



PA Arts in Education Report

This report outlines information regarding the State of Arts Education in the wake of the Covid 19 Pandemic.

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Pennsylvania Art Education Association

About PAEA

The Pennsylvania Art Education Association actively supports and promotes visual art education through *professional development, leadership, and service.*

Sharing the importance of the arts with your students, parents, community, and beyond contributes to successful and sustainable arts access for your students. At PAEA, you will find resources to educate, opportunities to collaborate, and events to participate in across the state of Pennsylvania and nationally.

- Explore resources from PAEA to assist with the education of local, state, and federal policy and issues using our resources available **through our Educate page.**
- Discover opportunities to collaborate on arts education issues at a local, state, and federal level **using our Collaborate resources.**
- Find ways to participate with other art educators across the state **using our Participate resources.**

Dr. Stacy Potter is the Advocacy & Policy Chair for the Pennsylvania Art Education Association. Dr. Potter has been developing programs and publications at the local, state, and national levels for many years. She can happily answer your questions regarding educational policy, grant writing and administration, strategic budgeting, program execution, assessment, professional development, and stakeholder engagement.

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To obtain additional information, contact the Pennsylvania Art Education Association: at advocacy@paea.org.

Special thanks to the following groups for collaboration on this survey.



**Media Arts
Coalition
of Educators**



**PENNSYLVANIA
THESPIANS™**

AN EDUCATIONAL THEATRE ASSOCIATION AFFILIATE



We know that
online arts
learning
can never
compare to
learning in
the classroom.

However, the time to
demonstrate the
importance of arts-
centered learning is
now.

▲ 725

More than 725

**educators
across the
state of PA**

participated in
this survey and
the results are
clear.

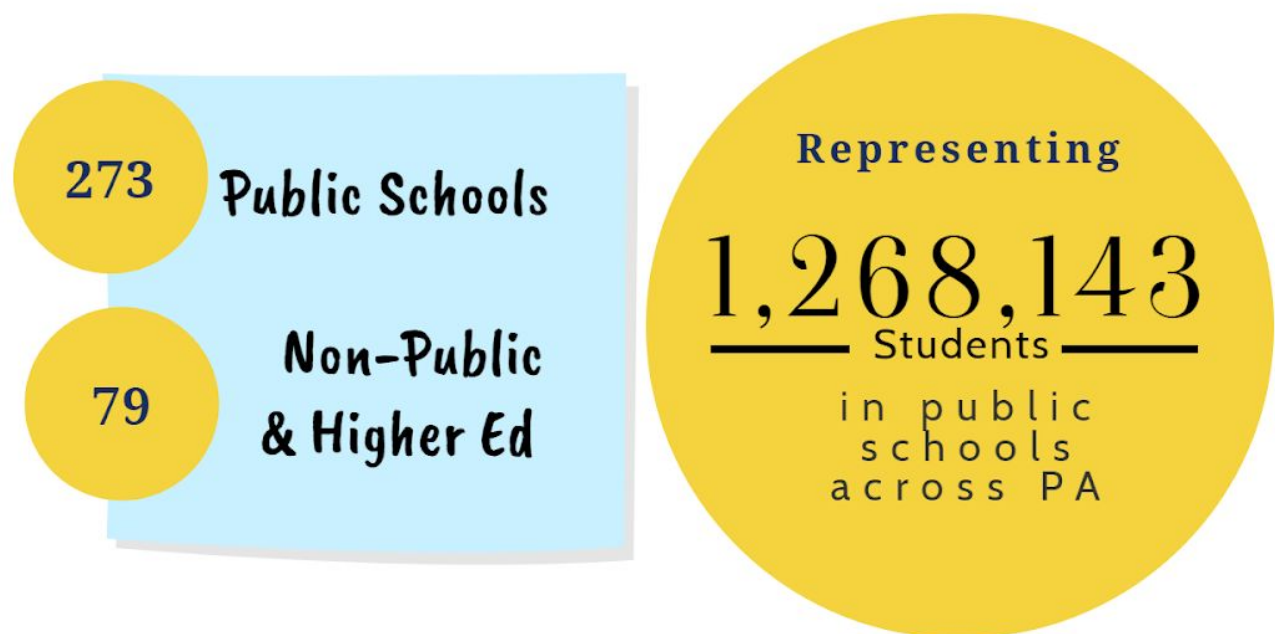
The arts are an
important part of
a well-rounded
education,
especially in times
of crisis.

Many big ideas emerged from this historical survey. The aggregated data informs models of best practice and provides insight into key components related to Arts Education (dance, media arts, music, visual art, and theatre) at this moment in time.

Relevance of Topic. This survey allowed Arts leaders to collect quantitative and qualitative data related specifically to Arts Education participation across the state during COVID 19 distance learning.

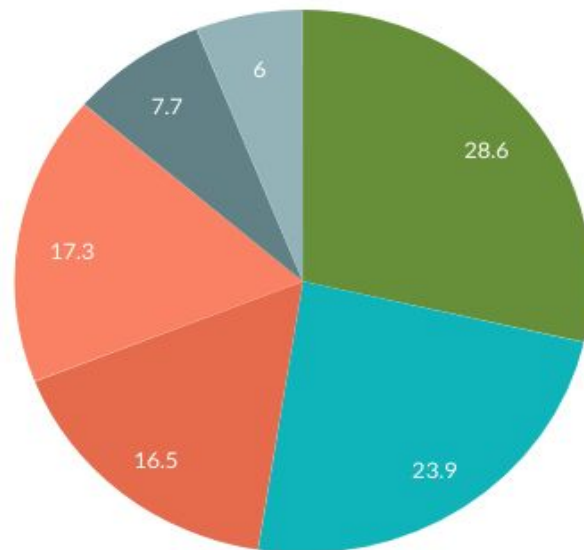
Impact of Practice. The information collected examines the role of Arts Education during times of crisis and the need for systemic support in the event that we may need to continue instruction on this platform in the future.

As anticipated, the numbers demonstrated the importance of arts-centered learning.



Overall Participation Rates

This data provides a BIG PICTURE of student participation of Arts-distance learning during the Covid 19 school closures (2019-2020) from Public, Non-Public, and Higher Education.

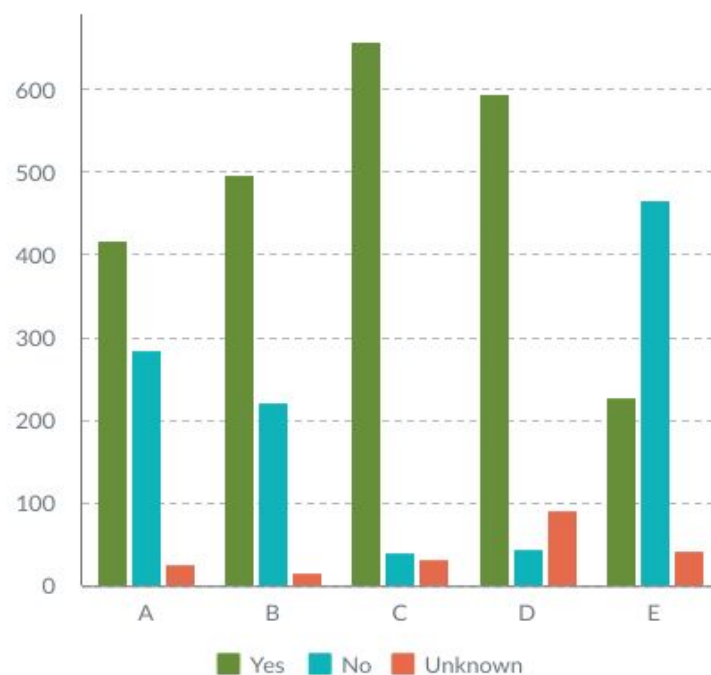


75-100% (28.6%) 50-75% (23.9%) 25-50% (16.5%)
10-25% (17.3%) < 10% (7.7%) Unknown (6%)

Systems of Support

Respondents were asked to identify which systems of support were in place to encourage equitable and accessible Arts-centered participation.

- A. Participation Requirements
- B. Grading Expectations (of some kind)
- C. Access to Technology
- D. Support for Struggling Students/Families
- E. Arts Learning was offered only as Enrichment



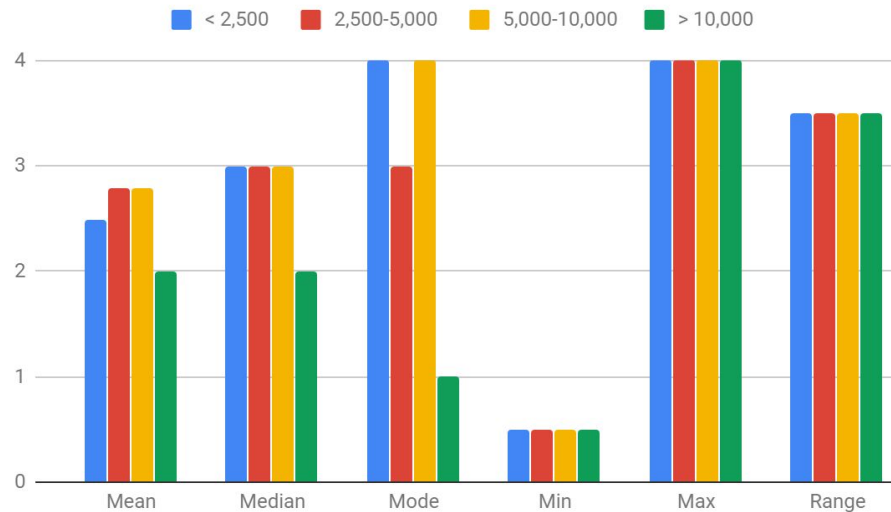
Data Translation: Unknown data was left blank; Anecdotal data was translated to %; <10% = .05; 10-25% = 1; 25-50% = 2; 50-75% = 3; 75-100% = 4



Participation & Public School Size

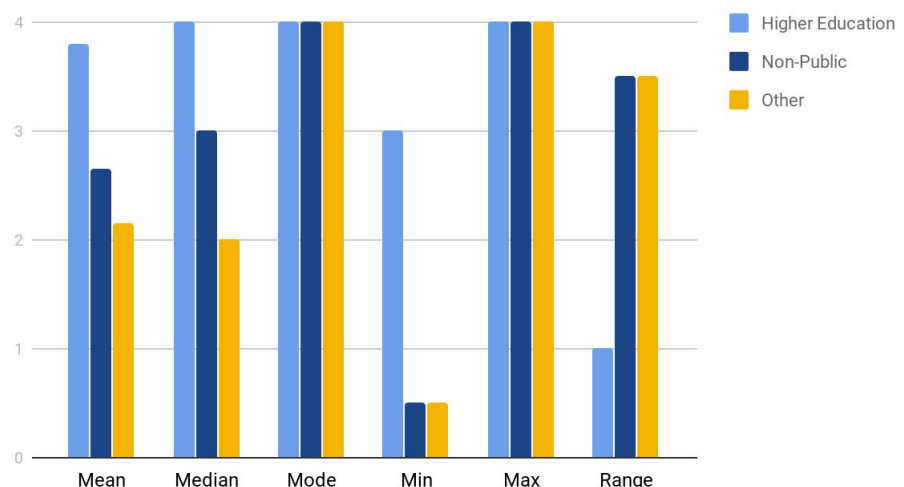
Survey data were treated using mean, median, mode, and range based on school size. (Source: National Center for Educational Statistics, nces.ed.gov)

Public School Size & Level of Participation



Participation in Higher Ed, Non-Public, & Other

Level of Participation & Higher Education, Non-Public, Other



As anticipated, the numbers demonstrated the importance of arts-centered learning.

The mean is the usual average. Based on the data presented by respondents, student participation rates did not show a large difference dependent on school size. The average participation rate for all public schools was 70% across small, medium, large, and largest populations. The largest districts reported the lowest overall participation rate at 50%. Many schools within this category represent our urban school populations. This common result is just one quantifiable indication that the Arts are a vital component to the education system regardless of school demographic.

The median is the middle value. The importance of the median is to demonstrate the mid-response level for participation across our 273 public schools. In this respect, surveyed data concluded that the median level of participation was 75% across small, medium, and large districts, and 50% within the largest district populations. The median shows that 3 out of 4 students in small, medium, and large districts participated in online Arts Learning.

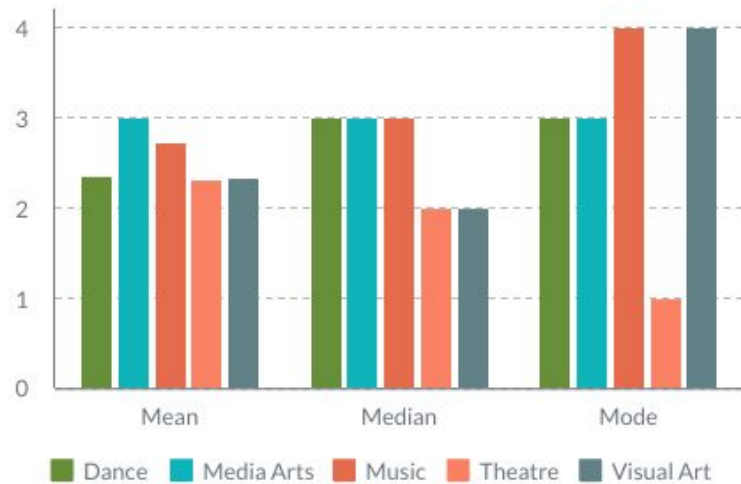
The mode is the number that is repeated more often than any other. While averages and medians present excellent snapshots of data, the mode is a vital instrument to detect majority responses. 727 participants responded to the survey. Of the 727 participants, 648 responses applied to school districts across Pennsylvania. The majority of respondents identified interesting trends. Small and large districts shared the majority of 75-100% participation in online Arts learning. Medium sized districts indicated a 50-75% participation rate majority. And our largest districts, demonstrated a majority participation rate of 10-25%.

Comparatively, students in higher education, non-public, and other school settings exhibited a majority response of 75-100% participation.

Level of Participation & Arts Discipline

The value of arts and cultural production in America in 2017 was **\$877.8 billion**, amounting to **4.5% of gross domestic product**. The arts contribute more to the national economy than do the construction, transportation and warehousing, travel and tourism, mining, utilities, and agriculture industries.

Source: National Assembly of State Arts Agencies, 2020



The Arts include Dance, Media Arts, Music, Visual Art, and Theatre.



The Arts enrich the lives of students and provide a well-rounded education as identified in the Every Student Succeeds Act.



Online and distance learning in the Arts must remain an integral component of all educational settings.



Arts educators are trained to bring together school communities and celebrate diversity.



Students participating in the Arts throughout their education will be prepared to enter a thriving creative industry.

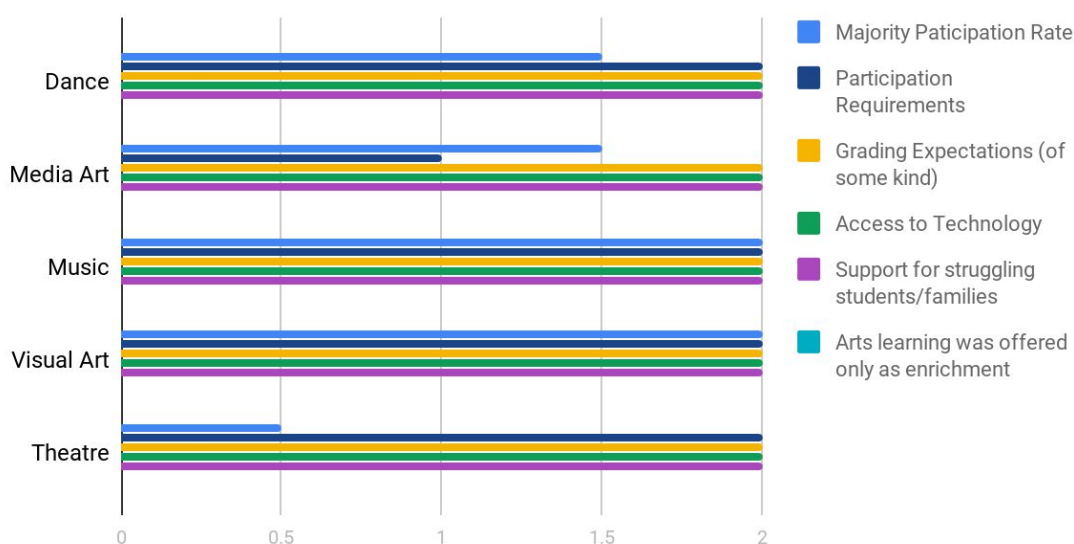
How did systemic supports interact with the majority of student performance?

Systems of support were integral contributors to the participation of online Arts learning. Respondents were encouraged to share their perspectives regarding school and district policies and the communication of these to their student populations. The majority of student participation in Arts distance learning directly reflected the systems of support.

Unfortunately, support can not be the only indicator of student participation. Some Art disciplines still faced challenges, as predicted, due to the nature of the art field. For example, it was expected that Dance and Theatre would have difficulties with participation during the quarantine period and social distancing regulations mandated across Pennsylvania.

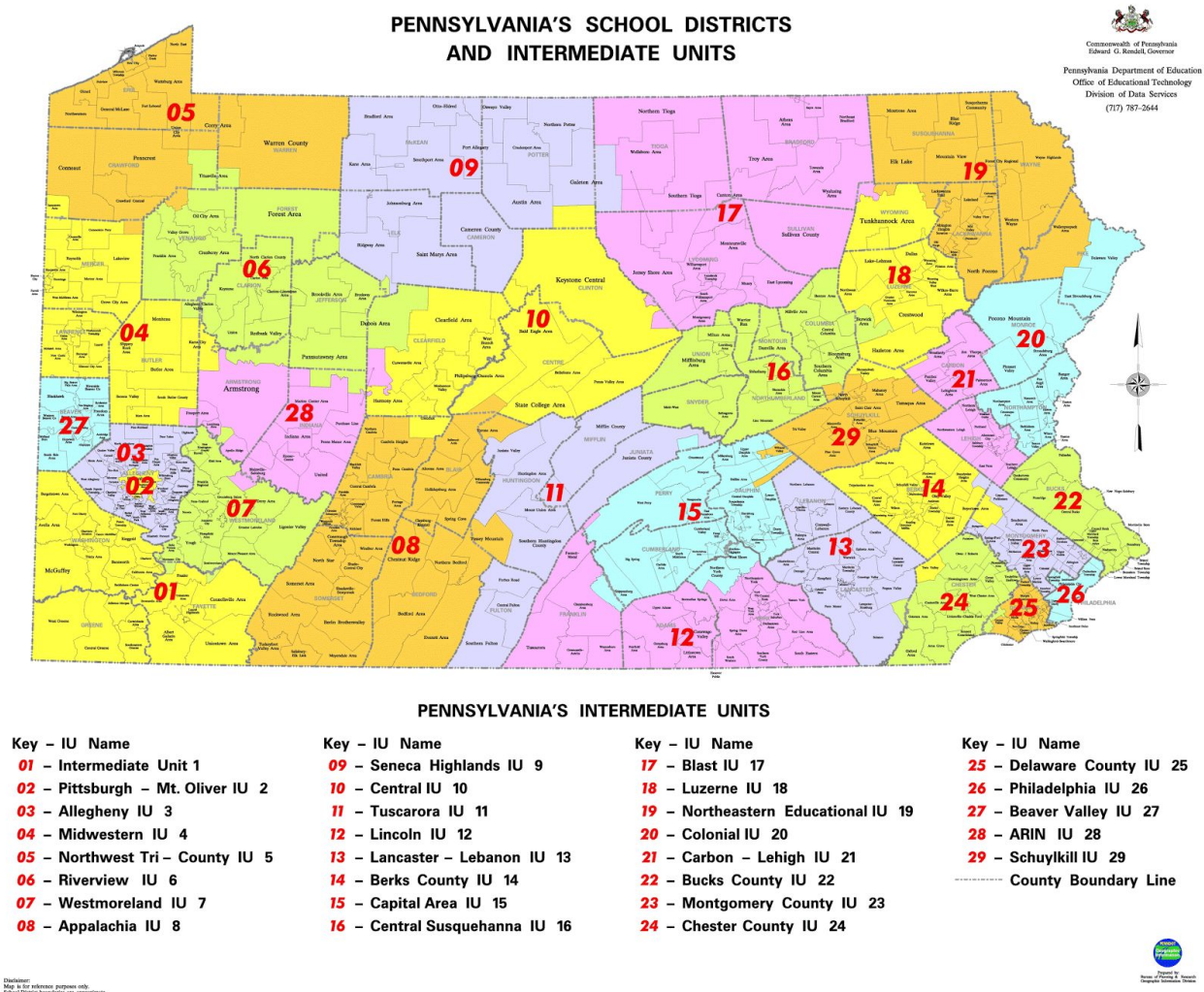
Nevertheless, the majority of participation in these two Art disciplines was higher than anticipated, again reflecting the importance of these disciplines to students and families even during times of crisis.

School/district Policies in place to encourage Arts-Centered Participation



Did the location of students across the state impact participation rates?

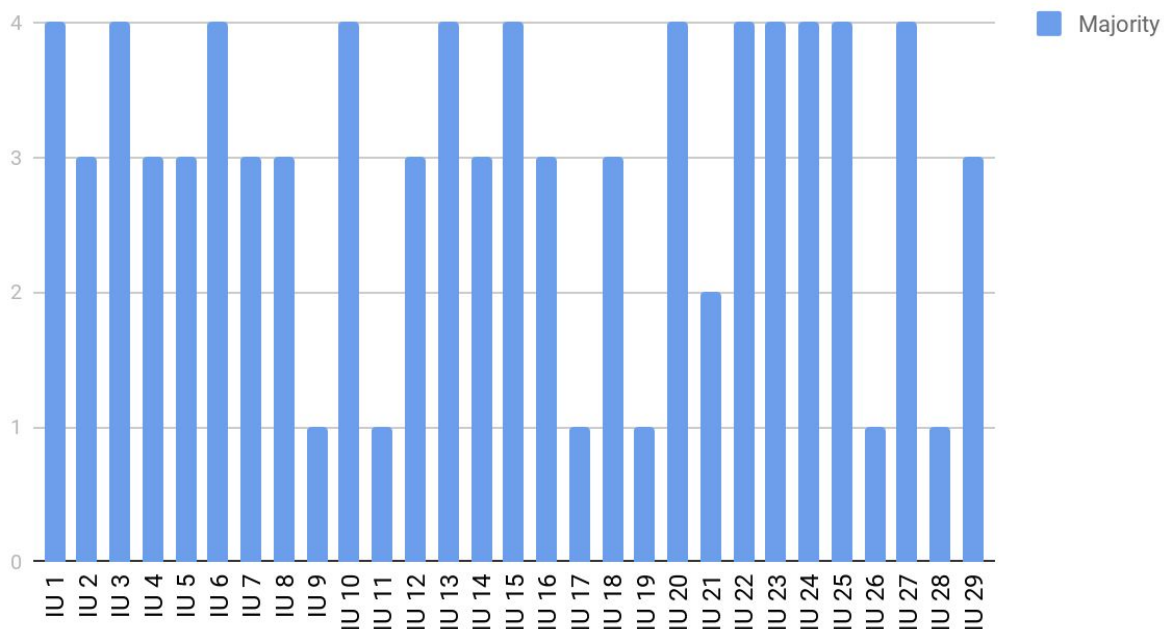
This array of data helped to delineate the difference between demographic areas if presented within the survey results. To manage the demographic data, results were categorized by the Intermediate Unit that serves their population. **Intermediate units** are unique to Pennsylvania. They serve a specific geographic area's educational needs and function as a step of organization above that of a public school district, but below that of the Pennsylvania Department of Education. In Pennsylvania, there are twenty-nine Intermediate Units.



What was expected and what did the data demonstrate?

Results were expected to demonstrate a deficit in high rural and urban Intermediate Unit (IU) regions. Survey respondents differed in quantity from each of the IU regions; however, data was collected from all twenty nine IUs.

Majority Participation Levels per Intermediate Unit



- Overall, only 6 of the 29 IU regions demonstrated lower participation rates ranging from a majority rate of 10-25%.
- 1 of 29 IU regions indicated a majority of 25-50% participation.
- 10 of 29 indicated 50-75% majority
- 12 of 29 reported a majority of 75-100% participation in Arts distance learning.

This chart identifies regions with greater need to support Arts distance learning. **Questions that may be explored include engagement, access, and equity.** This critical piece may provide insight through further research. Qualitative data from this survey provides some insight into these shortfalls, but further research should take place.

Education in the Arts is critical, especially during times of crisis.

Arts-centered learning helps our students to relax and stay connected to the world we live in. It provides us with pathways to diversity of relevant topics and cultures. This is especially important during this time of social distancing.

The ARTS impact our teaching practices and provide support opportunities for social and emotional learning to take place, especially important in this time of social distancing.

As students engage in Arts learning, they apply core concepts such as exploration, connecting, responding, and creating. These core concepts foster innovation, problem solving, inquiry, and looking through the lens of Big and Bigger ideas.

Students learn to explore ideas through experimentation, cause and effect, and trial and error.

Connecting to others is a valuable piece of the art process and production. The Arts inspire students to use what they know to encourage creativity and stay connected.

The Arts are an essential part of a well-rounded education and must remain an integral part of child development.



Thank you! Let's
talk and discuss
the action plan !

