STATE POLICY PILOT PROGRAM

A CASE STUDY FROM

New Jersey
About Americans for the Arts

The mission of Americans for the Arts is to serve, advance, and lead the network of organizations and individuals who cultivate, promote, sustain, and support the arts in America.

Founded in 1960, Americans for the Arts is the nation’s leading nonprofit organization for advancing the arts and arts education. From offices in Washington, DC and New York City, we provide a rich array of programs that meet the needs of more than 150,000 members and stakeholders. We are dedicated to representing and serving local communities and to creating opportunities for every American to participate in and appreciate all forms of the arts.

About the State Policy Pilot Program

The State Policy Pilot Program (SP3) was a three-year initiative of Americans for the Arts focused on a three-pronged approach of data collection, technical assistance, and knowledge exchange to work toward influencing implementation of federal mandates or programs at the state level; expanding state support of arts education in policy and appropriations; and impacting local access to arts programs and instruction for students. Through annual grants and technical assistance, Americans for the Arts empowered leaders and stakeholders from 10 state teams seeking to strengthen arts education by advancing state policy in Arizona, Arkansas, California, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

Visit www.AmericansForTheArts.org/SP3 for more info!

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Acknowledgements

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Founder and CEO at Quadrant Research

**Ann Marie Miller**  
Director of Advocacy & Public Policy at ArtPride New Jersey

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About the State Policy Pilot Program

The State Policy Pilot Program—“SP3”—was a 3 YEAR initiative of Americans for the Arts focused on a 3-PRONGED approach of data collection, technical assistance, and knowledge exchange to work toward achieving the broad goals of:

- influencing implementation of federal mandates or programs at the state level;
- expanding state support of arts education in policy and appropriations; and
- impacting local access to arts programs and instruction for students.

Through annual grants and technical assistance, Americans for the Arts empowered leaders and stakeholders from 10 state teams seeking to strengthen arts education by advancing state policy in Arizona, Arkansas, California, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

The results of this program include numerous reports, case studies, and a network of state leaders ready to enact policy change and advocacy initiatives to advance arts education across the nation.

NATIONAL THEMES

Throughout the 3-year State Policy Pilot Program, several themes were observed across all case studies, which support the trends in policy development and advocacy infrastructure.

1. Employing the Federal-State-Local Policy Pipeline: establishing a pathway to link federal policy frameworks and federal guidance to state-level education policy development to impact local implementation of educational resources.

2. Utilizing Data to Support Policy Development and Advocacy Efforts: research and analysis will both inform and influence the path toward devising an effective policy or advocacy strategy.

3. Embracing the Power of Convening: coming together as diverse stakeholders, whether at the national, state, or local levels is an essential part of relationship building, plan crafting, and policy development.

4. Sharing Knowledge Among State Leaders: documenting and disseminating the good, the bad, and the innovative concepts from your work is key to have ownership and a stake in the shared advancement of the field of arts education.
Look for these icons throughout the SP3 series!

Policy Development Trends

- Sustaining Appropriations for Statewide Initiatives
- Revising K-12 Arts Education Standards
- Implementing Arts Provisions in ESSA
- Enabling Title I Policy Pathway
- Building Infrastructure for Stakeholder Engagement

Advocacy Infrastructure Trends

- Sustaining Core Leadership
- Forming Relationships with Coalitions
- Fostering Allies Among Elected Officials
- Building an Information Base
- Crafting Consistent and Effective Messages
- Creating Communication Infrastructure for Grassroots Advocacy

Read more about the State Policy Pilot Program and its findings at AmericansForTheArts.org/SP3
It was 30 years ago that Governor Thomas Kean signed legislation creating the Literacy in the Arts Task Force – a representative coalition of concerned citizens assembled for an eighteen-month study of arts education in New Jersey.

When the final report from this Task Force was released in 1989, the group concluded, “arts education in New Jersey deserves a barely passing grade.”

Importantly, this landmark report, Literacy in the Arts: An Imperative for New Jersey Schools, made key policy recommendations, including establishing the arts as core content subjects, which continue to have resonance today. In the more than quarter century since the Literacy in the Arts Task Force first met, New Jersey arts education advocates and policymakers have been working to develop, implement, and expand the expectations of what every child should know and be able to do in the visual and performing arts. In fact, it was nearly 20 years ago that the New Jersey State Board of Education adopted the first set of Core Curriculum Content Standards setting expectations for all core subjects, including the visual and performing arts. These standards have since been revised in 2004, 2009, and are currently under revision for formal review and adoption in 2017. Additionally, stand-alone graduation requirements in the arts were adopted in 2003.
In 2014, Americans for the Arts embarked on a three-year initiative entitled the State Policy Pilot Program (SP3). A team of representatives from key arts education entities in New Jersey submitted an application to advocate for increased local access to arts programs and instruction for students across the state in support of our long-term collective impact strategy for arts education. What follows is a case study providing history, events, actions, and outcomes of New Jersey’s arts education advocacy trajectory.

A Brief History of Arts Education Advocacy in New Jersey

The establishment of the Alliance for Arts Education/NJ (AAE/NJ) organized arts education advocacy in New Jersey in 1975. Concerned citizens of the arts and education field responded to a national movement that the national Alliance for Arts Education had spearheaded. The AAE/NJ provided a statewide, collective voice promoting the arts as basic to education, increased public awareness of the importance of the arts in the lives of all children, and encouraged quality arts education opportunities throughout the state.
AAE/NJ implemented key recommendations of the 1988 Literacy in the Arts Task Force Report, and worked closely with the New Jersey Department of Education (NJDOE) and the New Jersey State Council on the Arts (NJSCA) to cosponsor such projects as the Governor’s Awards for Arts Education and the Arts in Schools Basic Education Grants.

With the dismantling of the AAE/NJ in the late 1990s, New Jersey was left with a void in arts education advocacy. ArtPrize New Jersey, the statewide arts-awareness organization provided support with the mission to advance, promote, and advocate for the arts as essential to the quality of life of every citizen and to the economic vitality of the state. However, there was no longer an entity focused solely on arts education.

The New Jersey Arts Education Partnership (NJAEP)

LAYING THE FOUNDATION

In March 2004, NJSCA hosted the Arts Education Summit Meeting, Creating a Strong Voice for Arts Education Advocacy in NJ, in response to the void left by the decline of the AAE/NJ. This meeting provided a forum for a creative and collaborative dialogue among representatives of the arts and education communities. Discussions included the current landscape of and resources for arts education, the challenges for the field, an examination of different, successful models for arts and education advocacy, and the need to build consensus on next steps.

Many of the same representatives, including the NJDOE, the Geraldine R. Dodge Foundation, and arts education professional associations, came together in July 2004 under the umbrella of Arts Plan NJ through the Arts Education Working Group. The group examined the arts education landscape from 10 years ago and of the current day to reinforce the work that came out of the Arts Education Summit.
In its final report, the working group pointed to major progress on a number of fronts:

- the mandate to adopt the Core Curriculum Content Standards in the Visual and Performing Arts
- a one-year credit in the arts included in the high school graduation requirements
- the state defined the arts as dance, music, theatre and visual arts, and identified specific licensing requirements in each of the arts disciplines
- the adoption of professional development requirements for both teachers and administrators in all of the core-curriculum content areas

The working group drafted new objectives to address current conditions, needs, and opportunities. The updated plan sought to improve the rigor of the visual and performing arts programs by: identifying best-practice standards and establishing a central resource that consolidates research, advocacy strategies, and model programs as well as works to connect artists and arts organizations to schools. The plan also reflected the need to document and promote the educational benefits and impact of the arts. The working group decided it was vital to continue the communication and collaboration and to address the key issues it identified.

Following a year of meetings, dialogue, and documentation—and the prospect of more information to come from the New Jersey Arts Education Census Project (NJAEC)—the group designed a plan to carry out the recommendations and take the next step to coalesce an arts education advocacy platform in the state: the NJAEP.

**THE LAUNCH**

The Geraldine R. Dodge Foundation and the NJSAC funded the NJAEP as a project that Music for All would manage. Other partners included the NJDOE and ArtPride New Jersey.

The NJAEP formed a steering committee of representatives from arts education organizations, arts organizations, arts associations, educators, funders, and education associations. This diverse representation of people from across the state would have access to large networks to disseminate information and take quick action on important issues.
To move forward the recommendations of the report, the partners of the NJAEC announced the creation of the NJAEP as a centralized clearinghouse for information about visual- and performing-arts education programs, policies, best practices, models, certified arts specialists, news, and information to assist schools, districts, and communities.

**THE MISSION**

The NJAEP is a diverse group of constituents who agree on the educational benefits and impact of the arts, specifically the contribution they make to student achievement and a civilized, sustainable society.

**Core Values**

- Arts education is essential to basic knowledge and a fundamental right of every citizen in New Jersey’s schools and across its communities.

- The collective voice of diverse stakeholders is the most-effective means for advancing the arts in education.

**Core Purpose**

The arts have an essential role in education, both for their intrinsic value and for the ways in which they enhance general academic achievement and improve students’ social and emotional development.

To further the impact of arts education in New Jersey, the team wants to:

- Create a state where every preschool through post-secondary student in the state will have an education in the arts and which includes the arts as serious, core academic subjects taught by highly qualified, certified teachers.

- Empower education policy makers to incorporate recent research on the value, impact, and unique contribution of arts education on the overall educational development of all New Jersey’s children.

- Ensure that districts and states fully fund arts education as part of any basic education.

- Highlight the role and impact of high-quality arts education in lifelong learning.

- Highlight the unique role and service of highly trained professional artists to assist teachers, schools, and communities in meeting their goals.

- Create and strengthen partnerships among schools and arts and community organizations, to enhance the arts education and arts participation of all citizens.
Activities

- **Advocacy**: Provide tools and materials to empower members and their constituencies to be effective advocates for arts education.
- **Policymaking**: Advance public policy and develop strategies to support the team’s core purposes.
- **Information Sharing**: Be a central resource for the collective knowledge of [and for] the field.
- **Convening**: Bring together individuals and organizations to help advance the team’s core ideology and continue to add to the field.
- **Field Services**: Provide services to address the needs of the arts education field as identified through research.

Current NJAEP Structure

In July 2015, the NJAEP became an independent 501(c)(3). The work of the NJAEP proceeds under the supervision and guidance of the board of trustees and steering committee through the leadership of co-directors Bob Morrison and Kristin Wenger. Mary Reece, of the Foundation for Educational Administration, is the chair, and Ann Marie Miller, of ArtPride New Jersey, the vice chair. Additional board members include Margaret El, Dan Fatton, and Barbara Moran. Kristin Wenger oversees day-to-day operations, program management, and staff oversight. Bob Morrison is responsible for research, external relations, policy, and administration. Kira Campo is the program development manager, and Priscilla Hopkins-Smith is the program and communication associate, with an emphasis on social media. The board of trustees is in process of developing the longer-term staffing and succession planning, including increasing time allocated to current staff and additional ways to augment capacity as part of the organization’s strategic review.

The 2007 New Jersey Arts Education Census

On September 18, 2007, the collaborative partnership of the NJSCA/Department of State, the NJDOE, the Geraldine R. Dodge Foundation, Playwrights Theatre of New Jersey, and Music for All released the definitive report on the state of arts education
in New Jersey schools. *Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child* represented two years of work to gather information from over 98 percent of New Jersey’s schools.

The NJAEC:

- documented arts education in every school, through a statewide-mandated survey;
- combined the survey findings with other information to create a 360-degree view of arts education;
- broadly disseminated the results of the survey;
- created a model that may be deployed in other states;
- and developed an ongoing system to update, maintain, and distribute arts education information.
This study was a monumental responsibility and a tremendous opportunity for New Jersey to take a leadership role in data collection efforts. According to Bob Morrison, CEO of Quadrant Arts Education Research and key partner in the efforts, “There existed a large void regarding data about arts education in this country. There is no meaningful information on the true state of arts education on a large scale anywhere. Our involvement was born out of frustration regarding this lack of data and coming to the realization that if we truly believe arts education should be available to all...how will we ever know when we achieve this goal if we never bother to count?” The report looked at how arts education has changed in the last twenty years in New Jersey and concluded that while the state has come very far, it still has much work to do.

This project is grounded in the notion that responsibility without accountability is meaningless. The state of New Jersey has great policies for arts education, but very little accountability to ensure students are receiving the type of instruction that is part of the Core Curriculum Content Standards.

The report included an “index” of arts education for each school. The index was a combination of scores related to survey responses on various components of arts education. This analysis revealed that school size, along with professional and personal influence of educators and parents, impacts the level of arts in schools. A color-coded map allowed viewers to quickly ascertain where their districts fall in the index.

The report was divided into sections entitled: policies, students, teachers, resources, and community. In each section is a list of findings, followed by recommendations on how to implement those findings. At the time of the report, moving the findings towards action was still a challenge.
In May 2014, the NJAEP submitted a proposal to participate in the Americans for the Arts three-year pilot program for arts education. It sought to advocate for increased local access to arts programs and instruction for students across the state, in support of NJAEP’s long-term, collective impact strategy for arts education in New Jersey.

The original intent was to focus on local activation of advocacy efforts to create positive change. This included the implementation of well-developed state policies (including the New Jersey Core Curriculum Content Standards), local strategic planning, school board engagement, and effective use of available data for accountability purposes.
NJAEP’s recently completed strategic plan engaged many of the key stakeholders that the SP3 application articulated. This project aligns with three areas of the strategic plan:

- Demonstrate the value of arts education by conducting and disseminating research.
- Ensure that state education policy continues to mandate arts education as an essential part of every child’s education.
- Strengthen local arts education programs through direct support services for school districts.
Key outcomes the team identified through its participation in the pilot program included:

1 **Community communication campaign**: A communication system to engage local citizens with educational decision makers in their community. The potential to build a system based on or similar to VoterVoice could be one component of this work.

2 **Local advocacy campaigns**: Localized campaigns to support specific advocacy objectives to improve local education policies utilizing the best tools and resources to support campaign objectives.

3 **Improved local data usage**: Related to item 2 (above), ways to empower local citizens to use unique data (generated through the Annual Arts Education Report Card) to advance arts education in communities.

4 **Development of direct services**: Further implementation of NJAEP’s direct services to provide local districts with strategic-planning support for the development of arts education plans, including embedding policies that support long-term sustainability.

5 **School board engagement models**: A school board candidate survey platform, or an ongoing position platform for existing school-board members, based on the efforts of other states (California and Washington), in coordination with our close partners at the New Jersey School Boards Association.
Changes Over Time

The team assembled in 2014 remained—with one exception and one replacement—in place until 2017. The consistency of participants and their commitment is a key contributor to the success of the project.

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<tr>
<th>NAME</th>
<th>TITLE</th>
<th>ORGANIZATION</th>
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<tbody>
<tr>
<td>Bob Morrison</td>
<td>Governance Chair</td>
<td>NJAEP</td>
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<td>Director of Special Projects</td>
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In the early stages of the work, it became clear that the VoterVoice segment would not be practical from a cost perspective.

In addition, the Title I work of fellow teams from California and Arizona inspired the New Jersey team. Seeing an opportunity to create a Title I model for New Jersey using the arts as an agent for change in school climate, student, family and community engagement, and student achievement. Title 1 became the third component of the SP3 team’s project along with the school board survey and the communication campaign.
In 1992, the AAE/NJ launched the Arts For Everykid Campaign. The goal was to create a statewide public awareness campaign to disseminate information about arts education and promote advocacy efforts. Arts For Everykid was a joint project of the NJSCA, the Alliance for Arts Education/NJ, and New Jersey Network, the state’s public television station. Providing major funding was the NJSCA’s Arts Education Program and the NEA’s Arts In Schools Basic Education Grants program. The campaign included a handbook, an hour-long documentary, and public service announcements. While ambitious, useful, and high in design quality, the nature of the handbook and other materials made them quickly obsolete.

The NJAEP looked to the tenets of that campaign, as well as other successful models from across the nation, in crafting ARTS ED NOW.
Campaign Goals

The overarching goal of the initiative is to: Increase participation in arts education for every student in New Jersey.

By 2020:

- Provide all New Jersey students with access to arts education
- Increase the number of schools, providing more than two art forms, namely music and visual art.
- Increase arts participation in elementary and middle schools to 100 percent
- Increase school engagement in high schools to 60 percent
- Increase school engagement with community resources
- Develop a statewide network of local stakeholders
Campaign Objectives

INFRASTRUCTURE CHANGE AND PUBLIC SUPPORT OF THE IDEA

Infrastructure goals include, but are not limited to:

• Greater per-pupil investment at districts and schools
• An arts credit requirement for college entrance.
• Increase school compliance with state requirement of four disciplines
• Presence of an arts supervisor and/or increase of certified arts teachers

Public support goals include, but are not limited to:

• Measurable increases that show participation
• Increase in number of Model schools (schools offering all four arts disciplines).
• Public research to demonstrate attitudes of support
• More grassroots organizing and information to chart the landscape of communities engaged in promoting arts education
• Create a unique metric/indicator of:
  ○ Hard data increases in participation
  ○ Media coverage statistics
  ○ Social media/website analytics to show engagement
  ○ Trend analysis of search engine/public conversation on issues
Campaign Incentives

Reasons the state needs this campaign:

- There is an Administrative Code that is not being followed
- The SP3 team can influence both perception and practice to advance policies and program implementation
- Overcoming powerlessness/apathy
- People want to get involved
- The team needs collaboration to make it happen
- There are demonstrable benefits and success related to active participation
  - Scientific
  - Case studies (personal and institutional stories)
**Campaign Audiences**

Based on the goals of the campaign, the two focus audiences will be:

1. **Parties who can directly influence policy and implementation:**
   - State Board of Education
   - NJDOE
   - State legislature education committees
   - Superintendents, principals, local school boards (implementation)

2. **People who can directly influence arts education at the local level:**
   - Caretakers/managers of individual youth education (parents, foster parents, grandparents)
   - High school students with choices about electives

All other audiences will be conduits and ambassadors who influence those two audiences.

**CONDUITS AND AMBASSADORS:**

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<tr>
<th>Education associations</th>
<th>Artists</th>
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<tbody>
<tr>
<td>Students</td>
<td>Business/economic development</td>
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<td>Teachers</td>
<td>Community leaders</td>
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<td>Champions</td>
<td>Creative placemakers</td>
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<td>Grassroots Groups</td>
<td>Statewide arts organizations</td>
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Campaign Launch

Following 18 months of information gathering and stakeholder meetings, the campaign launched on September 12, 2016 during the congressionally designated National Arts in Education Week.

The strategy of ARTS ED NOW centers on helping arts education advocates become good ambassadors to advance the issue. Through a statewide network, ARTS ED NOW brings people together to share information, stories, and best practices for increasing participation in arts education. Local communities provide opportunities to test ideas for advocacy, which the team adds to the overall campaign tactics and shares statewide for more powerful results overall.

The team designed the ArtsEdNow.org as an activation hub for everyone involved in promoting the campaign. Visitors to the site can see how their schools stack up in providing arts education and can become active in the campaign right away. Practical tools on the site can help ambassadors to raise awareness, change policy, or create their own local campaign to make change. The site also provides resources, stories, and highlights of ongoing action by local ambassadors. In the first week of the campaign more than 14 million unique individuals were reached with ARTS ED NOW messages.
In July 2016, the NJAEP submitted a proposal to the NEA entitled, “ARTS ED NOW: Collective Impact for Arts Education in New Jersey” to support for the expansion of the ARTS ED NOW campaign. On June 14, 2017, the NEA notified the NJAEP that it would receive a collective impact grant of $100,000 to continue this work.

The NEA grant would support the third campaign phase of ARTS ED NOW for the 2017–18 school year. This phase will empower local citizens with arts education data, expand statewide public awareness/support for arts education, and implement arts education policies to achieve the campaign’s overarching goals.

**Major Areas Supported by the Grant**

**EXPANDING PUBLIC AWARENESS/ENGAGEMENT**

With passage of New Jersey’s grade-weighting legislation in the arts, the pending release of the revised New Jersey arts standards, and NJ’s history of high-quality data on arts education, ARTS ED NOW will focus on bringing information to the public
on the status of arts education in individual schools. The team will provide strategies and tools to help local citizens take action to improve conditions. Efforts include: highlighting benefits to students engaged in arts education; commissioning a statewide public opinion poll; and partnering with NJTV/WNET, our statewide public television network, to provide local network coverage. Social Impact Studios will continue to assist our campaign in messaging, local activation, and tool development. The team will engage a public relations firm to assist with both traditional and social media.

**DATA COLLECTION AND REPORTING**

The team will develop a model schools data program to annually gather additional information beyond existing state data. This will include details such as connections to cultural organizations, budget, and time, to allow for the categorization of schools. This system, which the team will model after the Sustainable Jersey for Schools program, allows schools to earn points for actions and achieve varying levels of recognition. The 2017 NJAEC (the third such study) will provide new data for analysis by the Education Law Center to look at issues of equity in arts education. The team will
engage the Eagleton Center for Public Interest Polling to conduct the first statewide public opinion study regarding arts education. This information will form the baseline to measure the team’s impact on shaping public opinion in support of arts education. The data will inform the proposed convenings and local actions of the campaign.

CONVENING/PARTNERSHIP BUILDING

For the grant period, the team will conduct vertically articulated stakeholder convenings (state/regional/county). This includes a statewide ArtsEd Summit to share the 2017 NJAEC showing the current state of arts education and outline actions that New Jersey needs. The team will follow this by regional and county meetings for various stakeholder groups, to further expand the impact of the findings and activate local engagement. The team will hold professional-development sessions on “how to use arts education data” for specific audiences (teachers, superintendents, principals, parents, school board members, cultural organizations). The team will continue to expand the ranks of participating partner organizations, including direct engagement with the Newark Collective Impact initiative and the leaders of the Monmouth/Ocean County initiative.

School Board Survey

NJAEP recognizes that understanding candidates’ views on arts education is important to voters. A healthy arts education ecosystem depends on many factors, and school board members’ support of arts education represents a critical part of that ecosystem. Their support contributes to the thriving programs, student performances, and memorable arts events that shape our communities.

As part of the ARTS ED NOW campaign, the NJAEP conducted the 2015 and 2016 New Jersey School Board Candidate Survey on Arts Education. Using ArtPride New Jersey’s survey of legislative candidates as inspiration, NJAEP invited all school board candidates across New Jersey to share their views on arts education with the voters in their district. Many candidates provided detailed responses. Some candidates vividly described their own experiences with the arts. The survey conducted as a public service helped voters make informed decisions.
School board candidates from 75 percent of districts with competitive races responded to the survey. In the run-up to the 2015 and 2016 school board election, advocates and media outlets cited the survey responses.

Key highlights from participating school board candidates include:

- **82 percent** were personally involved in the arts
- **83 percent** had children involved with the arts
- **98 percent** were aware of research regarding the benefits of arts education
- **96 percent** were aware of the New Jersey requirements for arts education
- **98 percent** stated they would provide leadership on arts education issues

### Title I

Inspired by the groundbreaking work of the California Alliance for Arts Education and the Arizona Citizens for the Arts, the NJAEP sought to use arts education to achieve the goals of Title I. In 2016, the NJAEP started to explore the question of how to improve
educational outcomes for low-income students who are often underserved in public schools. This is the challenge of Title I. Schools and districts receiving Title I funds must use these resources to supplement students’ regular education programs.

Arts education can be an asset to schools and districts in achieving Title 1 requirements. Studies find that integrating the arts with instruction in other academic subjects increases student learning and achievement and helps teachers more effectively meet the needs of all students. Other studies find that both integrated and non-integrated forms of arts education help to transform the learning environment in schools, by fostering student engagement, attendance, and motivation to learn as well as improving school culture and climate. These outcomes are leading indicators of student achievement. They are also key ingredients for turning around low-performing schools.

A professional development session in April 2016 brought together educators and administrators to learn about re-envisioning the program. Subsequently a small group met with Karen Campbell, director of the NJDOE’s Office of Supplemental Education Programs, to discuss the possibility of the NJDOE providing funding for a pilot program. Campbell introduced the possibility of using left over Title I money to fund a 10-school pilot. Following that meeting a pilot program received $1 million.

In the Fall 2016, the NJDOE issued a Notice of Grant Opportunity with an October 18 deadline. As a result, the NJDOE received over 50 applications, and then created reader panels to issue recommendations. Dr. Dale Schmid of the NJDOE is the Program Officer for Title I Arts Integration Pilot and Dr. Deborah Ward is the Project Evaluator along with Dr. Schmid. Following a review, the NJDOE announced nine schools in the pilot group. Currently the program is in the evaluation stage at the individual school level for the July conclusion of the first phase. It is expected that the NJDOE will issue an extension, allowing the schools to continue the work over the next school year. The amount requested is $1.5 million.

The NJAEP is working with Laura Smyth, lead consultant of the Title I Initiative of the California Alliance for Arts Education, to create a New Jersey version of the Title1arts.org website. The NJAEP recognizes the importance of this tool to provide essential information, resources, and guidance ensuring school success in the program.
Overall Results

The NJ SP3 team is proud of the work that it accomplished through this program and is extremely grateful for the opportunity. The program provided structure and direction to moving the team’s goals forward. The annual meetings offered a needed check-in and impetus to continue moving project objectives toward completion.

The ARTS ED NOW campaign is a game changer in citizen action. The school board survey grew in participation and influence from year one to year two, and the team anticipates that this trend will continue. The Title I pilot would not have happened without the models created in California and Arizona.

In addition, the NJ SP3 team was also able to positively influence the development of the NJ ESSA State Plan. By participating in the stakeholder review team NJ has successfully included arts education in district accountability plans. While this was not a specific focus of the SP3 work, NJ benefited from the shared discussions with other SP3 states.

As the team reflects on the end of the three-year program, the NJ team is enthusiastic to look to the future as the programs it developed through SP3 grow and flourish.
The key lesson to share with other states is to use the strengths of the NJ team: collaborate, forge alliances, connect to other coalitions, use data to inform decisions and stay focused on the original goals of the program. The consistency of the team has been critical asset to its success. The AFTA midpoint assessment report noted “You’ve been a cohesive group and have seamlessly brought others into the fold to accomplish key tasks.” For other collective impact initiatives, the team recommends a supportive, close-knit team to advance collective work.
Future teams should use data to make the case, but use stories to bring the data to life. The ARTS ED NOW campaign centers around great data combined with wonderful storytelling, social media engagement, and unique campaigns to translate passion and activism into effective action.