional development, and of those 92% participate every year. Professional development activities include district workshops (96%), workshops by arts organizations (30%), school workshops (28%), and national conferences (26%).

Resources and Partners

Florida elementary schools responding to the survey receive arts education funding from a variety of sources, including the district (45%), the PTA/PTO (44%), the school budget (33%), arts fund raisers (25%), and individual contributions (19%). Their school's spending on arts education includes arts supplies and equipment (74%), arts field trips (53%), arts instructor professional development (31%), and arts assemblies (27%).

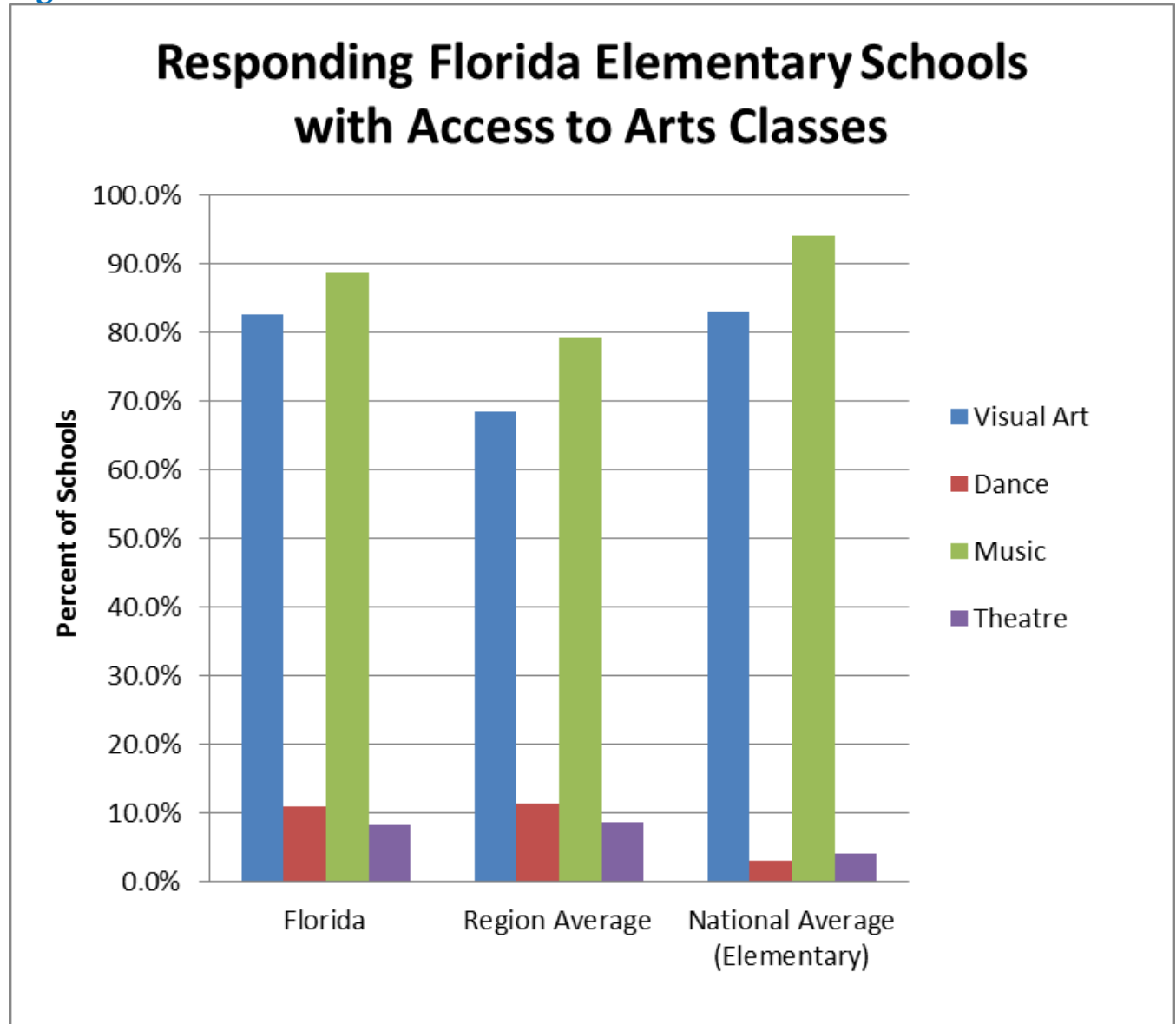
Principal Perspectives

Florida elementary school principals responding to the survey identified three main obstacles to providing arts education – budget constraints

(71%), time in the school day (66%), and competing priorities (64%). In turn, they identified four main factors that would be helpful improve to arts learning – increased arts

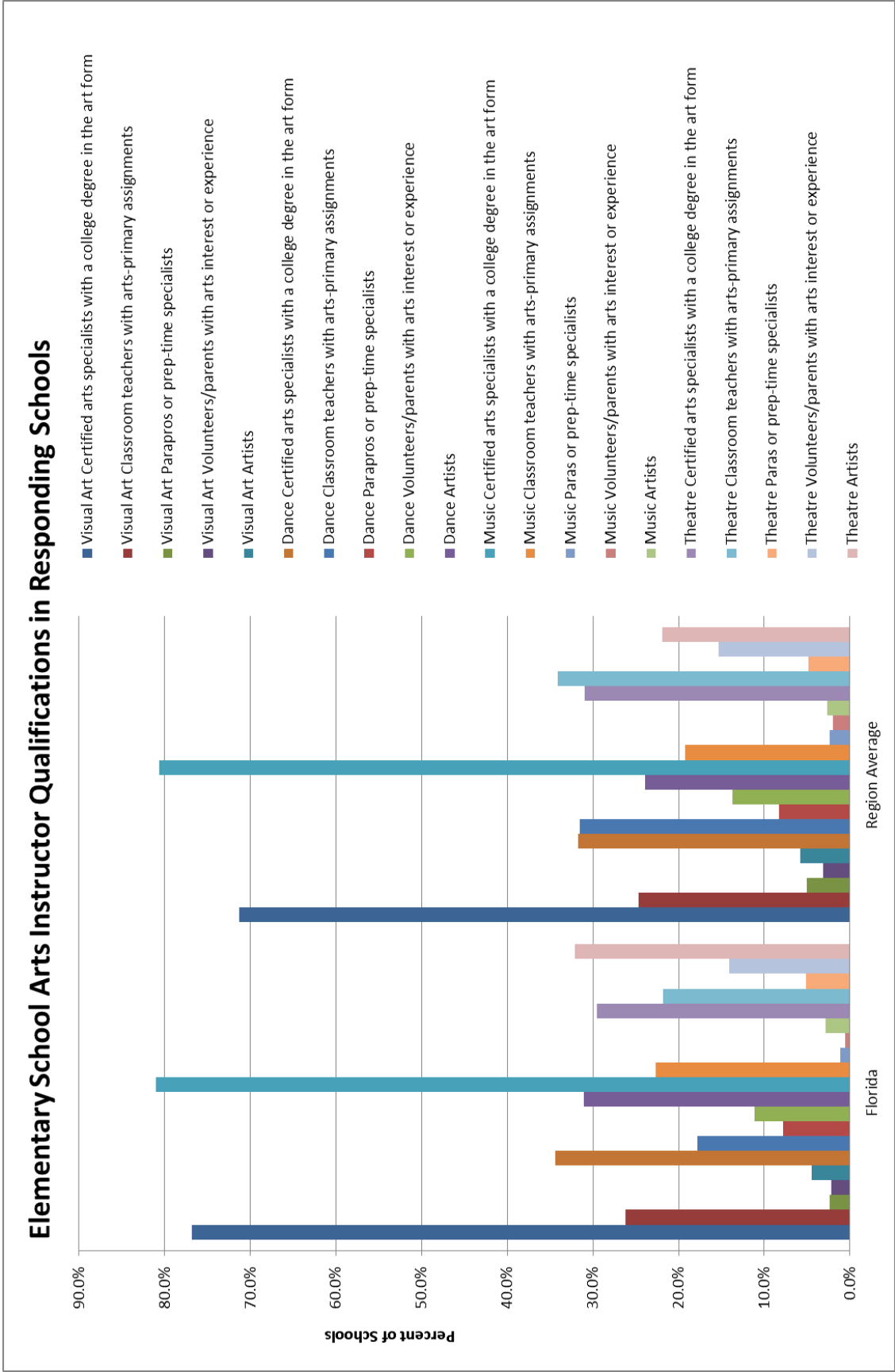
education funding for community and state arts organizations (52%), more flexibility in scheduling (36%), arts supplies or equipment (35%), and training in arts integration (35%).

Figure FL-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure FL-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Florida: Middle School Data

Access

Florida middle schools responding to the survey provide greater access to arts classes than the regional average for all four arts disciplines – visual art (77% compared to 73%), dance (21% to 13%), music (93% to 84%), and theatre (37% to 26%) [Fig. FL-5].

The average percentage of Florida students enrolled in responding schools' arts classes where they are available is lower than the regional average for all four arts disciplines – visual art (22% compared to 39%), dance (14% to 20%), music (29% to 39%), and theatre (14% to 22%). The average number of minutes students in these Florida schools spend in arts classes each week is higher than the regional average in all four arts disciplines: visual art (213 compared to 196), dance (190 to 176), music (225 to 219), and theatre (196 to 175).

Other arts education programs at responding Florida middle schools include arts field trips (44%), after school programs (35%), arts integration (28%), community arts programs (17%), and visiting artist programs (15%).

Quality

Middle schools in Florida that responded to the survey generally meet or exceed the regional average for measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist. The average these schools is higher for all four measures in dance and music. For these schools, in visual art, Florida meets the regional average for state and national standards, and is just below the regional average for arts instruction following a sequential and ongoing curriculum and arts instruction taught by a certified arts specialist. In theatre, Florida is higher than the regional average for all but following national standards.

Instructors

When compared to the regional average, a lower percentage of responding Florida middle

schools have a certified arts specialist on staff in visual art (72% compared to 82%) and music (83% to 86%). On the other hand, a higher percentage of responding Florida middle schools have a certified arts specialist on staff in dance (45% to 36%) and theatre (59% to 58%) [Fig. FL-6].

Among Florida middle schools that responded to the survey, 97% have arts instructors that participate in arts-specific professional development. Of those, 90% have instructors that participate in professional development every year. Professional development activities for these schools include district workshops (91%), workshops by arts organizations (39%), school workshops (38%), state arts agency workshops (37%), college or university workshops (25%), national conferences (25%), and instruction or mentoring by artists (23%).

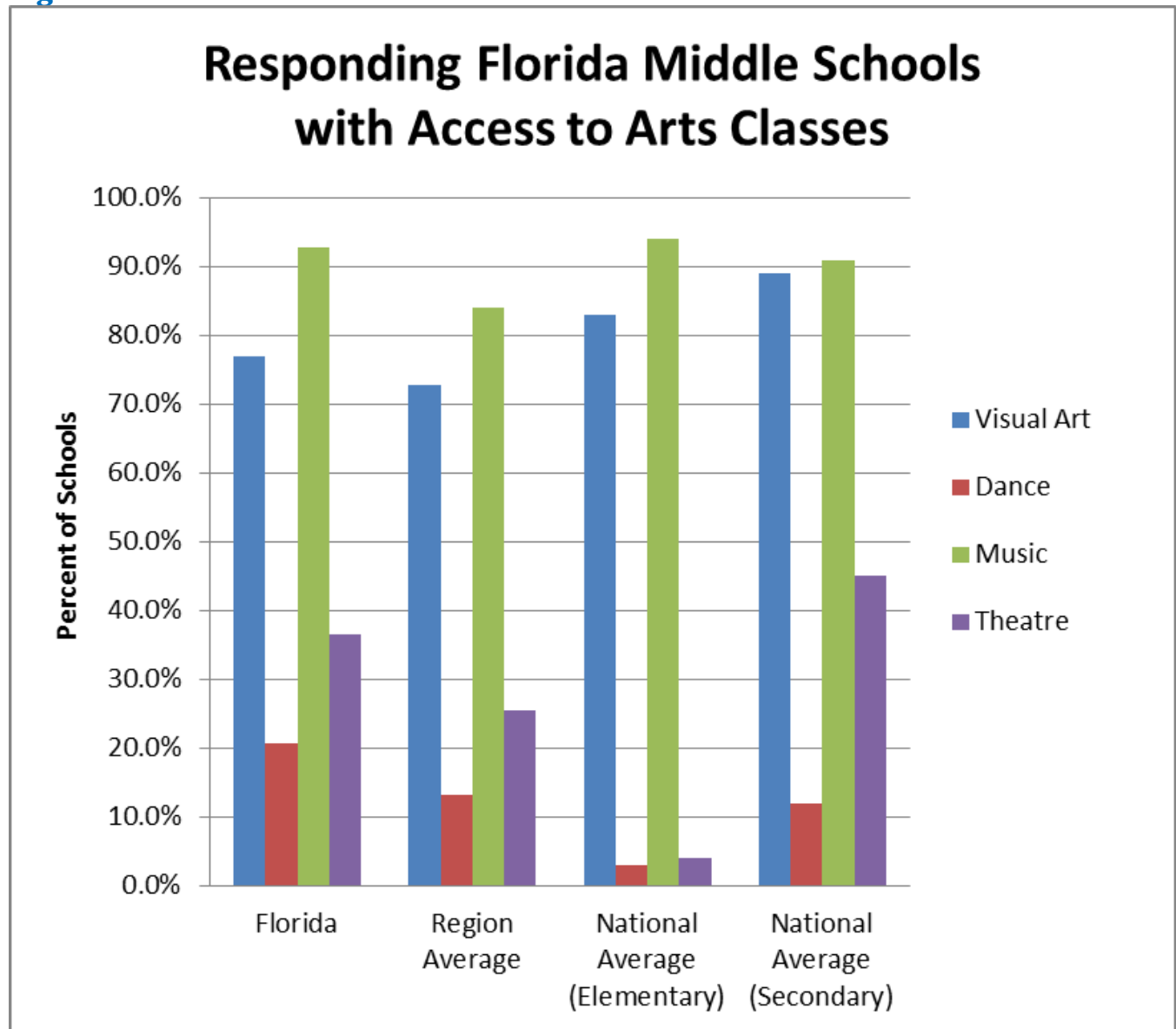
Resources and Partners

Florida middle schools responding to the survey receive arts education funding from a variety of sources, including the district (48%), the school budget (38%), arts fund raisers (36%), the PTA/PTO (26%), and individual contributions (21%). These schools spend arts education funds on arts supplies and equipment (82%), arts field trips (58%), arts instructor professional development (50%), release time (27%), and arts assemblies (26%).

Principal Perspectives

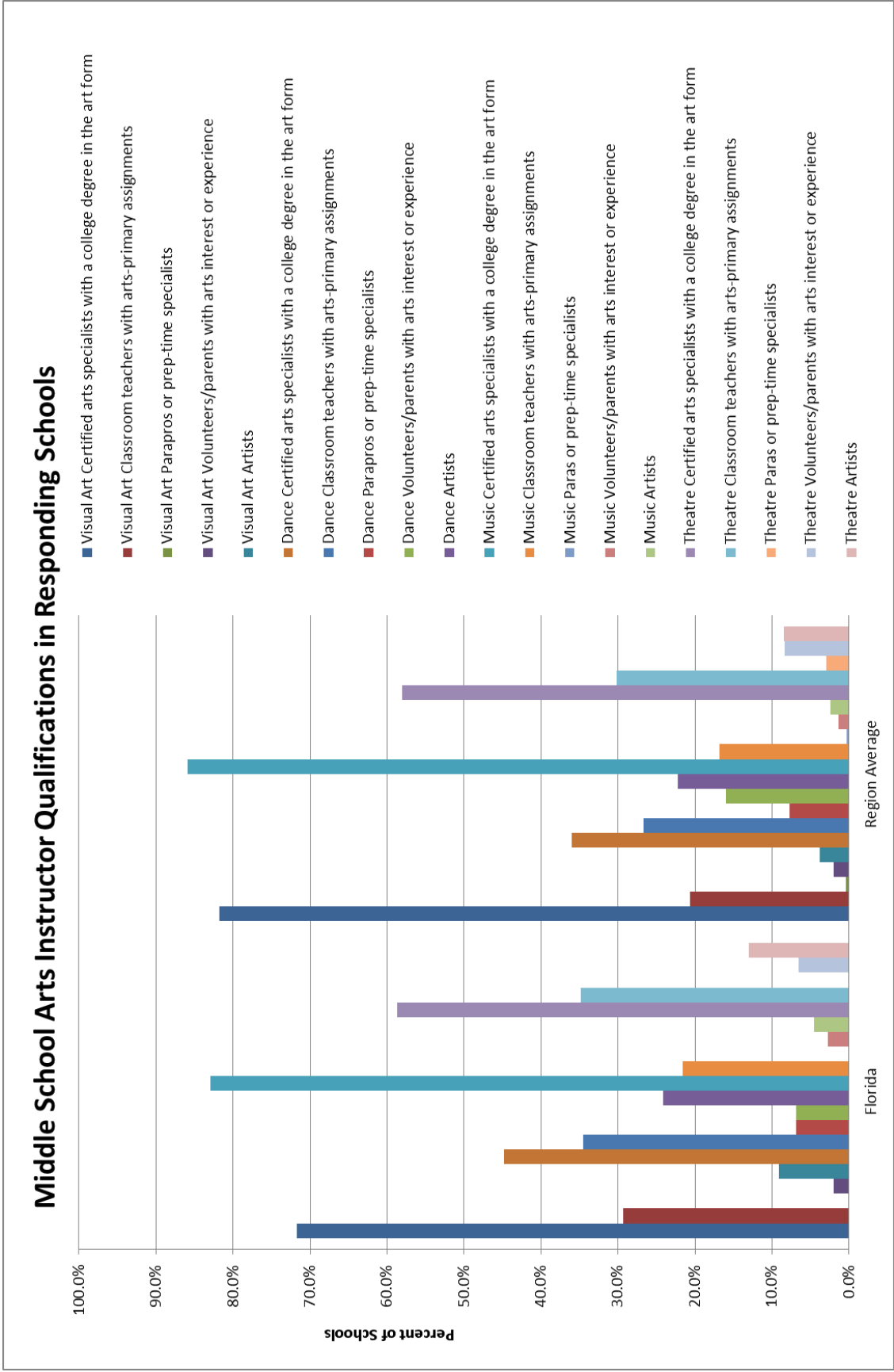
Principals at Florida middle schools who responded identified three main obstacles to providing arts education – budget constraints (84% of principals), competing priorities (68%), and time in the school day (42%). They also rated helpful factors to improve arts learning, including increased arts education funding for community and state arts organizations (57%), arts supplies or equipment (47%), training in arts integration (29%), more flexibility in scheduling (27%), and facilities and classroom space (25%).

Figure FL-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure FL-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Florida: High School Data

Access

A lower percentage of Florida high schools responding to the survey offer classes in visual art (77%) and music (79%) than the regional average (82% and 83%, respectively). But a higher percentage of Florida high schools offer classes in dance (41%) and theatre (70%) than the regional average (22% and 57%, respectively) [Fig.7] FL-.

In responding schools where arts classes are available, the average percentage of students enrolled in arts classes at Florida high schools exceeds the regional average in visual art (22% compared to 19%) and dance (9% to 8%), and matches the regional average in music (18%) and theatre (10%). The average number of minutes that Florida high school students spend in arts classes each week is lower than the regional average for all four arts disciplines.

Other arts education programs at Florida high schools responding include arts field trips (45%), arts integration (26%), after school programs (22%), and community arts programs (18%).

Quality

Compared across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – Florida high schools responding to the survey generally match the regional average very closely in all four arts disciplines (visual art, dance, music, and theatre).

Instructors

A higher percentage of responding high schools in Florida have certified arts specialists who are responsible for arts instruction than the regional average in all four arts disciplines: visual art (80% of schools compared to 76%), dance (61%

compared to 54%), music (80% to 79%), and theatre (72% to 66%) [Fig. FL-8].

Among responding Florida high schools with arts classes, 92% have arts instructors who participate in arts-specific professional development, 85% of whom participate every year. Their professional development activities include district workshops (84%), workshops by arts organizations (55%), state arts agency workshops (50%), college or university workshops (50%), school workshops (46%), national conferences (45%), and instruction or mentoring by artists (27%).

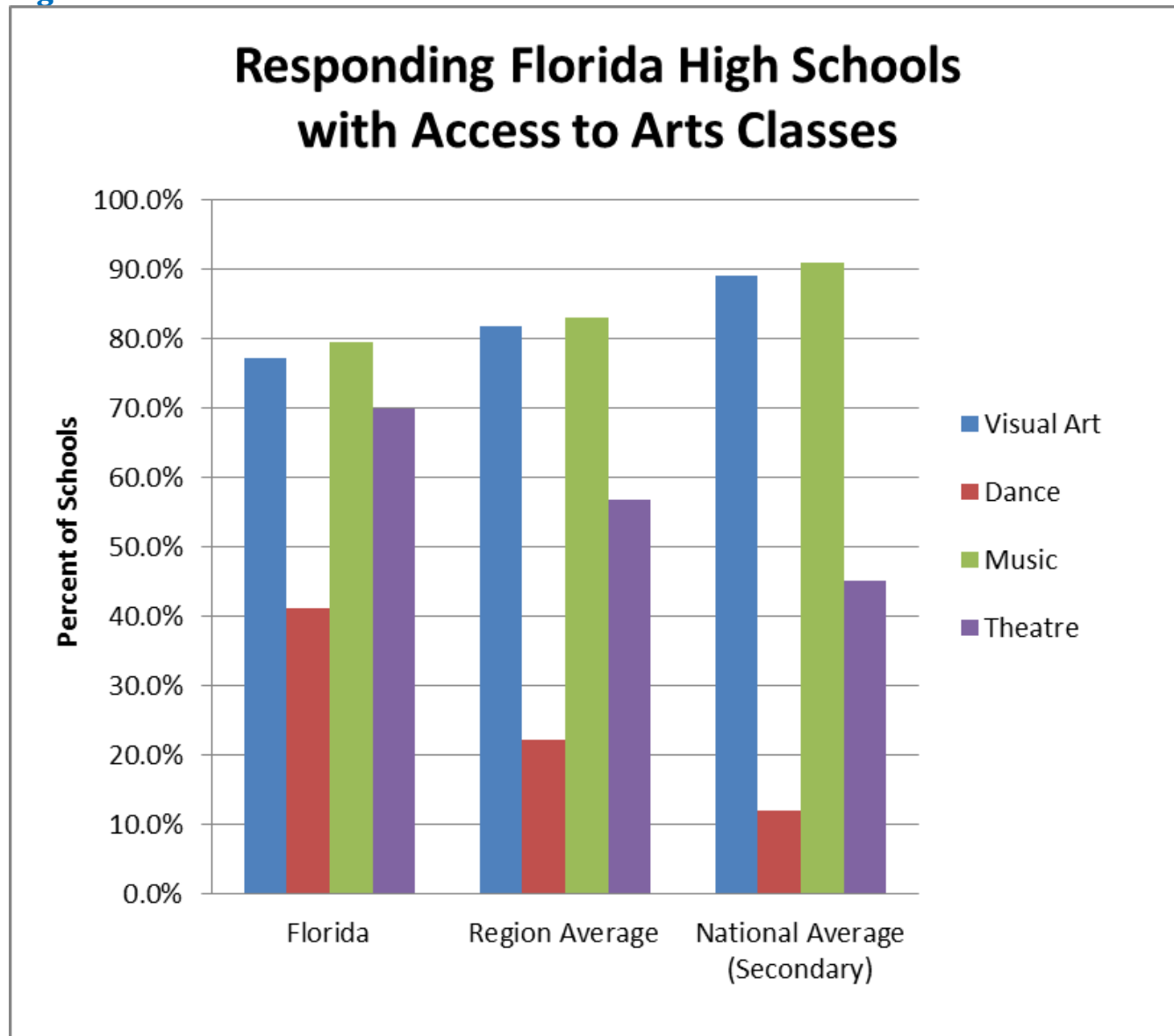
Resources and Partners

High schools in Florida responding to the survey receive arts education funding from a variety of sources, including the district (59%), the school budget (45%), arts fund raisers (43%), individual contributions (37%), businesses (24%), and in-kind donations (20%). Schools spend arts education funds on arts supplies and equipment (70%), arts field trips (63%), arts instructor professional development (47%), release time (32%), and arts assemblies (24%).

Principal Perspectives

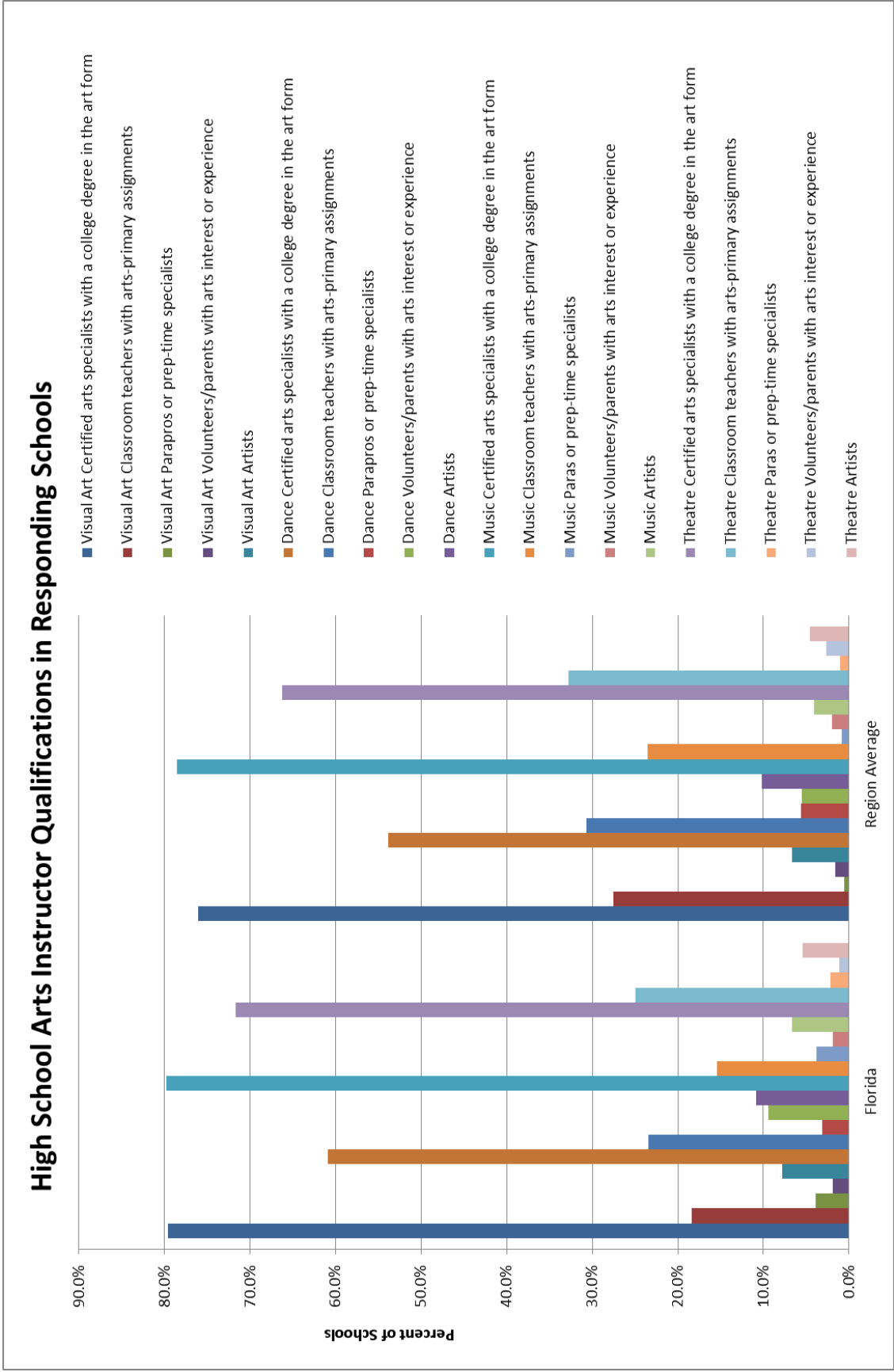
Principals at Florida high schools who responded to the survey identified four primary obstacles to providing arts education – budget constraints (74%), competing priorities (68%), time in the school day (38%), and insufficient space or facilities (28%). They also identified helpful factors to improve arts learning at the school, including increased arts education funding for community and state arts organizations (53%), arts supplies or equipment (49%), more flexibility in scheduling (36%), facilities and classroom space (30%), and arts integration training (21%).

Figure FL-7



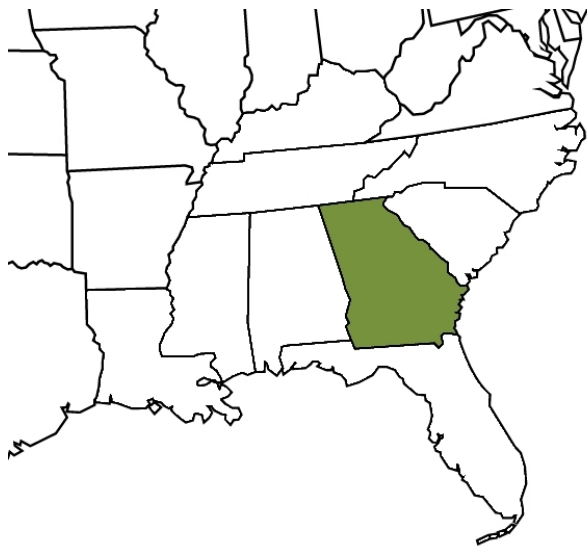
Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure FL-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Georgia: Aggregate Data



Georgia data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Georgia, 413 survey responses were received, a response rate of 18.4% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

In general, schools in Georgia that responded to the survey provide access to arts classes at a level just above the regional average, but just below the national average¹. In the visual arts, 81% of these schools provide access to visual art classes, compared to 71% for the region, 83% for the nation's elementary schools and 89% for the nation's secondary schools. In music, 87% of Georgia schools responding offer classes, compared to 80% for the region, 94% for the nation's elementary schools, and 91% for the nation's secondary schools. Georgia is just below the regional average of responding schools in terms of access to dance classes, and just above the regional average for theatre. In addition, 19% of responding Georgia schools

offer creative writing, compared with 22% of responding schools in the region [Fig. GA-1].

Georgia's rate of enrollment in arts classes is just below the regional average in the four major arts disciplines of visual art (56% compared to 61%), dance (18% to 28%), music (60% to 62%), and theatre (20% to 23%) in schools responding to the survey. These Georgia schools slightly exceed the regional average for the rate of enrollment in creative writing classes (46% compared to 45%). The average number of minutes that Georgia students in responding schools spend in arts classes each week is right at the regional average in three arts disciplines: visual art, music, and creative writing. The state average is slightly higher than the region in theatre, and slightly lower than the region in dance.

Other arts education programs offered by responding Georgia schools include arts field trips (46%), after school programs (31%), arts integration (30%), visiting artist programs (19%), community arts programs (18%), and gifted/talented programs (16%).

Quality

Georgia schools responding to the survey meet or exceed the regional average in three of five arts disciplines (visual art, music, and creative writing) in all four areas of quality measured in the survey, including instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction taught by certified arts specialists. For most measures of quality, dance and theatre instruction in these Georgia schools is slightly below the regional average.

Instructors

Arts instructor qualifications in Georgia schools responding to the survey generally exceed the regional average. A greater percentage of instructors in these Georgia schools are certified arts specialists in visual art and music, while instructor qualifications in theatre match almost exactly with the regional average. For responding schools, in dance, while most instruction is provided by certified arts

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

specialists and classroom teachers with arts-primary assignments, dance classes in Georgia are more likely to be taught by artists than the regional average (30% compared to 20%, respectively) [Fig. GA-2].

In 88% of responding Georgia schools, arts instructors participate in arts-specific professional development. In these schools, professional development activities include district workshops (70%), workshops by arts organizations (40%), school workshops (37%), college or university workshops (34%), national conferences (33%), and state arts council workshops (33%).

Resources and Partners

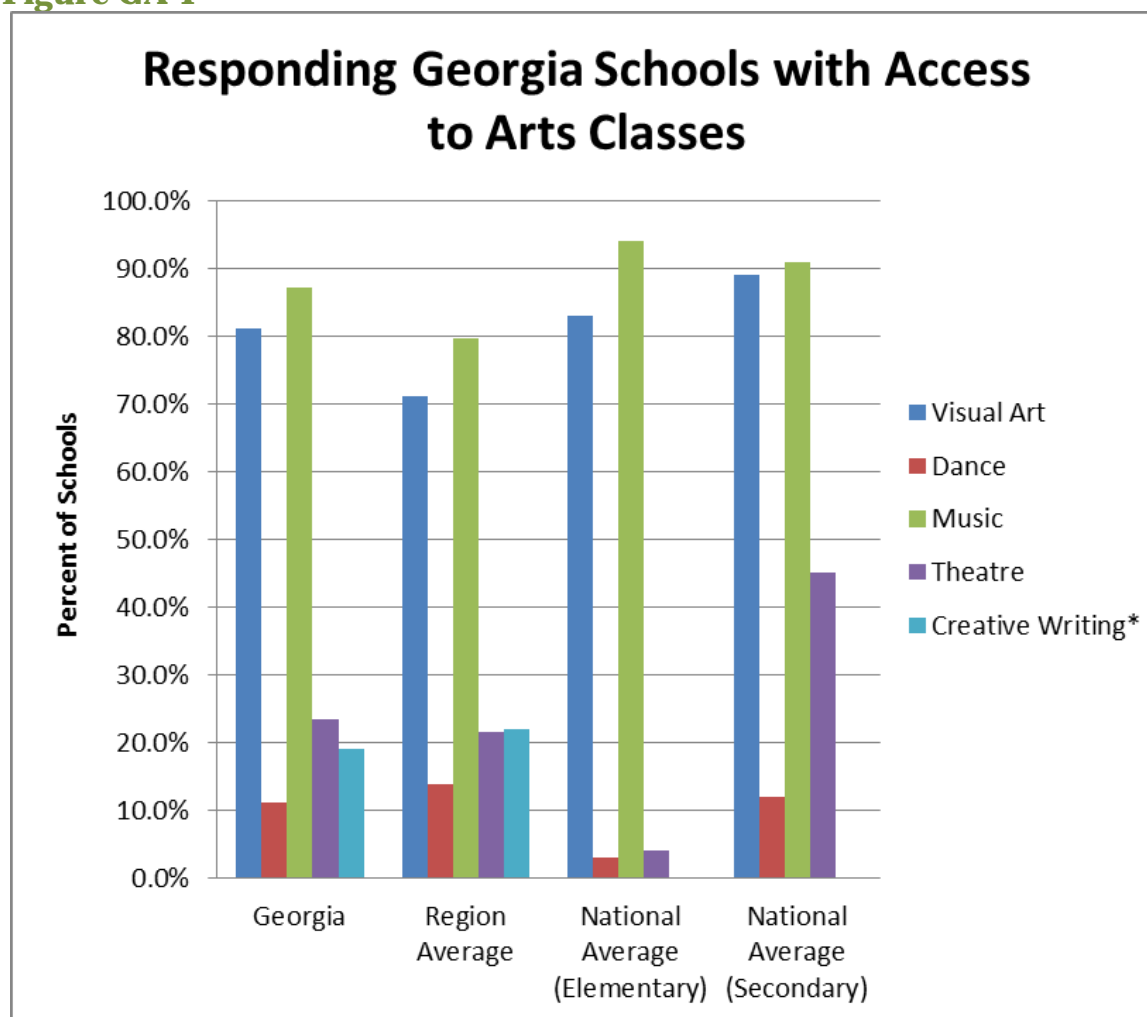
Funding sources for arts education in Georgia schools responding to the survey include the district (52%), arts fund raisers (36%),

PTA/PTO (35%), the school budget (31%), and individual contributions (23%). These Georgia schools spend arts education funds on arts supplies and equipment (70%), arts field trips (47%), arts instructor professional development (38%), arts assemblies (32%), and release time (25%).

Principal Perspectives

Responding principals in Georgia identified budget constraints (77%), competing priorities (55%), and time in the school day (41%) as obstacles to providing arts education. Meanwhile, they identified increased arts education funding for community and state arts organizations (61%), arts supplies or equipment (42%), and training in arts integration (35%) as helpful factors to improve arts learning.

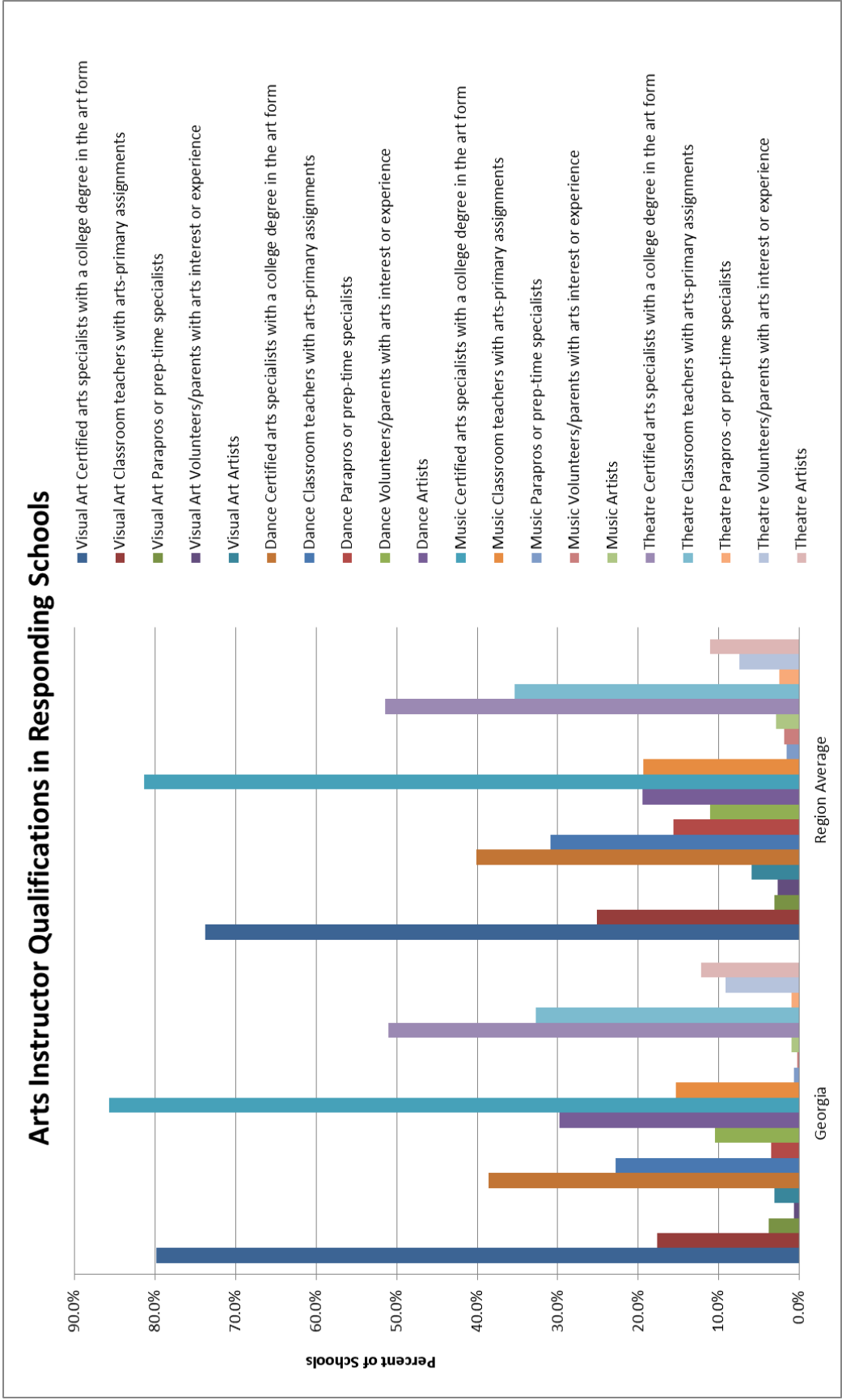
Figure GA-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure GA-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Georgia: Elementary School Data

Access

Georgia elementary schools responding to the survey provide greater access to visual art (77%) and music (87%) classes than the regional average (69% and 79%, respectively), but less access than the national average (83% and 94%, respectively). In the disciplines of dance (9%) and theatre (8%), responding Georgia elementary schools come close to meeting the regional average of responding schools (11% and 9%, respectively) and exceed the national average (3% and 4%, respectively). In creative writing, the state meets the regional average (18%) [Fig. GA-3].

In responding schools where art classes are available, the percentage of Georgia elementary school students enrolled in visual art (98%), music (98%), and creative writing (81%) classes generally meets the regional average, while the percentage enrolled in dance (33%) and theatre (34%) is below the regional average. The number of minutes students in these elementary schools spend in visual art, dance, and music classes is very close to the regional average. The number of minutes students spend in theatre in these schools is below the regional average, while the number of minutes in creative writing is greater than the regional average.

Elementary schools in Georgia that responded offer access to a number of other arts education programs, including field trips (44%), arts integration (35%), after school programs (32%), and visiting artist programs (24%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – arts instruction in visual art, music, and creative writing in Georgia elementary schools responding to the survey generally exceeds the regional average across all measures. In dance and theatre, however, arts instruction in responding Georgia

elementary schools is generally lower than the regional average across all measures of quality, except for the percentage of arts instructors that are certified arts specialists.

Instructors

A greater percentage of visual art (78%) and music (86%) instructors in responding Georgia elementary schools are arts specialists than the regional average (71% and 81%, respectively). Meanwhile, instruction in dance and theatre in these schools is taught by instructors with a variety of qualifications. Dance instructors in Georgia elementary schools that responded include art specialists (33%), classroom teachers with arts-primary assignments (21%), paraprofessionals (6%), volunteers or parents (12%), and artists (33%). Theatre instructors in these schools include arts specialists (27%), classroom teachers (30%), volunteers or parents (17%), and artists (33%) [Fig. GA-4].

Among arts instructors in Georgia elementary schools that responded to the survey, 84% participate in arts-specific professional development. For these schools, professional development activities include district workshops (74%), workshops by arts organizations (33%), school workshops (32%), national conferences (28%), college or university workshops (24%), and state arts council workshops (23%).

Resources and Partners

Responding Georgia elementary schools receive arts education funding from a variety of sources, including the district (46%), the PTA/PTO (44%), arts fund raisers (32%), the school budget (28%), and individual contributions (17%). They spend arts education funds on arts supplies and equipment (70%), arts field trips (46%), arts assemblies (36%), and arts instructor professional development (35%).

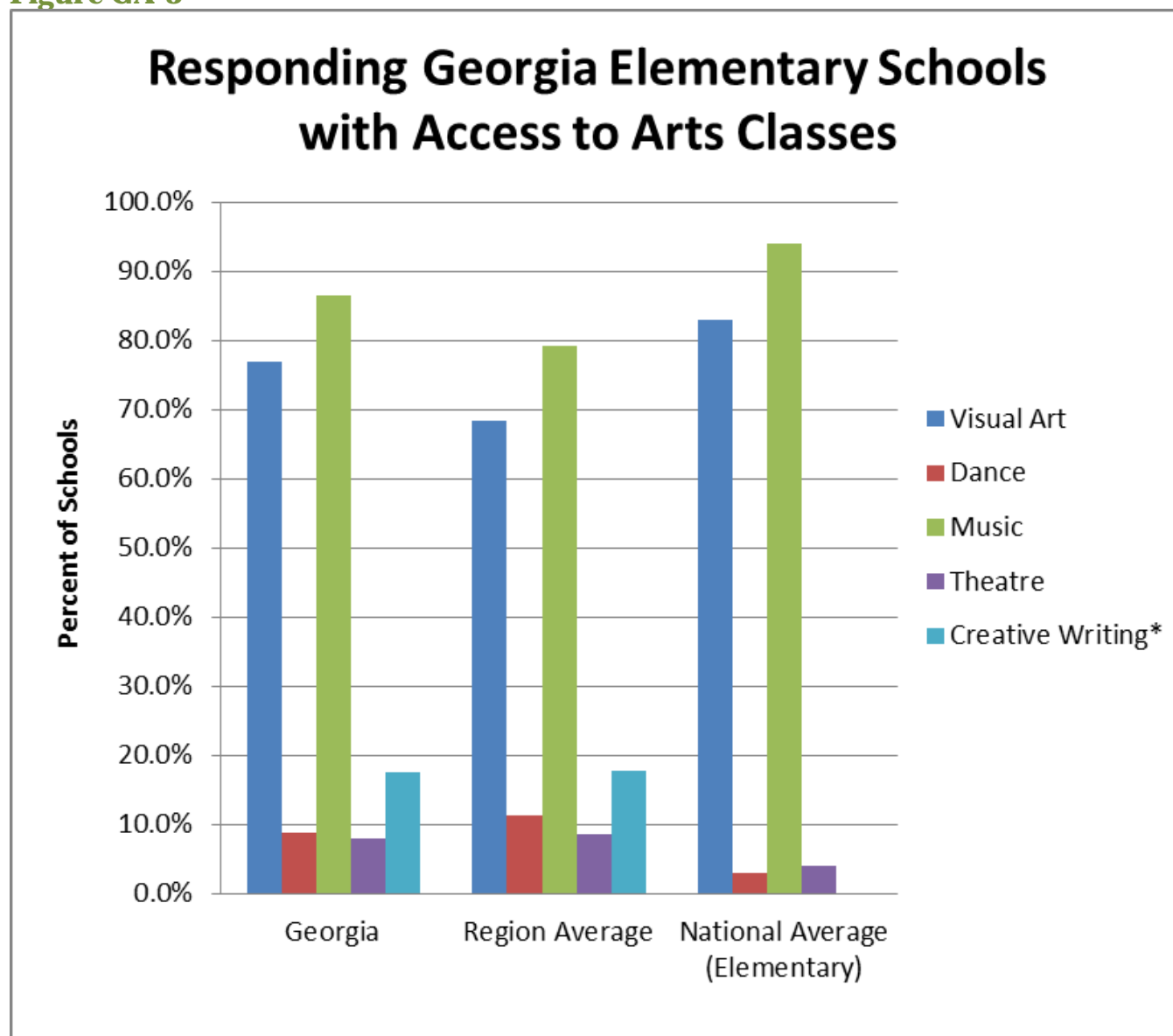
Principal Perspectives

Georgia elementary school principals that responded identified three primary obstacles to

arts education – budget constraints (76%), competing priorities (49%), and time in the school day (47%). Factors they noted as helpful to arts learning would be increased arts education funding for community and state arts

organizations (63%), arts supplies or equipment (39%), arts integration training (34%), certified arts specialists (22%), and flexibility in scheduling (21%).

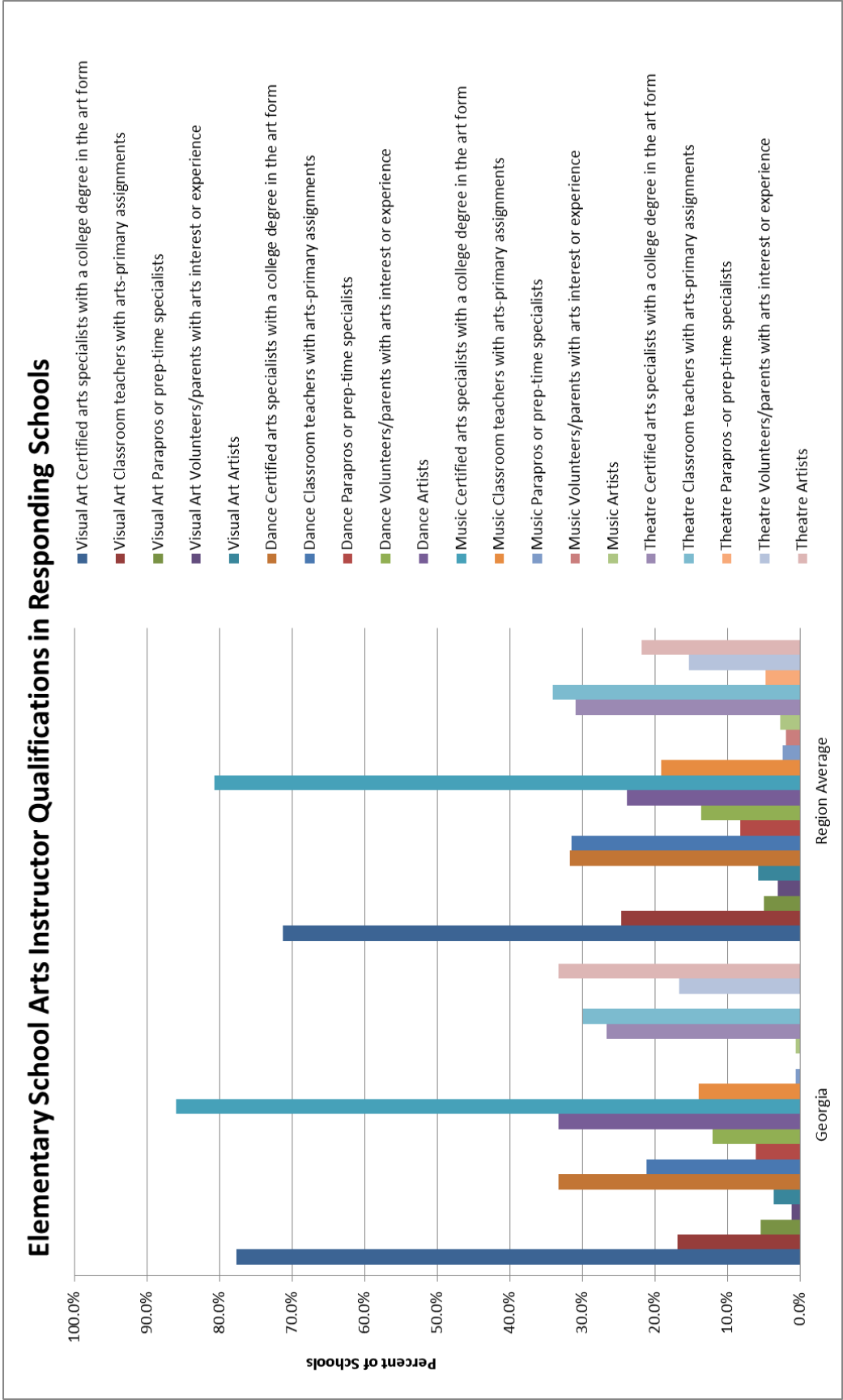
Figure GA-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure GA-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Georgia: Middle School Data

Access

Georgia middle schools responding to the survey have greater access to arts classes than the regional average in visual art (86% compared to 73%), music (90% to 84%), and theatre (28% to 26%). Meanwhile, they have lower access to dance (7% to 13%), and the same as the regional average for creative writing (22%) [Fig. GA-5].

On average, for responding Georgia middle schools where arts classes are available have a higher percentage of students enrolled in music (42%) and theater (24%) than the regional average (39% and 22%, respectively). Responding Georgia middle schools have lower rates of enrollment than the regional average in visual art (35% compared to 39%), dance (9% to 20%), and creative writing (27% to 34%). The average number of minutes students in these middle school spend in arts classes each week is greater than the regional average in visual art, music, theatre, and creative writing, but lower than the regional average in dance.

Responding middle schools in Georgia offer a variety of other arts education programs, including arts field trips (46%), after school programs (32%), arts integration (26%), and community arts programs (20%).

Quality

When compared to the regional average for four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist – Georgia middle schools that responded compare favorably in visual art and music, exceeding the regional average for all four measures, but compare less well in dance, theatre, and creative writing. In those three disciplines, these schools meet the regional average for arts instruction following a sequential and ongoing curriculum, but are below the regional average on the other three

measures, especially in dance and theatre.

Instructors

Georgia middle schools that responded to the survey have a greater percentage of certified arts specialists in visual art (83%) and music (88%) than the regional average (82% and 86%, respectively), while they have a lower percentage of certified arts specialists in dance and theatre. Dance instructors in these Georgia middle schools include arts specialists (13%), classroom teachers (25%), volunteers or parents (13%), and artists (63%), while theatre instructors include arts specialists (41%), classroom teachers (41%), paraprofessionals (5%), volunteers or parents (14%), and artists (5%) [Fig. GA-6].

Approximately 95% of responding Georgia middle schools have arts instructors who participate in arts-specific professional development. For them, professional development activities include district workshops (62%), workshops by arts organizations (43%), college or university workshops (43%), school workshops (40%), state arts agency workshops (35%), and national conferences (28%).

Resources and Partners

Georgia middle schools responding to the survey receive arts education funding from a variety of sources, including the district (57%), arts fund raisers (43%), the school budget (33%), individual contributions (28%), and the PTA/PTO (21%). These schools spend arts education funds on arts supplies and equipment (74%), arts instructor professional development (43%), release time (34%), arts field trips (33%), and arts assemblies (26%).

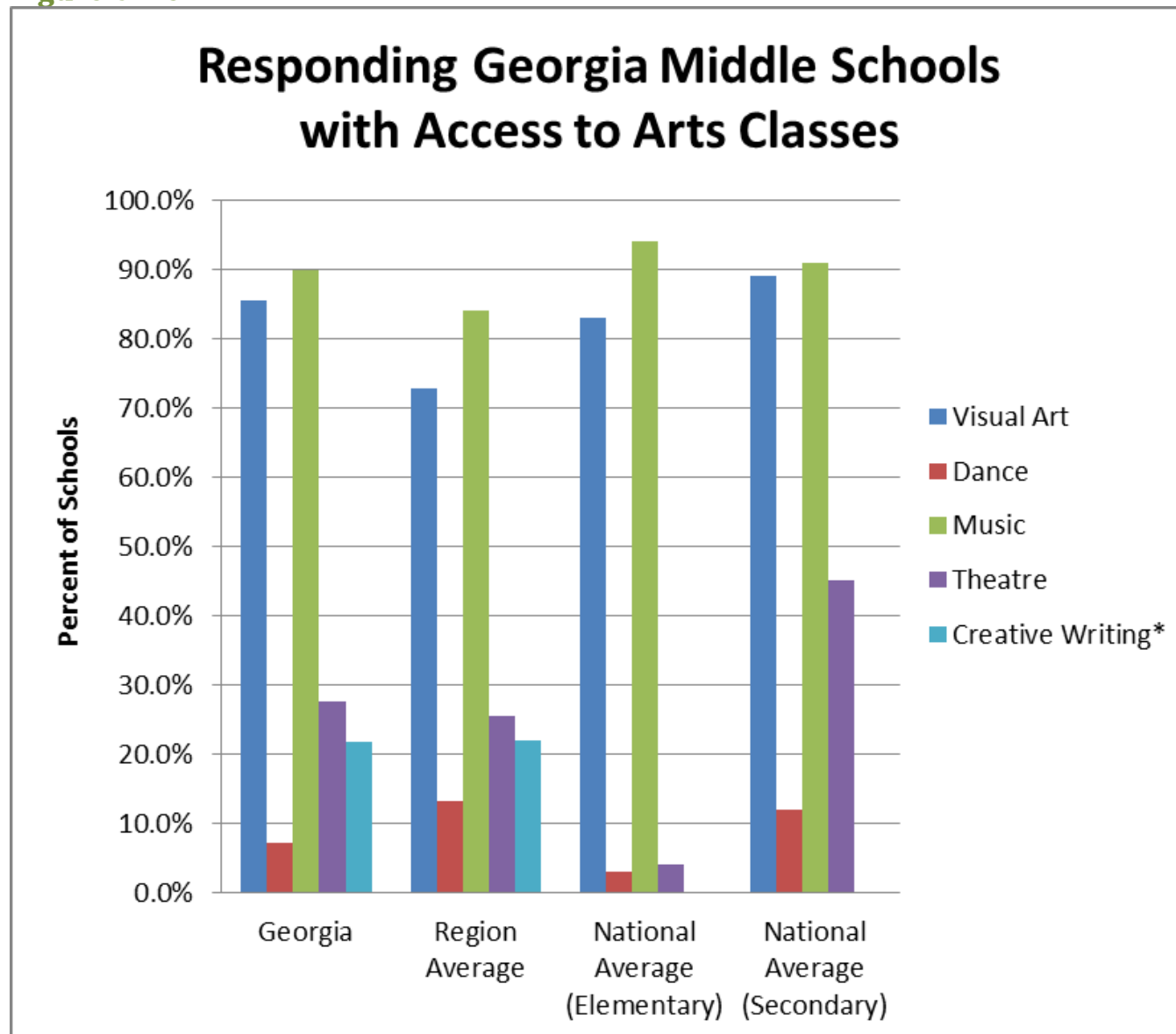
Principal Perspectives

Responding principals at Georgia middle schools identified four main obstacles to providing arts education – budget constraints (78%), competing priorities (60%), time in the

school day (38%), and insufficient personnel (33%). They also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts

organizations (66%), arts supplies or equipment (43%), arts integration training (35%), and professional development opportunities (26%).

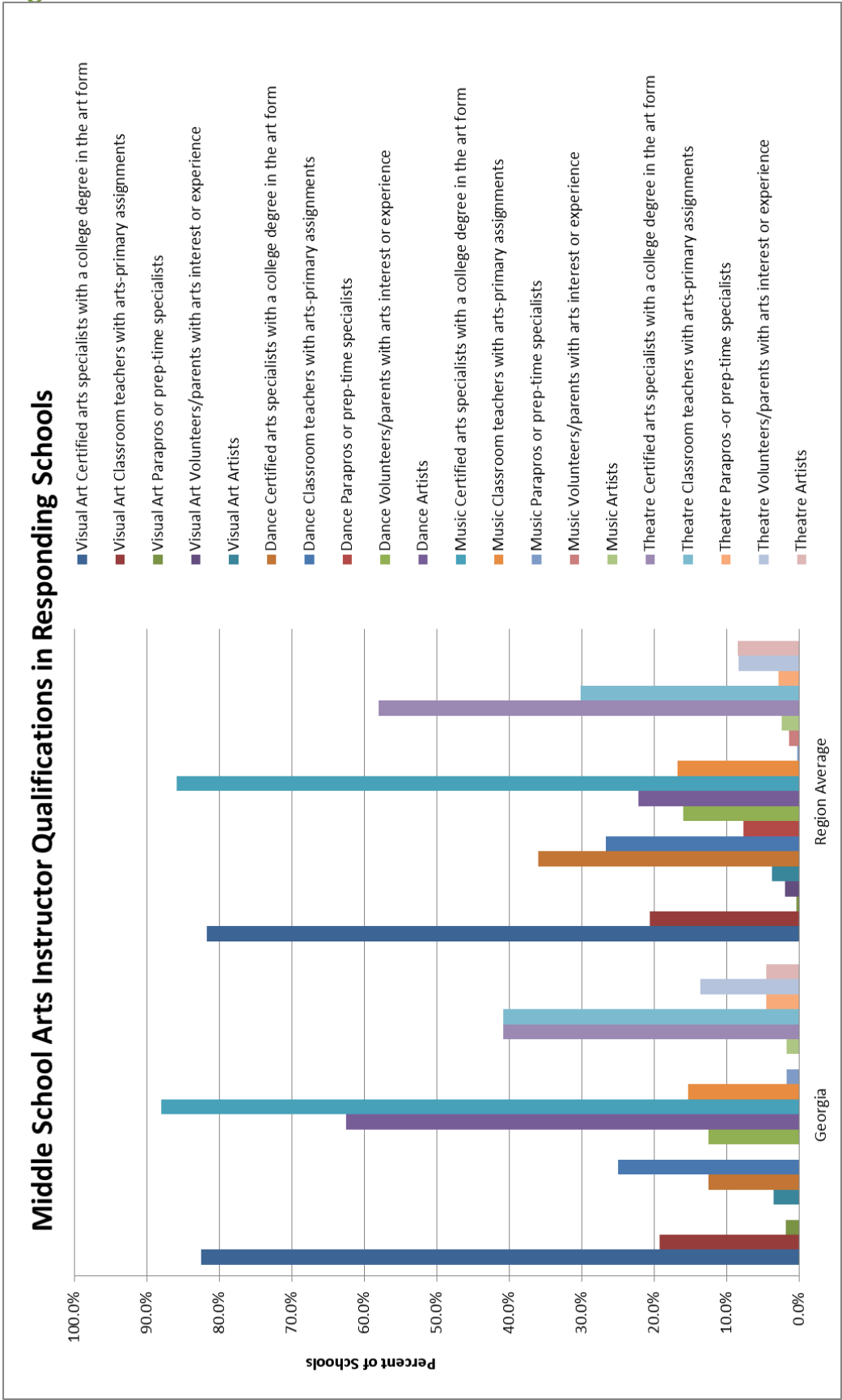
Figure GA-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure GA-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Georgia: High School Data

Access

Georgia high schools responding to the survey exceed the regional average with greater access to classes in visual art (93% of schools compared to 82%), music (92% to 83%), and theatre (67% to 57%). Meanwhile, these Georgia high schools less frequently offer dance (21% compared to 22%) and creative writing (19% to 35%) than the regional average [Fig. GA-7].

For responding schools, the average percentage of Georgia students enrolled in arts classes is slightly lower than the regional average for responding schools in visual art (14% compared to 19%), dance (7% to 8%), music (17% to 18%), and theatre (9% to 10%), but higher for creative writing (10% to 8%). Meanwhile, the average number of minutes that students in these high schools spend in arts classes each week is higher than the regional average for visual art, music, and theatre, but lower than the regional average for dance and creative writing.

High schools in Georgia that responded offer access to other arts education programs, including arts field trips (52%), after school programs (27%), community arts programs (23%), gifted or talented programs (21%), and arts integration (19%).

Quality

Compared across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – responding Georgia high schools generally meet or exceed the regional average in all five arts disciplines (visual art, dance, music, theatre, and creative writing).

Instructors

A higher percentage of responding high schools in Georgia have certified arts specialists who are responsible for arts instruction than the regional

average for visual art (84% of schools compared to 76%), dance (64% compared to 54%), music (85% to 79%), and theatre (71% to 66%) [Fig. GA-8].

Among Georgia high schools that responded, 94% have arts instructors who participate in arts-specific professional development. The types of professional development activities in these schools include district workshops (67%), workshops by arts organizations (62%), college or university workshops (55%), national conferences (51%), school workshops (49%), state arts council workshops (47%), state department of education workshops (31%), and instruction or mentoring by artists (31%).

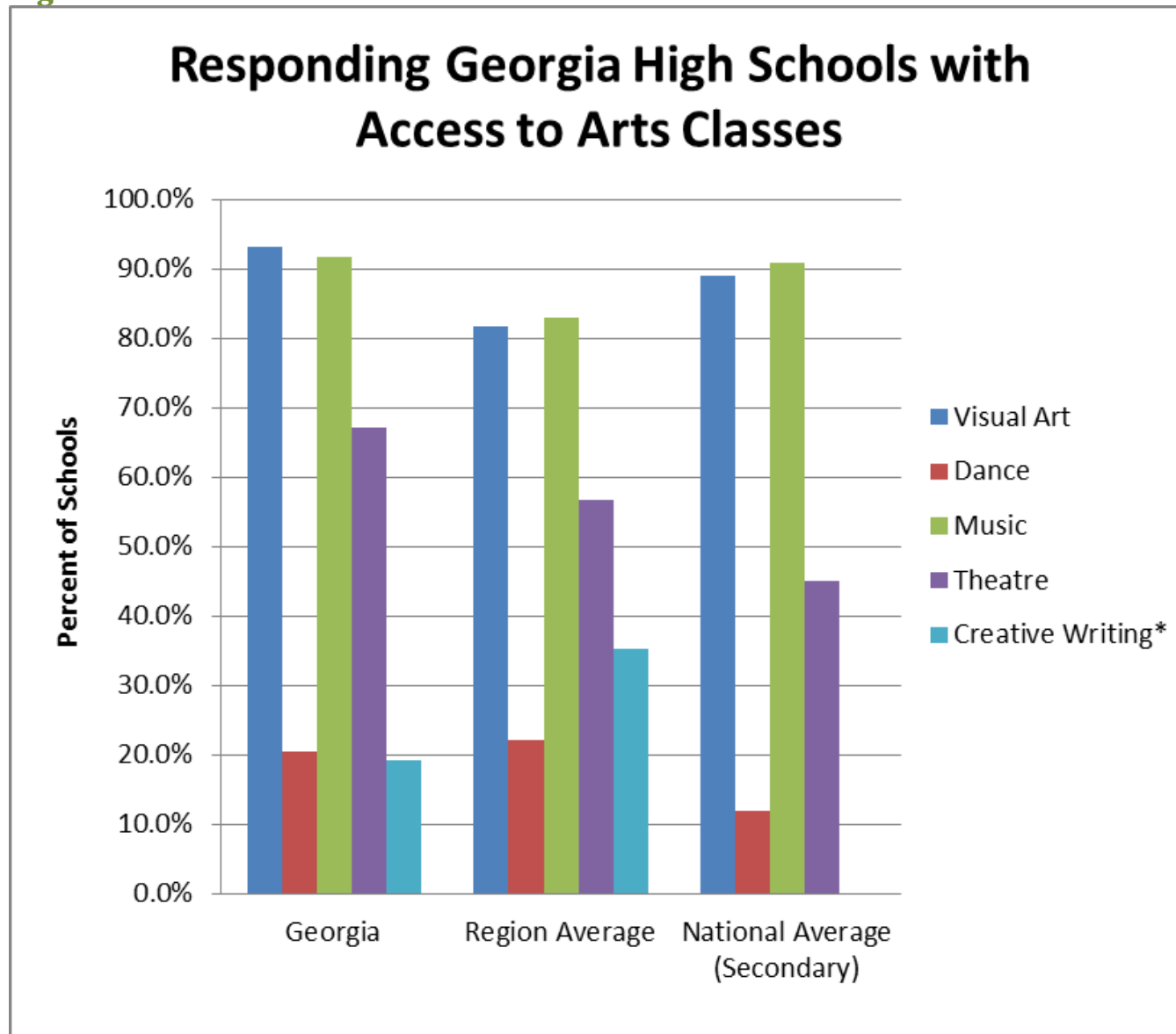
Resources and Partners

Georgia high schools that responded to the survey receive arts education funding from a variety of sources, including the district (68%), arts fund raisers (48%), the school budget (46%), individual contributions (42%), and the PTA/PTO (22%). These schools spend arts education funds on arts supplies and equipment (67%), arts field trips (67%), arts instructor professional development (49%), release time (30%), and arts assemblies (26%).

Principal Perspectives

Responding principals at Georgia high schools identified two primary obstacles to providing arts education – budget constraints (77%) and competing priorities (65%) – and three secondary obstacles – insufficient space or facilities (26%), time in the school day (24%), and insufficient personnel (19%). They also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (51%), arts supplies or equipment (51%), training in arts integration (32%), facilities and classroom space (27%), and more flexibility in scheduling (20%).

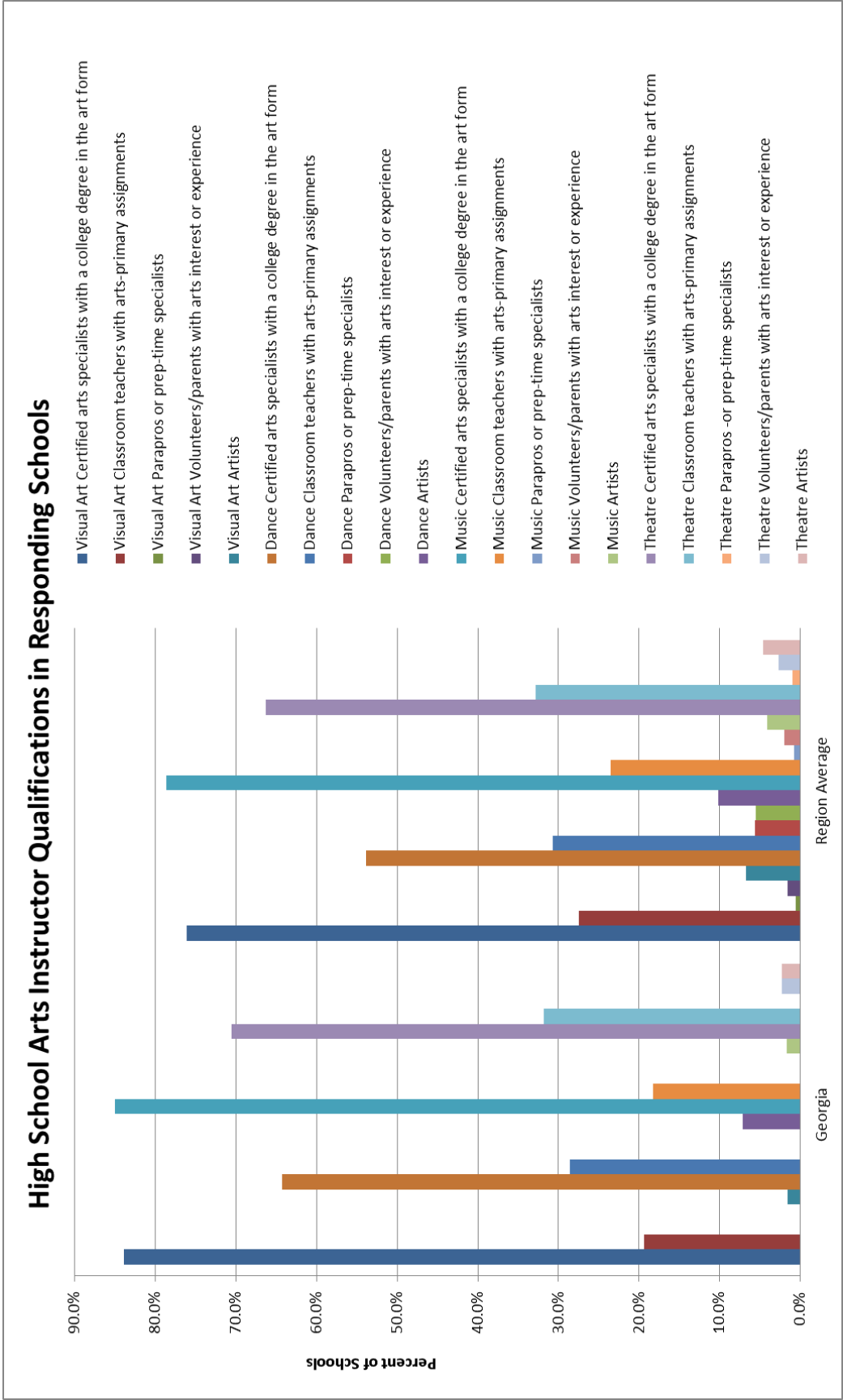
Figure GA-7



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure GA-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Kentucky: Aggregate Data



Kentucky data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Kentucky, 316 survey responses were received, a response rate of 27.5% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

Kentucky schools responding to the survey provide access to arts classes at a rate that meets or exceeds both regional and national averages¹. Visual art classes are available in 87% of Kentucky schools, with dance classes available in 34%, music in 93%, theatre in 30%, and creative writing in 33% [Fig. KY-1].

Students are enrolled in arts classes in responding Kentucky schools at a much higher rate than the regional average, as well. In schools that responding where arts classes are available, 71% of students are enrolled in visual art, 68% in dance, 70% in music, 46% in theatre, and 66% in creative writing. When looking at the average number of minutes that

Kentucky students are enrolled in arts classes in the responding schools, the figure is below the regional average. Kentucky students in these schools spend an average of 109 minutes in visual art classes each week, 86 minutes in dance, 109 minutes in music, 97 minutes in theatre, and 108 minutes in creative writing.

These Kentucky schools also provides greater than average access to other arts education programs, such as arts field trips (68%), arts integration (67%), visiting artist programs (42%), gifted/talented programs (39%), after school programs (34%), and community arts programs (27%).

Quality

Responding schools in Kentucky generally meet or exceed the regional average for measures of quality arts education – instruction following a sequential and ongoing curriculum, and instruction following state and national standards – in all five disciplines (visual art, dance, music, theatre, and creative writing). On average, these schools rate slightly below the regional average for instruction taught by certified arts specialists in all five disciplines.

Instructors

Compared to the regional average, Kentucky arts instruction in responding schools is more likely to be taught by classroom teachers with arts-primary assignments, rather than certified arts specialists, especially in dance and theatre. Arts instruction in visual art is provided by arts specialists in 62% of Kentucky schools that responded, and classroom teachers with arts-primary assignments in 37% of schools. The ratio is similar in music, with arts specialists in 78% of responding schools, and classroom teachers with arts-primary assignments in 23% of schools. However, dance instruction is provided by classroom teachers in 63% of these schools, and theatre instruction by classroom teachers in 67% of schools [Fig. KY-2].

In 86% of the Kentucky schools responding to the survey, arts instructors participate in arts-specific professional development, including district workshops (53%), workshops by arts

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

organizations (51%), state arts council workshops (48%), college or university workshops (41%), and school workshops (35%).

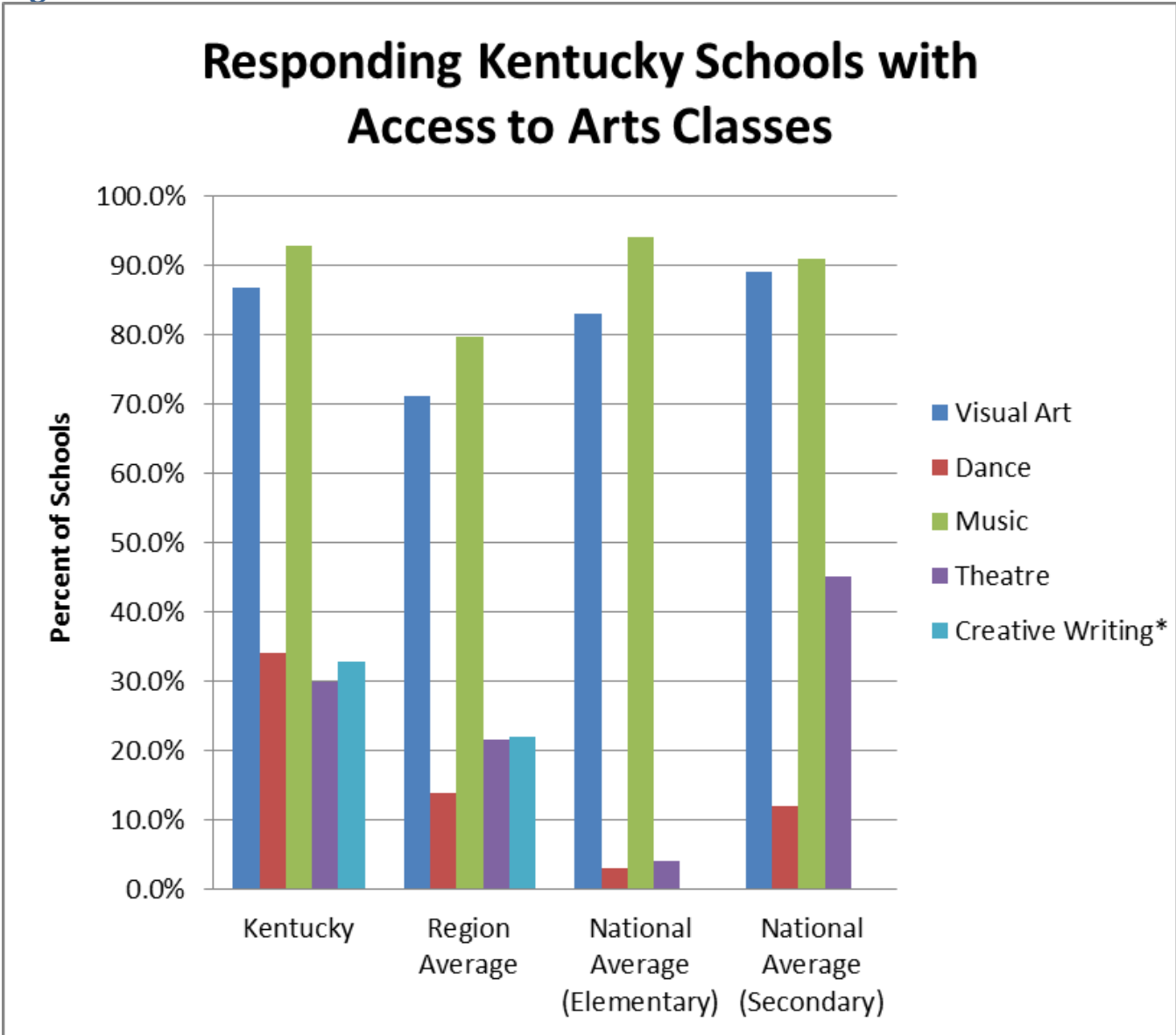
Resources and Partners

For responding Kentucky schools, 42% receive arts education funding from their district, 41% from the school budget, 36% from PTA/PTO, and 24% from arts fund raisers. These Kentucky schools spend arts education funds on arts supplies and equipment (80%), arts field trips (75%), arts assemblies (56%), arts instructor professional development (51%), professional or touring artists (32%), and release time (29%).

Principal Perspectives

Kentucky school principals responding to the survey identified budget constraints (76%), competing priorities (65%), time in the school day (55%), and insufficient personnel (36%) as obstacles to providing arts education. Meanwhile, they identified increased arts education funding for community and state arts organizations (56%), certified arts specialists (43%), arts integration training (28%), arts supplies or equipment (27%), and professional development opportunities in the arts (25%) as helpful factors to improve arts learning.

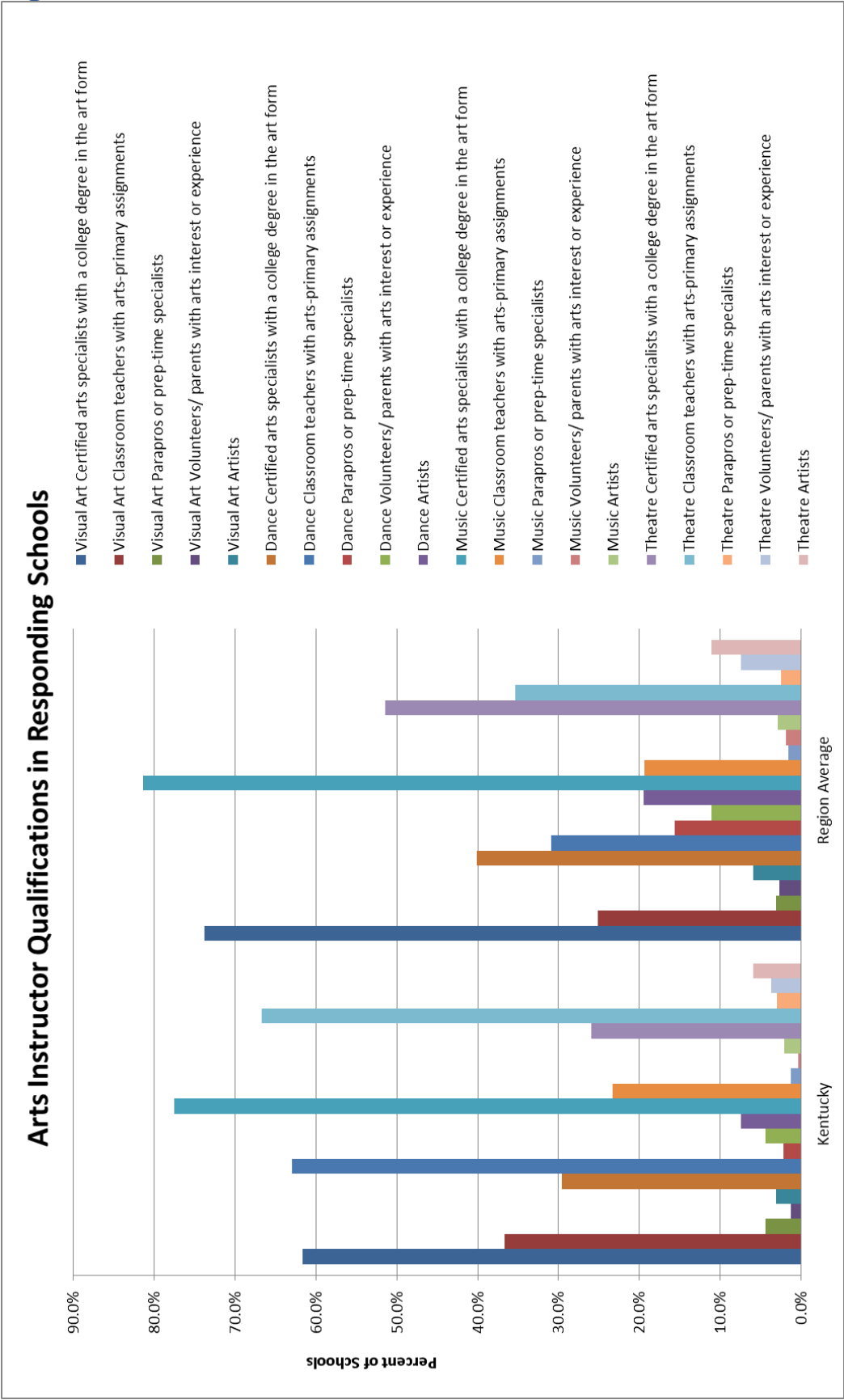
Figure KY-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure KY-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Kentucky: Elementary School Data

Access

Elementary schools in Kentucky responding to the survey generally have greater access to arts classes than the regional and national averages. 84% provide classes in visual art, 40% in dance, 92% in music, 24% in theatre, and 32% in creative writing. These figures exceed the regional and national averages in all but the national average for access to music classes (94%) [Fig. KY-3].

Responding Kentucky elementary schools also exceed the regional average for percentage of students enrolled in arts classes across all disciplines – visual art (99% to 96%), dance (92% to 48%), music (98% to 97%), theatre (74% to 40%), and creative writing (89% to 82%). The average number of minutes each week that students in these schools are enrolled in arts classes is close to the regional average for visual art and music. The number of minutes is lower than the regional average for responding schools, however, for dance, theatre, and creative writing.

Students in responding Kentucky elementary schools have access to a variety of other arts education programs, including arts integration (71%), arts field trips (71%), visiting artist programs (43%), gifted/talented programs (40%), after school programs (31%), and community arts programs (28%).

Quality

Arts instruction in Kentucky elementary schools that responded to the survey exceeds the regional average across all five disciplines for three of the four measures of quality – instruction following a sequential and ongoing curriculum, instruction following state standards, and instruction following national standards. For the fourth measure of quality, arts instruction taught by a certified arts specialist, these schools are slightly above the regional average for dance and theatre, and slightly below the regional average for visual art, music, and creative writing.

Instructors

In responding Kentucky elementary schools, the percentage of arts instructors that are classroom teachers with arts-primary assignments exceeds the regional average in music (24% to 19%), but especially in visual art (43% to 25%), dance (66% to 32%), and theatre (76% to 34%) [Fig. KY-4]. This may be an impact of Kentucky's greater access to arts integration compared to the rest of the region.

Among the arts instructors in responding Kentucky elementary schools, 87% participate in arts-specific professional development. Professional development activities include district workshops (54%), workshops by arts organizations (47%), state arts council workshops (43%), college or university workshops (32%), and school workshops (32%).

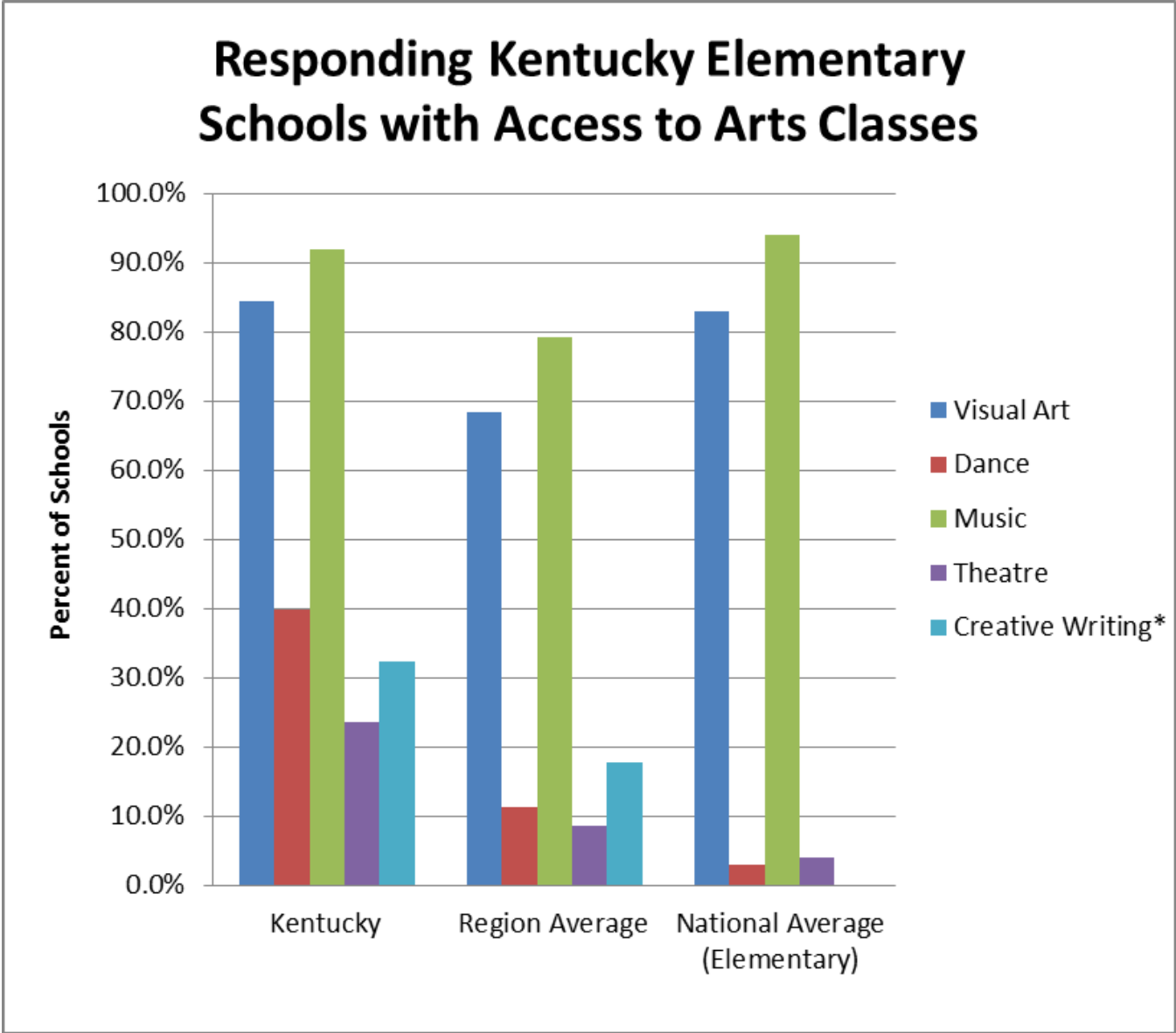
Resources and Partners

Elementary schools in Kentucky that responded to the survey receive arts education funding from a number of sources, including the PTA/PTO (46%), the school budget (40%), the district (35%), arts fund raisers (21%), and local arts councils (17%). Schools spend arts education funding on arts supplies and equipment (81%), arts field trips (73%), arts assemblies (63%), arts instructor professional development (50%), professional or touring artists (35%), and release time (31%).

Principal Perspectives

Responding Kentucky elementary school principals identified four primary obstacles to providing arts education – budget constraints (77%), time in the school day (64%), competing priorities (63%), and insufficient personnel (39%). Factors helpful to improve arts learning include increased arts education funding for community and state arts organizations (57%), certified arts specialists (46%), arts integration training (32%), and professional development opportunities in the arts (25%).

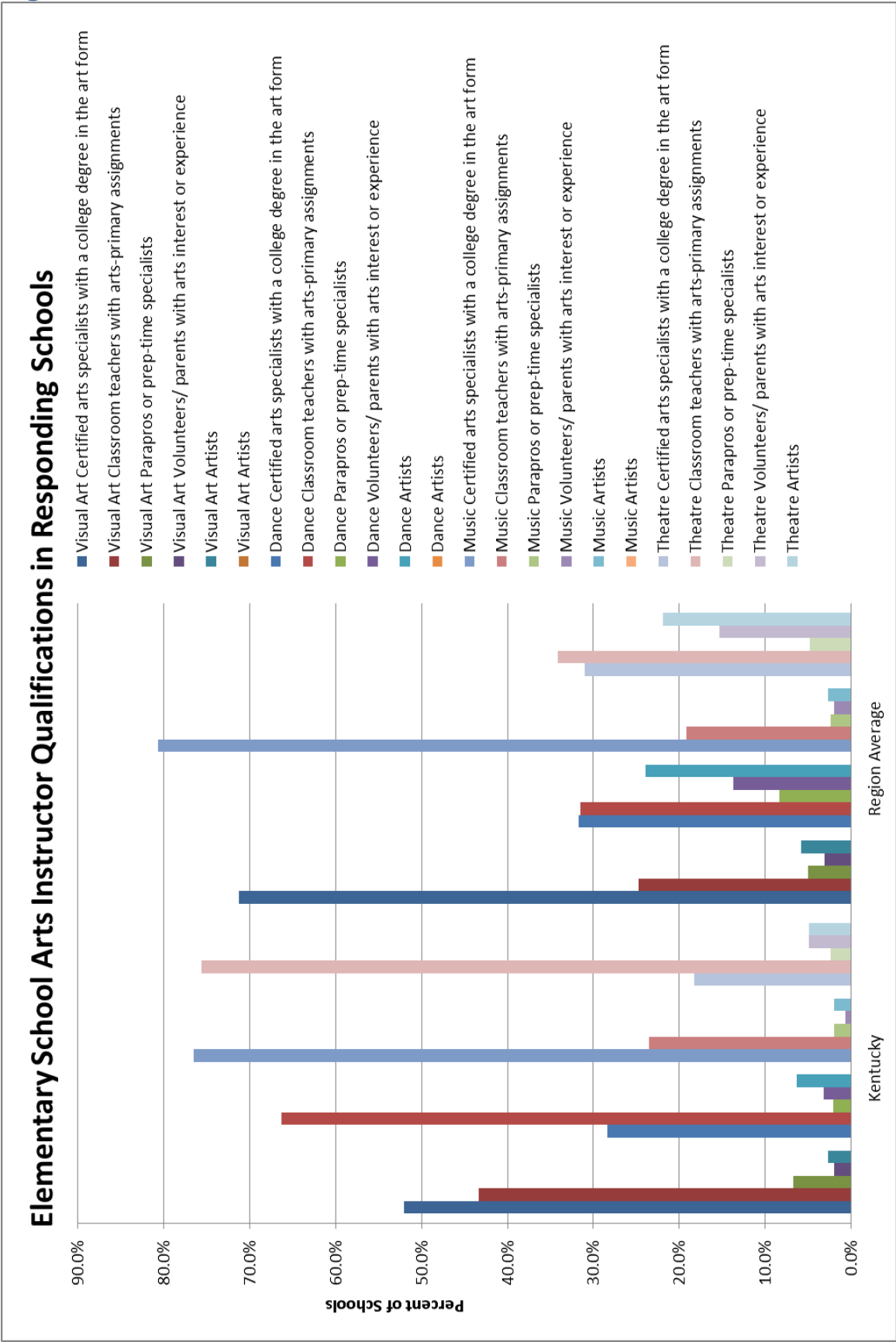
Figure KY-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure KY-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Kentucky: Middle School Data

Access

Middle schools in Kentucky responding to the survey exceed the regional average for access to arts classes in all five arts disciplines – visual art (93% compared to 73%), dance (26% to 13%), music (98% to 84%), theatre (35% to 26%), and creative writing (26% to 22%) [Fig. KY-5].

Responding Kentucky middle schools also exceed the regional average for the percentage of students enrolled in arts classes where they are available. Kentucky students in these schools are enrolled at rates of 67% in visual art, 58% in dance, 64% in music, 32% in theatre, and 65% in creative writing. However, the number of minutes students in Kentucky middle school that responded spend in arts classes each week is lower than the regional average for visual art, dance, music, theatre, and creative writing.

Access to other arts education programs is provided by responding Kentucky middle schools through arts integration (56%), arts field trips (54%), after school programs (44%), visiting artist programs (40%), gifted/talented programs (37%), and community arts programs (21%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – the responding Kentucky middle school arts programs exceed the regional average in visual art, music, and creative writing. Dance in these schools exceeds the regional average for following state and national standards, but falls below the regional average for responding schools for a sequential and ongoing curriculum and instruction by arts specialists. Theatre in responding schools exceeds the regional average in all measures except for instruction following a sequential and ongoing curriculum.

Instructors

The percentage of visual art (94%) and music (95%) instructors in responding Kentucky

middle schools exceeds the regional average of 82% and 86%, respectively. Like much of the region, dance and theatre instruction in responding Kentucky schools involves teachers with a variety of qualifications; dance instruction is delivered by certified arts specialists (40%), classroom teachers (50%), paraprofessionals (5%), volunteers or parents (5%), and artists (10%). Theatre instruction in these schools is provided by arts specialists (35%), classroom teachers (52%), paraprofessionals (4%), and artists (13%) [Fig. KY-6].

Among Kentucky middle schools that responded to the survey, 84% have arts instructors who participate in arts-specific professional development. For these schools, professional development activities include district workshops (52%), workshops by arts organizations (52%), school workshops (49%), state arts council workshops (46%), college or university workshops (36%), instruction or mentoring by artists (36%), and state department of education workshops (33%).

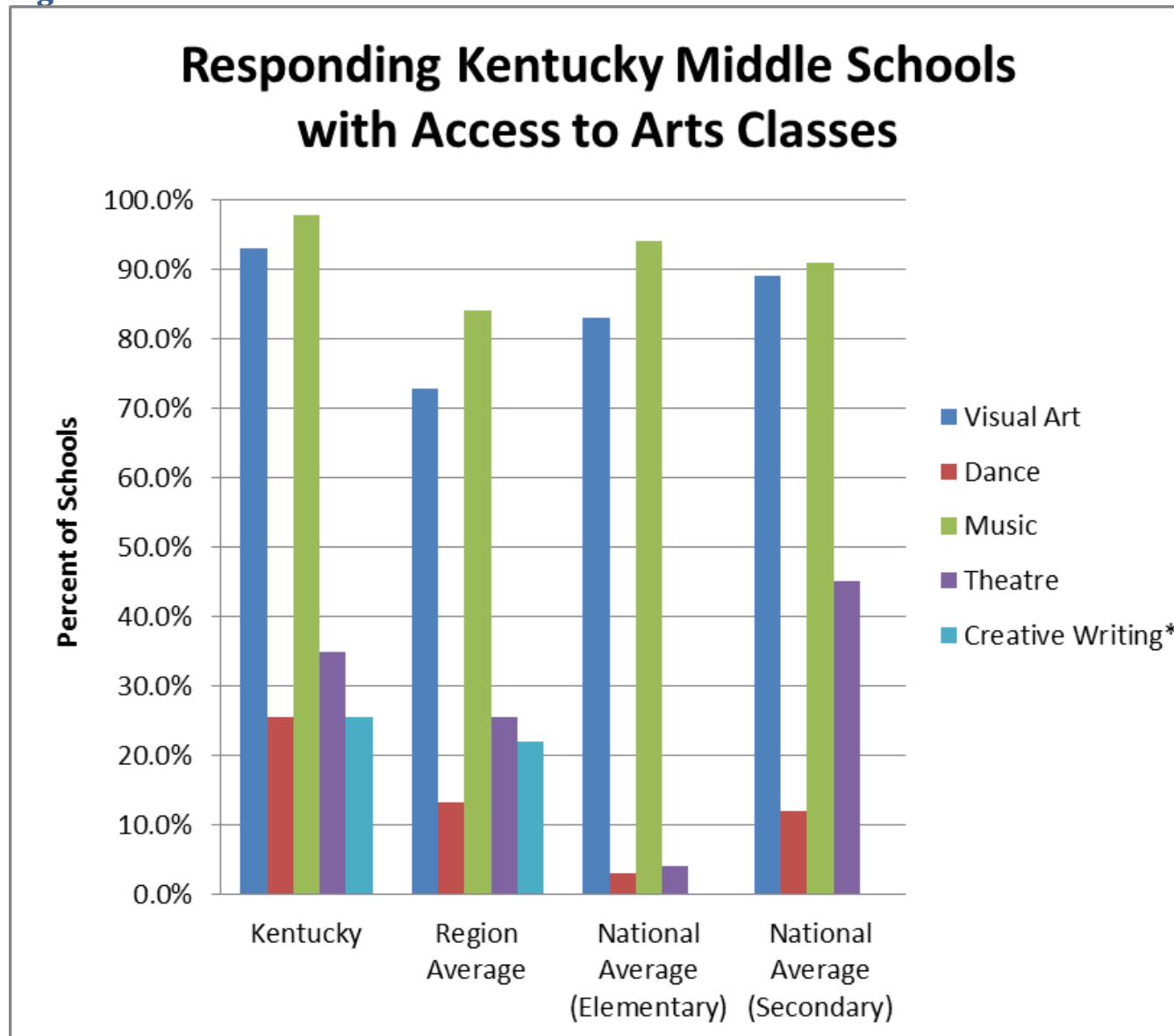
Resources and Partners

Responding Kentucky middle schools receive arts education funding from a variety of sources, including the district (66%), the school budget (42%), arts fund raisers (26%), and other grants (18%). These schools spend arts education funds on arts supplies and equipment (76%), arts field trips (66%), arts instructor professional development (55%), release time (29%), and professional or touring artists (29%).

Principal Perspectives

Principals at the responding Kentucky middle schools identified three main obstacles to providing arts education – competing priorities (72%), budget constraints (72%), and time in the school day (46%). They also identified helpful factors to improve arts learning, including increased arts education funding for community and state arts organizations (46%), certified arts specialists (43%), arts supplies or equipment (41%), and professional development opportunities in the arts (27%).

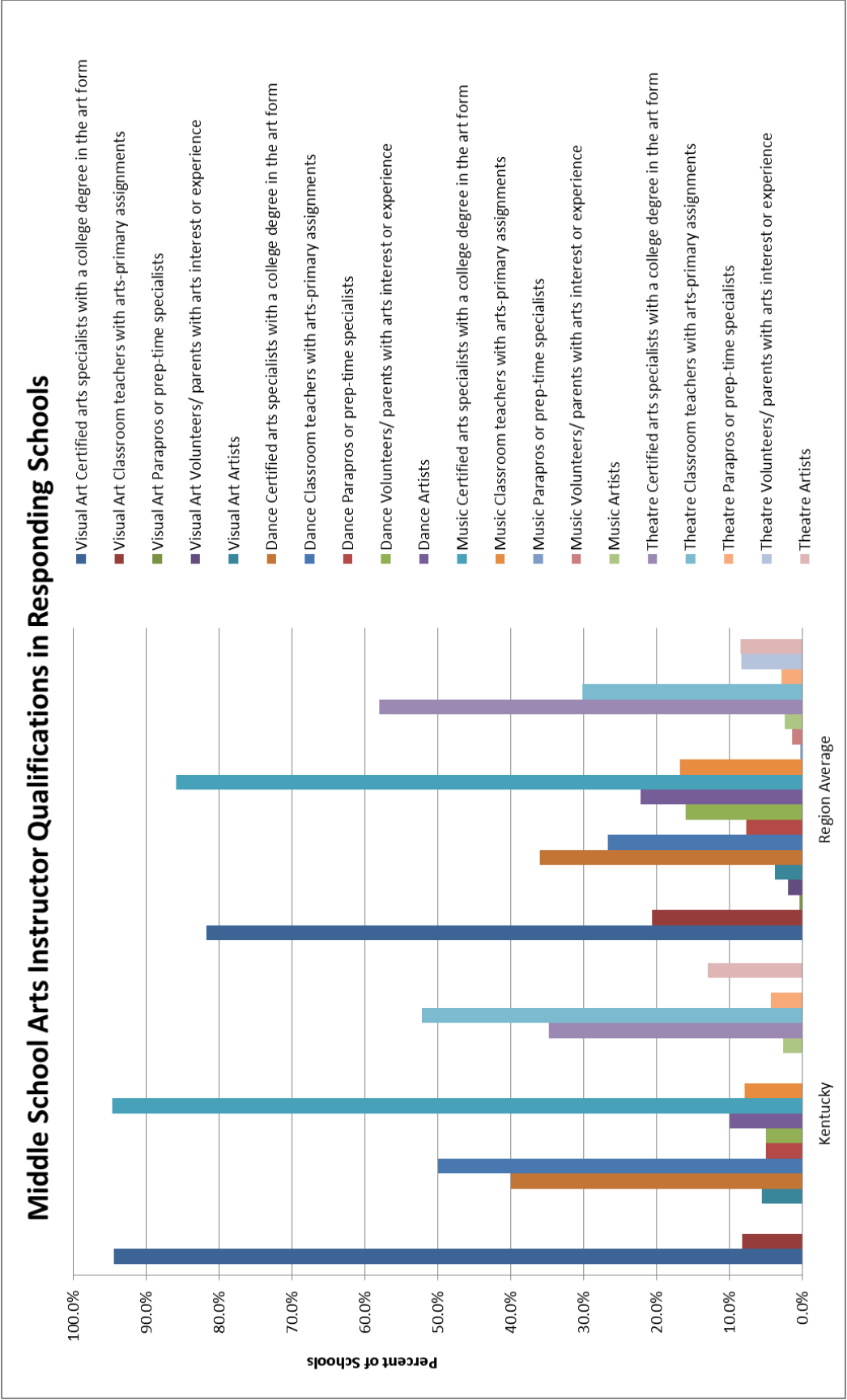
Figure KY-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure KY-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Kentucky: High School Data

Access

A greater percentage of Kentucky high schools responding to the survey provide access to arts classes than the regional average in visual art (98% of schools compared to 82%), in dance (24% to 22%), in music (98% to 83%), and creative writing (44% to 35%). Slightly fewer of these Kentucky high schools provide access to theatre than the regional average (56% to 57%) [Fig. KY-7].

The average percentage of students enrolled in arts classes in responding Kentucky high schools is lower than the regional average for responding schools in visual art (14% compared to 19%), dance (7% to 8%), music (13% to 18%), theatre (7% to 10%), and creative writing (7% to 8%). The average number of minutes that students in these high schools spend in arts classes each is also lower than the regional average across all five arts disciplines (visual art, dance, music, theatre, and creative writing).

Responding Kentucky high schools offer a variety of other arts education programs, including arts field trips (71%), arts integration (59%), gifted or talented programs (39%), after school programs (37%), visiting artist programs (34%), community arts programs (27%), and teaching artist programs (20%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction by a certified arts specialist – responding high schools in Kentucky sometimes meet, sometimes exceed, and sometimes fall below the regional average, depending on the arts discipline and the measure applied. Like the regional average, these schools are more likely to meet the measures in visual art, music and creative writing, and less likely in dance and theatre.

Instructors

The percentage of responding Kentucky high schools with certified arts specialists responsible

for arts instruction is lower than the regional average in visual art (65% compared to 76%), dance (26% to 54%), music (65% to 79%), and theatre (41% to 66%). In these high schools, the majority of dance (58%) and theatre (52%) instruction is delivered by classroom teachers with arts-primary assignments [Fig. KY-8].

Among Kentucky high schools that responded to the survey, 90% have arts instructors who participate in arts-specific professional development. Those professional development activities include college or university workshops (73%), state arts council workshops (65%), workshops by arts organizations (65%), district workshops (49%), school workshops (35%), state department of education workshops (30%), and national conferences (24%).

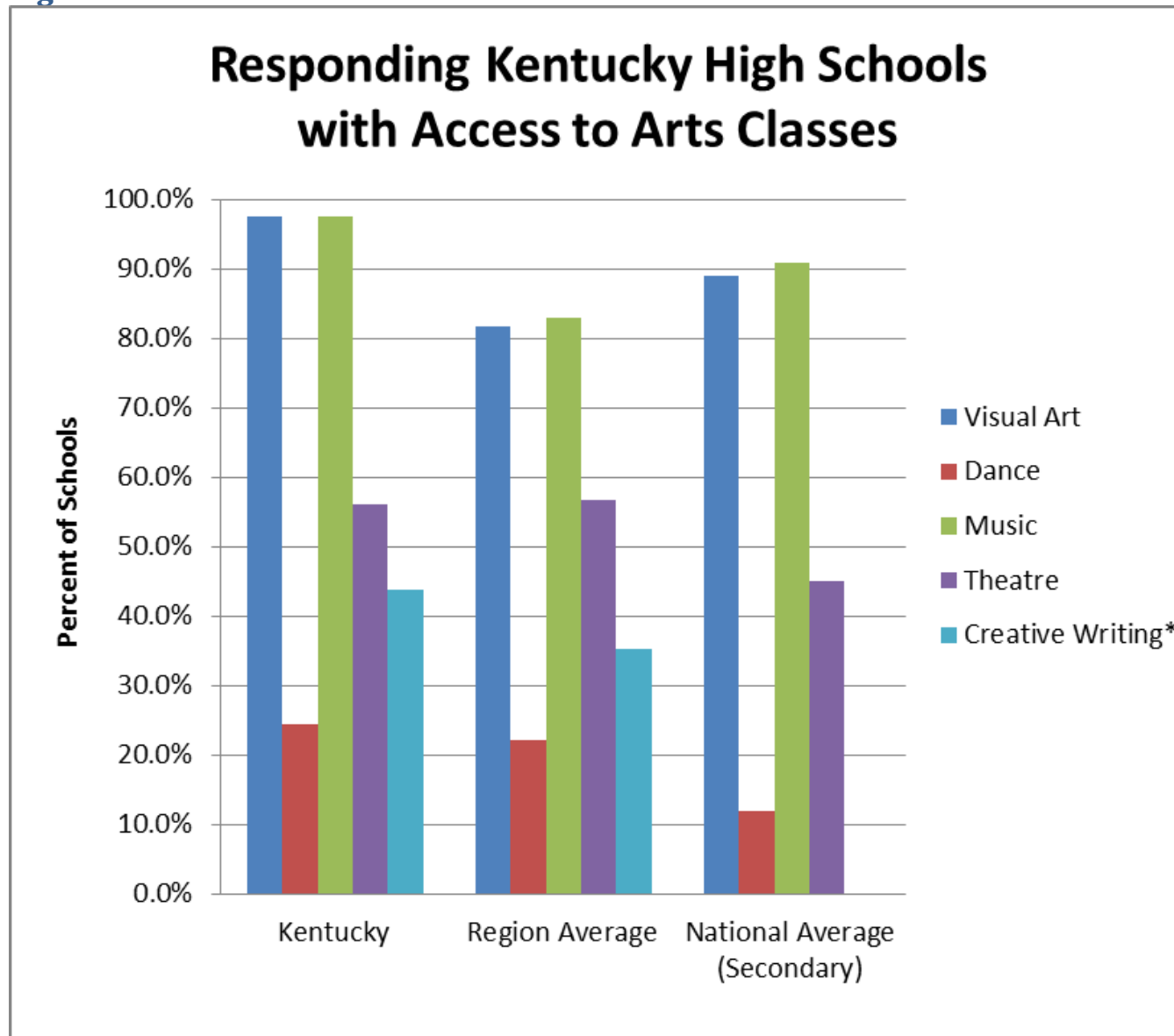
Resources and Partners

Responding Kentucky high schools receive arts education funding from several sources, including the district (50%), the school budget (45%), arts fund raisers (32%), and individual contributions (21%). They spend arts education funds on arts field trips (90%), arts supplies and equipment (84%), arts instructor professional development (55%), arts assemblies (37%), professional or touring artists (24%), and release time (24%).

Principal Perspectives

Principals at Kentucky high schools responding to the survey identified two primary obstacles to providing arts education – budget constraints (76%) and competing priorities (66%) – and four secondary obstacles – insufficient personnel (32%), time in the school day (29%), insufficient space or facilities (26%), and insufficient community resources (24%). They also identified helpful factors to improve arts learning, such as increased arts funding for community and state arts organizations (63%), arts supplies or equipment (37%), more flexibility in scheduling (29%), certified arts specialists (26%), professional development opportunities in the arts (24%), and facilities and classroom space (21%).

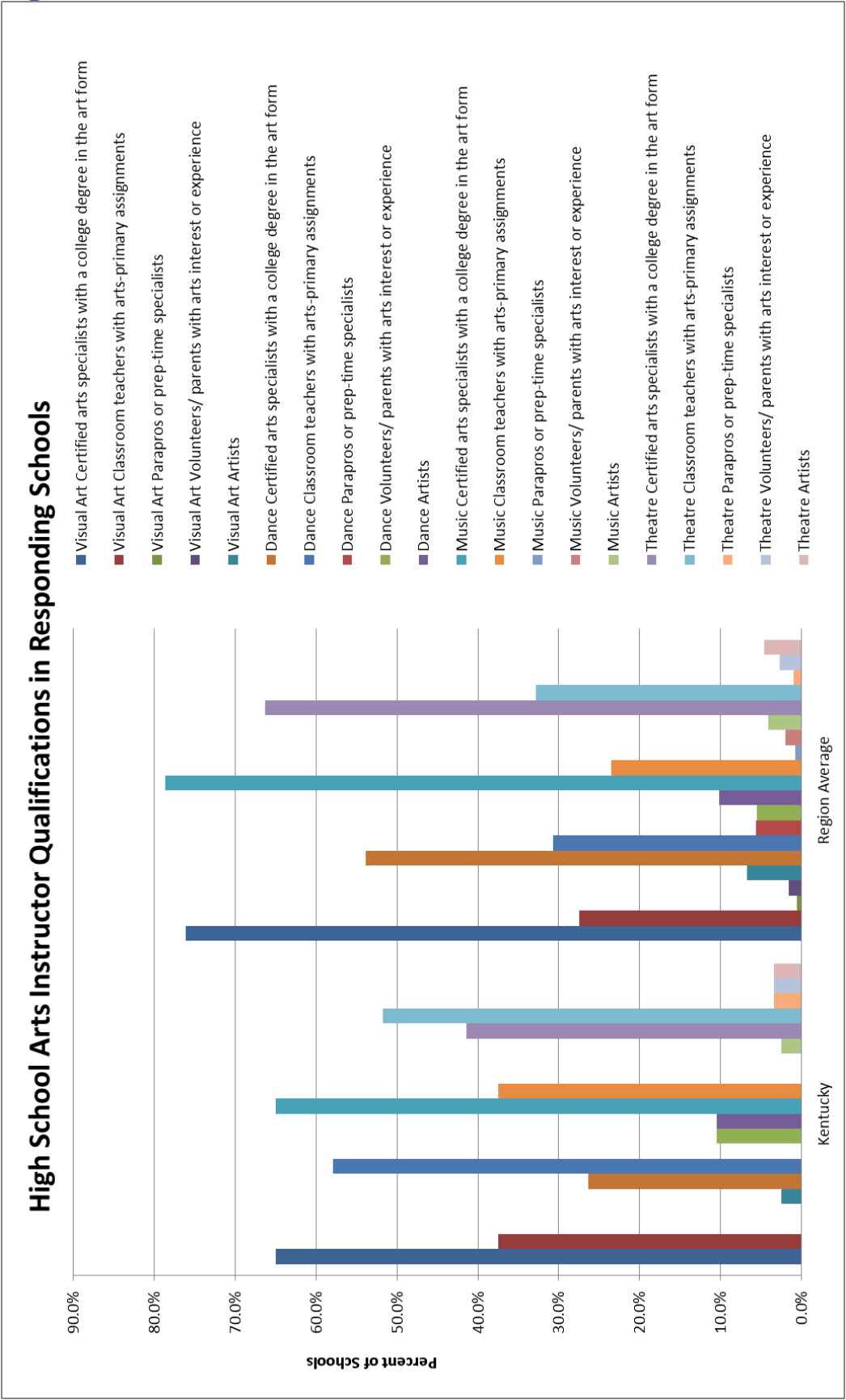
Figure KY-7



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure KY-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Louisiana: Aggregate Data



Louisiana data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Louisiana, 209 survey responses were received, a response rate of 16.3% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

Significantly fewer Louisiana schools that responded to the survey offer access to visual art and music classes than the regional and national averages¹. 55% of responding Louisiana schools offer visual art classes, compared to 71% for the region, 83% for elementary schools in the nation, and 89% for secondary schools in the nation. 61% of responding Louisiana schools have music classes, compared to 80% for the region, 94% for elementary schools in the nation, and 91% for secondary schools in the nation. These Louisiana schools are closer to, but still lower than, the regional averages in dance (10% compared to 14 %) and in theatre (20% to 22%) [Fig. LA-1].

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

In Louisiana schools responding to the survey, where arts classes are available, the average percentage of students enrolled in arts classes is lower than the national average in visual art (44% to 61%), dance (12% to 28%), music (46% to 62%), and theatre (7% to 23%). Meanwhile, the average number of minutes that Louisiana students in responding schools spend in arts classes each week is close to the regional average for visual art, dance, and music, but somewhat lower for theatre.

Louisiana schools responding have higher access to some other arts education programs than the regional average, including gifted/talented programs (58% compared to 24%) and arts integration (41% to 38%). These Louisiana schools also offer arts field trips (41%), visiting artist programs (13%), and teaching artist programs (11%).

Quality

When it comes to measures of quality – instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction taught by certified arts specialists – Louisiana schools responding to the survey are generally close to the regional average, especially in visual art, dance, and music. Instruction in theatre in these schools generally exceeds the regional average for measures of quality.

Instructors

For responding schools, Louisiana arts instruction in visual art, dance, and music is more likely to be taught by classroom teachers with arts-primary assignments than the regional average. Arts instruction in visual art is provided by arts specialists in 60% of responding Louisiana schools, and by classroom teachers in 42% of schools. The ratio is similar in music, with arts specialists in 70% of these schools, and classroom teachers with arts-primary assignments in 30%. Dance instruction is provided by arts specialists in 30% of responding schools, and by classroom teachers in 39% of schools. On the other hand, theatre instruction in Louisiana schools that responded

is more likely to be taught by arts specialists (67%) than the regional average (51%) [Fig. LA-2].

In 83% of Louisiana schools responding, arts instructors participate in arts-specific professional development, including district workshops (76%), workshops by arts organizations (44%), school workshops (41%), college or university workshops (29%), and national conferences (23%).

Resources and Partners

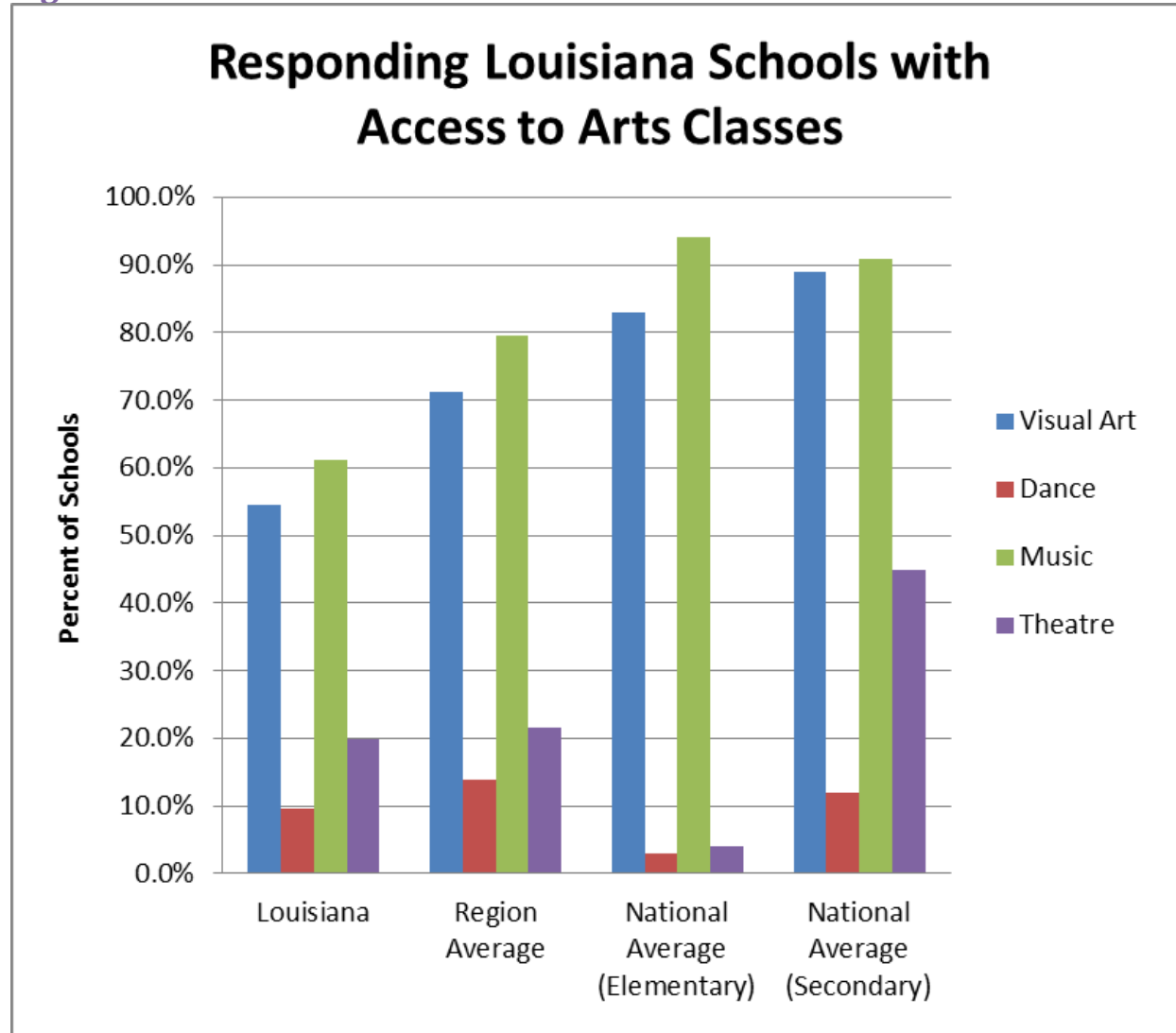
For those schools responding to the survey, they receive arts education funding from the district (37%), the school budget (22%), and arts fund raisers (22%). These schools spend arts funds on arts supplies and equipment (66%), arts field

trips (52%), release time (24%), and arts instructor professional development (22%).

Principal Perspectives

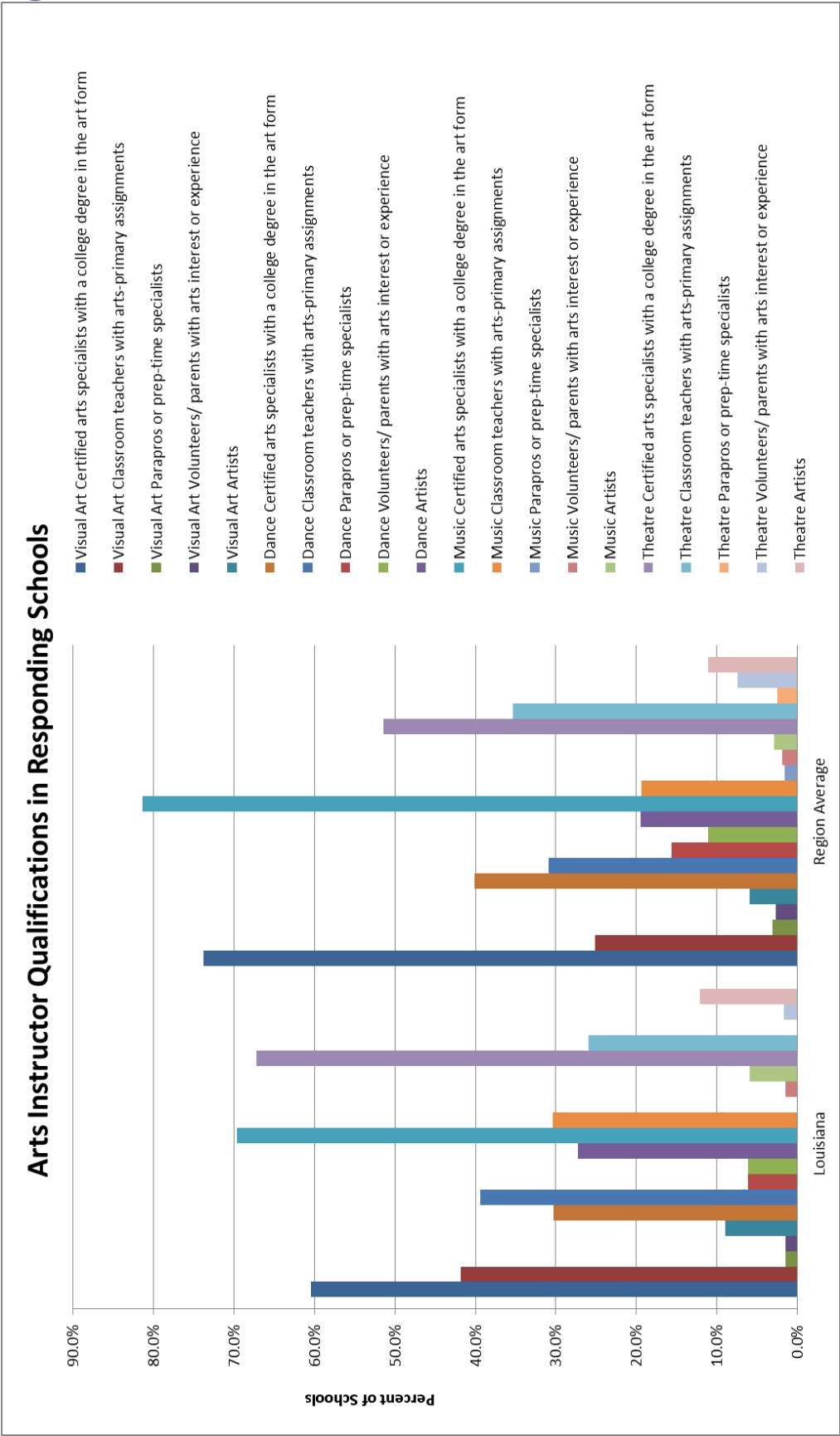
Responding principals identified budget constraints (71%), competing priorities (54%), time in the school day (46%), and insufficient personnel (41%) as obstacles to providing arts education. They also identified increased arts education funding for community and state arts organizations (45%), certified arts specialists (39%), arts supplies or equipment (39%), training in arts integration (32%), more flexibility in scheduling (27%), and facilities and classroom space (24%) as factors helpful to improve arts learning.

Figure LA-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure LA-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Louisiana: Elementary School Data

Access

In Louisiana elementary schools responding to the survey, access to classes in visual art and music is lower than both the regional average and national average. 46% of these schools offer visual art classes, compared to 69% in the region and 83% in the nation. Meanwhile, 51% offer music classes, compared to 79% in the region and 94% in the nation. For access to classes in dance (7%) and theatre (8%) in schools responding, responding Louisiana schools report to be below the regional average (11% in dance, 9% in theatre), but above the national average (3% in dance, 4% in theatre) [Fig. LA-3].

When looking at the average percentage of students enrolled in arts classes at the responding schools where they are available, Louisiana is below the national average at 77% in visual art, 28% in dance, 91% in music, and 4% in theatre. This compares to regional averages of 96%, 48%, 97%, and 40% in responding schools, respectively. When looking at the average number of minutes students are enrolled in arts classes each week in responding schools, however, Louisiana elementary schools responding exceed the regional average in all four disciplines.

Elementary schools in Louisiana that responded to the survey offer access to a variety of other arts education programs, including gifted/talented programs (50%), arts integration (45%), arts field trips (41%), and visiting artist programs (19%).

Quality

When looking at measures of quality – instruction following a sequential and ongoing curriculum, instruction following state and national standards, and instruction by certified arts specialists – the average for Louisiana elementary schools responding to the survey is mixed, sometimes exceeding the regional average, sometimes falling below the regional average. The result of the comparison varies

across measures of quality and artistic disciplines.

Instructors

Across all four disciplines of visual art, dance, music, and theatre, arts instructors in responding Louisiana elementary schools are less likely to be certified arts specialists and more likely to be classroom teachers with arts-primary assignments than the regional average. In addition, dance instructors in these schools are more likely to be artists than the regional average [Fig. LA-4].

Among arts instructors at Louisiana elementary schools responding, 81% participate in arts-specific professional development. Professional development activities include district workshops (83%), workshops by arts organizations (40%), school workshops (35%), and national conferences (24%).

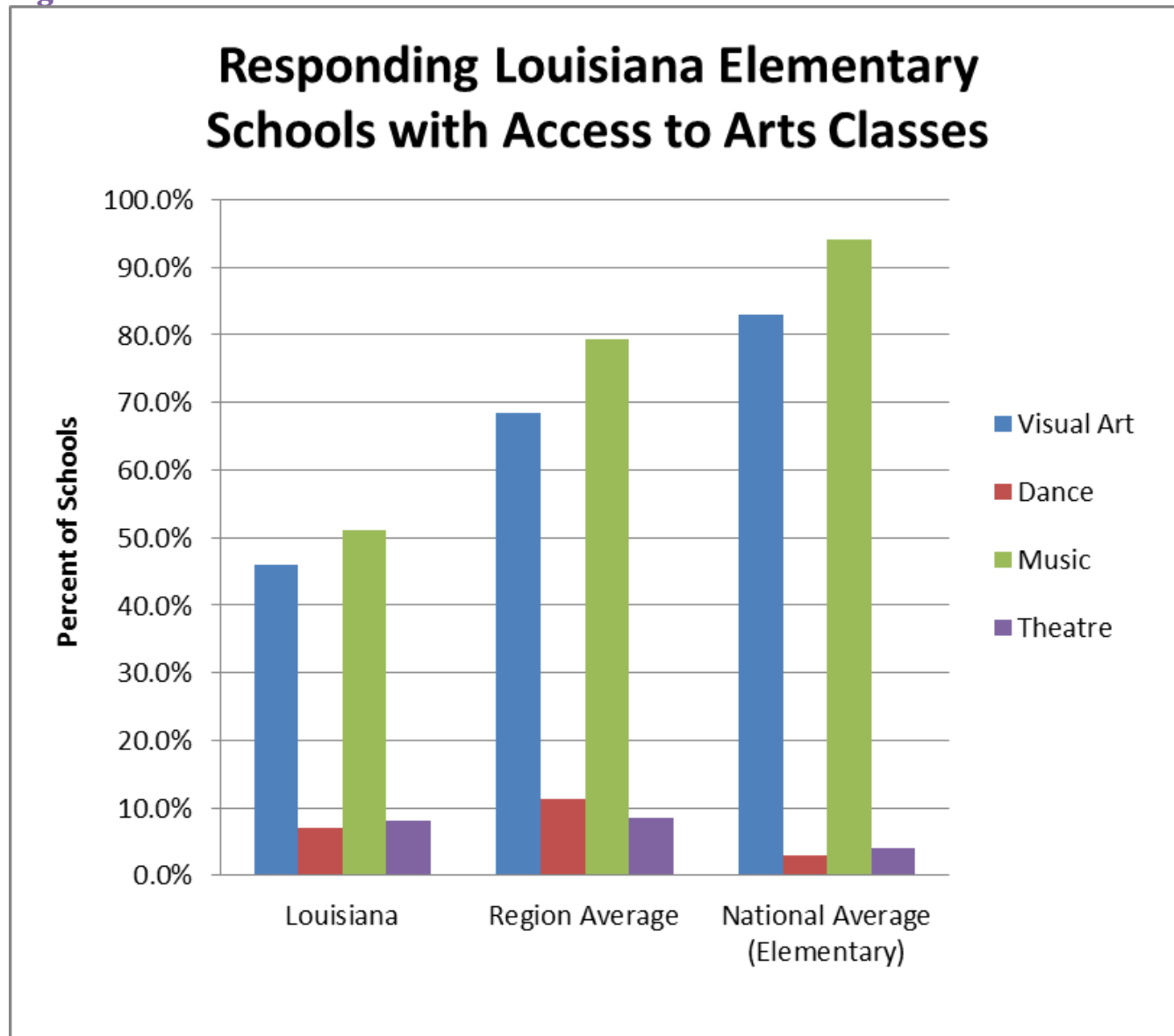
Resources and Partners

Responding Louisiana elementary schools receive arts education from a number of sources, including the district (27%), the PTA/PTO (22%), local arts councils (18%), the school budget (15%), arts fund raisers (14%), and individual contributions (14%). Schools spend arts education funding on arts supplies and equipment (65%), arts field trips (48%), and arts assemblies (24%).

Principal Perspectives

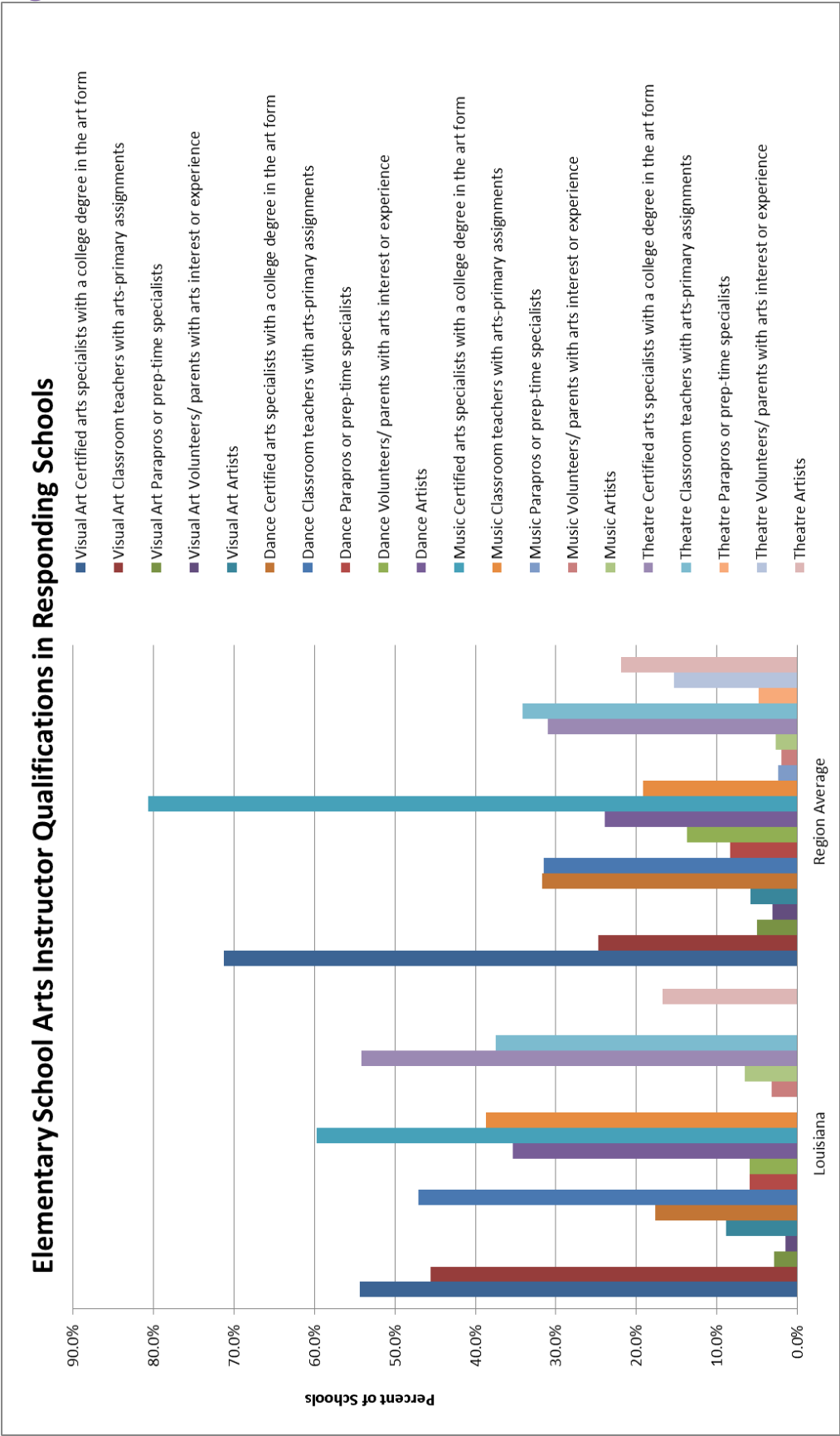
Principals at Louisiana elementary schools responding to the survey identified four main obstacles to providing arts education, including budget constraints (66%), competing priorities (54%), time in the school day (52%), and insufficient personnel (34%). They also identified a number of helpful factors to improve arts learning at their school – increased arts education funding for community and state arts organizations (47%), certified arts specialists (42%), arts supplies or equipment (35%), training in arts integration (33%), facilities and classroom space (22%), and more flexibility in scheduling (22%).

Figure LA-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*.

Figure LA-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Louisiana: Middle School Data

Access

As a percentage, fewer Louisiana middle schools that responded to the survey provide access to arts classes than the regional average. Approximately 47% of these schools offer visual art classes, compared with the regional average in responding schools of 73%; in music, Louisiana's 63% compares with 84% in the region. In dance, 3% of responding Louisiana schools offer classes, while the regional average is 13%, and in theatre, 13% offer classes, compared to the regional average of 26% [Fig. LA-5].

Among responding schools that offer arts classes, a lower percentage of students are enrolled in arts classes in Louisiana middle schools than the regional average. Responding Louisiana middle schools have 29% of their students enrolled in visual art, 6% in dance, 28% in music, and 5% in theatre. While students in these middle schools are in class for fewer minutes each week in visual art, music, and theatre than the regional average, they spend more time in class than the regional average for dance.

Responding Louisiana middle schools offer several other arts education programs, including gifted or talented programs (60%), arts field trips (27%), and arts integration (17%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – Louisiana middle schools that responded to the survey compare well to the regional average by some measures, and not as well by others. These schools outperform the regional average for following national standards in visual art, music, and theatre, and for arts instruction taught by certified specialists in dance, music, and theatre. However, arts instruction in responding Louisiana schools is less likely to follow a sequential and ongoing curriculum, and is less

likely to follow state standards across all four arts disciplines.

Instructors

Responding Louisiana middle schools are more likely than the regional average to have certified arts specialists providing arts instruction in music (88% compared to 86%) and theatre (86% to 58%). In visual art, however, they are less likely to have certified arts specialists (71% compared to 82%). For dance, arts instruction in responding middle schools is primarily provided by volunteers or parents (50%) and artists (50%) [Fig. LA-6].

In 84% of Louisiana middle schools that responded, arts instructors participate in arts-specific professional development. These professional development activities include district workshops (86%), school workshops (48%), workshops by arts organizations (38%), and college or university workshops (24%).

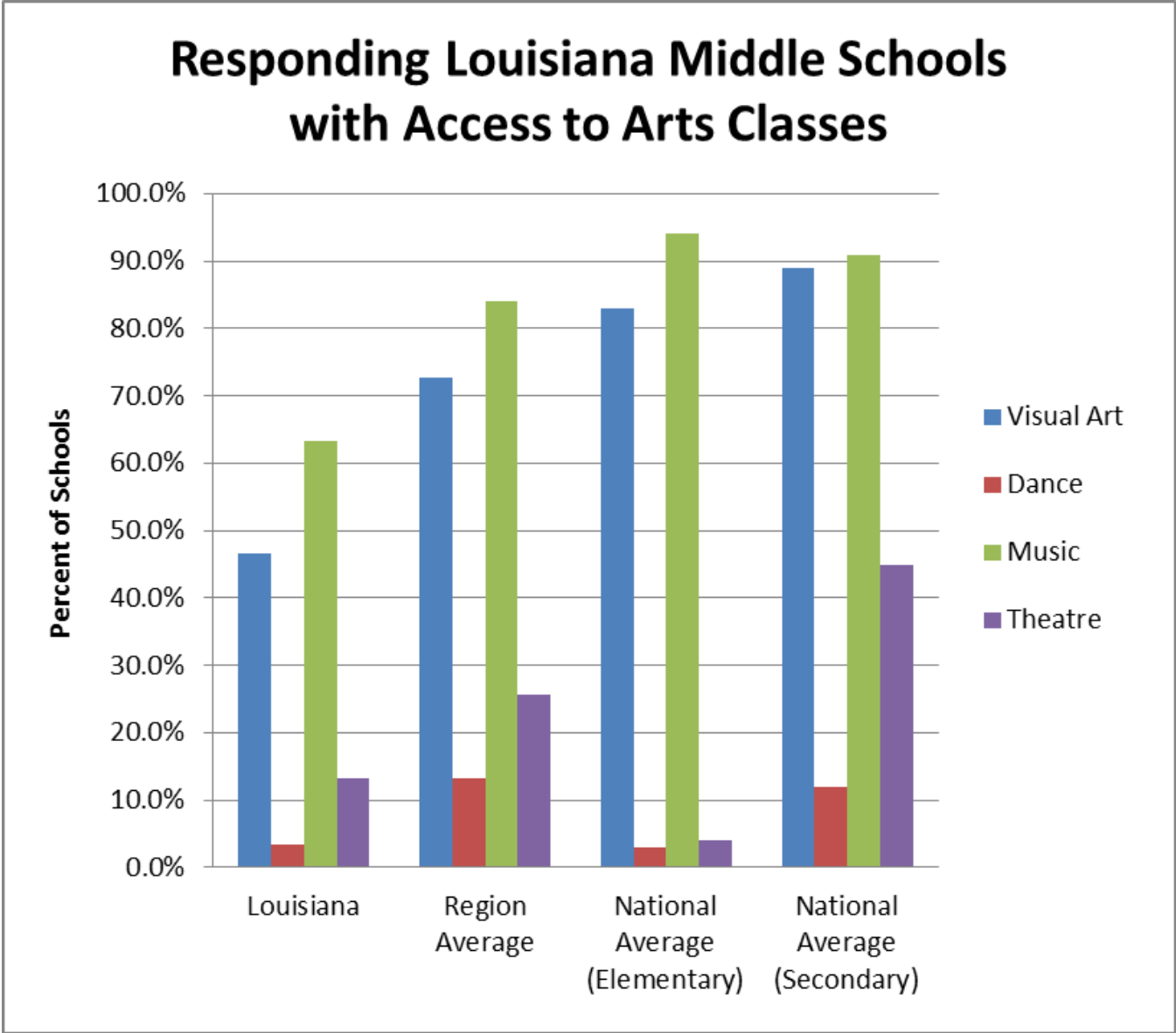
Resources and Partners

Arts education funding sources in responding Louisiana middle schools include the district (36%), the school budget (29%), arts fund raisers (29%), and individual contributions (14%). These schools spend arts education funding on arts supplies and equipment (63%), arts field trips (48%), and release time (30%).

Principal Perspectives

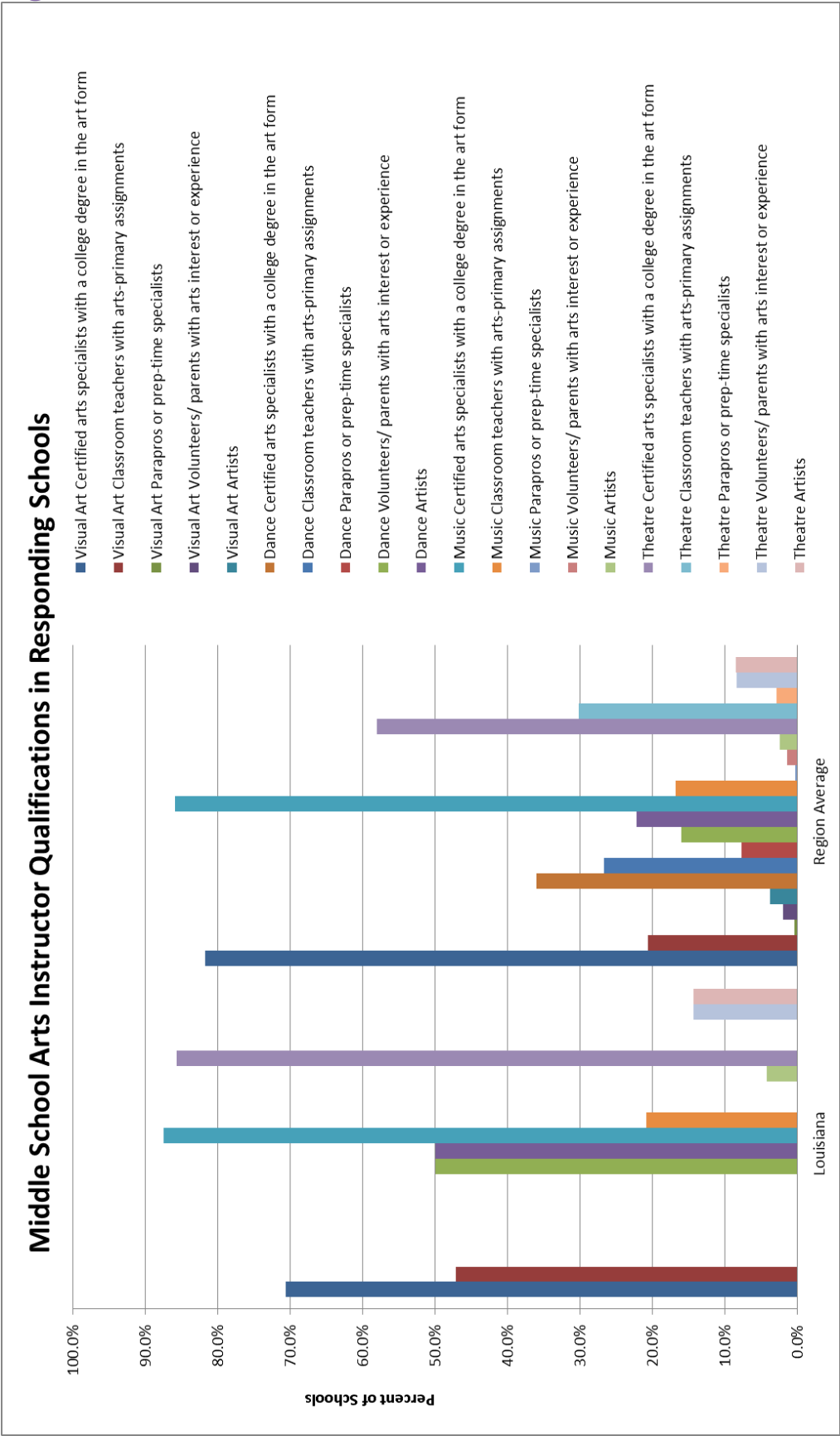
Principals in Louisiana middle schools that responded identified four primary obstacles to providing arts education – budget constraints (80%), competing priorities (60%), insufficient personnel (60%), and time in the school day (40%). Meanwhile, they also identified helpful factors to improve arts learning, including more flexibility in scheduling (44%), certified arts specialists (44%), increased arts education funding for community and state arts organizations (40%), training in arts integration (32%), arts supplies or equipment (32%), facilities and classroom space (28%), and changes in school board and/or administrative procedures (20%).

Figure LA-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure LA-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Louisiana: High School Data

Access

Louisiana high schools responding to the survey provide access to arts classes at a rate lower than the regional average for responding schools in visual art (78% of schools compared with 82%), in dance (19% to 22%), and theatre (47% to 57%). However, these high schools match the regional average for providing music classes (83%) [Fig. LA-7].

In responding schools with arts classes, the average percentage of Louisiana high school students enrolled in arts classes is lower than the regional average in visual art (16% compared to 19%), in dance (3% to 8%), in music (13% to 18%), and in theatre (7% to 10%). The average number of minutes that Louisiana students in responding high schools spend in arts classes each week is lower than the regional average for all four arts disciplines (visual art, dance, music, and theatre).

High schools in Louisiana that responded provide access to other arts education programs, including gifted or talented programs (72%), arts field trips (52%), arts integration (45%), and teaching artist programs (17%).

Quality

Compared across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – Louisiana high schools that responded to the survey generally meet or exceed the regional average across all four measures in all four arts disciplines (visual art, dance, music, and theatre).

Instructors

The percentage of responding Louisiana high schools with arts specialists responsible for arts instruction is lower than the regional average for visual art (71% compared to 76%), for dance (50% to 54%), and for music (76% to 79%). In

theatre, however, a greater percentage of these schools have arts specialists than the regional average (77% compared to 66%) [Fig. LA-8].

In 89% of responding Louisiana schools with arts classes, arts instructors participate in arts-specific professional development. Those professional development activities include district workshops (64%), workshops by arts organizations (51%), school workshops (49%), college or university workshops (44%), instruction or mentoring by artists (29%), national conferences (27%), and state arts agency workshops (24%).

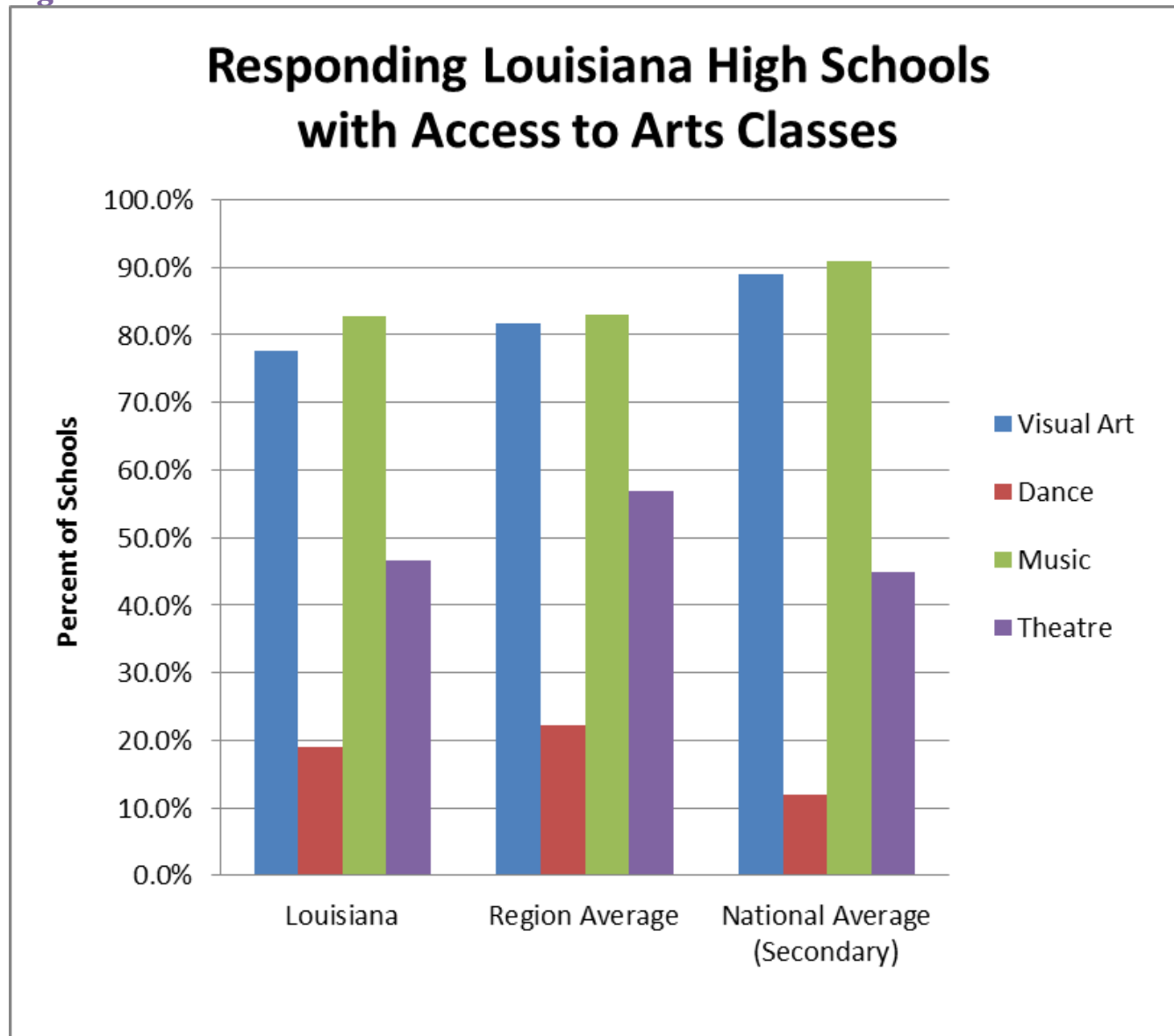
Resources and Partners

Louisiana high schools that responded to the survey receive arts education funding from a variety of sources, including the district (57%), the school budget (34%), arts fund raisers (32%), businesses (28%), and individual contributions (21%). Schools spend arts education funds on arts supplies and equipment (72%), arts field trips (60%), release time (36%), and arts instructor professional development (34%).

Principal Perspectives

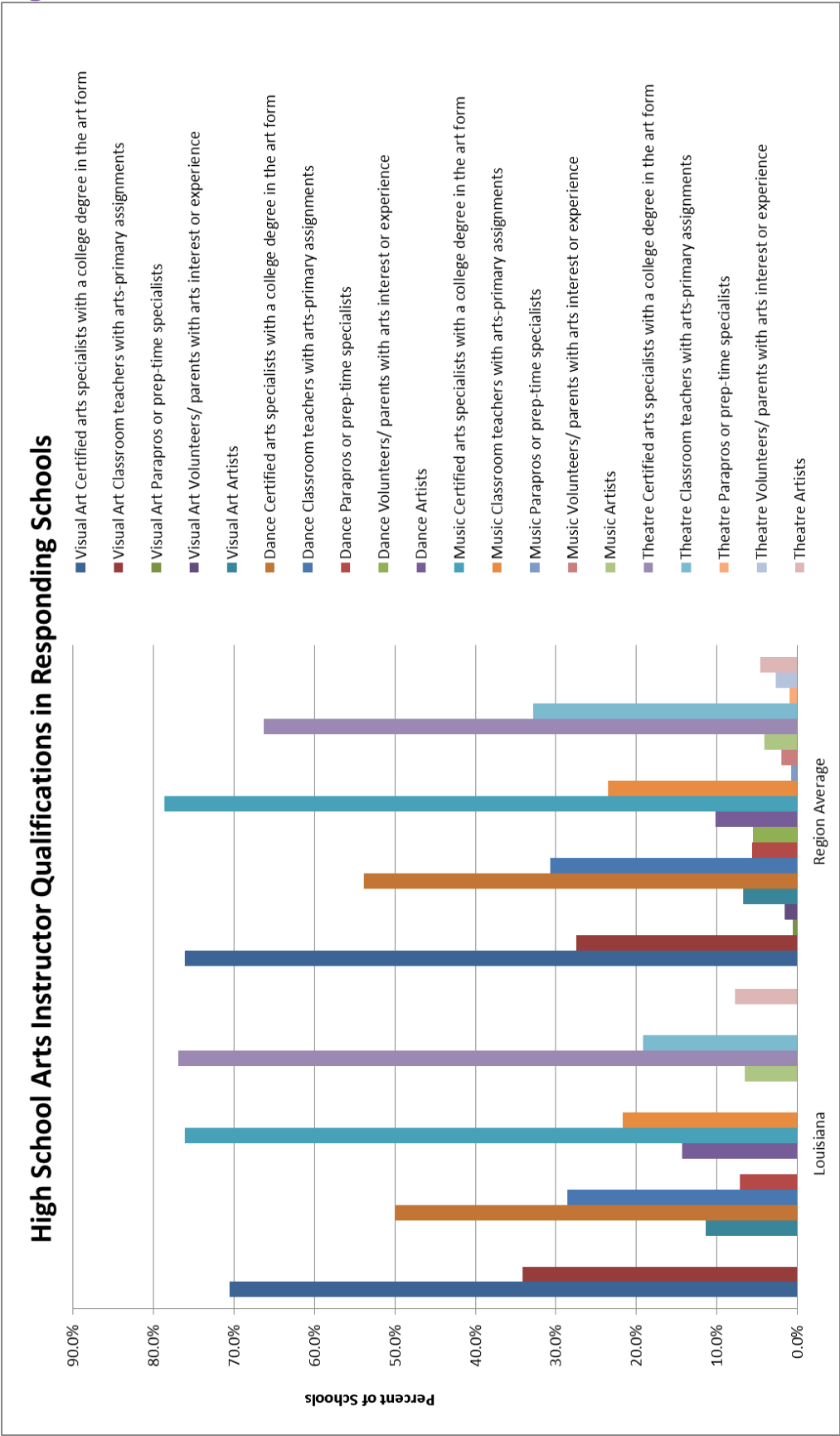
Responding principals in Louisiana high schools identified five primary obstacles to providing arts education. They are budget constraints (70%), competing priorities (50%), insufficient personnel (44%), time in the school day (34%), and insufficient space or facilities (28%). These principals also identified helpful factors to improve arts learning in their school, including arts supplies or equipment (48%), increased arts education funding for community and state arts organizations (44%), arts integration training (30%), certified arts specialists (28%), more flexibility in scheduling (26%), professional development opportunities in the arts (24%), and facilities and classroom space (24%).

Figure LA-7



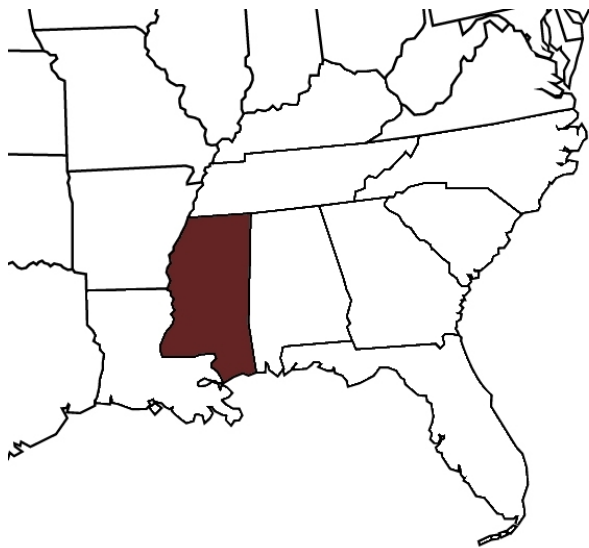
Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*.

Figure LA-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Mississippi: Aggregate Data



Mississippi data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Mississippi, 175 responses were received, a response rate of 19.6% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

Generally, for those Mississippi schools that responded to the survey, fewer provide access to arts classes than the regional and national average¹. 47% of responding Mississippi schools offer visual art classes, 60% offer music classes, 9% offer dance classes, 17% offer theatre classes, and 10% offer media arts classes. This compares to the regional average of responding schools: 71% in visual art, 79% in music, 14% in dance, 22% in theatre, and 19% in media arts [Fig. MS-1].

While fewer responding Mississippi schools offer arts classes, in the schools where they are offered, student enrollment generally matches or exceeds the regional average in visual art (60%

compared to 61%), music (63% to 62%), and media arts (49% to 45%). The rate of enrollment in Mississippi dance (21%) and theatre (11%) classes in these schools is lower than the regional average (28% and 23%, respectively). Meanwhile, the average number of minutes that students spend in these schools' arts classes each week exceeds the regional average for all five arts disciplines.

Responding Mississippi schools offer access to other arts education programs, including arts field trips (35%), arts integration (33%), gifted/talented programs (21%), and community arts programs (13%).

Quality

On measures of quality, including arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists, arts education in responding Mississippi schools is just below the regional average in visual art, music, theatre, and media arts. Schools in the state responding to the survey fall farther below the regional average for measures of quality in dance.

Instructors

Compared to the regional average, arts instruction in responding Mississippi schools is more likely to be taught by classroom teachers with arts-primary assignments than certified arts specialists, especially in dance and theatre. Arts instruction in visual art is provided by arts specialists in 57% of these schools, and classroom teachers with arts-primary assignments in 31% of schools. The ratio is similar in music, with arts specialists in 68% of responding schools, and classroom teachers with arts-primary assignments in 24% of the schools. However, dance instruction is provided by classroom teachers in 33% of schools responding, and theatre instruction by classroom teachers in 41% of schools [Fig. MS-2].

In 76% of Mississippi schools responding to the survey, arts instructors participate in arts-specific professional development, including workshops by arts organizations (48%), district

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

workshops (47%), college or university workshops (44%), school workshops (38%), and state department of education workshops (20%), instruction or mentoring by artists (18%), national conferences (16%), and state arts commission workshops (11%).

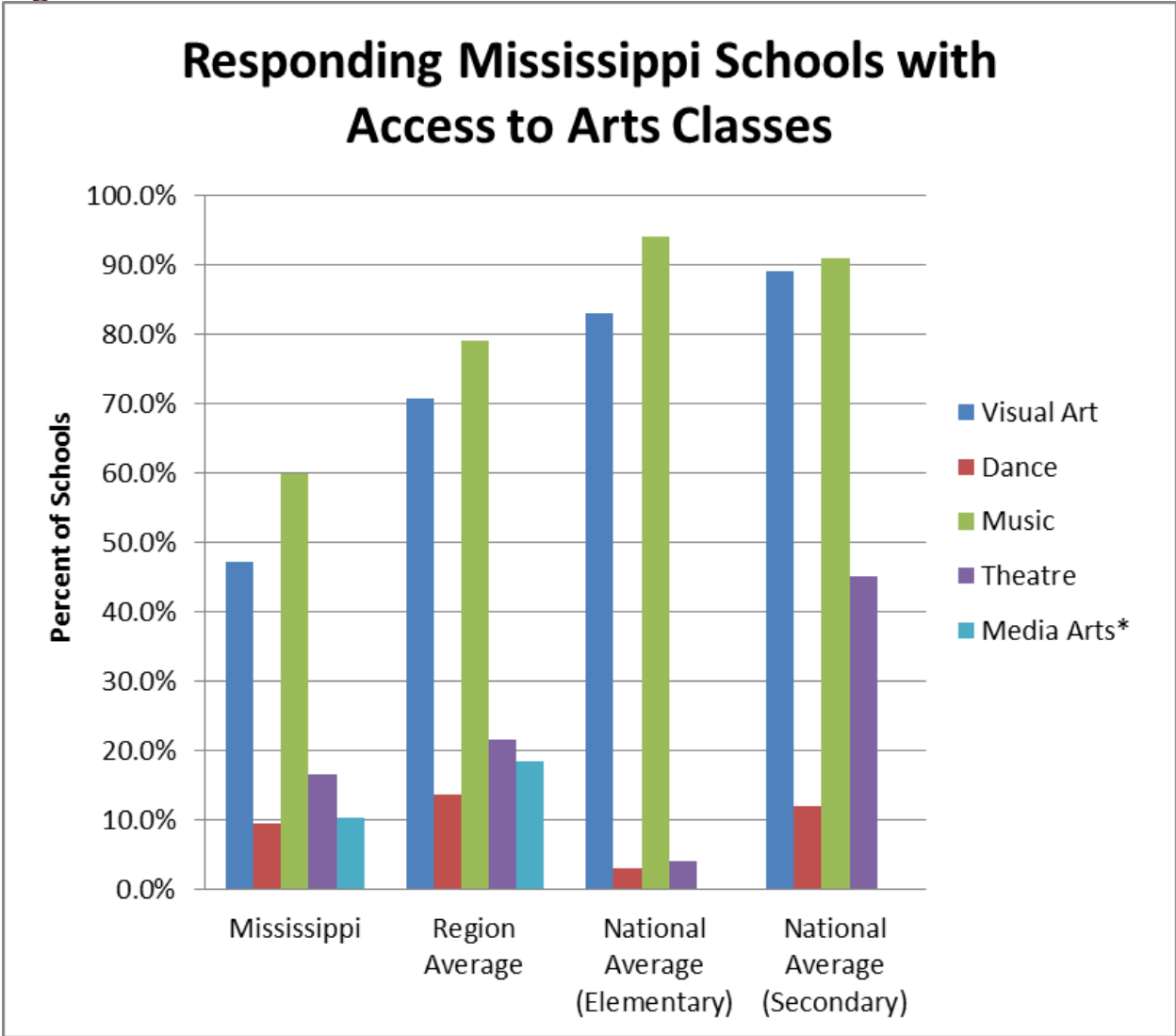
Resources and Partners

Responding Mississippi schools receive arts education funding from the district (40%), arts fund raisers (25%), individual contributions (24%), PTA/PTO (21%), and the school budget (16%). Meanwhile, these schools spend arts education funds on arts supplies and equipment (53%), arts field trips (32%), arts instructor professional development (27%), and arts assemblies (14%).

Principal Perspectives

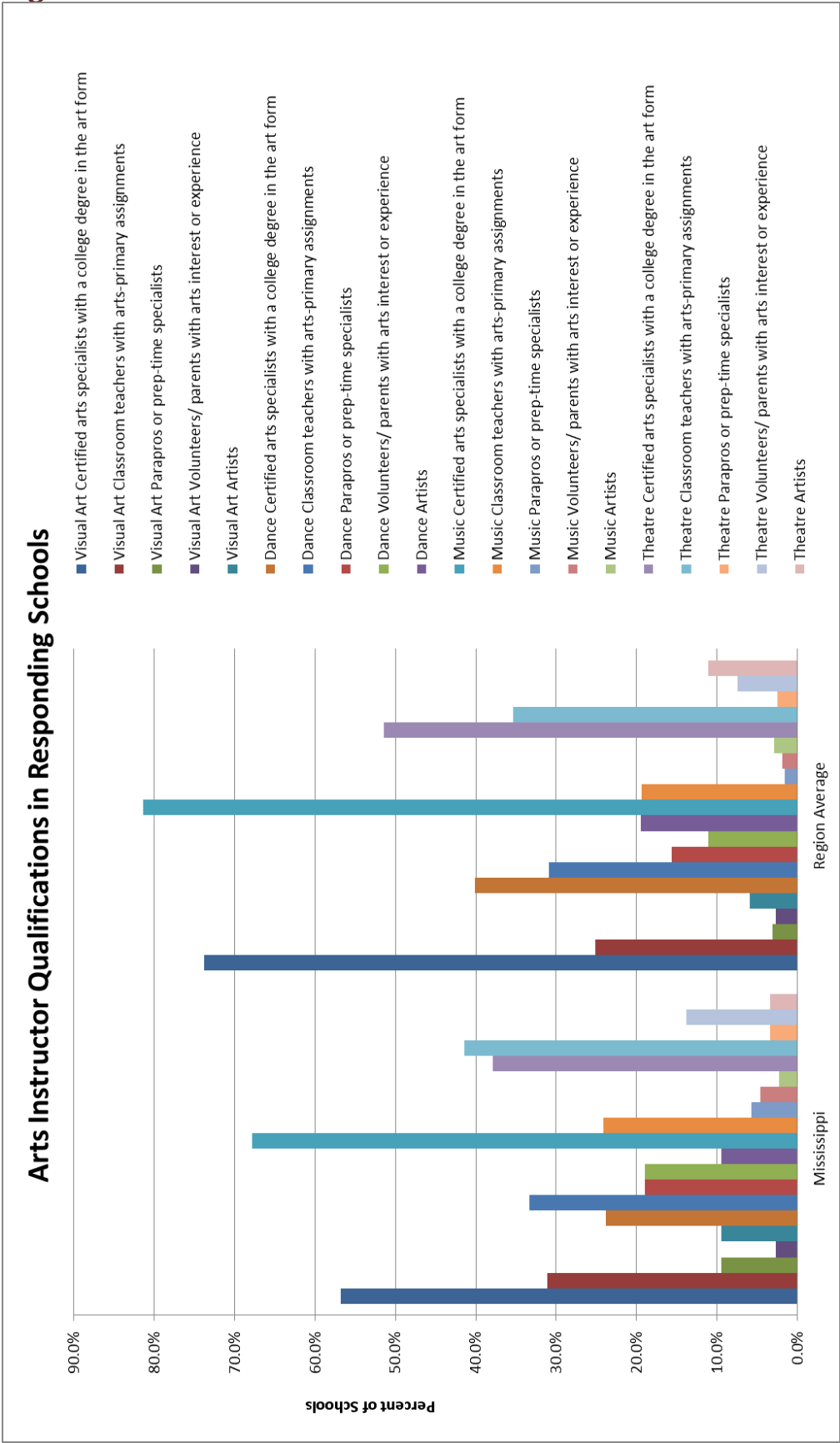
Principals in Mississippi responding to the survey identified five main obstacles to providing arts education: budget constraints (68%), competing priorities (47%), insufficient personnel (42%), insufficient space or facilities (34%), and time in the school day (28%). These principals also identified helpful factors to improve arts learning, including certified arts specialists (46%), arts supplies or equipment (43%), facilities and classroom space (31%), increased funding for community arts organizations that support school arts programs (30%), increased funding for Mississippi Arts Commission arts in education programs (22%), arts integration training (22%), and professional development opportunities in the arts (21%).

Figure MS-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.
 * The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

Figure MS-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Mississippi: Elementary School Data

Access

Elementary schools in Mississippi that responded to the survey have lower access to arts classes than the regional average and the national average. 36% of responding Mississippi elementary schools offer visual art classes, compared to the region at 69% and the nation at 83%. In music, classes are offered in 57% of these Mississippi schools, but 79% for the region, and 94% across the nation. Responding schools offer dance classes at a rate between the regional and the national averages, theatre classes below both, and media arts classes below the regional average for responding schools [Fig. MS-3].

In the responding Mississippi elementary schools where arts classes are offered, 100% of students are enrolled in visual art, music, and media arts. 37% of students are enrolled in dance classes where available, and 23% are enrolled in theatre. For the average number of minutes students are enrolled in arts classes each week, responding Mississippi schools are even with the regional average for visual art and music, just below the regional average for dance and media arts, and well above the regional average in theatre.

Mississippi elementary schools responding offer a variety of other arts education programs, including arts integration (53%), arts field trips (46%), gifted/talented programs (28%), and community arts programs (21%).

Quality

When compared to the regional average for measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – the Mississippi elementary schools responding to the survey’s average is lower across the four measures and five arts disciplines (visual art, dance, music, theatre, and media arts).

Instructors

While a majority of responding Mississippi elementary schools have arts instructors who are certified arts specialists in visual art (50%) and music (67%), the state’s average falls below the regional averages of 71% and 81%, respectively. Like the rest of the region, arts instruction in dance and theatre in these elementary schools is taught by instructors with a variety of qualifications. Dance instructors in responding Mississippi elementary schools include certified arts specialists (9%), classroom teachers with arts primary assignments (32%), paraprofessionals (18%), volunteers or parents (27%), and artists (18%). In theatre, instructors include classroom teachers (43%), paraprofessionals (14%), volunteers or parents (29%), and artists (14%) [Fig. MS-4].

Among arts instructors in Mississippi elementary schools responding, 75% participate in arts-specific professional development. Those professional development activities include workshops by arts organizations (54%), district workshops (49%), college or university workshops (40%), and school workshops (34%).

Resources and Partners

Mississippi elementary schools responding to the survey receive arts education funding from a variety of sources, including the PTA/PTO (33%), the district (33%), arts fund raisers (22%), individual contributions (18%), and the school budget (18%). These schools spend arts education funds on arts supplies and equipment (53%), arts field trips (32%), arts instructor professional development (26%), and arts assemblies (21%).

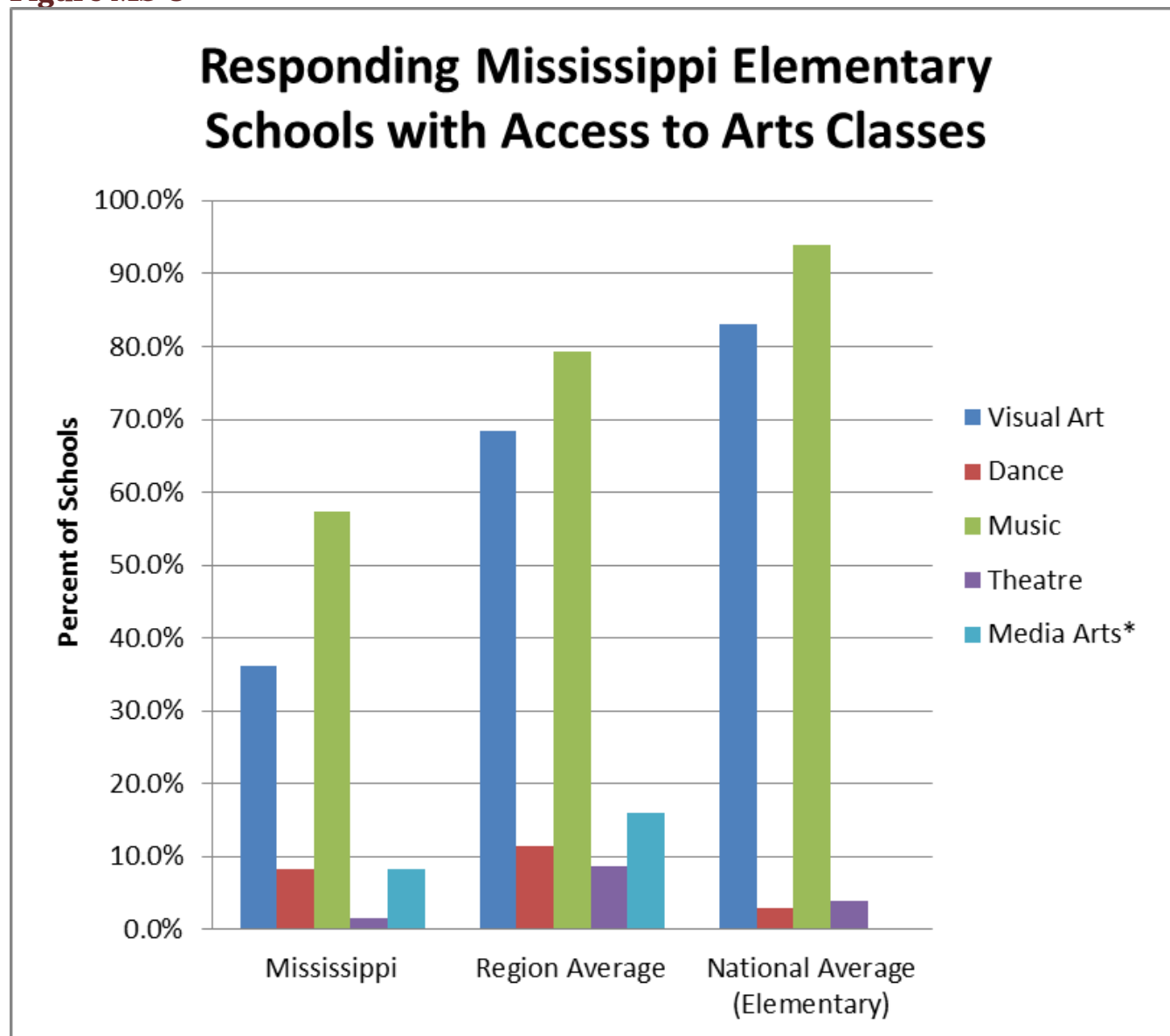
Principal Perspectives

Principals in Mississippi elementary schools that responded to the survey identified five major obstacles to providing arts education: budget constraints (69%), competing priorities (48%), insufficient personnel (47%), time in the school day (38%), and insufficient space or

facilities (29%). In turn, these principals identified helpful factors to improve arts learning, including certified arts specialists (54%), arts supplies or equipment (33%), increased funding for Mississippi Arts

Commission arts in education programs (28%), increased arts education funding for community organizations (28%), and facilities or classroom space (26%).

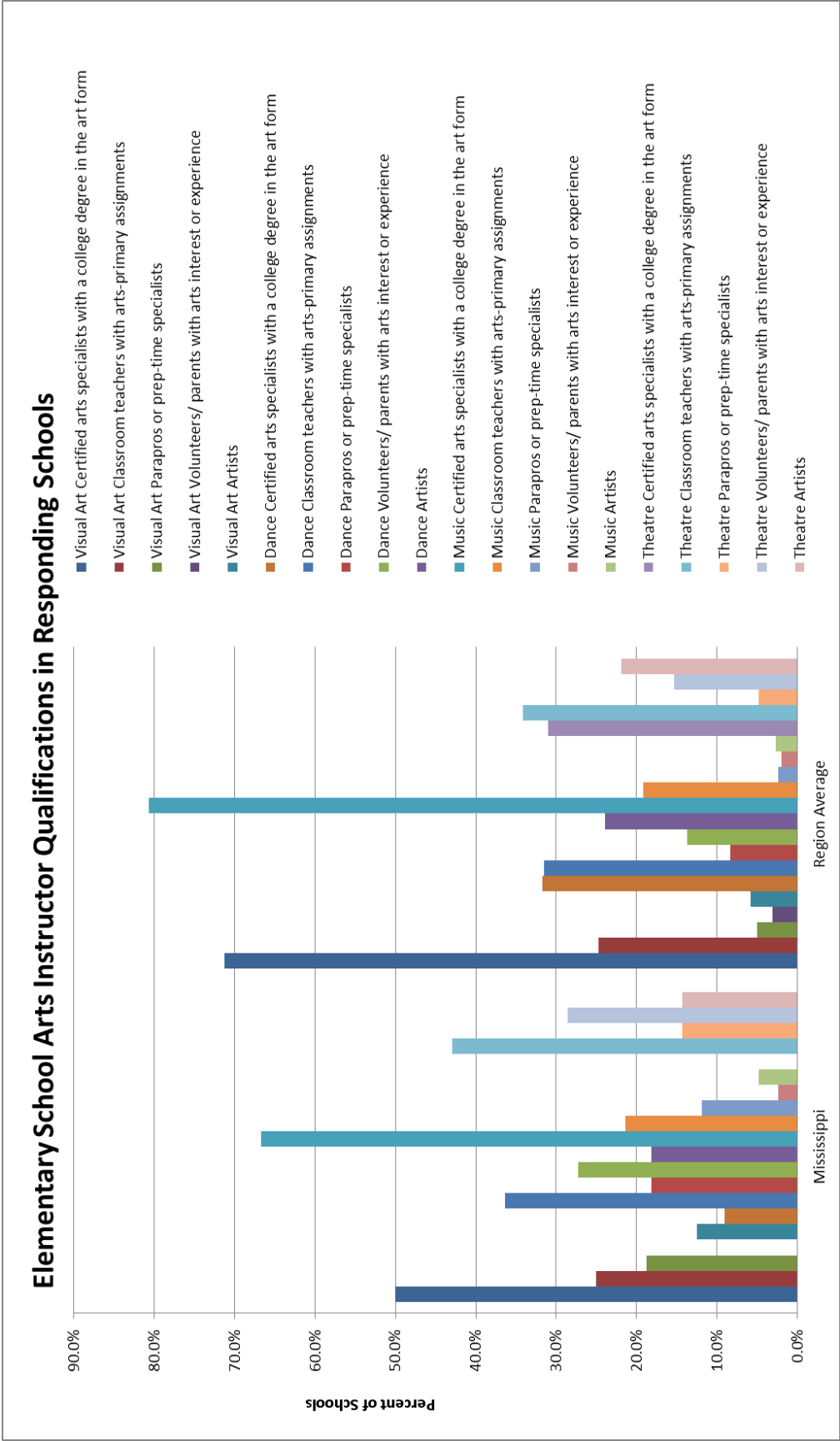
Figure MS-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

Figure MS-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Mississippi: Middle School Data

Access

Mississippi middle schools responding to the survey have less access to arts classes compared to the regional average. 55% of these middle schools offer classes in visual art, compared with 73% for the region. The rate is 65% compared to 84% in music, 10% to 13% in dance, and 20% to 26% in theatre [Fig. MS-5].

In responding Mississippi middle schools where arts classes are available, for the most part a lower percentage of students are enrolled in arts classes than the regional average for responding middle schools. 18% of students are enrolled in visual art in Mississippi's responding middle schools, compared to 39% for the region. The rate is 29% to 39% in music, and 10% to 22% in theatre. In dance, however, 22% of students are enrolled in these schools, compared to 20% for the region. In addition, middle school students in responding Mississippi schools spend a greater number of minutes in arts classes each week than the regional average.

These Mississippi middle schools offer other arts education programs, including gifted/talented programs (25%), arts field trips (20%), and arts integration (15%).

Quality

When compared to the regional average for measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist – responding Mississippi middle schools sometimes exceed the regional average for those measures, and sometimes rate lower than the regional average. Across all four arts disciplines – visual art, dance, music, and theatre – arts instruction in responding Mississippi middle schools exceeds the regional average for following state standards and for instruction by a certified arts specialist. Meanwhile, arts instruction in responding Mississippi schools follows national standards than the regional average in all four arts

disciplines. A greater percentage of responding Mississippi middle schools have arts instruction that follows a sequential and ongoing curriculum in visual art and music than the regional average. But these schools report rates lower than the regional average for that same measure in dance and theatre.

Instructors

Among responding Mississippi middle schools, 75% have arts instruction in visual art taught by certified arts specialists, as well as 72% for music, and 60% for theatre. Dance in these schools is taught by instructors with a variety of qualifications, including certified arts specialists (33%), classroom teachers with arts-primary assignments (33%), and volunteers or parents (33%) [Fig. MS-6].

In 88% of Mississippi middle schools responding to the survey, arts instructors participate in arts-specific professional development. These professional development activities include district workshops (39%), school workshops (39%), college or university workshops (39%), workshops by arts organizations (39%), and national conferences (23%).

Resources and Partners

Mississippi middle schools that responded to the survey receive arts education funding from a variety of sources, including the district (38%), arts fund raisers (31%), and individual contributions (19%). These schools spend arts education funds on arts supplies and equipment (53%), arts field trips (24%), and arts instructor professional development (24%).

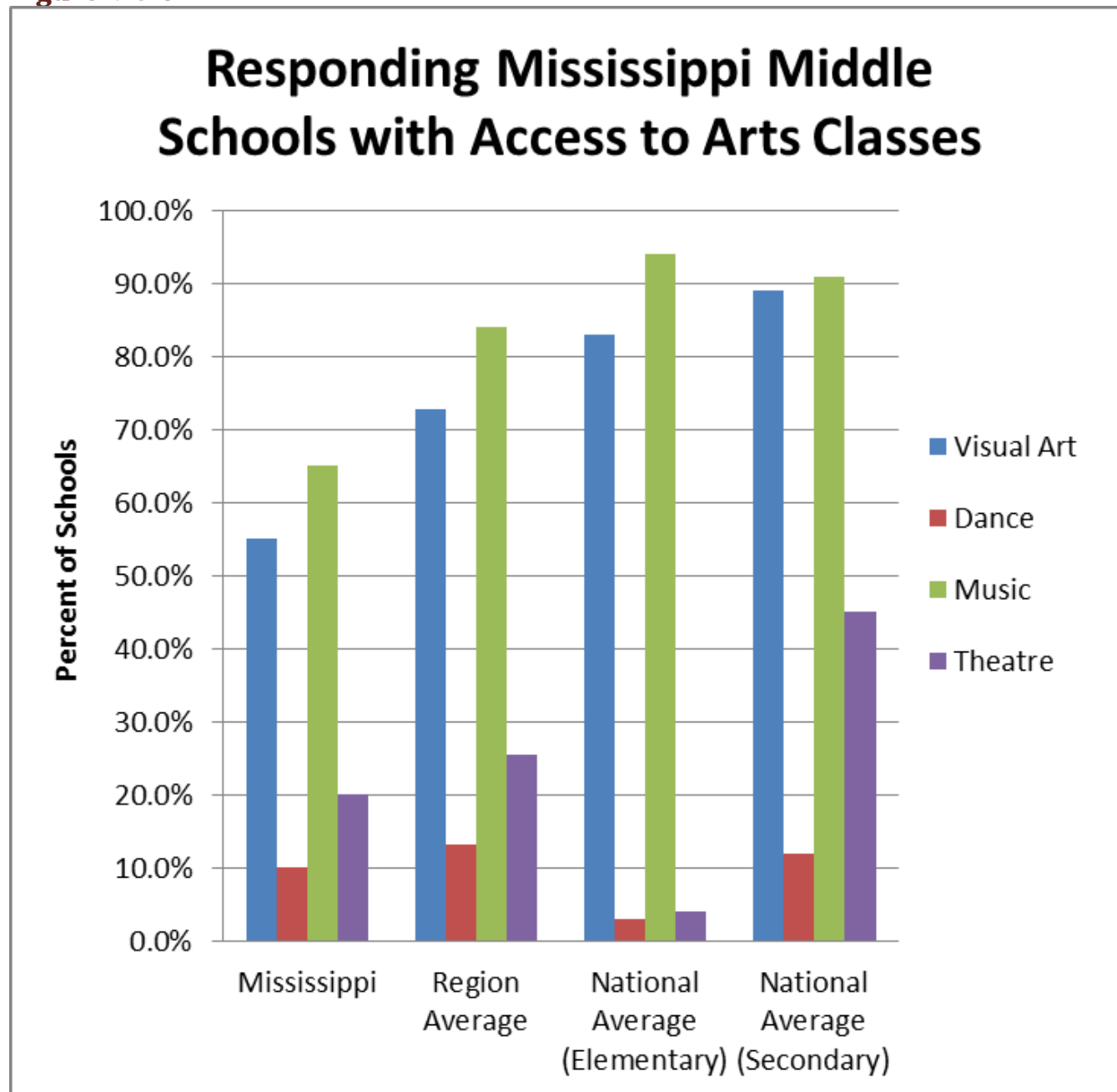
Principal Perspectives

Responding principals at Mississippi middle schools identified four primary obstacles to providing arts education – competing priorities (53%), insufficient space or facilities (47%), budget constraints (47%), and insufficient personnel (35%). They also identified helpful factors to improve arts learning, including arts

supplies or equipment (53%), certified arts specialists (53%), facilities and classroom space (47%), increased arts education funding for community arts organizations (24%),

professional development opportunities in the arts (24%), and training in arts integration (24%).

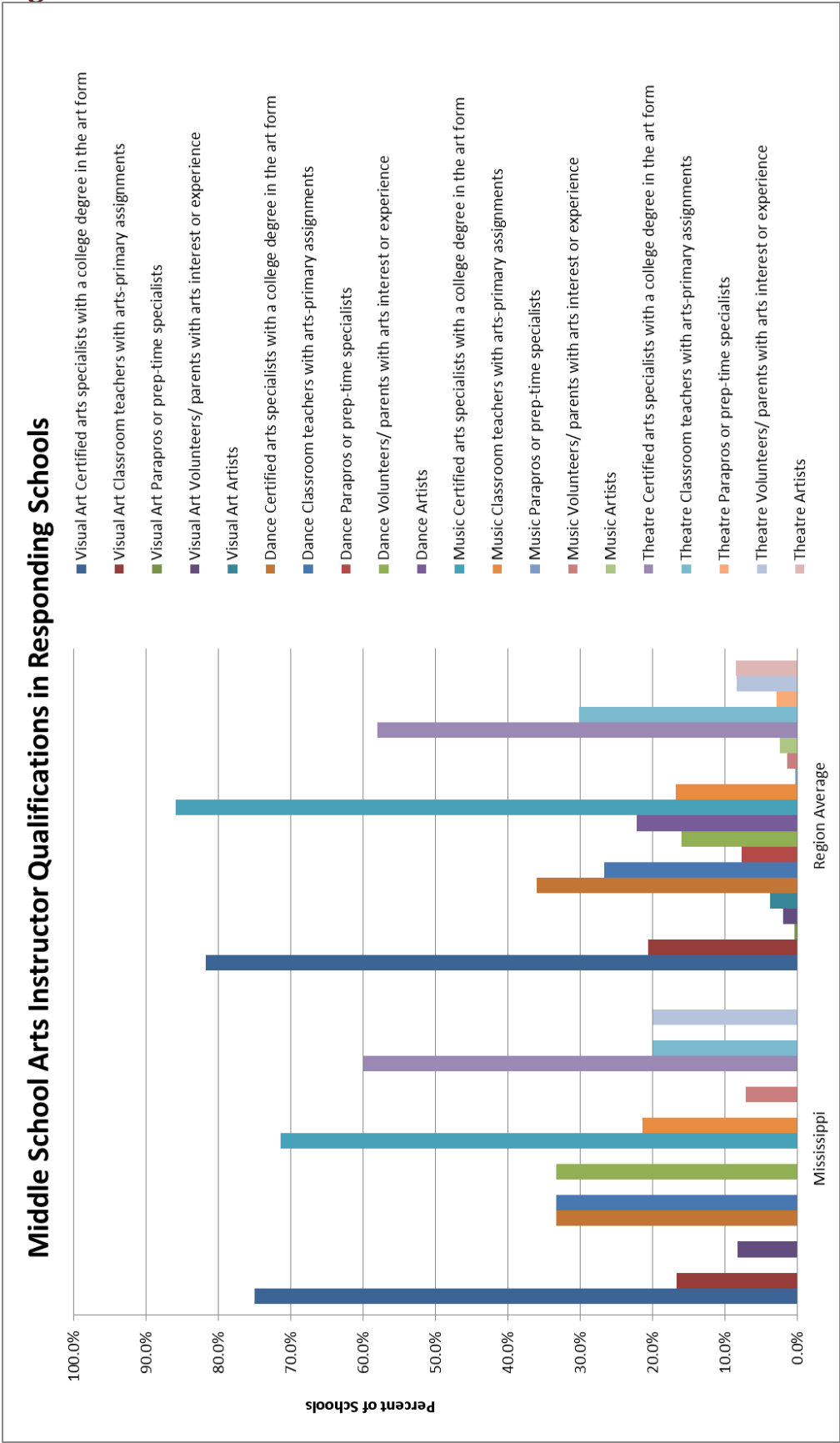
Figure MS-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

Figure MS-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Mississippi: High School Data

Access

While responding high schools in Mississippi provide some access to arts classes, the percentage of high schools with arts classes is lower than the regional average in visual art (67% of schools compared to 82%), in dance (14% to 22%), in music (71% to 83%), in theatre (20% to 28%), and in media arts (20% to 28%) [Fig. MS-7].

Among responding schools with arts classes available, the average percentage of Mississippi high school students enrolled in arts classes is very similar to the regional average of responding schools, with 19% in visual art, 5% in dance, 19% in music, 9% in theatre, and 9% in media arts. In addition, the average number of minutes that students in responding Mississippi high schools spend in arts classes each week is greater than the regional average in all four arts disciplines –visual art, dance, music, theatre, and media arts.

Responding Mississippi high schools provide limited access to other arts education programs, including arts field trips (31%), arts integration (14%), and gifted or talented programs (11%).

Quality

When looking at measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – visual art and music programs in Mississippi high schools that responded to the survey generally meet or exceed the regional average, while dance is generally below the regional average. Theatre in responding Mississippi high schools meets the regional average for a sequential and ongoing curriculum, is lower than the regional average for following state and national standards, and exceeds the regional average for arts instruction taught by a certified specialist. Media arts in these high schools is lower than the regional average for three of the four measures, but is

higher than the regional average for arts instruction taught by a certified specialist.

Instructors

A lower percentage of responding Mississippi high schools have a certified arts specialist responsible for arts instruction in visual art (56% compared to 76%), dance (43% to 54%), music (63% to 79%), and theatre (50% to 66%) [Fig. MS-8].

Among responding high schools, 75% have arts instructors who participate in arts-specific professional development. Those professional development activities include district workshops (50%), college or university workshops (50%), school workshops (45%), workshops by arts organizations (45%), state department of education workshops (40%), and instruction or mentoring by artists (25%).

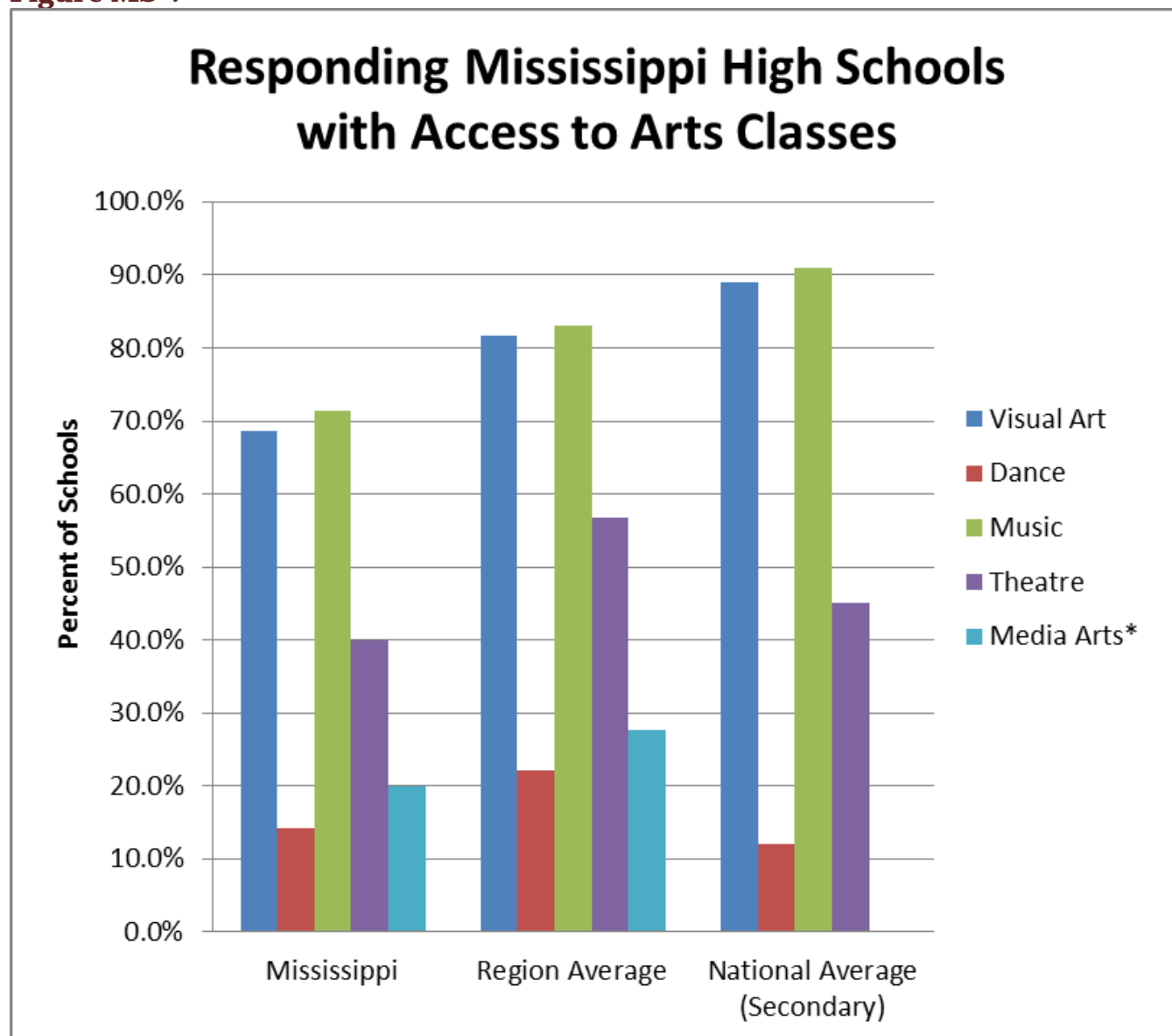
Resources and Partners

Mississippi high schools responding to the survey receive arts education funding from a variety of sources, including the district (59%), individual contributions (41%), and arts fund raisers (32%). These schools spend arts education funds on arts supplies and equipment (62%), arts field trips (44%), and arts instructor professional development (35%).

Principal Perspectives

Principals in responding Mississippi high schools identified four main obstacles to providing arts education: budget constraints (82%), insufficient personnel (41%), competing priorities (38%), and insufficient space or facilities (29%). In addition, they identified as helpful factors to improve arts learning arts supplies or equipment (56%), increased funding for community organizations that support school arts programs (35%), facilities and classroom space (32%), certified arts specialists (32%), increased funding for Mississippi Arts Commission arts in education programs (24%), and more flexibility in scheduling (24%).

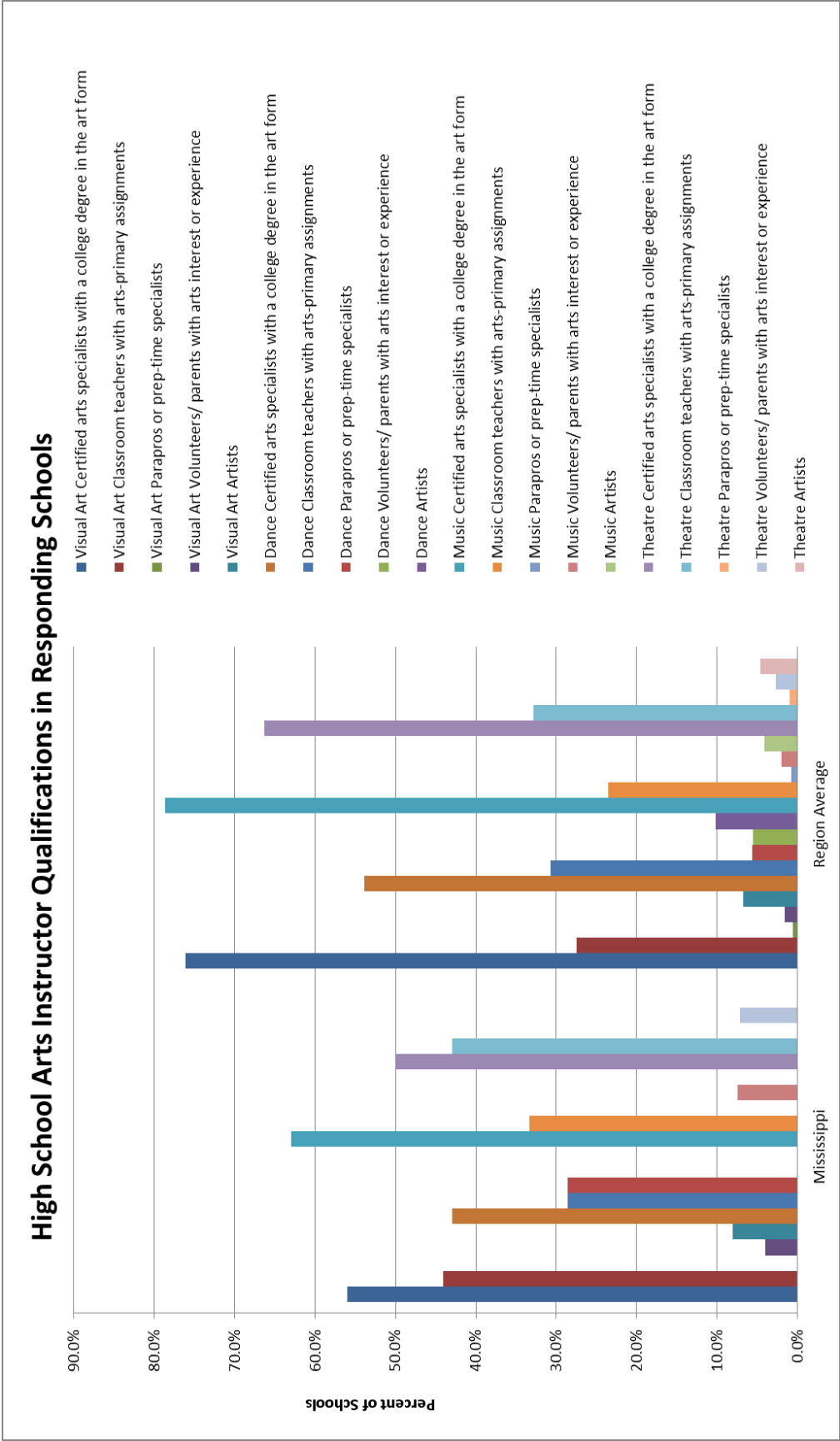
Figure MS-7



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

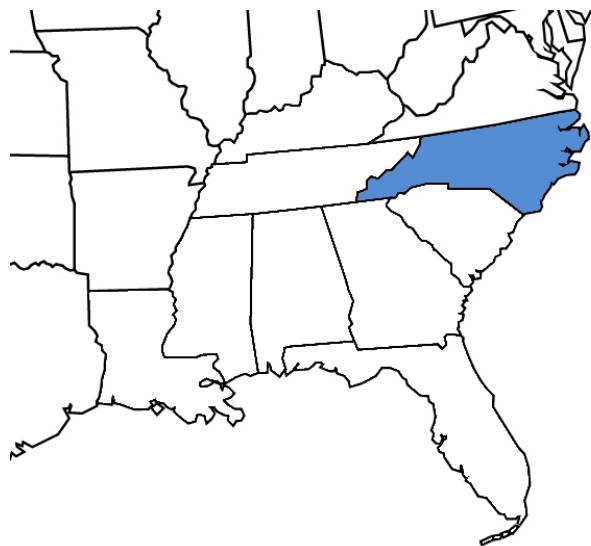
* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

Figure MS-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

North Carolina: Aggregate Data



North Carolina data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For North Carolina, 888 survey responses were received, a response rate of 35.1% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

In North Carolina schools that responded to the survey, access to arts education is greater than the regional average in the four main disciplines of visual art, dance, music, and theatre. In addition, the state's access to visual art matches the national average¹, and exceeds the national average in dance. Approximately 89% of responding North Carolina schools offer classes in visual art, 16% in dance, 86% in music, and 24% in theatre. This compares with the regional average for responding schools of 71% in visual art, 14% in dance, 80% in music, and 22% in theatre [Fig. NC-1].

Responding schools in North Carolina also eclipse the regional average in all four arts

disciplines for percentage of students enrolled in arts classes, with 63% in visual art, 40% in dance, 64% in music, and 29% in theatre. They meet the regional average for number of minutes in arts classes each week in visual art and music, and exceed the average in dance and theatre.

Responding North Carolina schools also provide broad access to other arts education programs, including arts field trips (53%), community arts programs (49%), visiting artist programs (38%), arts integration (30%), and after school programs (28%).

Quality

The survey results for measures of quality in arts instruction in North Carolina varied somewhat from the general regional pattern of higher standards of quality in visual art and music, and lower standards of quality in dance and theatre. In North Carolina schools responding to the survey, by some measures, such as arts instruction following a sequential and ongoing curriculum, and arts instruction following national standards, the standard of quality was equal across all four arts disciplines. By other measures, such as following state standards, and instruction by arts specialists, the results for responding North Carolina schools reflected the regional average, with higher percentages meeting measures in visual art and music, and lower percentages in dance and theatre.

Instructors

Responding North Carolina schools offer arts instruction taught by certified arts specialists at a higher rate than the regional average across all four arts disciplines of visual art, dance, music, and theatre. Among these schools that offer arts classes, arts specialists in visual art are in 88% of schools, in music in 89% of schools, in dance in 74%, and in theatre in 88% [Fig. NC-2].

Approximately 98% of responding schools with arts instruction in North Carolina have arts instructors who participate in arts-specific professional development. These professional development activities include district

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

workshops (88%), school workshops (47%), workshops by arts organizations (38%), state arts council workshops (30%), college or university workshops (29%), national conferences (25%), and state office of public instruction workshops (23%).

Resources and Partners

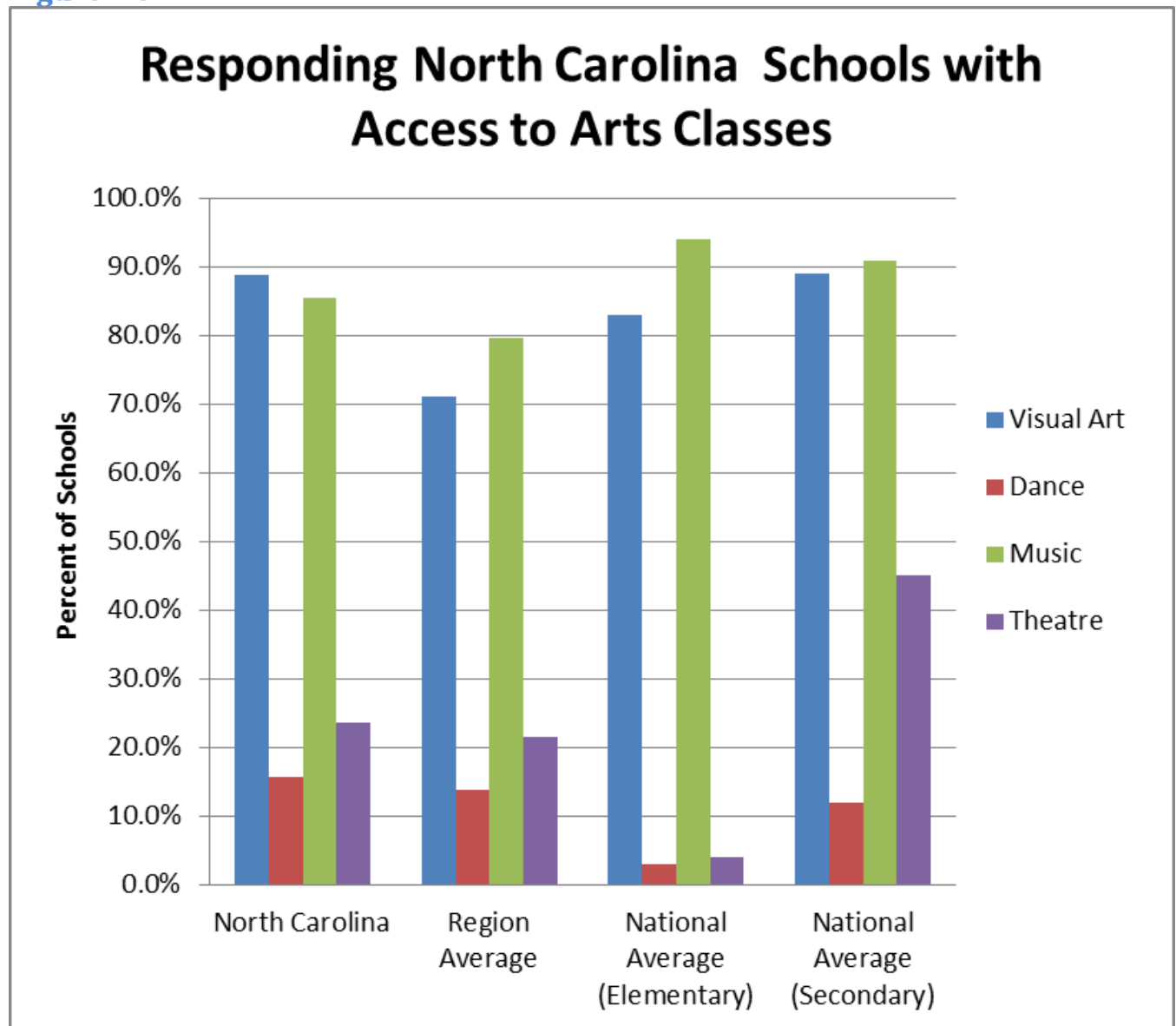
Responding schools in North Carolina receive arts education funding from PTA/PTO (46%), other grants (41%), the district (41%), state arts council grants (32%), the school budget (29%), and foundations (23%). These schools spend arts education funds on arts supplies and equipment (76%), arts field trips (55%), arts

instructor professional development (39%), arts assemblies (37%), and release time (25%).

Principal Perspectives

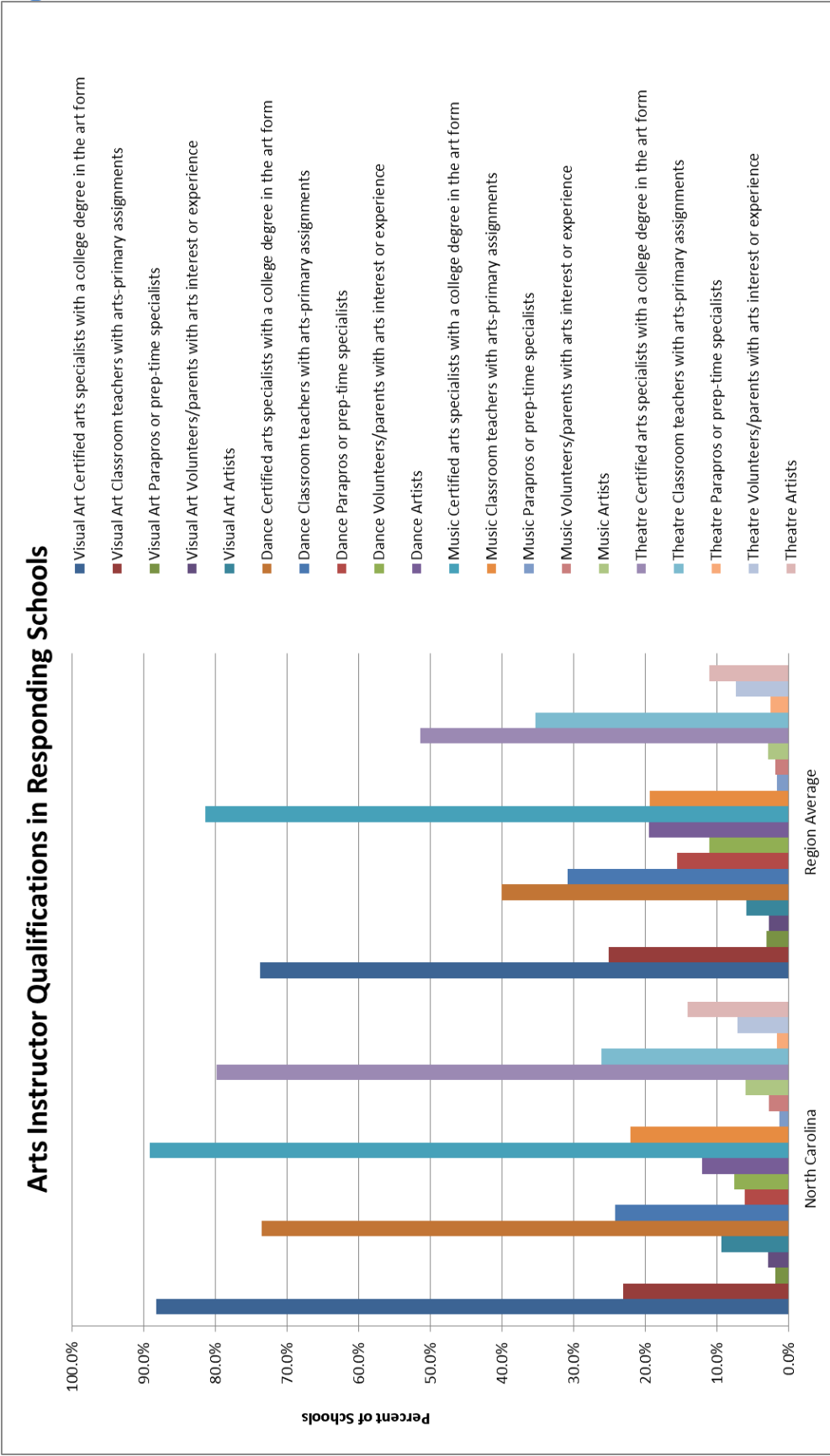
Principals in North Carolina that responded to the survey identified four main obstacles to providing arts education: budget constraints (71%), competing priorities (49%), time in the school day (42%), and insufficient personnel (40%). Helpful factors to improve arts learning identified by these principals are increased arts education funding for community and state arts organizations (53%), arts supplies or equipment (36%), arts integration training (36%), facilities (27%), and more flexibility in scheduling (25%).

Figure NC-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*.

Figure NC-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

North Carolina: Elementary School Data

Access

On average, more responding North Carolina elementary schools offer visual art classes (90%) than the regional (69%) and national (83%) average. For music, more responding North Carolina schools offer classes (88%) than the regional average of responding schools (79%), but fewer than the national average (94%). 9% of schools offer dance, compared to 11% in the region and 3% in the nation. And 8% offer theatre, compared with 9% in the region and 4% across the nation [Fig. NC-3].

In responding elementary schools where arts classes are available, North Carolina students are enrolled at a rate slightly higher than the regional average in visual art (97%) and music (99%). However, many more students in these schools are enrolled in dance (77%) and theatre (74%) classes than the regional average (48% and 40%, respectively). The average number of weeks elementary school students in these elementary schools spend in arts classes is 36 for visual art, 25 for dance, 34 for music, and 27 for theatre. The average number of minutes students in these elementary schools spend in arts classes each week is 56 in visual art, 73 in dance, 58 in music, and 68 in theatre.

Responding North Carolina elementary schools offer a variety of other arts education programs, including arts field trips (52%), community arts programs (52%), visiting artist programs (40%), arts integration (36%), and after school programs (25%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – arts instruction in North Carolina elementary schools responding to the survey exceeds the regional average across the board for dance and theatre. For visual art and music, arts instruction in these North Carolina schools meets or exceeds the regional average for following state standards and for certified arts specialists, but is below the

regional average for a sequential and ongoing curriculum and following national standards.

Instructors

Across all four disciplines – visual art, dance, music, and theatre – responding North Carolina elementary schools exceed the regional average for the percent of schools with certified arts specialists. On average, 88% have specialists in visual art, 61% in dance, 90% in music, and 73% in theatre [Fig. NC-4].

Meanwhile, 98% of responding schools with arts instructors have teachers that participate in arts-specific professional development. These professional development activities include district workshops (89%), school workshops (41%), workshops by arts organizations (33%), state arts council workshops (26%), national conferences (22%), and college or university workshops (22%).

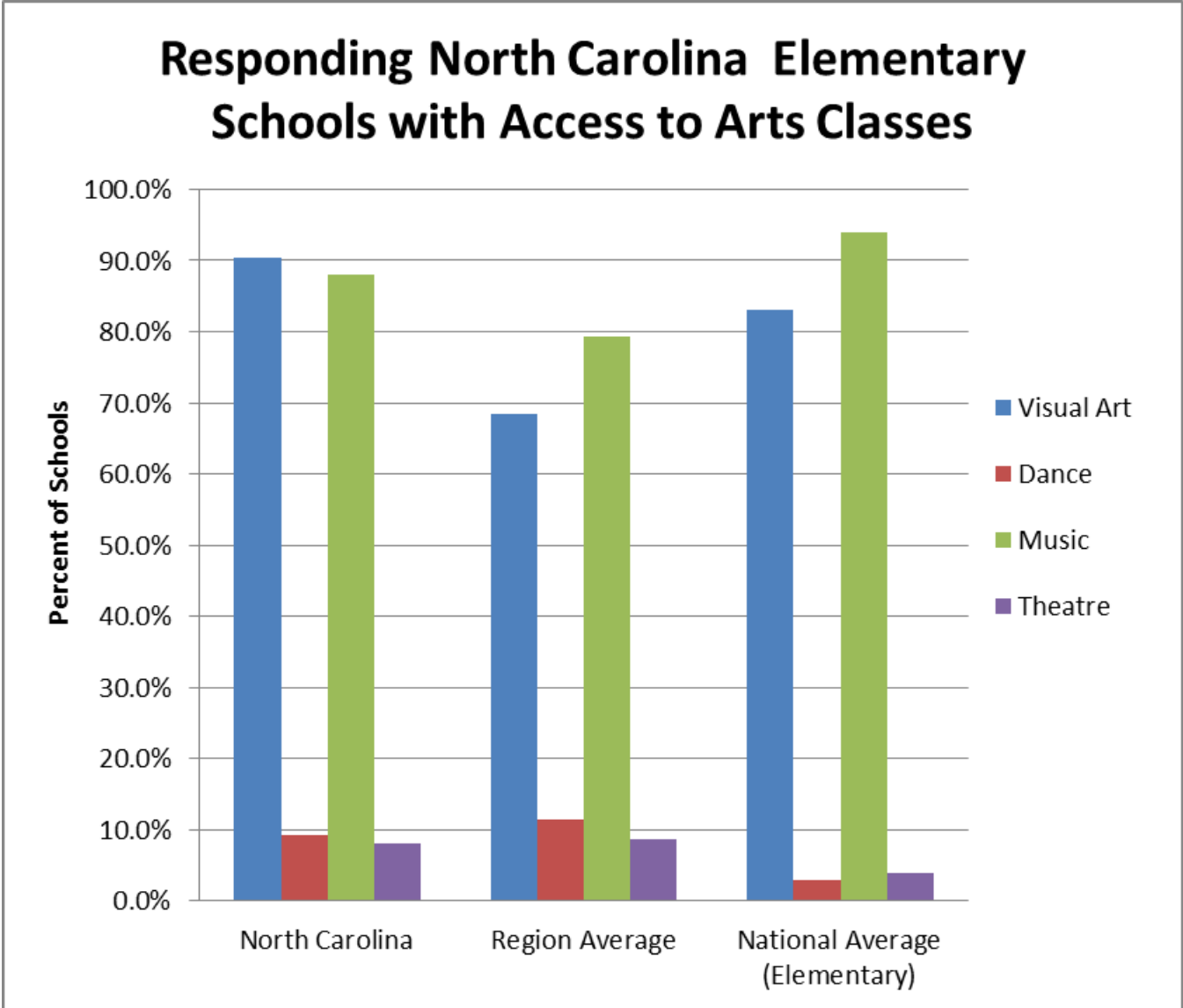
Resources and Partners

North Carolina elementary schools responding to the survey receive arts education funding from a variety of sources, including the PTA/PTO (56%), the district (40%), other grants (37%), and state arts agency grants (31%). These schools spend arts education funds on arts supplies and equipment (77%), arts field trips (50%), arts assemblies (41%), arts instructor professional development (34%), and release time (24%).

Principal Perspectives

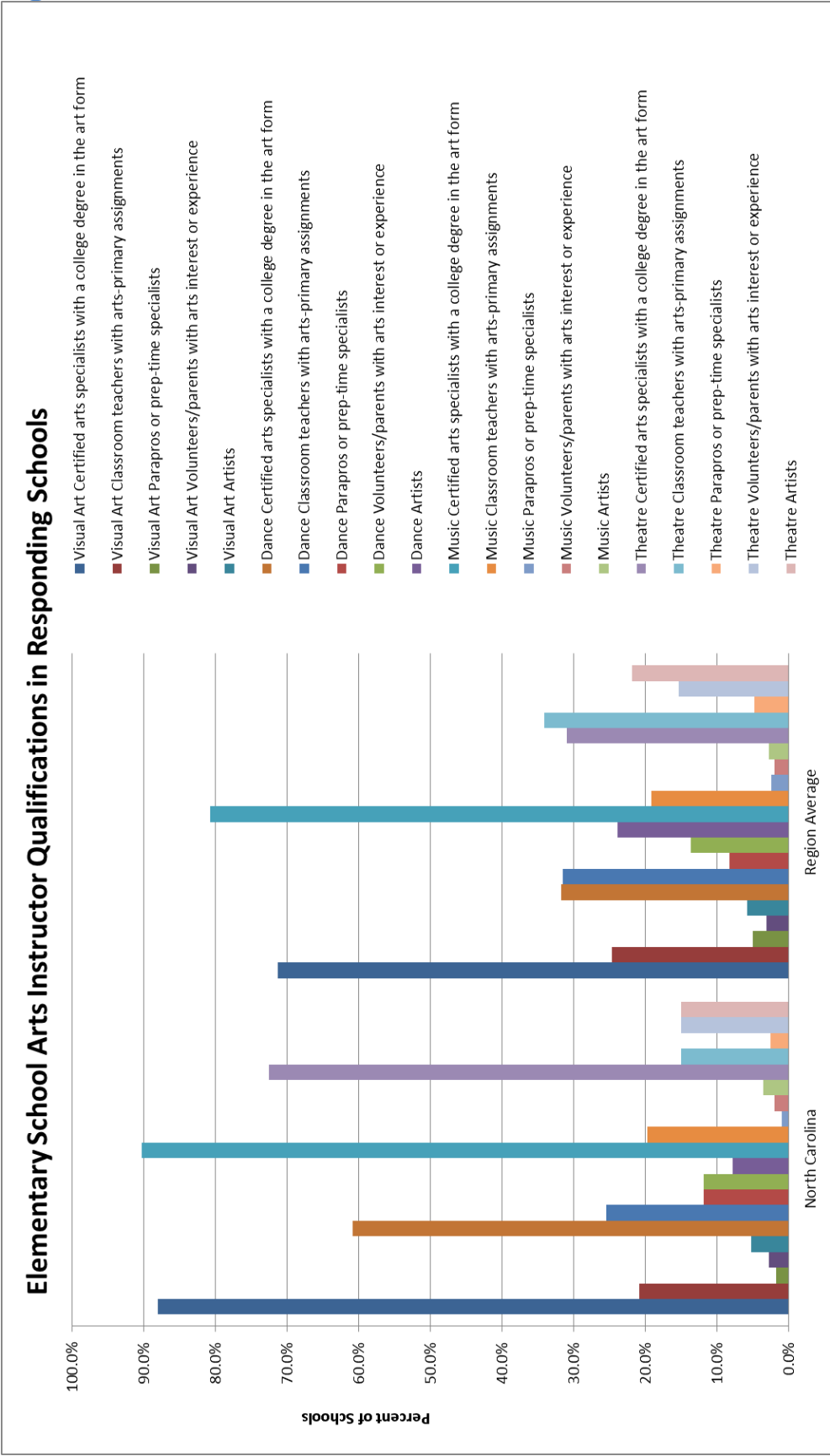
Responding principals at North Carolina elementary schools identified four main obstacles to providing arts education – budget constraints (70%), time in the school day (53%), competing priorities (51%), and insufficient personnel (37%). They also identified as factors helpful to improve arts learning increased arts education funding for community and state arts organizations (54%), training in arts integration (39%), arts supplies or equipment (33%), more flexible scheduling (27%), facilities and classroom space (24%), and planning time with other teachers (23%).

Figure NC-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure NC-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

North Carolina: Middle School Data

Access

North Carolina middle schools responding to the survey provide greater access to arts classes than the regional average, with 95% offering classes in visual art, 22% in dance, 93% in music, and 29% in theatre, compared to regional averages for responding schools of 73%, 13%, 84%, and 26%, respectively [Fig. NC-5].

The average percentage of North Carolina students in responding middle schools enrolled in arts classes is a little lower than the regional average in visual art (38% compared to 39%), and music (35% to 39%), and higher for dance (29% to 20%), and theatre (25% to 22%). Meanwhile, students in responding middle schools spend fewer minutes in arts classes each week in visual art, music, and theatre than the regional average, but more minutes in dance. The average number of weeks these students spend in arts classes during the year is 20 for visual art, 21 for dance, 27 for music, and 21 for theatre.

Responding middle schools in North Carolina offer a variety of other arts education programs, including arts field trips (45%), community arts programs (37%), visiting artist programs (32%), after school programs (26%), and arts integration (18%).

Quality

Compared to the regional average for measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – those North Carolina middle schools that responded compare favorably across all measures in dance, and less favorably in visual arts and music. Theatre compares favorably for arts instruction following a sequential and ongoing curriculum, but less favorably by the other three measures.

Instructors

Responding North Carolina middle schools where arts classes are available are more likely

to have a certified arts specialist on staff than the regional average in visual art (88% compared to 82%), dance (71% to 36%), and theatre (74% to 58%). The state average matches the regional average for music (86%) [Fig. NC-6].

Among responding North Carolina middle schools providing arts classes, 99% of them have arts instructors who participate in arts-specific professional development. These professional development activities include district workshops (93%), school workshops (53%), workshops by arts organizations (42%), college or university workshops (38%), state arts council workshops (34%), state department of public instruction workshops (26%), and national conferences (21%).

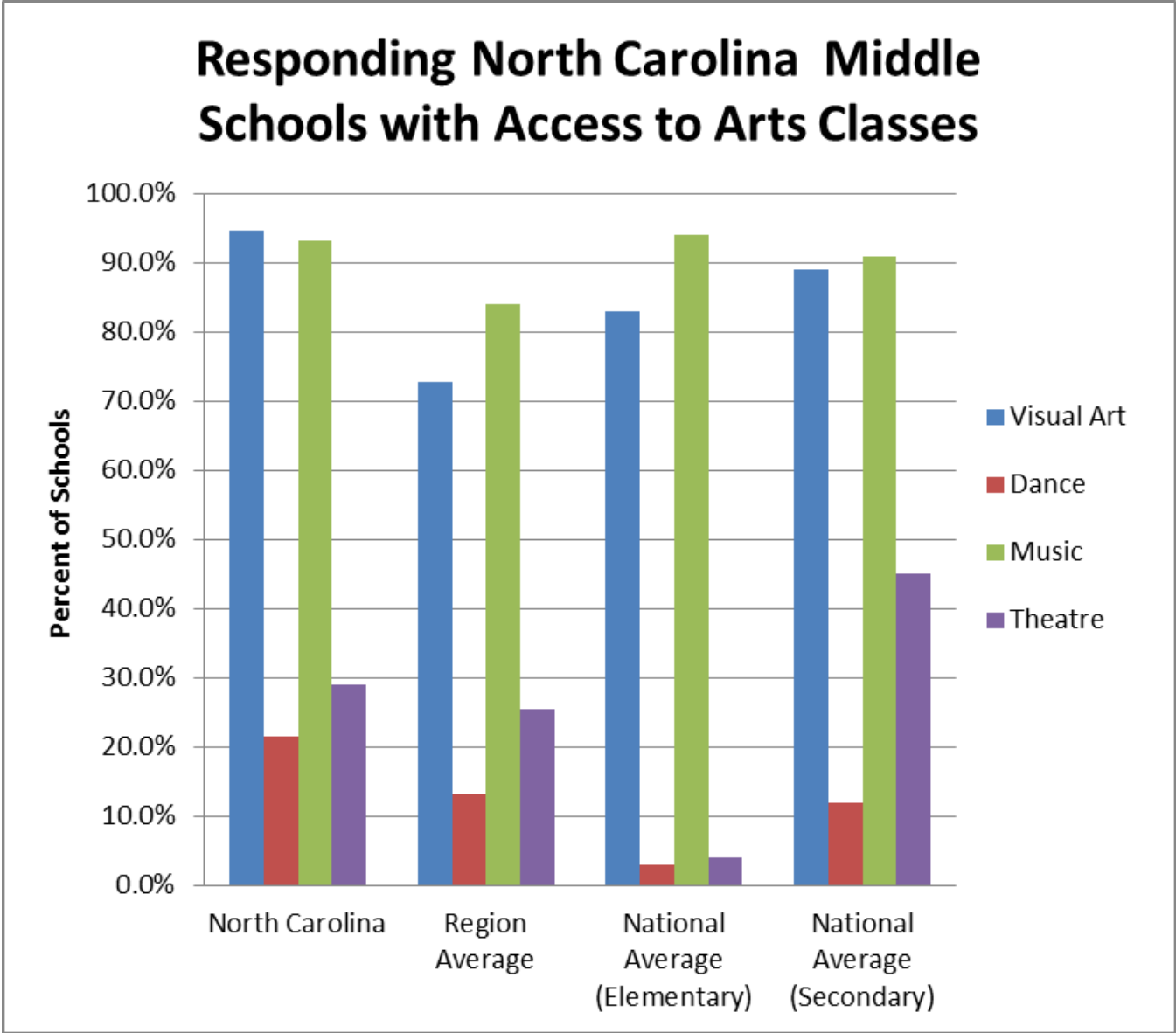
Resources and Partners

There are a number of arts education funding sources for responding North Carolina middle schools, including other grants (52%), the PTA/PTO (45%), the school budget (44%), the district (43%), state arts council grants (36%), and foundations (30%). These schools spend arts education funding on arts supplies and equipment (79%), arts field trips (58%), arts instructor professional development (45%), arts assemblies (36%), and release time (24%).

Principal Perspectives

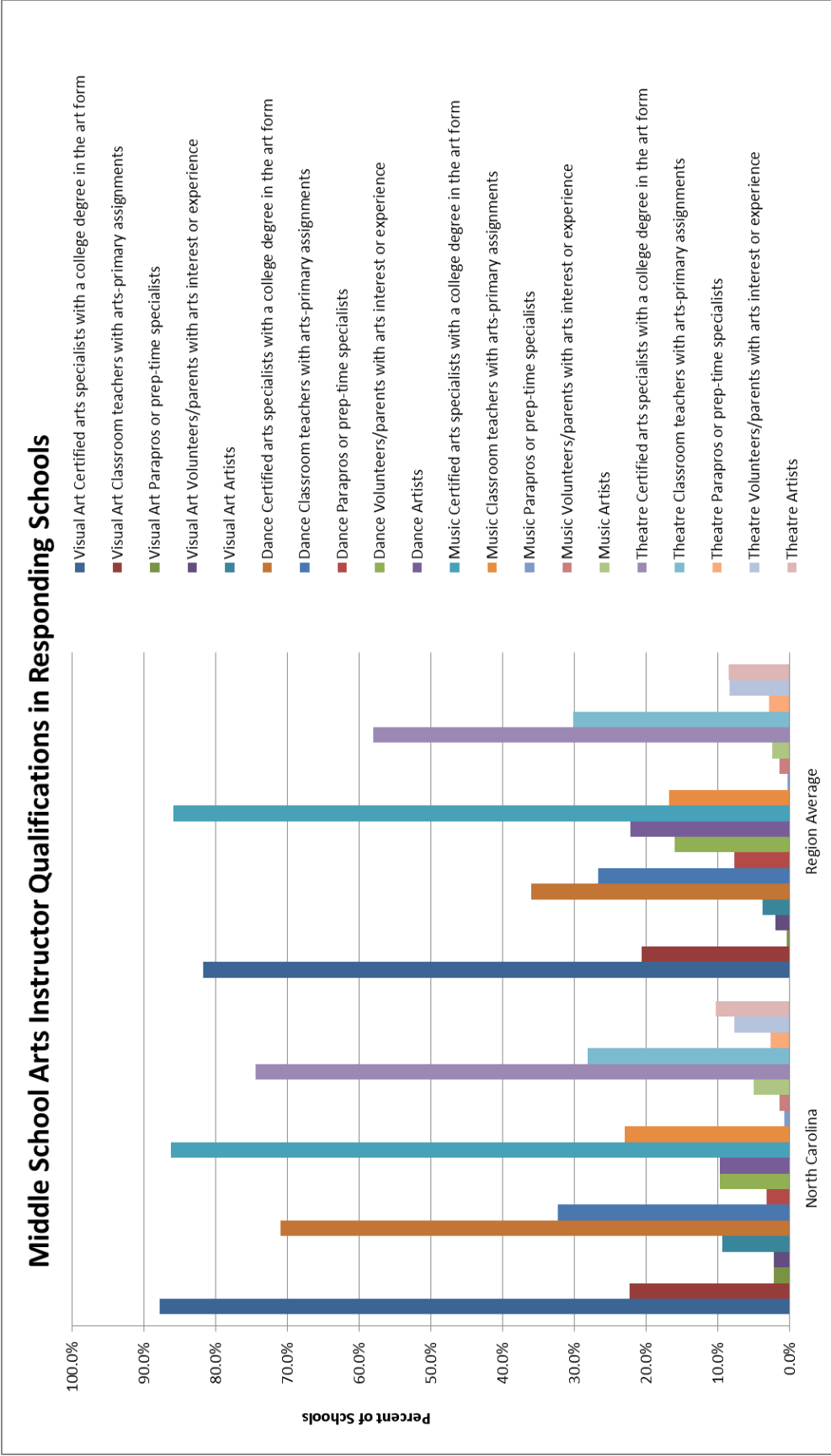
Principals in North Carolina middle schools responding to the survey identified five primary obstacles to providing arts education – budget constraints (71%), competing priorities (51%), insufficient personnel (45%), time in the school day (34%), and insufficient space or facilities (30%). Meanwhile, they also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (50%), arts supplies or equipment (43%), training in arts integration (36%), facilities and classroom space (25%), more flexibility in scheduling (22%), and professional development opportunities in the arts (22%).

Figure NC-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure NC-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

North Carolina: High School Data

Access

High schools in North Carolina responding to the survey exceed the regional average for access to arts classes in visual art (85% compared to 82%), dance (29% to 22%), and theatre (63% to 57%), but fall lower than the regional average in responding schools for access to music classes (79% to 83%) [Fig. NC-7].

Among responding schools with arts classes, the average percentage of North Carolina high school students enrolled in arts classes is slightly greater than the regional average in dance (13% compared to 8%), and music (19% to 18%), but slightly lower than the regional average in visual art (18% to 19%), and theatre (9% to 10%). The average number of minutes that students in these North Carolina high schools spend in arts classes is higher than the regional average with visual art at 317 minutes, dance at 339 minutes, music at 336 minutes, and theatre at 313 minutes.

Responding North Carolina high schools provide access to other arts education programs, including arts field trips (62%), community arts programs (55%), visiting artist programs (39%), after school programs (37%), gifted or talented programs (22%), and arts integration (21%).

Quality

When looking at four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – the comparison between responding North Carolina high schools and the regional average is mixed. Generally, arts instruction in these high schools in visual art, music, and theatre falls below the regional average for all four measures. In dance, they exceed the regional average for three of the four measures, but fall below the regional average for arts instruction following national standards.

Instructors

For the responding schools, a higher percentage of North Carolina high schools have certified arts specialists who are responsible for arts instruction than the regional average in all four arts disciplines – visual art (89% compared to 76%), dance (89% to 54%), music (90% to 79%), and theatre (87% to 66%) [Fig. NC-8].

Among responding North Carolina high schools with arts classes, 95% have arts instructors who participate in arts-specific professional development. Those professional development activities include district workshops (84%), school workshops (59%), workshops by arts organizations (51%), college or university workshops (43%), state arts council workshops (41%), national conferences (37%), state department of public instruction workshops (32%), and instruction or mentoring by artists (24%).

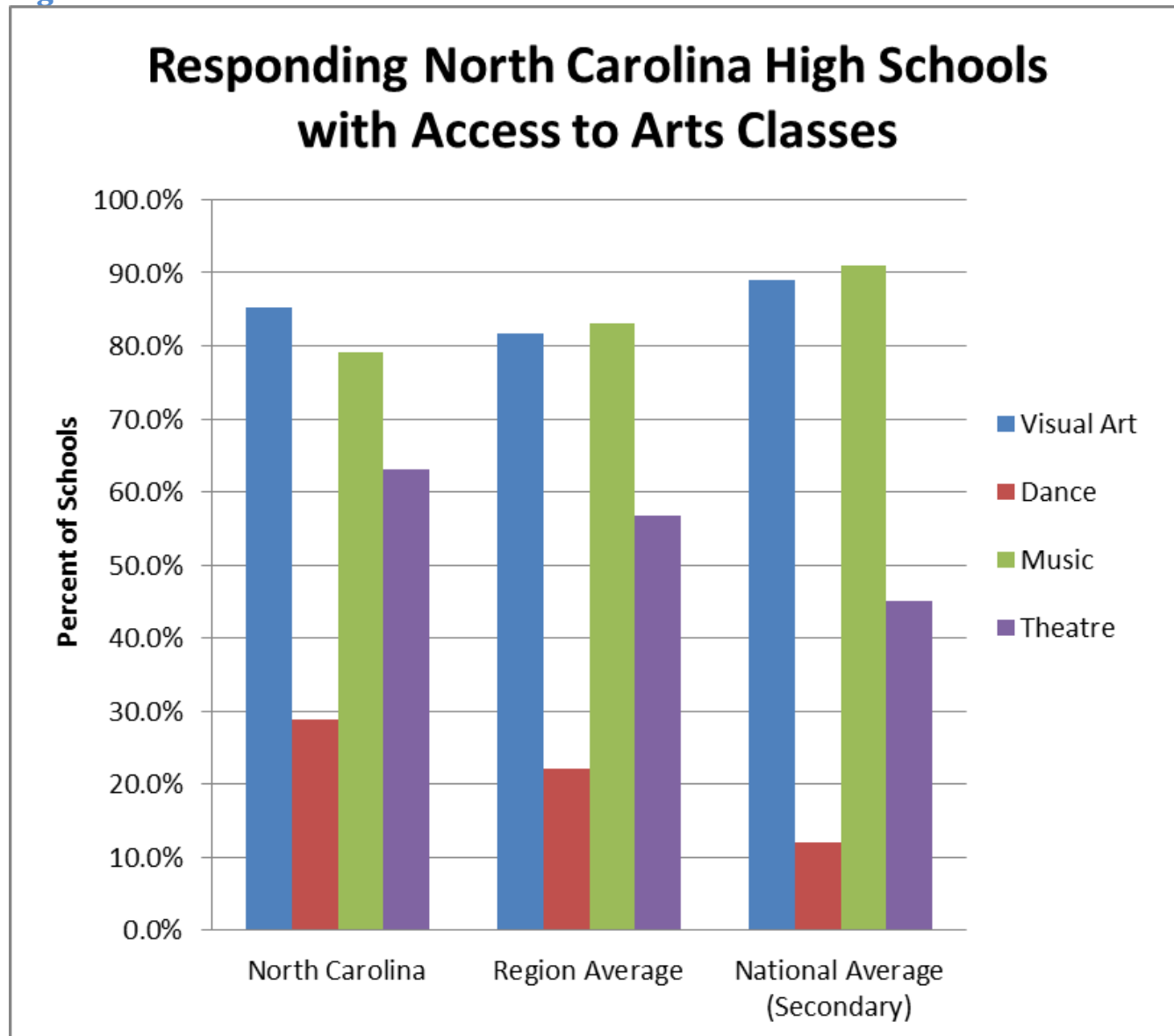
Resources and Partners

North Carolina high schools responding to the survey receive arts education funding from a variety of sources, including “other” grants (48%), the school budget (47%), the district (44%), foundations (36%), state arts council grants (32%), the PTA/PTO (24%), and businesses (21%). These schools spend arts education funds on arts supplies and equipment (76%), arts field trips (65%), arts instructor professional development (51%), arts assemblies (31%), and release time (31%).

Principal Perspectives

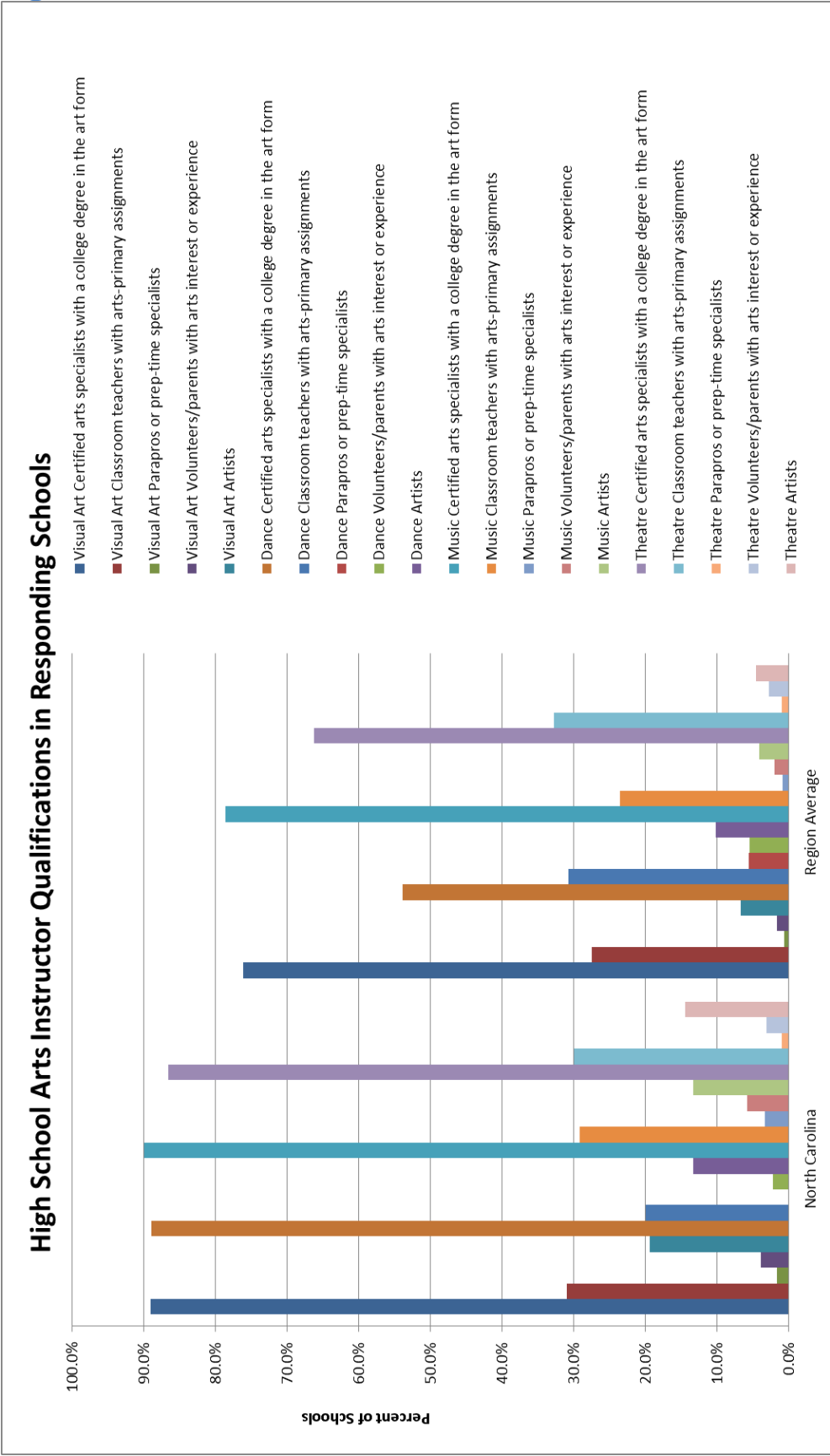
Responding principals at North Carolina high schools identified four main obstacles to providing arts education: budget constraints (75%), competing priorities (45%), insufficient personnel (45%), and insufficient space or facilities (36%). They also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (55%), arts supplies or equipment (37%), facilities and classroom space (37%), training in arts integration (24%), certified arts specialists (23%), and more flexibility in scheduling (21%).

Figure NC-7



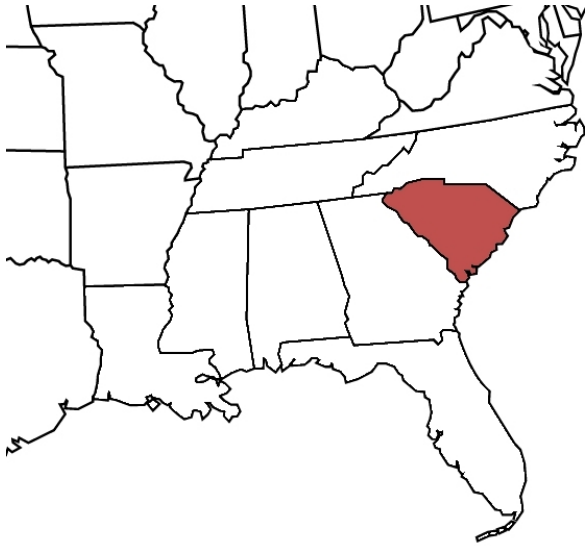
Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure NC-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Carolina: Aggregate Data



South Carolina data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For South Carolina, 416 survey responses were received, a response rate of 36.9% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

South Carolina schools that responded to the survey generally meet or exceed the regional and national averages¹ for access to arts classes. 86% of South Carolina schools offer classes in visual art, 16% in dance, 92% in music, 25% in theatre, 27% in media arts, and 21% in creative writing [Fig. SC-1].

Schools in South Carolina also meet or exceed the regional average, based on responding schools, for percentage of students enrolled in arts classes. In the responding schools offering arts classes, 62% of students are enrolled in visual art, 34% in dance, 64% in music, 30% in theatre, 46% in media arts, and 39% in creative writing. In addition, students in these schools on

average spend more time in arts classes each week than their counterparts throughout the region. They spend 141 minutes in visual art, 183 in dance, 162 in music, 213 in theatre, 178 in media arts, and 226 in creative writing.

Additional arts education programs at responding South Carolina schools include arts field trips (53%), arts integration (42%), visiting artist programs (39%), after school programs (32%), gifted/talented programs (26%), community arts programs (18%), and teaching artist programs (17%).

Quality

Arts instruction in responding South Carolina schools generally meets or exceeds the regional average for measures of quality, including arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists.

Instructors

For responding schools, South Carolina also has arts instructors with higher qualifications than the regional average. 90% of those with arts classes have certified arts specialists in the visual arts, 70% in dance, 92% in music, and 67% in theatre. This compares with regional averages of 74%, 40%, 81%, and 51%, respectively [Fig. SC-2].

Among responding schools in South Carolina with arts instructors, 98% have arts instructors that participate in arts-specific professional development. These professional development activities include district workshops (88%), school workshops (47%), workshops by arts organizations (38%), state arts commission workshops (30%), college or university workshops (29%), national conferences (25%), and state department of education workshops (23%).

Resources and Partners

South Carolina schools responding to the survey receive arts education funding from a variety of sources, including PTA/PTO (46%), other grants (41%), the district (41%), state arts

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

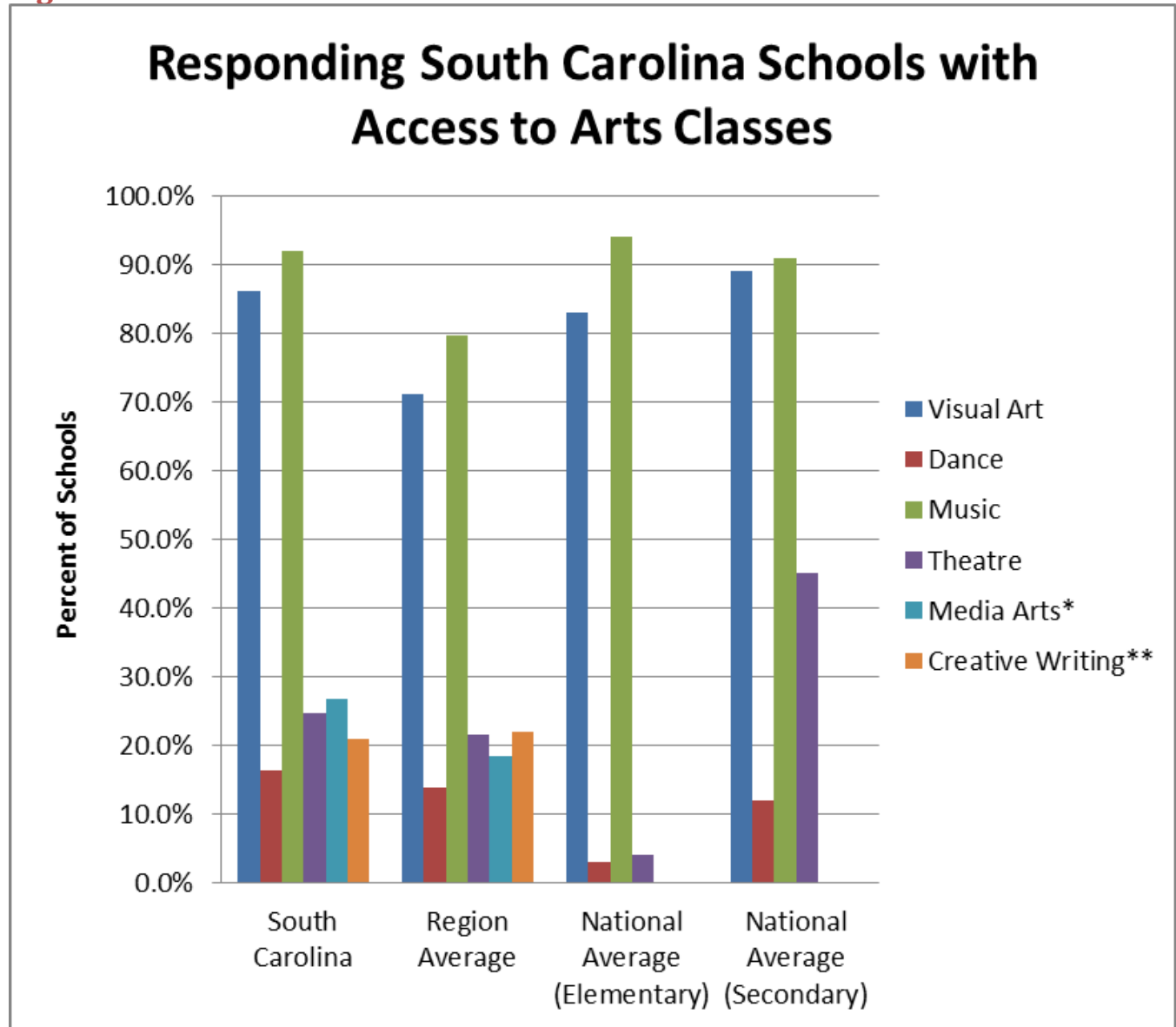
commission grants (32%), the school budget (29%), foundations (22%), and the state department of education (21%). These schools spend arts education funds on arts supplies and equipment (82%), arts field trips (59%), arts instructor professional development (49%), arts assemblies (47%), professional or touring artists (34%), and release time (25%).

Principal Perspectives

Responding principals at South Carolina schools identified five obstacles to providing arts education: budget constraints (78%), competing

priorities (50%), time in the school day (49%), insufficient personnel (35%), and insufficient space or facilities (25%). In turn, principals identified six factors that would be helpful to improve arts learning at their school: increased arts education funding for community and state arts organizations (51%), arts supplies or equipment (40%), arts integration training (35%), certified arts specialists (28%), flexibility in scheduling (27%), and facilities (25%).

Figure SC-1

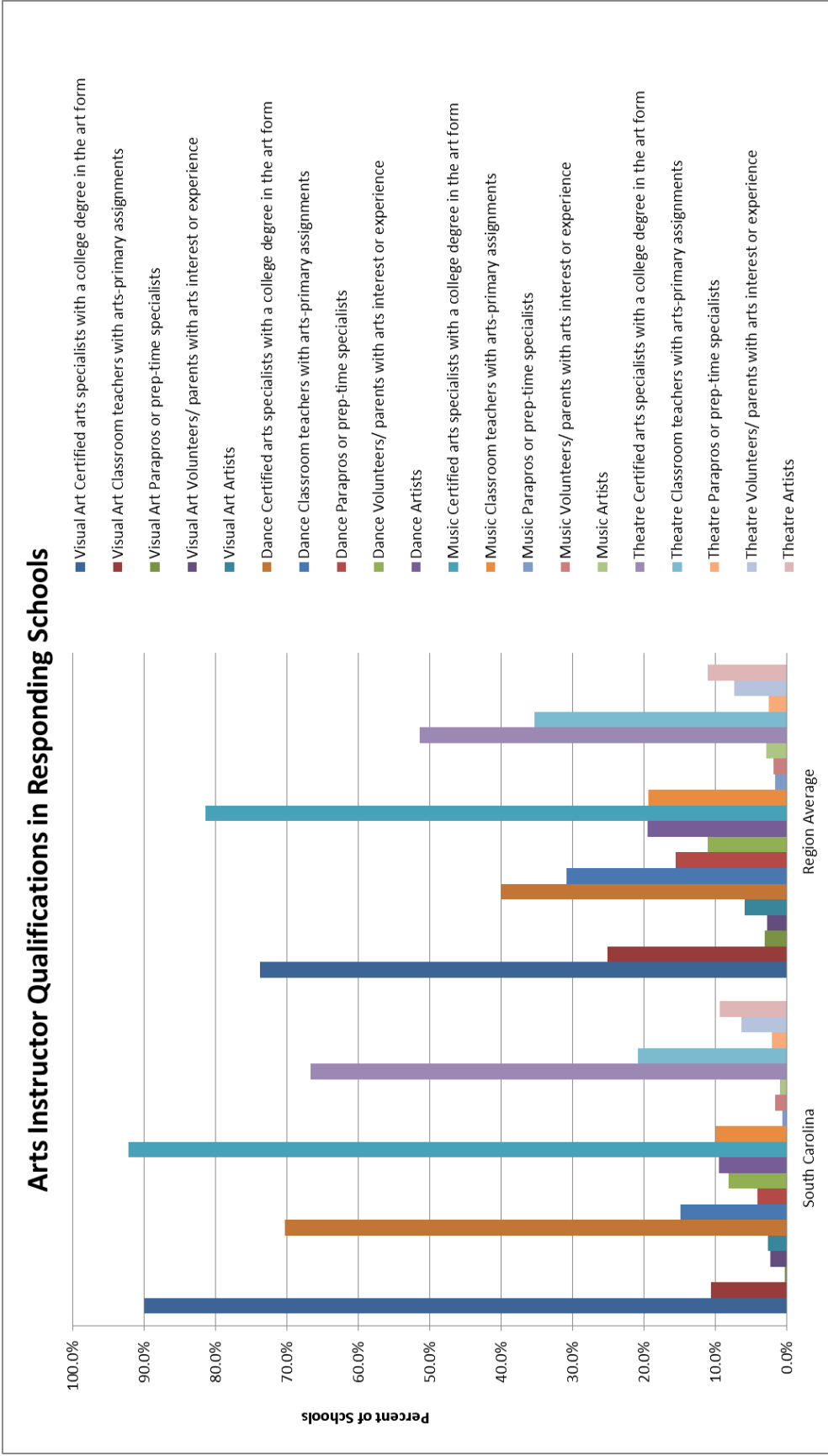


Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

** The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure SC-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Carolina: Elementary School Data

Access

Access to arts classes in South Carolina schools responding to the survey exceeds the regional and national averages in visual art (87%), dance (12%), music (94%), and theatre (13%), and exceeds the regional average for media arts (24%). Access to creative writing classes (13%) is lower than the regional average (18%) [Fig. SC-3].

The average percentage of students in these responding schools enrolled in arts classes is just below the regional average in visual art, music, and creative writing, is well above the regional average for dance and theatre, and is lower than the regional average for media arts. The average number of minutes students in responding South Carolina elementary schools spend in arts classes each week is above the regional average for dance, music, media arts, and creative writing, meets the regional average for visual arts, and is below the regional average for theatre.

These elementary schools offer a variety of other arts programs, including arts field trips (60%), visiting artist programs (46%), arts integration (45%), after school programs (36%), and gifted/talented programs (25%).

Quality

Across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – South Carolina elementary schools that responded to the survey generally exceed the regional average across all four measures and in all five of six arts disciplines. Creative writing instruction in South Carolina has a slightly lower percentage of schools following a sequential and ongoing curriculum and following state standards than the regional average, and a slightly higher percentage of schools following national standards and with instruction taught by a certified specialist.

Instructors

For all four arts disciplines, responding South Carolina elementary schools have a higher percentage of certified arts specialists than the regional average, including visual art (93% compared to 71%), dance (59% to 32%), music (95% to 81%), and theatre (53% to 31%) [Fig. SC-4].

For South Carolina elementary schools responding, 96% have arts instructors who participate in arts-specific professional development. Those professional development activities include district workshops (93%), state arts commission workshops (43%), school workshops (40%), workshops by arts organizations (34%), and college or university workshops (27%).

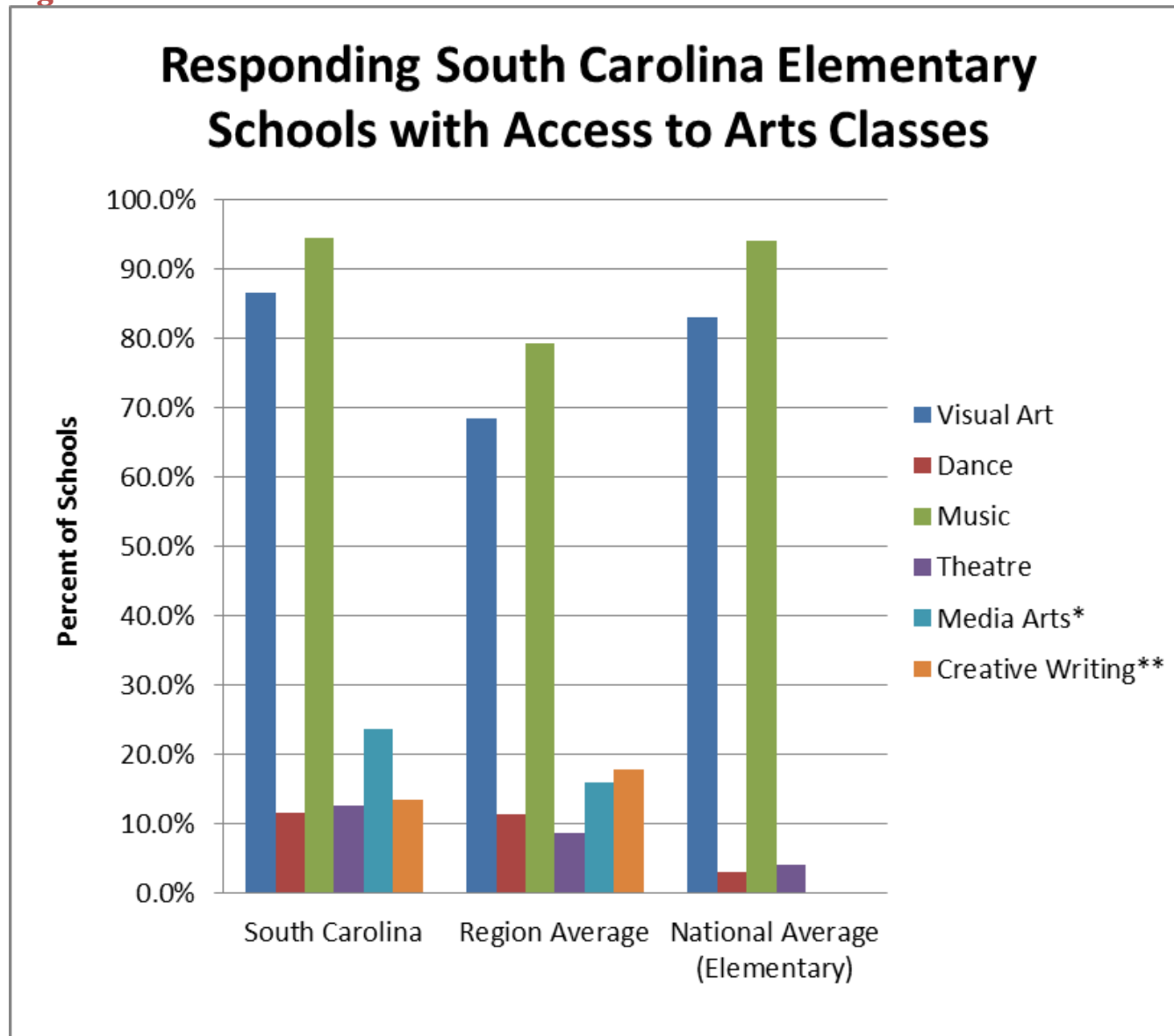
Resources and Partners

Responding South Carolina elementary schools receive arts education funding from a variety of sources, including the district (55%), the PTA/PTO (52%), the school budget (39%), arts fund raisers (32%), and state arts commission grants (21%). These schools spend arts education funding on arts supplies and equipment (83%), arts field trips (58%), arts assemblies (54%), arts instructor professional development (44%), and professional or touring artists (40%).

Principal Perspectives

Principals in South Carolina elementary schools that responded identified four main obstacles to providing arts education – budget constraints (76%), time in the school day (58%), competing priorities (50%), and insufficient personnel (37%). Meanwhile, these principals also identified helpful factors to improve arts learning, such as increased arts education funding for community and state arts organizations (55%), training in arts integration (38%), arts supplies or equipment (35%), certified arts specialists (30%), and more flexibility in scheduling (27%).

Figure SC-3

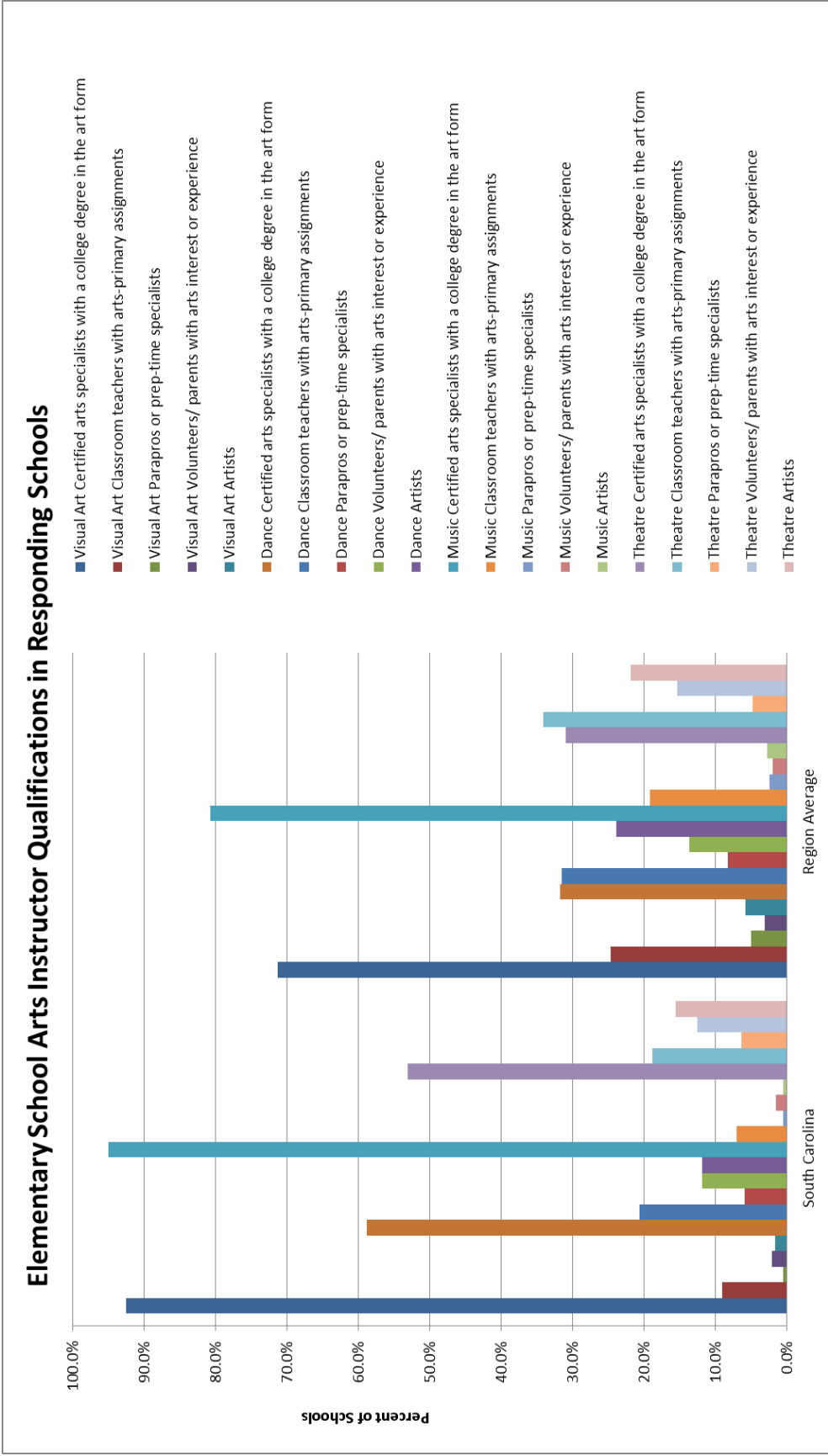


Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

** The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure SC-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Carolina: Middle School Data

Access

South Carolina middle schools that responded to the survey offer greater access to arts classes in visual art (92%), dance (25%), music (99%), theatre (37%), media arts (30%), and creative writing (25%) than the regional averages in visual art (73%), dance (13%), music (84%), theatre (26%), media arts (15%), and creative writing (22%) [Fig. SC-5].

Among responding schools where arts classes are available, the average percentage of South Carolina middle school students enrolled in arts classes is higher than the regional average in visual art (40% compared to 39%), dance (24% to 20%), music (42% to 39%), and media arts (25% to 13%). The average percentage of students enrolled is lower than the regional average in theatre (20% compared to 22%), and creative writing (25% to 34%). Students enrolled in South Carolina middle school arts classes spend more minutes in arts classes each week than the regional average across all six arts disciplines.

Middle schools in South Carolina responding offer a variety of other arts education programs, including arts field trips (47%), arts integration (40%), visiting artist programs (32%), after school programs (29%), gifted or talented programs (26%), and community arts programs (20%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist – South Carolina middle schools responding to the survey generally exceed the regional average in visual art, dance, and theatre for all four measures, and generally meet the regional average in music. In media arts, the average for these South Carolina schools is lower than the regional average for following state standards and arts instruction taught by a certified specialist, but is higher for

the other two measures. In creative writing, the state average for responding schools is higher than the regional average for arts instruction following a sequential and ongoing curriculum and arts instruction by a certified specialist, and meets the regional average for the other two measures.

Instructors

South Carolina middle schools responding to the survey are more likely to have a certified arts specialist responsible for arts instruction than the regional average in all four of the major arts disciplines – visual art (89% compared to 82%), dance (81% to 36%), music (91% to 86%), and theatre (69% to 58%) [Fig. SC-6].

In 96% of responding South Carolina middle schools, arts instructors participate in arts-specific professional development. Those professional development activities include district workshops (91%), school workshops (56%), state arts commission workshops (52%), workshops by arts organizations (47%), college or university workshops (34%), instruction or mentoring by artists (30%), and state department of education workshops (27%).

Resources and Partners

Middle schools in South Carolina that responded to the survey receive funding for arts education from several sources, including the district (68%), arts fund raisers (47%), the school budget (41%), and PTA/PTO (37%). These schools spend arts education funds on arts supplies and equipment (87%), arts field trips (67%), arts instructor professional development (61%), arts assemblies (44%), release time (33%), and professional or touring artists (29%).

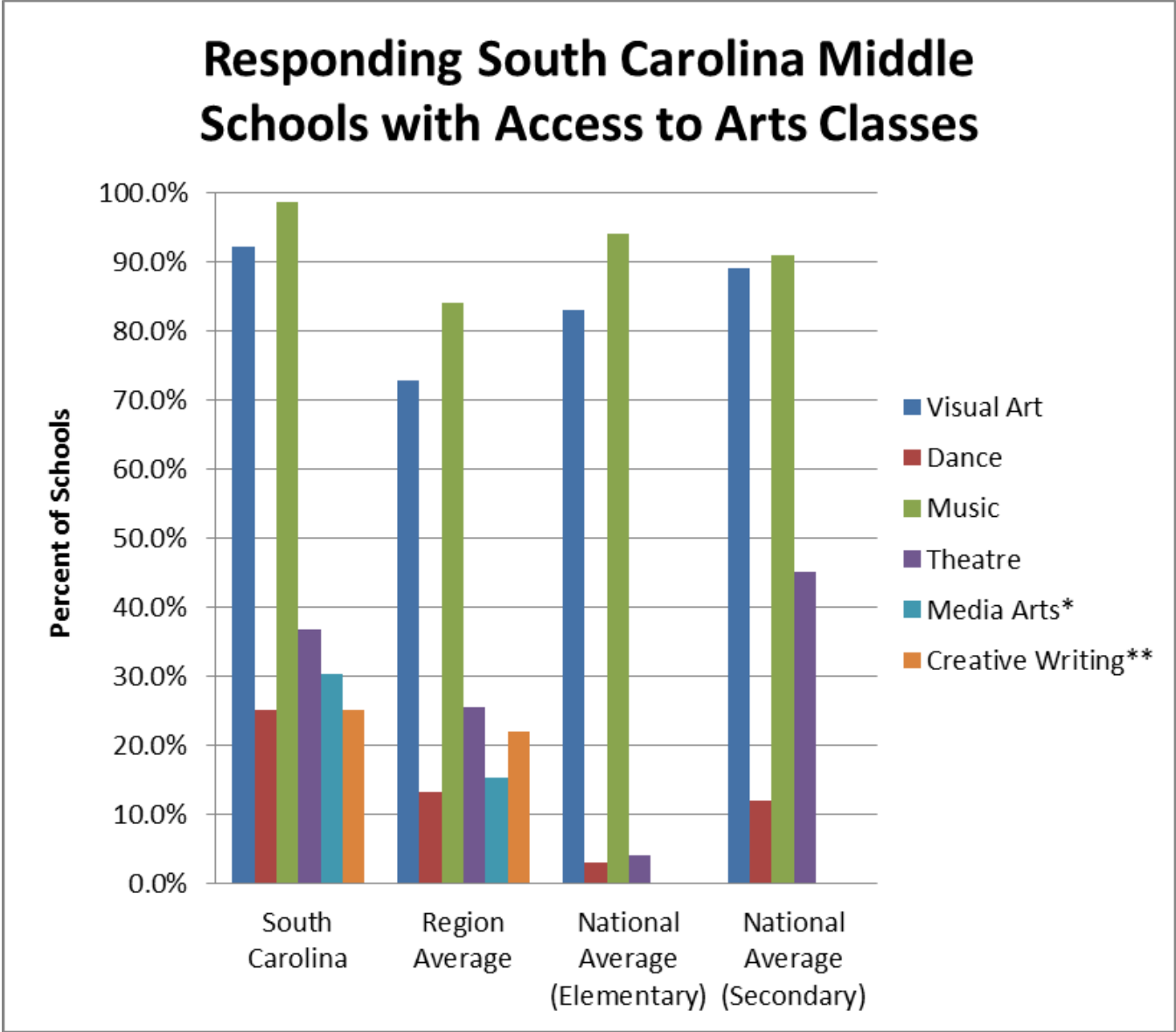
Principal Perspectives

Responding principals in South Carolina middle schools identified four primary obstacles to arts education – budget constraints (78%), competing priorities (52%), time in the school day (47%), and insufficient personnel (29%). They also identified helpful factors to improve

arts learning, including increased arts education funding for community and state arts organizations (48%), arts supplies or equipment (42%), arts integration training (35%),

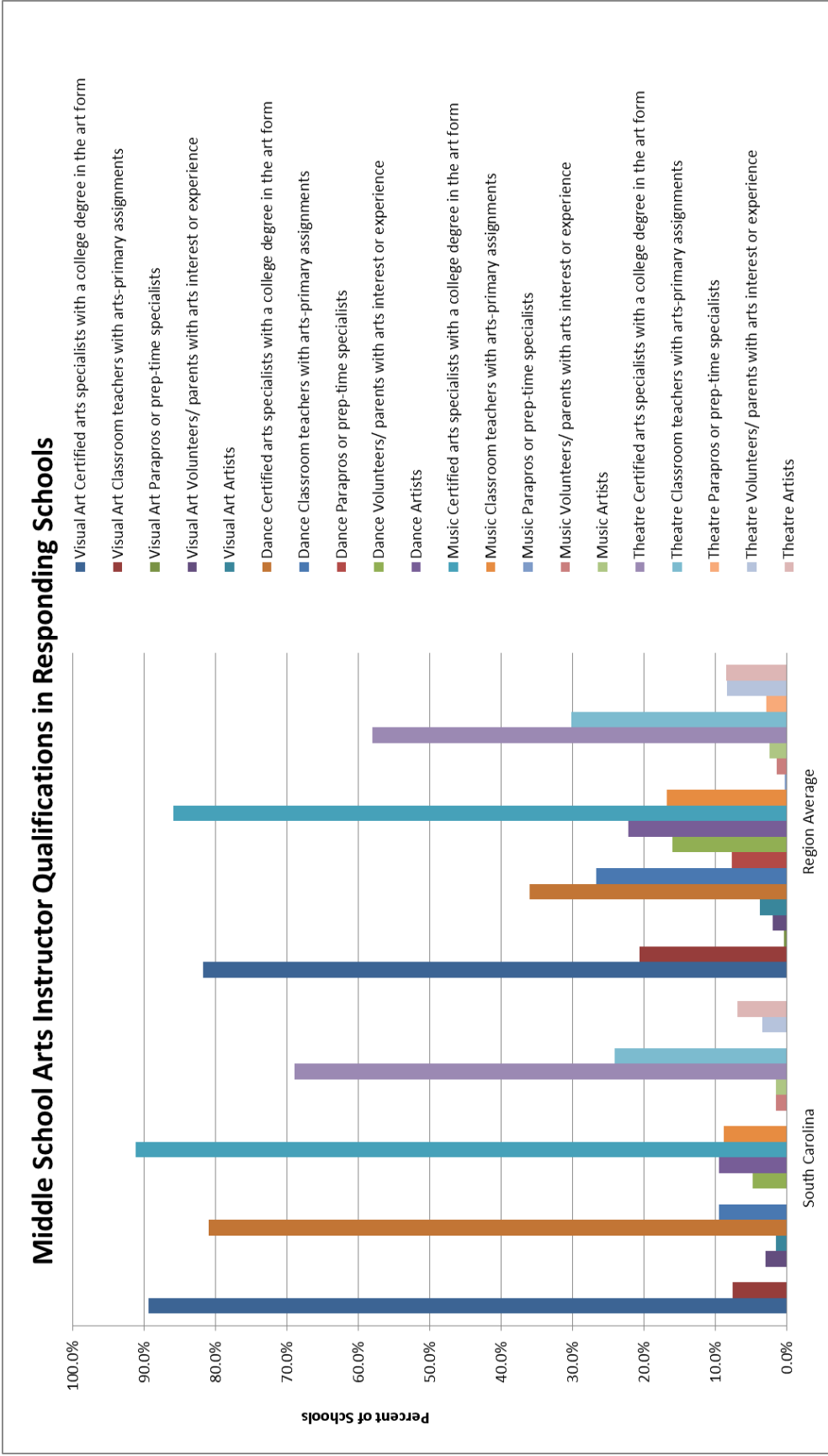
professional development opportunities in the arts (31%), certified arts specialists (29%), and facilities and classroom space (28%).

Figure SC-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.
* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.
** The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure SC-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

South Carolina: High School Data

Access

Access to arts classes in South Carolina high schools responding to the survey exceeds the regional average for visual art (94% compared to 82%), for dance (26% to 22%), for music (94% to 83%), for theatre (61% to 57%), for media arts (35% to 28%), and for creative writing (46% to 35%) [Fig. SC-7].

The average percentage of South Carolina high school students enrolled in arts classes is very close to the regional average, based on responding schools, in visual arts (19% for both), in dance (7% compared to 8%), in music (19% to 18%), in theatre (9% to 10%), in media arts (7% to 8%), and in creative writing (6% to 8%). The average number of minutes that students in responding South Carolina high schools spend in arts classes each week exceeds the regional average for visual art, dance, music, theatre, and creative writing, but falls below the regional average for media arts.

Responding South Carolina high schools provide access to other arts education programs, including arts field trips (41%), arts integration (33%), gifted or talented programs (33%), after school programs (26%), visiting artist programs (26%), and community arts programs (20%).

Quality

When looking at four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist – the comparison between responding South Carolina high schools and the regional average is mixed. The South Carolina average is higher in visual art, theatre, media arts, and creative writing for three of four measures; higher in dance for all four measures; and lower in music for three of four measures.

Instructors

For those responding to the survey, a higher percentage of high schools in South Carolina

have a certified arts specialist who is responsible for arts instruction than the regional average in visual art (88% compared to 76%), in dance (83% to 54%), in music (84% to 79%), and in theatre (81% to 66%) [Fig. SC-8].

In 98% of responding South Carolina high schools, arts instructors participate in arts-specific professional development. Those professional development activities include district workshops (77%), school workshops (59%), state arts commission workshops (57%), workshops by arts organizations (51%), college or university workshops (39%), instruction or mentoring by artists (31%), national conferences (28%), and state department of education workshops (38%).

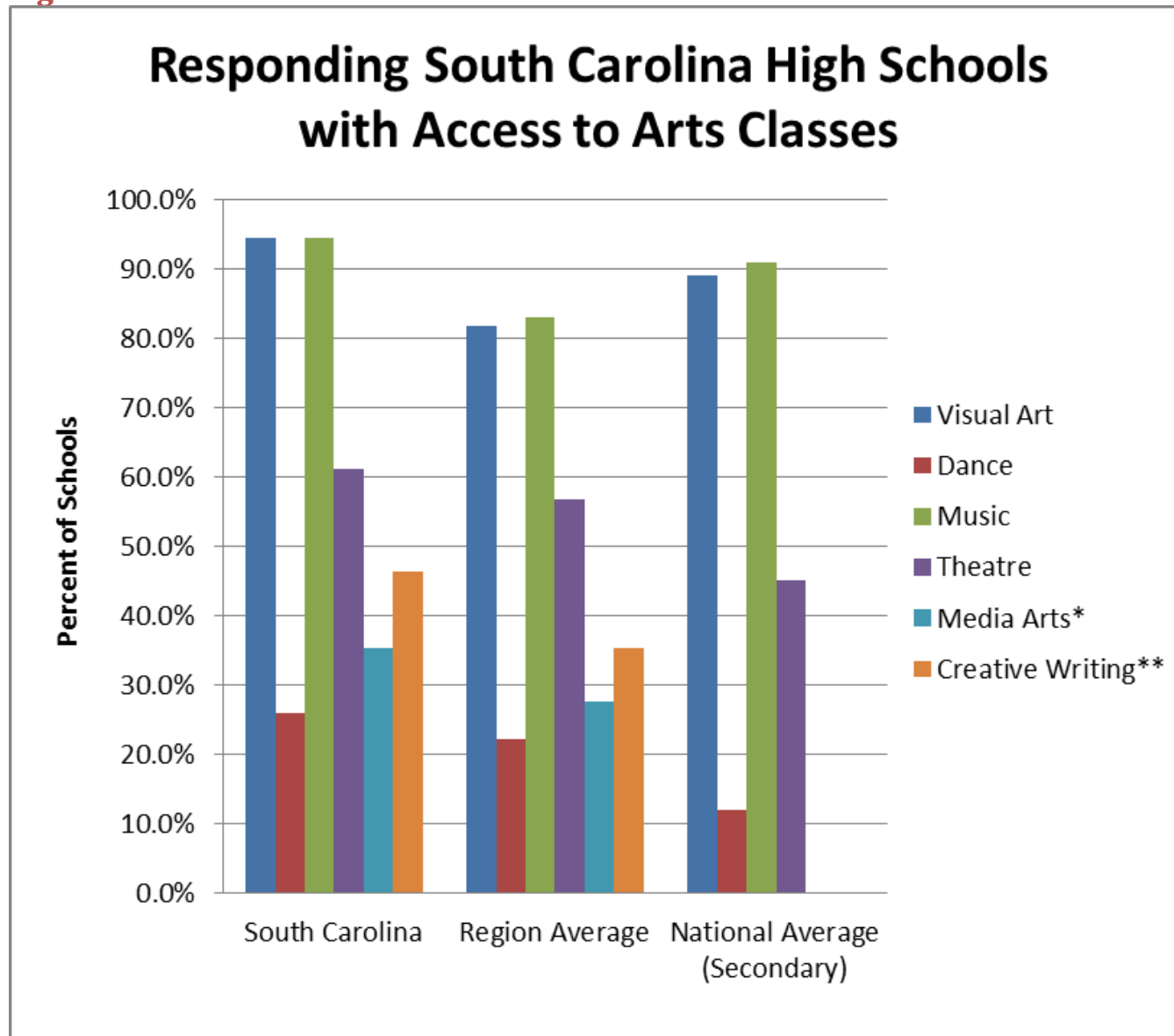
Resources and Partners

South Carolina high schools that responded to the survey receive arts education funding from a variety of sources, including the district (74%), arts fund raisers (47%), the school budget (42%), the state department of education (34%), individual contributions (32%), and businesses (30%). These schools spend arts education funds on arts supplies and equipment (85%), arts field trips (59%), arts instructor professional development (57%), and arts assemblies (32%).

Principal Perspectives

Responding principals at South Carolina high schools identified four main obstacles to providing arts education – budget constraints (88%), competing priorities (46%), insufficient space or facilities (42%), and insufficient personnel (32%). They also identified as helpful factors to improve arts learning arts supplies or equipment (59%), increased arts education funding for community and state arts organizations (45%), facilities and classroom space (39%), more flexibility in scheduling (35%), professional development opportunities in the arts (25%), and arts integration training (25%).

Figure SC-7

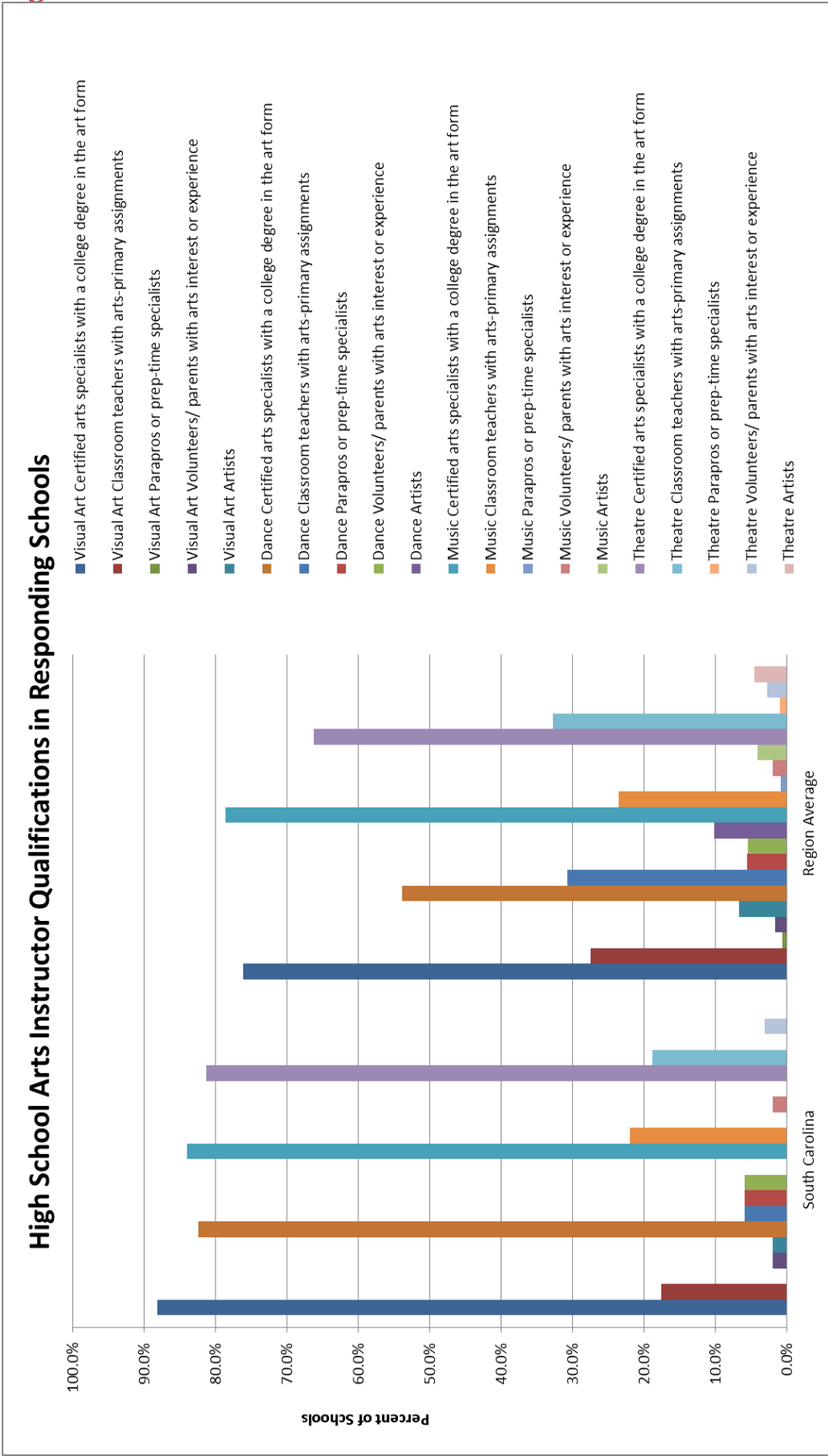


Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

* The region average for Media Arts is only made up of data from the two states which included the subject in their survey - MS and SC.

** The region average for Creative Writing is only made up of data from the four states which included the subject area in their survey - AL, GA, KY, and SC.

Figure SC-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Tennessee: Aggregate Data



Tennessee data are drawn from the results of a voluntary survey of public elementary, middle and high school principals. For Tennessee, 417 survey responses were received, a response rate of 25.5% of all K-12 public schools in the state. All of these data, as well as additional tables and graphs, are available at www.southarts.org/artseducation. A list of the questions asked, including demographic categories, is incorporated in an Appendix to this report.

Access

Schools in Tennessee responding to the survey provide greater access to classes in visual art and music than the regional average, based on responding schools, but slightly less access to classes in dance and theatre than the regional average. Classes in visual art are available in 76% of these schools, dance in 5%, music in 85%, and theatre in 18%. This compares to the regional average of 71%, 14%, 80%, and 22%, respectively. Compared to the national average,¹ responding Tennessee schools offer less access to classes in visual art and music. The comparison to national averages is mixed for dance and theatre classes depending on the school level. [Fig. TN-1]

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012.

Among responding schools where arts classes are available, the average percentage of Tennessee students enrolled in visual art (73%) and music (72%) classes exceeds the regional average (61% and 62%, respectively), while the percentage enrolled in dance (26%) and theatre (25%) is very close to the regional average (28% and 23%, respectively). Tennessee students in responding schools spend fewer minutes in arts classes each week in visual art (121), dance (121), and music (116) when compared to the regional average (134, 155, and 137, respectively). In theatre, however, Tennessee students spend 216 minutes in class during the week which is greater than the regional average of 194.

Tennessee schools that responded offer additional arts education programs for their students, including arts field trips (46%), arts integration (29%), after school programs (26%), visiting artist programs (17%), and community arts programs (16%).

Quality

Arts instruction in visual art and music in responding Tennessee schools generally exceeds the regional average for measures of quality such as arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists. For instruction in dance and theatre, these schools are generally within a few percentage points of the regional average for all four measures.

Instructors

In responding schools, a higher percentage of Tennessee arts instructors in visual arts (88%) and music (93%) are certified arts specialists than the regional average (74% and 81%, respectively). Tennessee arts instructors in these schools in dance and theatre, however, have a broader mix of qualifications, including certified specialists (33% and 47%), classroom teachers with arts-primary assignments (20% and 28%), paraprofessionals (9% and 4%), volunteers or parents with arts interest or experience (11%

and 9%), and artists (38% and 19%) [Fig. TN-2].

Arts instructors in Tennessee schools that responded participate in arts-specific professional development at a rate of 93%. These professional development activities include district workshops (80%), workshops by arts organizations (49%), college or university workshops (46%), school workshops (39%), state arts commission workshops (35%), national conferences (25%), and instruction or mentoring by artists (23%).

Resources and Partners

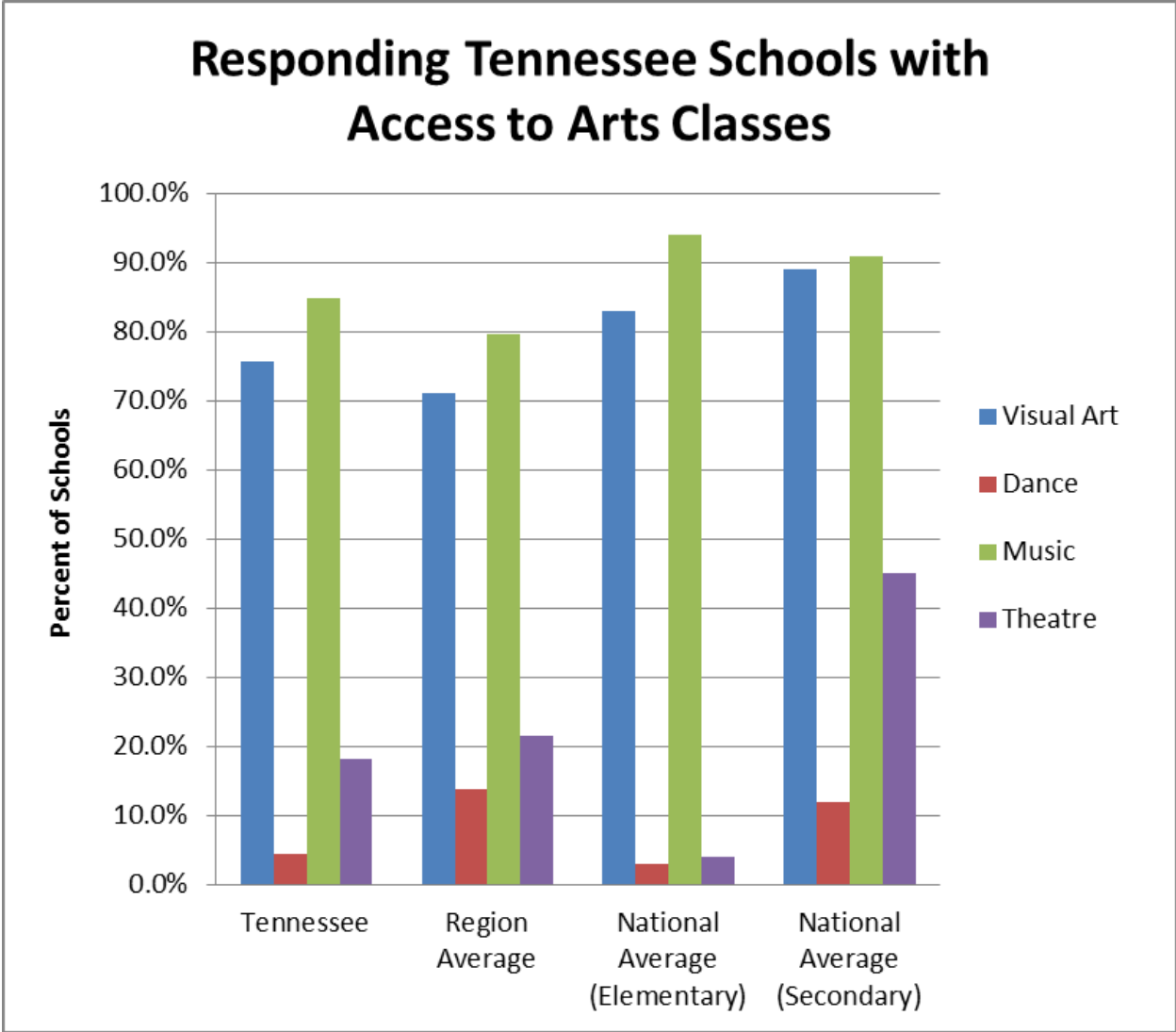
Tennessee schools responding to the survey receive arts education funding from the district (44%), PTA/PTO (32%), arts fund raisers (27%), the school budget (25%), individual

contributions (22%), and state arts commission grants (20%). These schools spend arts education funds on arts supplies and equipment (69%), arts field trips (49%), arts instructor professional development (35%), arts assemblies (26%), and release time (23%).

Principal Perspectives

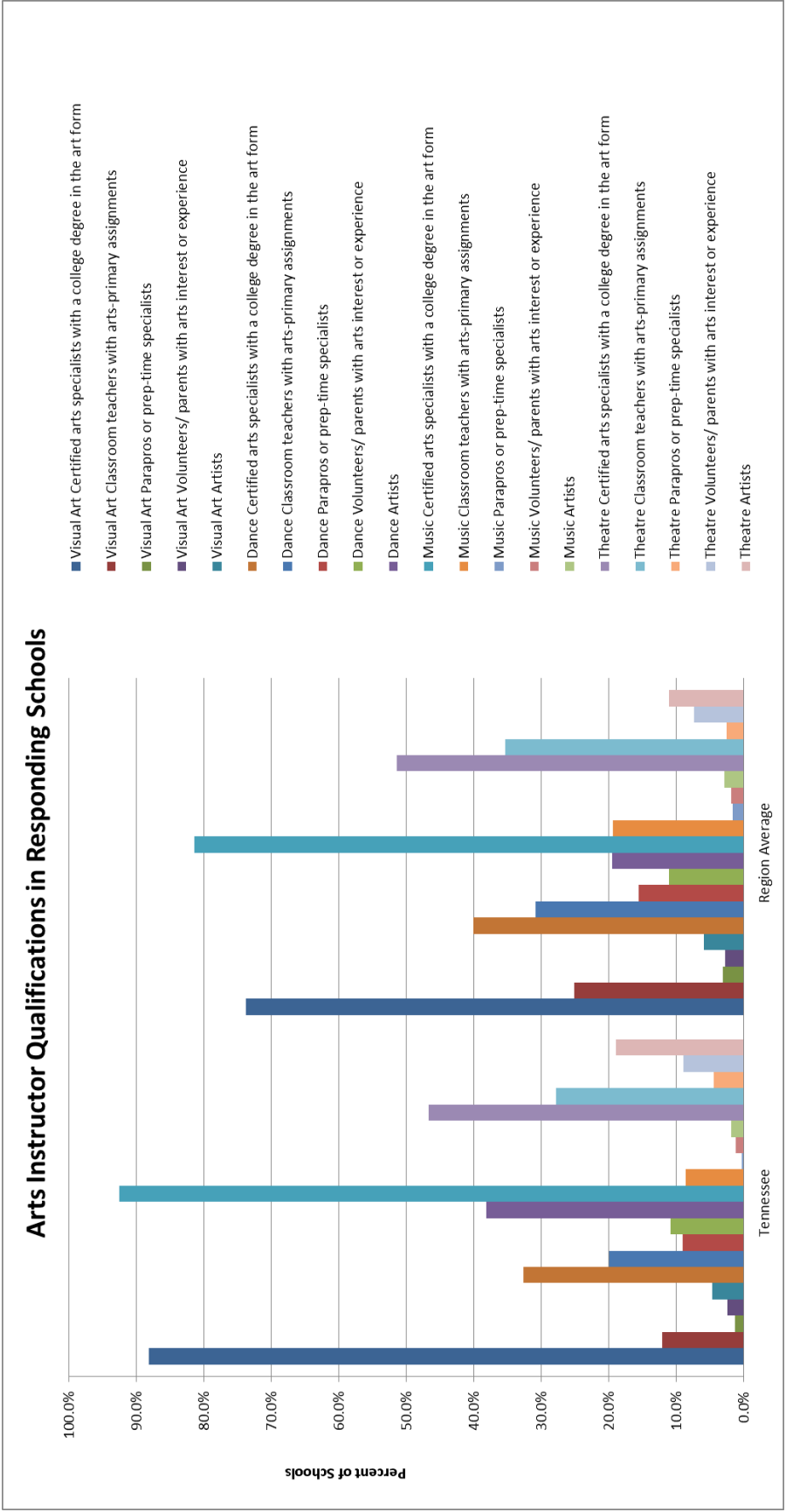
The main obstacles to providing arts education that responding Tennessee principals identified were budget constraints (69%), competing priorities (57%), and time in the school day (51%). In turn, they identified helpful factors to improve arts learning – increased arts education funding for community and state arts organizations (48%), arts supplies or equipment (36%), more flexibility in scheduling (33%), and arts integration training (32%).

Figure TN-1



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure TN-2



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Tennessee: Elementary School Data

Access

A higher percentage of Tennessee elementary schools responding to the survey offer classes in visual art (74%) and music (87%) than the regional average (69% and 79%, respectively), but fewer than the national average (83% and 94%, respectively). A lower percentage of these elementary schools offer classes in dance (2%) and theatre (3%), than the regional average (11% and 9%, respectively) and the national average (3% and 4%, respectively) [Fig. TN-3].

Among responding Tennessee elementary schools with arts classes, 100% of students are enrolled in visual art classes and music classes, which is slightly higher than the regional average. For responding schools, a lower percentage of students are enrolled in dance (41%) and theatre (21%) than the regional average of 48% and 40%, respectively. The average number of minutes that these students spend in arts classes each week is lower than the regional average, based on responses, for all four arts disciplines.

Tennessee elementary schools responding to the survey offer a variety of other arts education programs, including arts field trips (48%), arts integration (36%), after school programs (25%), and visiting artist programs (20%).

Quality

Based on four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by a certified arts specialist – Tennessee elementary schools that responded exceed the regional average across all four measures in both visual art and music. For dance, these schools are below the regional average for arts instruction following a sequential and ongoing curriculum and following state standards, but are above the regional average for following national standards and arts instruction taught by a certified specialist. For theatre, these schools

fall below the regional average for all four measures.

Instructors

Tennessee elementary schools responding to the survey exceed the regional average for percentage of schools with a certified arts specialist in visual art (90%) and music (95%). In dance and theatre, arts instruction is provided by teachers with a variety of qualifications. In these Tennessee schools, dance instructors include arts specialists (26%), classroom teachers with arts-primary assignments (17%), paraprofessionals (9%), volunteers or parents (14%), and artists (46%). For theatre, instructors include arts specialists (11%), classroom teachers (19%), paraprofessionals (7%), volunteers or parents (19%), and artists (48%) [Fig.TN-4].

Among responding Tennessee elementary schools, 93% have arts instructors who participate in arts-specific professional development. These professional development activities include district workshops (86%), workshops by arts organizations (47%), school workshops (37%), college or university workshops (37%), and state arts commission workshops (33%).

Resources and Partners

Tennessee elementary schools that responded to the survey receive arts education funding from a variety of sources, including the district (42%), the PTA/PTO (39%), state arts commission grants (25%), and the school budget (22%). These schools spend arts education funds on arts supplies and equipment (69%), arts field trips (48%), arts instructor professional development (35%), arts assemblies (28%), and release time (23%).

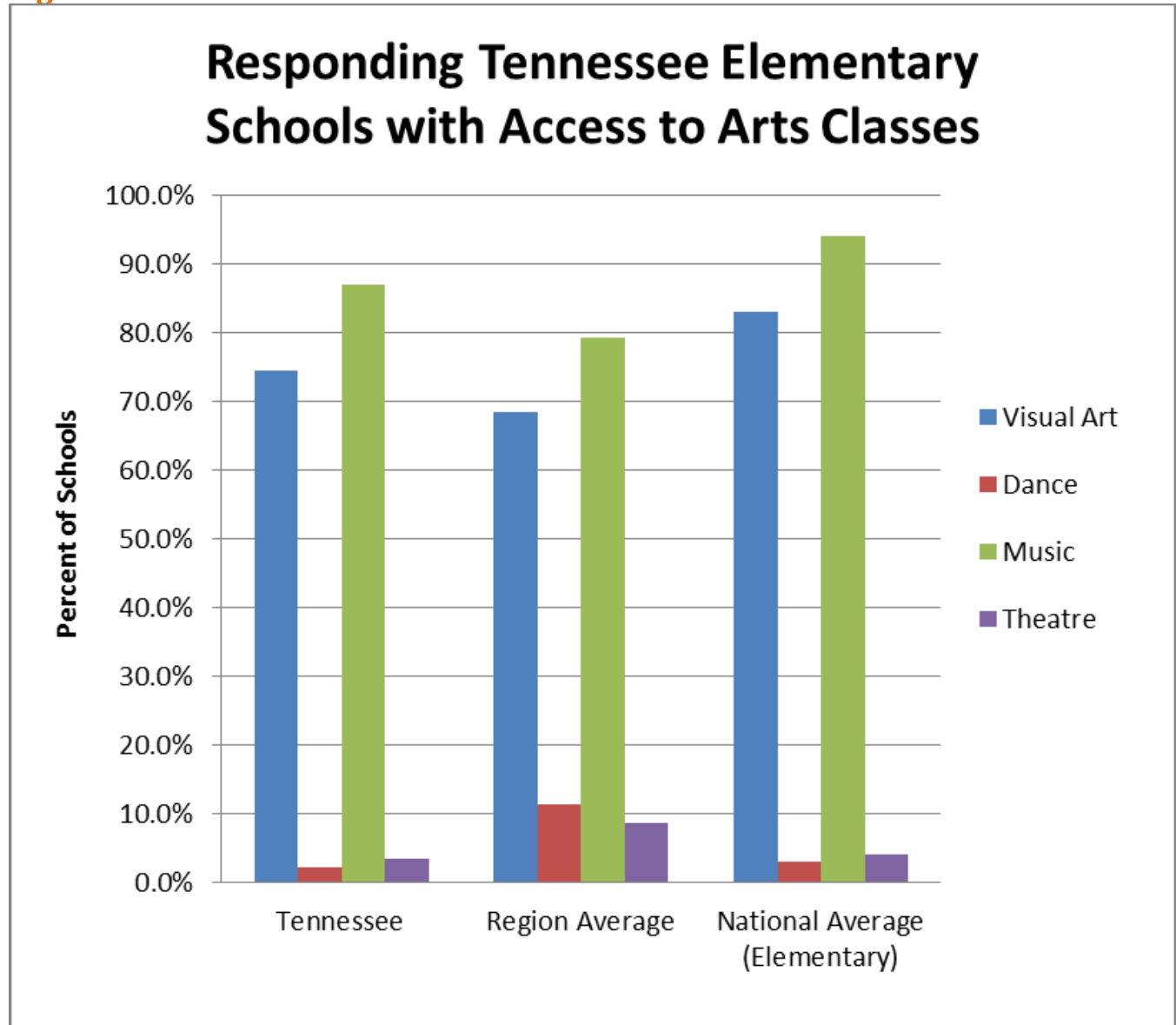
Principal Perspectives

Principals at responding Tennessee elementary schools identified three main obstacles to providing arts education – budget constraints

(65%), time in the school day (58%), and competing priorities (57%). In turn, they identified several helpful factors to improve arts learning: increased arts education funding for

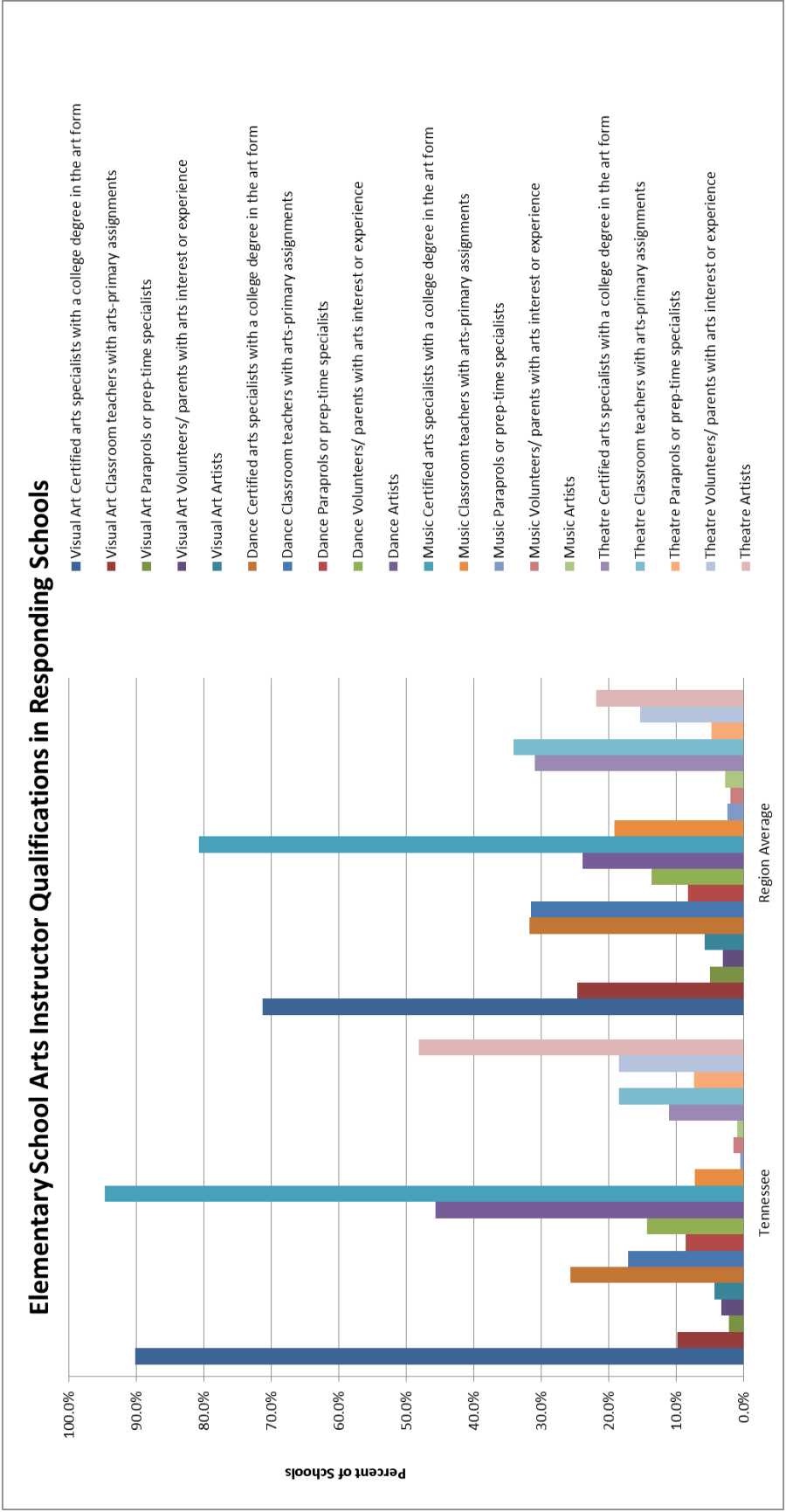
community and state arts organizations (49%), training in arts integration (37%), more flexibility in scheduling (32%), arts supplies or equipment (27%), and certified arts specialists (23%).

Figure TN-3



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*.

Figure TN-4



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Tennessee: Middle School Data

Access

Tennessee middle schools responding to the survey are very close to the regional average for access to arts classes in visual art (72% of schools compared to 73%), and music (85% to 84%). The state average is lower than the regional average for responding schools, however, in dance (2% compared to 13%), and theatre (16% to 26%) [Fig. TN-5].

In responding schools where arts classes are available, the average percentage of Tennessee students enrolled in arts classes is higher than the regional average in visual art (73% compared to 39%), music (61% to 39%), and theatre (52% to 22%), but lower in dance (8% to 20%). The average number of minutes that students in these schools spend in arts classes each week is lower than the regional average in visual art, dance, and music, but higher than the regional average in theatre.

Middle schools in Tennessee that responded provide access to other arts education programs, including after school programs (38%), arts field trips (36%), arts integration (13%), and community arts programs (10%).

Quality

As a percentage, responding Tennessee middle schools meet or exceed the regional average across all four arts disciplines for three of four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following national standards, and arts instruction taught by a certified arts specialist. A lower percentage of these schools have arts instruction that follows state standards than the regional average for all four arts disciplines.

Instructors

Tennessee middle schools responding to the survey are more likely than the regional average to have a certified arts specialist responsible for arts instruction in visual art (93% of schools

compared to 82%), music (91% to 86%), and theatre (70% to 58%). Meanwhile, dance instruction in these middle schools is taught by instructors with a variety of qualifications – certified arts specialists (20%), classroom teachers with arts-primary assignments (20%), paraprofessionals or prep-time specialists (40%), and artists (20%) [Fig. TN-6].

Approximately 89% of responding Tennessee middle schools with arts classes have arts instructors who participate in arts-specific professional development. Their professional development activities include district workshops (69%), college or university workshops (50%), workshops by arts organizations (40%), school workshops (31%), national conferences (21%), and state arts commission workshops (21%).

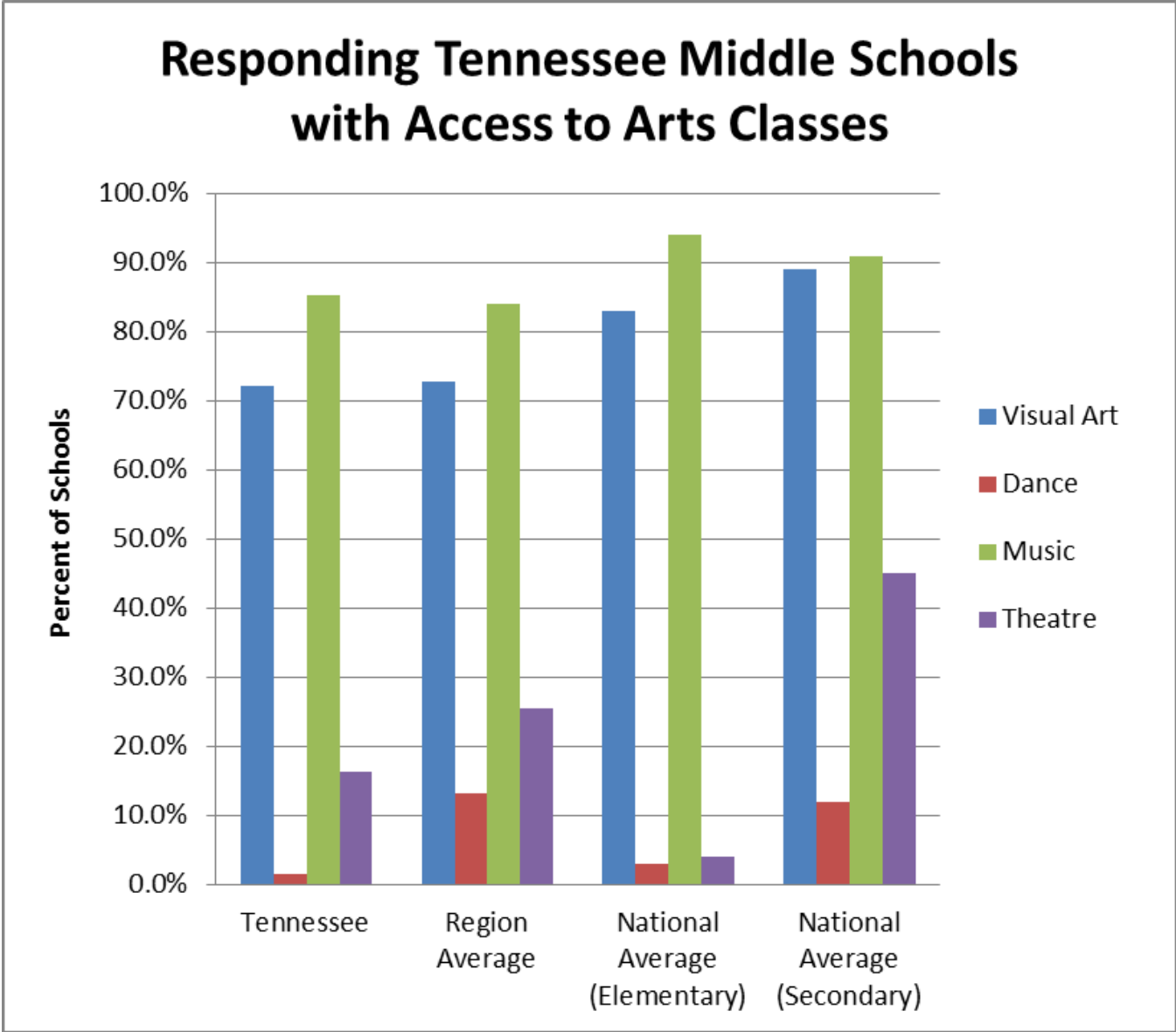
Resources and Partners

Middle schools in Tennessee responding to the survey receive arts education funding from a variety of sources, including the school budget (45%), arts fund raisers (30%), in-kind donations (25%), and businesses (21%). They spend arts education funds on arts supplies and equipment (64%), arts field trips (43%), arts instructor professional development (32%), and release time (21%).

Principal Perspectives

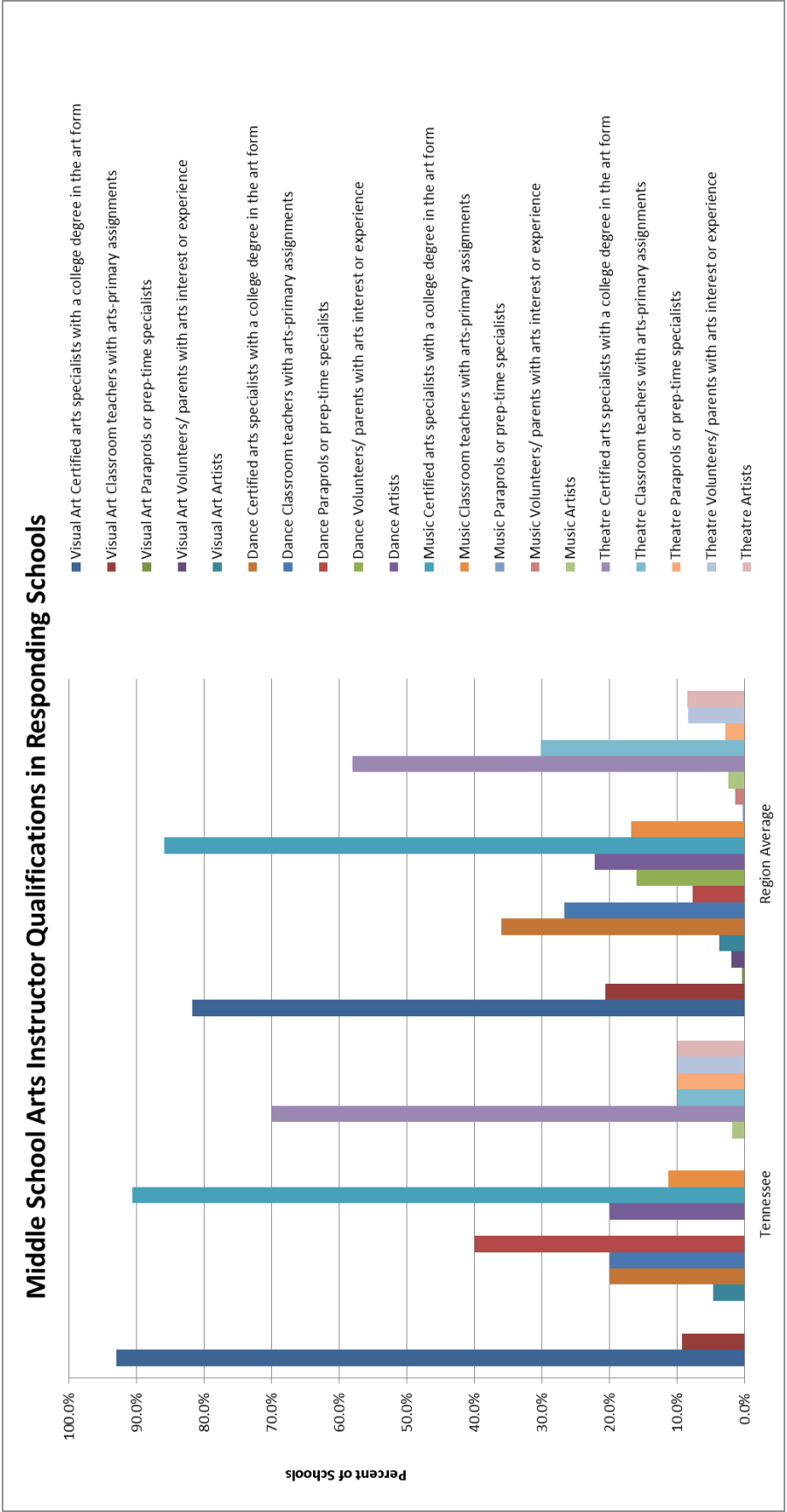
Responding principals at Tennessee middle schools identified four main obstacles to providing arts education – budget constraints (76%), competing priorities (56%), time in the school day (49%), and insufficient personnel (26%). In turn, they also identified as helpful factors to improve arts learning at the school: increased arts education funding for community and state arts organizations (58%), arts supplies or equipment (48%), more flexibility in scheduling (37%), arts integration training (23%), and certified arts specialists (21%).

Figure TN-5



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure TN-6



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Tennessee: High School Data

Access

Access to arts classes in Tennessee high schools responding to the survey exceeds the regional average in visual art (88% of schools compared to 82%), music (86% to 83%), and theatre (69% to 57%), but falls below the regional average for responding schools in dance (14% to 22%) [Fig. TN-7].

Among schools with arts classes, the average percentage of students in responding high schools who are enrolled in arts classes is higher than the regional average in visual art (22% compared to 19%), dance (11% to 8%), music (26% to 18%), and theatre (13% to 10%). The average number of minutes that students in responding Tennessee high schools spend in arts classes each week slightly exceeds the regional average for visual art, music, and theatre, but falls below the regional average in dance.

Responding Tennessee high schools provide access to other arts education programs, including arts field trips (54%), arts integration (24%), after school programs (22%), visiting artist programs (21%), and community arts programs (19%).

Quality

Compared across four measures of quality – arts instruction following a sequential and ongoing curriculum, arts instruction following state and national standards, and arts instruction taught by certified arts specialists – Tennessee high schools that responded to the survey generally exceed the regional average across all four measures in visual art, music, and theatre. In dance, they exceed the regional average for arts instruction following a sequential and ongoing curriculum and for arts instruction following state standards, but fall below the regional average for arts instruction following national standards and instruction taught by a certified arts specialist.

Instructors

A greater percentage of responding high schools in Tennessee have certified arts specialists responsible for arts instruction than the regional average in visual art (82% compared to 76%)

and music (90% to 79%). In dance, the percentage of certified arts specialists among these schools is the same as the regional average (54%). And in theatre, the percentage of responding Tennessee high schools with certified arts specialists responsible for instruction is slightly below the regional average (64% to 66%) [Fig. TN-8].

Among responding Tennessee high schools with arts classes, 97% have arts instructors who participate in arts-specific professional development. Those professional development activities include college or university workshops (71%), district workshops (70%), workshops by arts organizations (65%), state arts commission workshops (52%), school workshops (49%), instruction or mentoring by artists (40%), national conferences (40%), and state department of education workshops (24%).

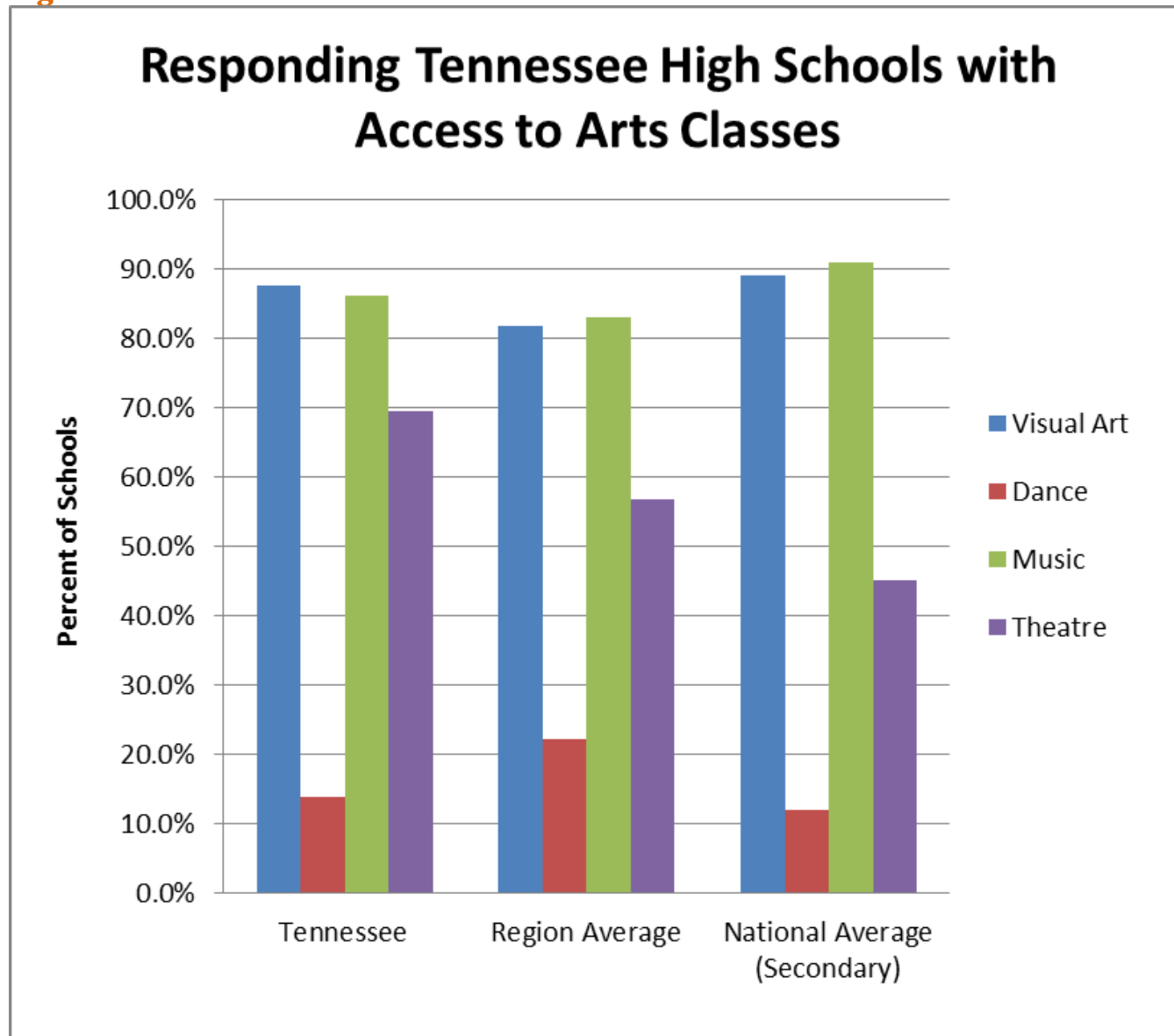
Resources and Partners

Tennessee high schools that responded to the survey receive arts education funding from a variety of sources, including arts fund raisers (60%), the district (54%), individual contributions (40%), the school budget (31%), and the PTA/PTO (25%). These schools spend arts education funds on arts supplies and equipment (77%), arts field trips (55%), arts instructor professional development (42%), release time (28%), and arts assemblies (26%).

Principal Perspectives

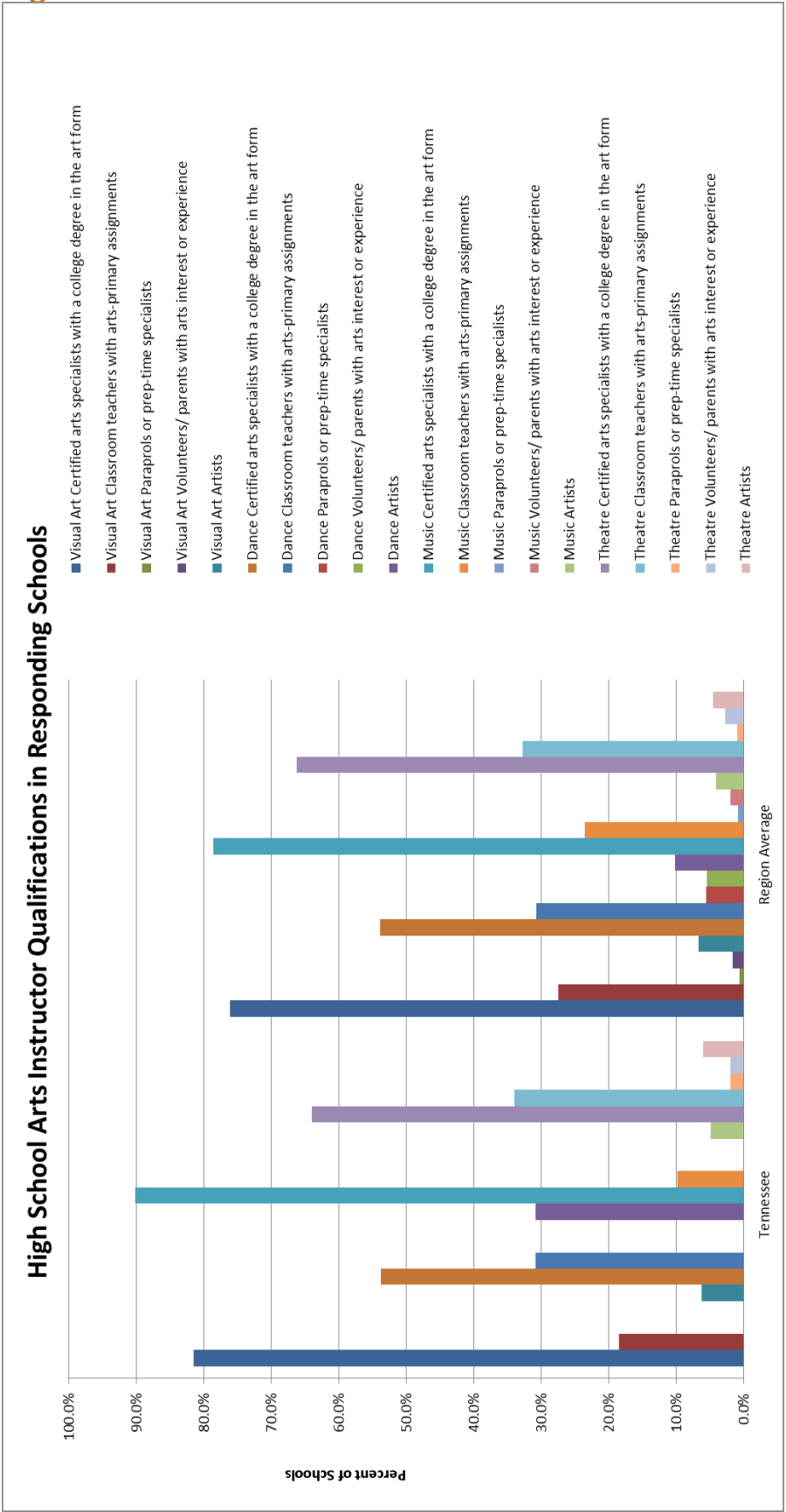
Responding principals at Tennessee high schools identified two primary and three secondary obstacles to providing arts education – budget constraints (80%), competing priorities (59%), insufficient space or facilities (35%), time in the school day (29%), and insufficient personnel (23%). They also identified helpful factors to improve arts learning: arts supplies or equipment (57%), increased arts education funding for community and state arts organizations (40%), more flexibility in scheduling (32%), facilities and classroom space (29%), professional development opportunities in the arts (26%), and arts integration training (22%).

Figure TN-7



Sources: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year; National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010.

Figure TN-8



Source: Arts education survey data collected from public school principals by South Arts during the 2012-2013 school year.

Arts Education in the South: Conclusions

This report was administered across nine southern states, which makes it the largest study of its kind. The consistent methodology and findings across the nine states allows for both a deeper understanding of national trends that fit with prior research and some surprising differences that may be informative to policy makers and future researchers.

In a region as diverse as the one encompassing South Arts' nine states – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee – access to arts education among the schools responding to our survey varies widely, by state, by grade level, and by arts discipline. A relatively high percentage of students that are covered by the study have some form of access to arts education. In general, visual art and music classes are much more available than classes in dance and theatre, a finding which is consistent with national studies¹. In schools where arts classes are available, enrollment is generally greater in visual art and music classes than in dance and theatre classes.

We found high adoption percentages for arts instruction following state standards (ranging from 69% to 95% between the four primary art forms), and that higher numbers of visual arts instructors are certified specialists than for the other art forms. While most states in the region are at or above the national average in access to dance, one or two states have remarkably higher access to dance. Respondents in Kentucky in particular report access to theatre classes higher than the regional average, and access to dance classes higher than the regional and national average. This indicates a need to look at each state's data individually to determine gaps and needs.

¹ Parsad, et al, *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2012 and Bothell, Tim, *Statewide Arts Education Assessment, 2009-2010: Idaho, Montana, Utah, Wyoming*, Western States Arts Federation, 2010.

There is broader access to arts instruction and higher enrollment in arts classes at the elementary school level; however, arts instruction at the high school level is more likely to meet measures of quality.

Visual art and music instruction more frequently meet measures of quality than dance and theatre instruction. And visual art and music instruction is more likely to be delivered by a certified arts specialist than dance and theatre instruction, which is more likely to be delivered by a classroom teacher, parent, volunteer, or artist.

Arts education funding comes from a variety of sources, but those sources vary significantly by state. Responding schools' spending on arts education programs, including arts field trips, supplies and equipment, instructor professional development, and arts assemblies varies by state and grade level.

Principals perceive the main obstacles to delivering arts education to be budget constraints, time in the school day, and competing priorities. Leading factors that responding principals feel would be helpful to improve arts learning are increased funding for community and state arts organizations that fund arts education, availability of arts supplies or equipment, certified specialists for teaching the arts, more flexibility in scheduling, and facilities and classroom space. Community support for arts education, such as funding through the local PTA/PTO and individual contributions, as well as programming or professional development through a community arts organization or college or university, is considered by responding principals to be especially helpful to efforts to provide access to arts education.

There is a correlation between these principals' perceived emphasis on arts education at the district level as demonstrated through funding, and the reported availability of, quality of, and funding for arts education in their schools.

While not all states included media arts and creative writing in their surveys, from what we learned through those that did, there is room for

growth in access and improvement in quality for both disciplines in the region.

Schools find resourceful ways to offer arts education. In some cases schools use arts integration to teach the arts, or in other cases they utilize parents, volunteers, paraprofessionals, or artists to deliver arts education.

One unique characteristic of this study is that it looks at a subset of states that have a number of similarities in demographic compositions as well as some shared regional cultures and histories. While this study is not intended to uncover how policies have contributed to the status and condition of arts education in various states, examining policies in light of this assessment can help provide some clues for future researchers and give us the basic information necessary to form hypotheses about where to adjust policies and programs to improve the status and condition of arts education in the South.

Additional Context

Several primary findings in this report are consistent with multiple statewide and national reports including the National Center for Education Statistics' (NCES) *Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010*. NCES reports that for school year 2008-09, of the nation's elementary schools, 94% offer music, 83% offer visual arts, 3% offer dance and 4% offer theatre/drama arts education. For that year in the nation's secondary schools, 91% offer arts education in music, 89% in visual arts, 12% in dance and 45% in theatre/drama.

This study does not seek causal implications for the prevalence of and access to arts education in southern states, but it does assess the current status of multiple aspects of arts education as reported by respondents. Numerous rigorous studies have articulated the positive social, civic and academic benefits of arts education:

Preparing Students for the Next America

The Arts Education Partnership prepared this synthesis of how arts education boosts academic

achievement, supports life skills and promotes workforce readiness.

Arts Ed Search

This continually expanding database, maintained by the Arts Education Partnership, summarizes the findings of more than 400 credible studies documenting the effects of arts learning on students and teachers in K-12 and after-school settings. Each study includes a user-friendly summary of findings and policy implications.

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies

Based on large, multi-year data sets from the U.S. Department of Education and the U.S. Department of Labor, this report analyzes the relationship over time between young adults who participate in the arts and their academic and social achievements.

Reinvesting in Arts Education: Winning America's Future through Creative Schools

Drawing from research about arts learning outcomes, this report from the President's Committee on the Arts and the Humanities outlines five policy recommendations for improving American education through the arts.

It is in the purview of research such as the above to examine the benefits of arts education. A large amount of work is still required to assess the status and delivery of arts education in schools across the country. The [National Center for Education Statistics](#) conducts a Congressionally-mandated study on arts education in public K-12 schools every ten years. This work is extremely valuable and informative; however, these reports do not provide the level of detail and are not administered frequently enough to provide necessary information to the large body of arts education stakeholders at the state and local levels. These stakeholders include parents, teachers, school administrators, artists, state arts agencies and state departments of education. To meet the demand for this information, many states have conducted surveys (though some are dated) that provide a more in-depth look at the status of arts education in multiple regions. Quadrant Arts Education Research has created a

list of most of these statewide studies:
<http://artsedresearch.typepad.com/QuadrantStateStatusReports.pdfA>

The State and Local Perspective

Because arts education policy is mostly set at the state and local levels, and because access to arts education varies by state and locality, this report does not make region-wide arts education policy recommendations. Rather, changes to arts education policies should be pursued at the state and local levels, based on state and local conditions and resources.

The data points in this survey can be used as indicators or characteristics with which to assess your own local arts education offerings:

- The level of access to arts classes and to other arts education programs.
- Whether arts instruction follows state and/or national standards, and whether it follows a sequential and ongoing curriculum.
- The qualifications of arts instructors and whether they have opportunities for arts-specific professional development.
- Understanding what resources are available for arts education.

For arts education in the region to measurably improve, it will take concerted, well-planned, organized, and coordinated efforts by parents, educators, policymakers, administrators, funders, and advocates working at the school, district, and state levels. But starting from a well-informed position can be the first step toward improving access to quality arts education in the South. We hope this study will allow those interested in quality arts education throughout the South Arts region to take that next step with greater confidence.

Suggestions for Taking the Data Further

This baseline study is the first effort in documenting current arts education access and quality in the nine-state region. In addition to the information in this document, all of the data

have been processed and are available in spreadsheet, table and graph form at www.southarts.org/artseducation. We encourage readers to access this information in order to drill down further into the findings. A wide array of options exist to compare and contrast the findings to lead to additional areas of inquiry, identify needs and gaps, and inform program and policy development.

States and localities within the region can use the analysis in this report and the figures shared in the online data archive to help inform their policy decisions related to arts education, provide comparisons between their condition and other states or the region average, and suggest directions that they may want to take with their own arts education policies.

While comparisons state to state are easy to make, we suggest that a more actionable approach is to consider the factors within each state that have contributed to their current arts education status. Here we suggest a number of ways in which readers can use the online data to explore areas of interest to their own state and community.

Although this report does not delve into the details of state arts education policy, it is clear that efforts in arts education by the state departments of education and state arts agencies can have a major impact on access to quality arts education at the statewide level. Readers may correlate state responses with their state arts education policies by looking at <http://www.aep-arts.org/research-policy/artscan/>.

Another policy implication to explore is the correlation between policy and resources that may create broader access to arts instruction and higher enrollment in arts classes at the elementary school level, while at the high school level may often offer more limited access, but instruction that is more likely to meet measures of quality.

Closing

As a critical element of a whole education, the availability and quality of arts education currently available to students in the South is widely variable. South Arts hopes to continue the conversation and explorations prompted by

this study, as well as *Arts Education in the South Phase II: Profiles of Quality*. To be part of the conversation and receive updates on arts education research, visit www.southarts.org/artseducation and sign up for our arts education information list.

Appendix 1:

Methodology, Respondents & Data

Methodology

For this research, South Arts worked with the state arts agency executive directors and arts education directors and officials at the state departments of education or departments of public instruction in our region, as well as our Arts Education Advisory committee to develop the preferred areas of inquiry, the list of questions, and the question language for the survey. We also reviewed arts education studies conducted by Western States Arts Federation (WESTAF) and others to inform our survey questions and methodology.

A survey was developed for each of the nine states in the South Arts region. While the survey language and content was mostly the same, some additional questions were included for some states (i.e., some states included creative writing and/or media arts as arts disciplines in their survey). South Arts designed and distributed the surveys for each state using SurveyMonkey™.

South Arts developed principal email lists in cooperation with each of our state arts agencies and each state's department of education or department of public instruction, although the lists for a couple of states were purchased through a professional service.

Respondents

South Arts emailed the surveys to slightly more than 15,000 principals in the fall of 2012. 4,400 principals responded to the survey, representing schools with a total enrollment of 2.87 million students. That results in a response rate of approximately 29% for the region as a whole. Response rates within each state varied, from 16.3% at the lowest, to 45.2% at the most. Figure AP-1, below, presents the response rate for each state.

Of the respondents, 56% were elementary schools principals, 17% were middle school principals, and 21% were high school principals. 5% of the principals represented schools that did not easily fall under one of those school levels, such as K-12 schools or alternative schools. The average enrollment for respondent schools was 633 students, although this average varies by state and by school level.

Data

The data from the survey are available on the South Arts website at www.southarts.org/artseducation. The data is organized by the region in aggregate and by school level (elementary, middle, and high), and by each state in aggregate and by school level. For each of these 40 data sets, South Arts has divided the data into thematic sections – access, quality, instructors, resources and partners, and principal perspectives – and then by survey question within each thematic section. All of the data are available as a table and a bar graph on tabs within Excel spreadsheets. Middle school data include both elementary and high school national averages due to the variable nature of the actual grade levels in middle schools.

Questions about the survey process or methodology should be directed to Mollie Quinlan-Hayes, Deputy Director at South Arts at 404-201-7941 or mquinlanhayes@southarts.org.

Research Note: South Arts has worked in partnership with Southeast Center for Education in the Arts (SCEA) at the University of Tennessee-Chattanooga to develop follow-up research on the quality of arts education in the South. Funded in part by the National Endowment for the Arts (NEA) and our state arts agencies, this report has also been released in May 2014 and available at www.southarts.org/artseducation.

Figure AP-1

State	Percent Response	Number of Responses	“Universe” of Schools
Alabama	45.2%	624	1,380
Florida	26.9%	942	3,501
Georgia	18.4%	413	2,244
Kentucky	27.5%	316	1,149
Louisiana	16.3%	209	1,282
Mississippi	19.6%	175	892
North Carolina	35.1%	888	2,529
South Carolina	36.9%	416	1,127
Tennessee	25.5%	417	1,635
Regional	29.3%	4,400	15,739

Appendix 2: Survey Questions

The survey questions below were included in each state's survey, except for those questions noted otherwise, including additional subject areas such as media arts and creative writing. While demographic and test score data was collected in the survey process, that data was not analyzed for the purposes of this report. Demographic and test score data may be utilized in future research or reports.

1. What is the name of your school?
2. What is the name of the school district in which your school is located?
3. Please enter your Zip Code.
4. What is the total number of students enrolled at your school?
School enrollment:
5. What identifier most accurately describes your school?
Elementary School
Middle School
High School
Other
For other, please specify type of school:
6. What form does arts education take at your school? (mark all that apply)
Visual art classes
Dance classes
Music classes
Theatre classes
Creative writing classes[†]
Media arts classes[‡]
Arts integration in other content areas
Programs by teaching artists
After school arts programs
Programs by visiting artists
Field trips to arts programs
Programs by community arts organizations
Arts in gifted and/or talented programs
We do not offer arts education at our school
Other
For other, please specify:
7. What is the total number of students in your school who are enrolled in the following subject areas?
Visual art
Dance
Music
Theatre
Creative writing[†]
Media arts[‡]

8. How many minutes does each student enrolled in the following subject areas spend studying the subject each week?
- Visual art
Dance
Music
Theatre
Creative writing[†]
Media arts[‡]
9. For students enrolled in the following arts subject areas, on average how many weeks in a year do they spend studying the subject?[§]
- Visual Arts
Dance
Music
Theatre
10. Does your school's instruction in the following subject areas follow a sequential and ongoing curriculum? (mark all that apply)
- | | | | |
|---------------------------------|-----|----|----------------|
| Visual art - | Yes | No | Not Applicable |
| Dance - | Yes | No | Not Applicable |
| Music - | Yes | No | Not Applicable |
| Theatre - | Yes | No | Not Applicable |
| Creative writing [†] - | Yes | No | Not Applicable |
| Media arts [‡] - | Yes | No | Not Applicable |
11. Is your school's instruction in the following subject areas aligned with state standards? (mark all that apply)
- | | | | |
|---------------------------------|-----|----|----------------|
| Visual art - | Yes | No | Not Applicable |
| Dance - | Yes | No | Not Applicable |
| Music - | Yes | No | Not Applicable |
| Theatre - | Yes | No | Not Applicable |
| Creative writing [†] - | Yes | No | Not Applicable |
| Media arts [‡] - | Yes | No | Not Applicable |
12. Is your school's instruction in the following subject areas aligned with national standards? (mark all that apply)
- | | | | |
|---------------------------------|-----|----|----------------|
| Visual art - | Yes | No | Not Applicable |
| Dance - | Yes | No | Not Applicable |
| Music - | Yes | No | Not Applicable |
| Theatre - | Yes | No | Not Applicable |
| Creative writing [†] - | Yes | No | Not Applicable |
| Media arts [‡] - | Yes | No | Not Applicable |
13. Is your school's instruction in the following subject areas taught by certified/licensed and/or endorsed specialists? (mark all that apply)
- | | | | |
|---------------------------------|-----|----|----------------|
| Visual art - | Yes | No | Not Applicable |
| Dance - | Yes | No | Not Applicable |
| Music - | Yes | No | Not Applicable |
| Theatre - | Yes | No | Not Applicable |
| Creative writing [†] - | Yes | No | Not Applicable |
| Media arts [‡] - | Yes | No | Not Applicable |

14. Which qualifications best describe the persons responsible for arts instruction? (mark all that apply)
- Visual Art
- Specialists with a college degree in the art form
 - Classroom teachers with arts-primary assignments
 - Paraprofessionals or prep-time specialists
 - Volunteers/parents with arts interest or experience
 - Artists
- Dance
- Specialists with a college degree in the art form
 - Classroom teachers with arts-primary assignments
 - Paraprofessionals or prep-time specialists
 - Volunteers/parents with arts interest or experience
 - Artists
- Music
- Specialists with a college degree in the art form
 - Classroom teachers with arts-primary assignments
 - Paraprofessionals or prep-time specialists
 - Volunteers/parents with arts interest or experience
 - Artists
- Theatre
- Specialists with a college degree in the art form
 - Classroom teachers with arts-primary assignments
 - Paraprofessionals or prep-time specialists
 - Volunteers/parents with arts interest or experience
 - Artists
- Other (please specify)
15. Have the persons responsible for arts instruction participated in arts-specific professional development?
- Yes
 - No
 - Not Applicable
16. How frequently do the persons responsible for arts instruction participate in arts-specific professional development?¹¹
- Every year
 - Every other year
 - Once every few years
 - Once every five years
 - Once every ten years
 - Once in their career
 - Other

17. Which professional development activities specific to their respective art forms have your school's arts specialists participated in during the last year? (mark all that apply)
- School workshops
 - District workshops
 - University/community college workshops
 - National conferences
 - State arts council/commission workshops
 - State department of education/office of public instruction workshops
 - Instruction or mentoring from professional artists
 - Workshops offered by arts organizations
 - Other (please specify)
18. What form does instruction in creative thinking - inventing, imagination, thinking "outside the box," or problem solving - take at your school? (mark all that apply)[#]
- Classes that promote creative thinking, such as arts classes
 - Integration of creative thinking in the core curriculum
 - Integration of creative thinking into some curriculum
 - Creative thinking programs in the classroom, such as teaching artists
 - After school programs centered in creative thinking
 - Creative thinking programs presented by community organizations
 - Gifted and/or talented programs
 - Creative thinking workshops, such as brainstorming activities, games that stimulate creativity, and games that would stimulate self-knowledge
 - We do not offer this type of instruction at our school
 - I don't know
 - Other
19. Did your school receive money for arts education from any of the following sources in the last year? (mark all that apply)
- PTA/PTO
 - State Department of Education[◇]
 - Grants from the state arts council/commission
 - Local arts councils
 - Foundations
 - Individual contributions (parents, grandparents)
 - Businesses
 - Other grants
 - District
 - Transfer of funds within school budget
 - Fund raisers specifically for the arts
 - In-kind donations
 - None of the above
 - Other (please specify)

20. Did your school spend, or do you plan to spend, money for any of the following arts programs?
(mark all that apply)
Arts field trips
Arts assemblies
Hiring professional artists and/or touring companies
Arts materials, supplies, equipment, and/or instruments
Release time, collaborative learning time
Professional development for teachers in the arts
To hire full-time arts specialist(s)
To hire part-time arts specialist(s)
Development of sequential arts curriculum
None of the above
Other (please specify)
21. Has your school received arts education programming (i.e. artist residencies, field trips, etc.) through a relationship with one or more local or regional arts organizations or a college or university?
Yes
No
I don't know
22. Please provide the name of the organization(s) and indicate whether the collaboration is a single-year or multi-year initiative.
Single-year initiatives
Multiple-year initiatives
23. Does your school have a partnership or collaboration (to which the school dedicates financial and/or staff resources) with artists, arts companies, cultural organizations, a college, or university that helps meet the school/district arts education goals?
Yes
No
I don't know
24. Please provide the name of the organization(s) and indicate whether the collaboration is a single-year or multi-year initiative.
Single-year initiatives
Multi-year initiatives
25. Who makes the decisions for your school regarding arts education, arts programs, and arts enrichment? (mark all that apply)
School board
Superintendent
District arts coordinator
Principal
Curriculum director
Arts teachers
Other (please specify)

26. What are your school's greatest obstacles to providing arts education? (please rank your school's top THREE obstacles)
- Competing priorities (e.g., testing, remediation)
 - Time in the school
 - Insufficient space/facilities
 - Insufficient personnel
 - Insufficient community resources
 - Budget constraints
 - Lack of information on available programs
 - No obstacles
 - Other (please specify)
27. What are the barriers that prevent your school's students from traveling outside of the school building for an arts exhibition, performance, or other arts program? (mark all that apply)
- Time out of the school day
 - Transportation costs
 - Event/activity admission fees
 - Restrictive travel policy^{††}
 - No barriers
 - Other (please specify)
28. What would be most helpful to improve learning in the arts at your school? (please rank your school's top THREE factors)
- Availability of arts content standards
 - Availability of arts supplies or equipment (for any arts discipline)
 - Availability of curriculum materials (textbooks)
 - Certified specialist for teaching visual art, dance, music, theatre, or creative writing
 - Change in school board and/or administrative policies and procedures
 - District arts coordinator
 - Facilities and classroom space
 - Increased funding for community and state arts organizations that support school arts programs^{††}
 - More flexibility in scheduling
 - Planning time with other teachers
 - Professional development opportunities in the arts
 - Training for classroom teachers in arts education
 - Training in integrating the arts into other subjects
 - Other (please specify)
29. For the most recently completed school year, what percentage of (appropriate elementary school grade level inserted for each state) grade students at your school scored at least the end-of-grade minimum required on the (appropriate standardized test acronym[s] inserted for each state) for the following subject areas?
- % passing (appropriate standardized test acronym inserted for each state) Reading Comprehension
 - % passing (appropriate standardized test acronym inserted for each state) Mathematics
 - % passing (appropriate standardized test acronym inserted for each state) Science

30. For the most recently completed school year, what percentage of (appropriate middle school grade level inserted for each state) grade students at your school scored at least the end-of-grade minimum required on the (appropriate standardized test acronym inserted for each state) and what percentage of (appropriate middle school grade level inserted for each state) grade students scored at least the end-of-grade minimum required on the (appropriate standardized test acronym inserted for each state)?
% passing (appropriate standardized test acronym inserted for each state) Reading Comprehension
% passing (appropriate standardized test acronym inserted for each state) Mathematics
% passing (appropriate standardized test acronym inserted for each state) Science
31. For the most recently completed school year, what were the following average SAT scores for your school?
Average SAT Math Score
Average SAT Reading Score
Average SAT Writing Score
32. For the most recently completed school year, what were the average ACT scores for your school?
Average ACT Composite Score
Average ACT English Score
Average ACT Mathematics Score
Average ACT Reading Score
Average ACT Science Score
Average ACT Writing Score
33. For the most recently completed school year, what was the graduation rate for students enrolled at your school?
Graduation rate:
34. For your school's most recent graduating class, what was the total dollar amount for scholarships awarded to students for post-secondary education (college, university, etc.)?)^{\$\$}
Total dollar amount: \$
35. What percentage of students enrolled at your school claim each of the following ethnic backgrounds?
% African American or Black
% Caucasian or White
% Hispanic American or Latino
% Asian American or Asian
% Native American or Pacific Islander
% With more than one ethnic background
% Other
36. What percentage of the students enrolled in your school are eligible for free and reduced meals?
% of students eligible for free and reduced meals
37. What is the population density classification for the area where your school is located?
Urban
Suburban
Rural
38. Additional comments about arts education at your school:

- † - Creative writing was included as an arts subject area in the surveys for Alabama, Georgia, Kentucky, and South Carolina.
- ‡ - Media arts was included as an arts subject area in the surveys for Mississippi and South Carolina.
- § - This question was included only in the survey for North Carolina.
- μ - This question was included only in the survey for Florida.
- # - This question was included only in the survey for Florida.
- ◇ - This option was included only in the surveys for North Carolina and South Carolina.
- †† - This option was included only in the survey for South Carolina.
- ‡‡ - In the Mississippi survey, this answer option was split into two options:
Increased funding for community organizations that support school arts programs
Increased funding for Mississippi Arts Commission arts in education programs
- §§ - This question was included only in the survey for Alabama.

Appendix 3: National and State Standards

National Standards for Arts Education

Standards for arts education are voluntary standards which define what every K-12 student should know and be able to do in the arts. The national standards were developed by the Consortium of National Arts Education Associations, while many states have adopted early learning or pre-K and/or elementary and/or secondary arts education standards.

Courtesy of: The Kennedy Center ARTSEDGE

[Dance, Music, Theatre, Visual Arts Education, K-12](#)

State Standards for Arts Education

Alabama

Alabama State Department of Education

Alabama Performance Standards

[Dance, Music, Theatre and Visual Arts Education, K-12](#)

Florida

Florida Department of Education

Florida Performance Standards

NGSSS- Next Generation Sunshine State Standards

[Dance, Music, Theatre and Visual Arts Education, K-12](#)

Georgia

Georgia Department of Education

[Georgia Performance Standards in Dance Education, K-12](#)

[Georgia Performance Standards in Music Education, K-12](#)

[Georgia Performance Standards in Theatre Education, K-12](#)

[Georgia Performance Standards in Visual Arts Education, K-12](#)

Kentucky

Kentucky Department of Education

Kentucky Performance Standards in Arts and Humanities

[Dance, Music, Theatre and Visual Arts, K-12](#)

Louisiana

Louisiana Department of Education

Louisiana Performance Standards

[Dance, Music, Theatre and Visual Arts Education, K-12](#)

Mississippi

Mississippi Department of Education

Mississippi Performance Standards

[Dance, Music, Theatre and Visual Arts Education, K-12](#)

North Carolina

North Carolina Department of Public Instruction

North Carolina Performance Standards

[Dance, Music, Theatre and Visual Arts Education, K-12](#)

South Carolina

South Carolina Department of Education

South Carolina Performance Standards in Visual and Performing Arts Education

[Dance, Music, Theatre and Visual Arts, K-12](#)

Tennessee

Tennessee Department of Education

Tennessee Performance Standards

[Dance, Music, Theatre and Visual Arts Education, K-12](#)

Glossary

While definitions were not included in the surveys delivered to principals, for the purposes of clarity and to make this report useful to the broadest audience possible, we are providing generally-accepted definitions for selected terms in the field of arts education.

Arts

Generally, one of four academic subject areas taught in K-12 schools – visual art, dance, music, and theatre. May also include media arts and/or creative writing, depending on how the arts are defined by the state department of education, the district, and/or the school.

Arts Education

The arts taught as an academic subject within a formal learning structure.

Arts Classes

Courses offered in various arts disciplines, including visual art, dance, music, and theatre for all states, and creative writing and/or media arts in the states that requested the inclusion of those subject areas in the survey.

Arts Integration

As defined by the Kennedy Center, arts integration is "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both." The President's Committee on the Arts and the Humanities defines arts integration as: "the practice of using arts strategies to build skills and teach classroom subjects across different disciplines, including reading, math, science, and social studies. In recent years, it has formed the basis for several successful school reform initiatives, and has generated a lot of enthusiasm from classroom teachers, school administrators and policy researchers for its ability to increase student engagement and overall learning."

Arts Instructors or Arts Teachers

For the purposes of the survey and this report, the phrases "arts instructors" and "arts teachers" refer to all individuals delivering arts instruction, including arts specialists, classroom teachers, paraprofessionals, artists, and volunteers.

Arts Specialists

As defined by the President's Committee on the Arts and the Humanities: "Art specialists (sometimes called arts education specialists) are professionals certified and qualified to teach in the various arts disciplines in the K-12 setting. Their preparation includes child development, pedagogy, and classroom management, in addition to training in their art form."

National Standards

As defined by the Kennedy Center ARTSEDGE: "Standards for arts education are voluntary standards which define what every K-12 student should know and be able to do in the arts." The national standards were developed by the Consortium of National Arts Education Associations.

State Standards

As defined by the Kennedy Center ARTSEDGE: "Standards for arts education are voluntary standards which define what every K-12 student should know and be able to do in the arts." Many states have adopted early learning or pre-K and/or elementary and/or secondary arts education standards.

Teaching Artists

As defined by the President's Committee on the Arts and the Humanities: "Teaching artists are professional working artists who also teach in schools. They serve to both supplement uneven arts offerings and to provide short or long term instruction, bringing with them real world experiences and often project-based learning."

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1800 Peachtree Street NW, Suite 808
Atlanta, GA 30309
www.southarts.org