

# Welcome Steering Committee



Maine Arts Education Census II  
Nov 4, 2015



Today...

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1. *Present what we are doing and why*
2. *Share our proposed game plan and desired outcomes*
3. *Seek your advice to improve them!*



## Agenda

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Review, discuss, improve...

1. Project Purpose & Aims
2. National Research Partners
3. Overall Game Plan & Timetable  
Data Collection
  - Survey Instrument
  - Community Conversations
4. Our Roles
5. Strategies to Achieve 100% Participation
6. Communication Plan
7. Other & Next Steps



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## OVERARCHING GOAL <sup>J</sup>


Improve Maine student achievement through comprehensive arts education in every school





In 2008-2009, the Maine Alliance for Arts Education conducted a comprehensive statewide inventory of arts education opportunities in Maine. The universe of schools in 2008 was 779, 28 more schools than on the Maine Department of Education's roster today. It included all schools recognized by the Maine DOE: for example, private non-sectarian, technology centers, Indian education, and magnets.

Fast forward to 2014-15 and Maine Arts Commission's five-year cultural plan. An update of the census is called for in the plan, approved by the Maine Arts Commission Members in summer 2015.



Where we're headed!

A  
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Priority 3.  
Build on and further strengthen  
PK-12 arts education ...

The slide features a dark blue background with a large, light blue arrow pointing to the right. The arrow contains a dark teal rounded rectangle with white text. In the top left corner is the Maine Arts Commission logo, which consists of a stylized mountain range graphic above the text 'MAINE ARTS COMMISSION'. In the top right corner, there is a small white box with the number '6' and a small 'A' above it.

The third of four priorities in that plan is to build on and further strengthen PK\_12 arts education.



## Plan Strategy 3.D.

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Continue working with the Department of Education and Maine's artists and cultural organizations to strengthen PK-12 arts education

Specifically, this 3<sup>rd</sup> strategy...

## Five Project Aims

*How to strengthen?*

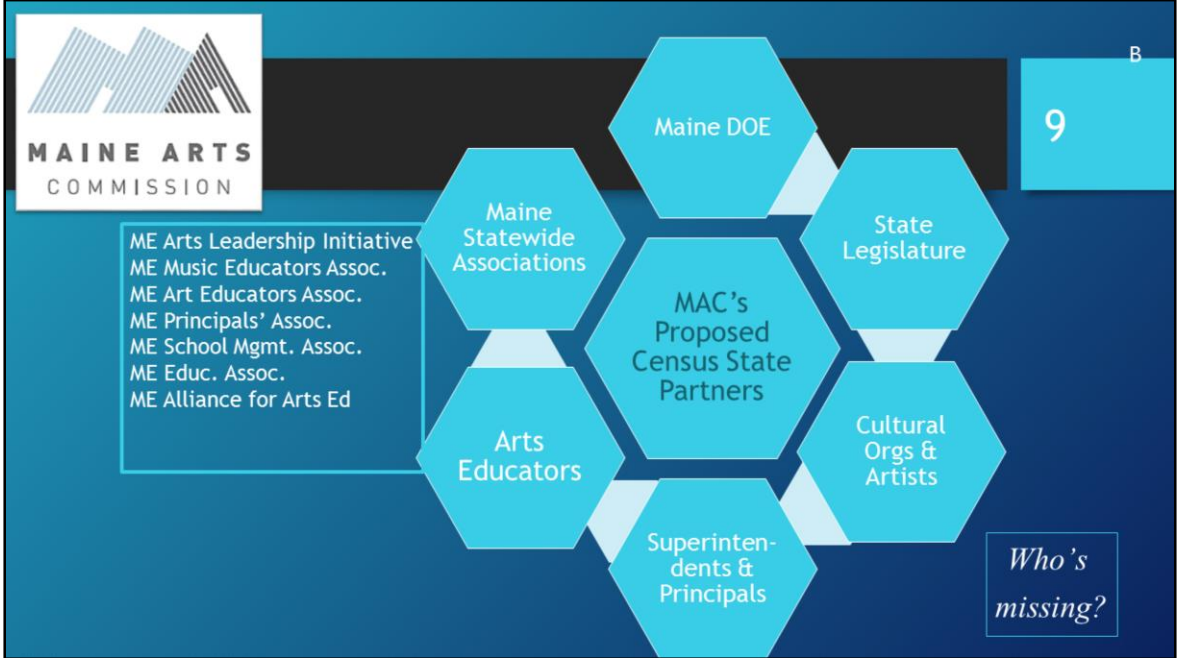
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1. Identify arts education needs and build a compelling case for increased support and resources to address them.
2. Measure gains since the last census
  - Assess current arts education needs landscape
3. Create & widely disseminate a “*State of Arts Education Report*” for Maine with prelim recommendations to improve student achievement
4. Widely promote current neuro education research linking the arts to higher student achievement.
5. Lay tracks to better assist schools in advocating & obtaining equitable arts ed opportunities for every child.
  - Build a compelling case for increased resources
  - Take action to address school needs
  - Better connect schools w/ cultural resources in their communities

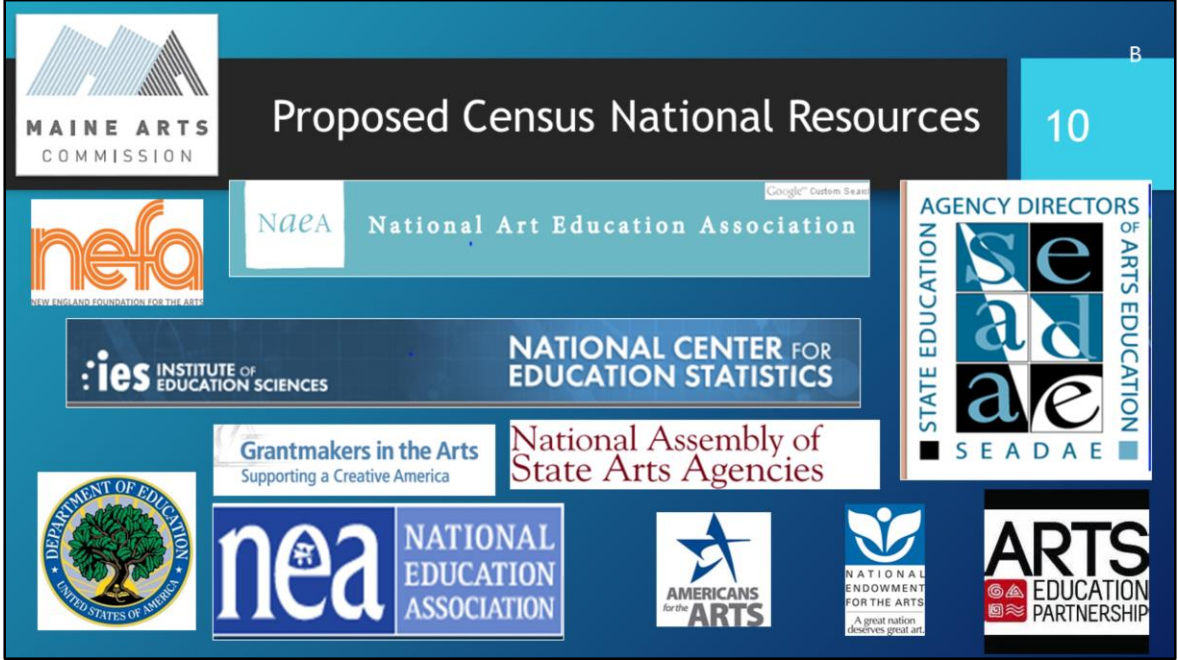




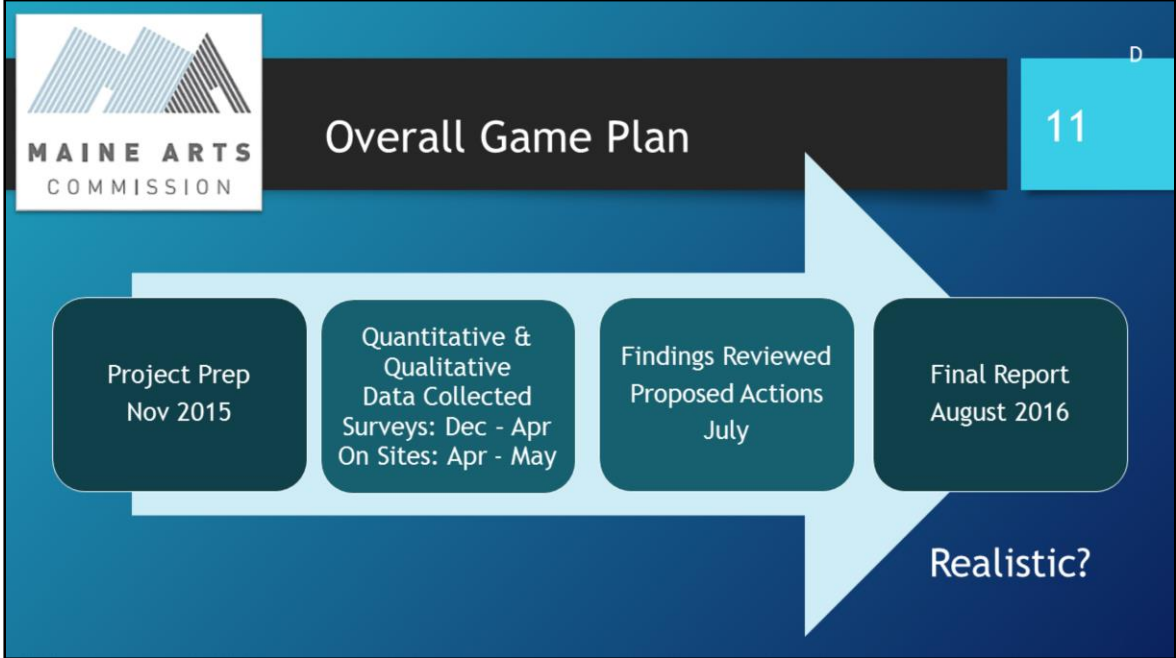


In order to achieve our 100% goal, we have identified the following state partners to help us. In addition to Maine DOE, the state legislature, cultural organizations and artists, superintendents and principals, and arts educators, we will also cultivate support and assistance from:

- ME Arts Leadership Initiative
- ME Music Educators Assoc.
- ME Art Educators Assoc.
- ME Principals' Assoc.
- ME School Mgmt. Assoc.
- ME Educ. Assoc.
- ME Alliance for Arts Ed



These national resources also have been identified to inform and support our census project. We want to benefit from existing research, the reservoir of ideas and practices of our colleagues across the country, and hopefully, through these connections (and in other ways) attract financial support to bolster arts education resources in Maine’s schools.



This is the work plan at a glance from 40,000 feet. Quantitative and qualitative data collection - the second box - has a more detailed work plan including four waves of action to achieve our 100% school participation goal




## Our Project Universe

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	Current census	2009 census
Charter /Magnet	7/1	0/1
Indian Education	3	3
Nontraditional Limited Purpose	5	7
Private - 60% Publicly Funded	11	12
Private Non-Sectarian	47	45
Private Sectarian	22	28
Private Special Purpose	36	34
Public	575	628
State Operated (reporting & not)	13	8
Technology Region	8	8
Technology Center	20	19
Unorganized Territory	3	6
	751	799

One important distinction between this and the last census is that while data will be collected from all 751 schools recognized by the Maine DOE today, this census's 100% participation goal will ONLY include public, public charters, 60% publicly funded, and unorganized schools.



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## Data Collection Strategy

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## Use Superintendent District Regions

Data collection in this project will be managed by the Maine Arts Leadership Initiative’s 15 Teacher Leader Ambassadors, guided by Project Manager Catherine Ring. Teams including a combination of principals, superintendents, Steering Committee members, Maine Arts Commission Members, and possibly cultural leaders will help. We will have one team per Maine’s eight superintendent’s region

COMPARISON OF SURVEYS AT A GLANCE			C/A
	PROPOSED 2015	2009 CENSUS	14
INSTRUMENTS	One universal survey	Two surveys: elementary and secondary	
WHO WILL COMPLETE	Principals with help from appropriate staff	Every arts teacher	
SURVEY UNIVERSE	751 K-12 schools recognized by the DOE	1,195 arts teachers in 799 schools recognized by the DOE	
SURVEY GOAL	100%	36.56% / 283 schools	
# SURVEYS PER BUILDING	One	Last round - up to 4 surveys per building were submitted	
TOTAL # QUESTIONS	33	158	
COMPLIANCE AIMS	SEADAE Standards National Center for Education Statistics, Arts Education in Public Elementary and Secondary Schools	MAAE/Maine DOE & MAC	



This slide shows distinctions between the 2015 and 2009 census.

# Arts Education

In Public Elementary and Secondary Schools  
1999–2000 and 2009–10

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**U.S. Department of Education**  
Aine Duncan  
*Secretary*

**Institute of Education Sciences**  
Sue Beika  
*Acting Director*

**National Center for Education Statistics**  
Peggy G. Carr  
*Acting Commissioner*

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

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NCES, IES, U.S. Department of Education  
1990 K Street NW  
Washington, DC 20006-5651



One area where guidance from Maine DOE will be critical is ensuring that this 2015 survey asks for data that aligns with data important to the U.S. Department of Education



ED Data Inventory = U.S. Department of Education's external asset inventory.

OMB Memorandum (M-13-13)  
Open Data Policy—Managing Information as an Asset

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**NHES**

[NHES](#) collects data on the educational activities of the U.S. population at all ages, for example, early childhood care and readiness for school, before- and after-school activities of school-age children, parent and family involvement in education, and adult education.

**PIRLS**

[PIRLS](#) studies the reading achievement and reading behaviors and attitudes of 4th-grade students in the United States and students in the equivalent of 4th grade in other participating countries.

**TIMSS**

[TIMSS](#) provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students



To be specific, since 2013, the federal government has created an open data policy for managing information. Maine DOE will advise us in which of those areas noted in this slide our census survey questions should focus.





## Ideas to Achieve 100% Participation

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### Principal Surveys



*Quantitative*

### Realities of Front Line Arts Educators



*Qualitative*

Our overall data collection strategy has been streamlined in order to reach the 100% participation goal. Quantitative info will be asked of principals who will receive help as needed from their building personnel. Qualitative data will be collected through the Maine Arts Leadership Initiative's Teacher Leader Ambassadors through interviews within their regions.

Arts Education Intersections w/ Maine DOE Education Evolving			
DOE GUIDING PRINCIPLES	DOE CORE PRIORITIES	ARTS STRATEGIES...	SUPPORTED BY NATIONAL RESEARCH
Clear & effective communicator	Effective learner-centered Instruction	<i>Preliminary idea!</i>	
Self-directed life long learner	Great teachers & leaders		
Creative & practical problem solver	Multiple pathways for learner achievement		
Responsible & informed thinker	Coordinated & effective state support		
Integrative & Informed thinker			

A case statement linking arts education strategies to Maine DOE was suggested as one way to make the case to principals why participating in the census would be of value to them and worth their time to complete the survey.

How we would create this?

- The Teacher Leader Ambassadors would cultivate existing examples of effective arts education strategies in Maine schools (column III) and connect them to Maine DOE Core Priorities and Guiding Principles in Maine’s DOE’s Strategic Plan (columns I and II). We would find national research (column IV) substantiating the significance of Col III strategies.

Based on Steering Committee discussion, this idea was sidelined for what Steering Committee members believe will be a more effective approach. Asking superintendents to take the lead in getting their principals to complete the survey.

## Our Respective Roles

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MAC Honorary Arts Ed Champion(s)	Steering Committee	Project & Data Collection Team [MAC, Maine DOE, Teacher Leader Ambassadors]
Spokesperson	Guide & Advise	Manage
Project Visibility	Network Credibility & Influence	Collect Data - achieve participation goals
National Funder Attention	Advocate	Disseminate Report
Set the stage for what's next		

Honorary Arts Education Champions will be...

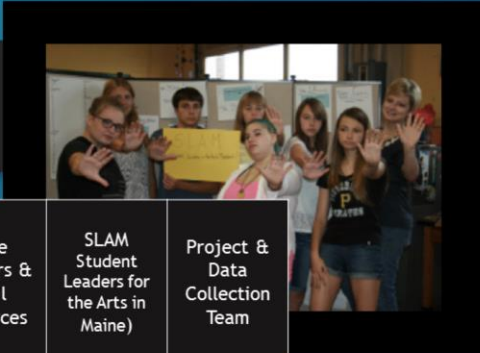
- the project spokespersons,
- increase our visibility (because of their reputations),
- help us get the attention of national funders

The Steering Committee will serve as...

- Advisors to guide us as we proceed.
- Their networks, credibility and influence will lend heft to our ability to collect data from all schools
- Their advocacy will lend strength to the project

The Project and Data Collection Team will

- Manage every aspect of the project from A-Z
- Collect data and achieve 100% participation goals
- Vet, improve, and disseminate the report



	MAC Honorary Arts Ed Champion (s)	Steering Committee	State Partners & Nat'l Resources	SLAM Student Leaders for the Arts in Maine)	Project & Data Collection Team
Weekly Updates					*
Monthly Updates	*	*	*	*	
SOS as Needed	*	*	*	*	

## Communication Plan

This is a snap shot of the communication plan.  
 Most closely informed will be the Project and Data Collection Team.  
 The Honorary Champions, State Partners/National Resources, and Student Leaders for the Arts will receive monthly updates  
 Help will be requested when and as needed from all groups.



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## Next Steps

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1. Complete Steering Committee recruitment
2. State Partners on board
3. Recruit Champion(s)
4. Finalize survey tool
5. Heads-up memo to principals and arts educators pre online survey launch
6. Mobilize and set strategy for data collection