

Quality, Equity and Access: The Status of Arts Education in California Public Schools Grades Pre-K through 12

PRESENTATION GUIDELINES

[Important Note to Presenters](#)

For CAAE's records, be sure to provide Laurie Schell with the name and contact information of individuals and groups with which you share the QEA report. Send information to: laurie@artsed411.org. Thank you.

Rational Aims

- To build awareness, involvement, and action regarding the issues addressed in the report.
- To facilitate deeper thinking about how the information and recommendations in the report might be utilized to advance arts education at the local level.
- To cultivate relationships among arts education stakeholders and policymakers in communities throughout California.

Experiential Aim

- Participants will engage in a brief scan of the report, make personal connections with the content, and feel inspired and compelled to take action on its recommendations in their individual spheres of influence.

1. INTRODUCTION / CONTEXT

It is a pleasure to be here today on behalf of the California Alliance for Arts Education, a nonprofit organization that advances arts education in California public schools. I'm here to introduce you to an important new briefing paper about arts education in our schools. It is called *Quality, Equity and Access*.

When you think about the arts programs that are currently offered in your school/district/county, what one word would you use to describe the quality of those programs?

[Depending on size of group, invite each person to answer, or ask for volunteers.]

From your answers, it is easy to see that the provision of arts education in our schools is inconsistent, from district to district, school to school, classroom to classroom, and sometimes even within classrooms.

Arts Education in public schools has been elevated to a national conversation in recent years. Education policymakers, researchers and practitioners alike, with overwhelming support from parents and community members, agree that the visual and performing arts are essential to every child's education.

Indeed, a number of communities in California are engaged in the development of regional plans for arts education, and have committed substantial resources to the implementation of those plans. There has also been substantial research in recent years documenting the characteristics and key quality indicators that need to be present in order for school districts to sustain quality arts programs.

[Briefly cite examples of arts education initiatives, districts, schools, or programs in your own community.]

In spite of broad public support, strong existing policies and occasional positive developments, dwindling state education funding combined with a new emphasis on accountability have led—however inadvertently—to a narrowing of the curriculum and the exclusion of the arts for many students.

[Briefly cite statistics for arts participation (increase or decrease) in your own community.]

What California schools need now is a systematic examination and promotion of public policy initiatives that will support quality arts education programs and enable implementation of sequential and

comprehensive programs of study in dance, music, theatre and visual arts for each of California's 6 million public school students.

This briefing paper describes:

- The benefits of arts learning for every student
- Current policies in California and nationwide supporting arts education in public schools
- Current implementation practices affecting access and equity in school arts programs
- Policy recommendations to improve quality, equity, and access to arts education for all students

2. DOCUMENT REVIEW

We regularly receive reports at meetings like this, and it's often difficult to find the time to read them once we're back in our offices. So, we wanted to offer you the time right now to familiarize yourself with the contents of the report.

You can read through the Executive Summary, or scan the Table of Contents for a section that most appeals to you. Some people have also found the Appendixes particularly informative. We'll take about _____ minutes to read on our own, and then we'll come back together for a conversation about what you've read.

[Give participants 10-15 minutes to read, if possible.]

3. FOCUSED CONVERSATION

[To construct a customized conversation for your audience, select at least one question from each category below. For ideal flow, ask the questions in the category order presented.]

Objective Questions

- What caught your attention in the section you read?
- What were some key points in the research cited?
- What were some of the policy recommendations you read?

Reflective Questions

- What excites you about the report?
- What do you see as the most critical points?
- What did you read that really resonated with you?

Interpretive Questions

- How are these issues being addressed in your own school/district/county?
- How might this report support your work?
- Who do you think needs to read this report, and why?

Decisional Questions

- With whom will you share this report first?
- What action steps does the report trigger for you personally?
- How can CAAE support you in disseminating this report and/or acting on its recommendations?

4. CLOSING

Thank you for sharing your valuable insights regarding *Quality Equity, and Access*. We look forward to continuing this dialogue with you, and hope that you will extend the conversation within your own sphere of influence. Additional copies of the paper can be downloaded at CAAE's website: www.artsed411.org, and we would love to hear how you use and share the report in your work.