

Archived Information

ARTS EDUCATION

Goal: To promote, improve, and enhance arts education and cultural activities for elementary and secondary school students..	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
Legislation: Title X, Part D, SubPart 1, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Improving America's Schools Act of 1994 (20 U.S.C. 8091).	1985	\$3	2000	\$12
	1990	\$4	2001	\$28
	1995	\$11	2002 (Requested)	\$0

Program Description

The Arts in Education Program is authorized to support systemic education reform by strengthening arts education as an integral part of the elementary and secondary school curriculum; to help ensure that all students have the opportunity to learn challenging curricula and performance standards in the arts; and to support the national effort to enable all students to demonstrate competence in the arts.

The Arts in Education program grants awards to VSA arts (formerly Very Special Arts, Inc.) and to the John F. Kennedy Center for the Performing Arts to encourage and support high-quality programming integrating the arts into general education for youth and adults with disabilities. VSA arts activities include training and technical assistance to promote organizational and public/private partnerships, program development and expansion, and arts education information and public awareness services for persons with disabilities. Educational activities of the John F. Kennedy Center for the Performing Arts include the Alliance for Arts Education (a network of state arts organizations), the American College Theater Festival, Performances for Young People, internship programs, and other educational services.

The Arts in Education program also authorizes national demonstration and Federal leadership activities to encourage the integration of the arts into the school curriculum. Activities include (1) the development of model arts education programs and dissemination of information about them; (2) the development of model arts education assessments; (3) the development and implementation of curriculum frameworks in the arts; and (4) the development of model professional development in the arts for teachers and administrators.

Through the National Demonstration Authority, the Arts in Education program supports a competitive grant program in partnership with the National Endowment for the Arts. The Media Literacy Grants program, established in FY 2000, is intended to help school districts establish programs that teach students how to examine and interpret media messages, and will include partnerships between schools and arts-based organizations. Ten grant awards totaling \$990,000 were made at the end of FY 2000 to school districts in California, Florida, Minnesota, Montana, New Mexico, Pennsylvania, Rhode Island, and South Carolina.

Program Performance

OBJECTIVE 1: ACTIVITIES SUPPORTED WITH FEDERAL FUNDS WILL IMPROVE QUALITY OF LIFE OUTCOMES FOR PROGRAM PARTICIPANTS.

Indicator 1.1 Outcomes: Increasing percentages of individuals who participate in VSA Arts national program activities and activities conducted by state affiliates will report to VSA Arts and its affiliates that these activities positively affected their quality of life outcomes.				
Targets and Performance Data		Assessment of Progress		Sources and Data Quality
Year	Actual Performance	Performance Targets	Status:	Source:
1999:	No data available	No target set	Positive movement toward target.	Performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.
2000:	Attainment of program objectives among the three programs reported here range from 33% to 57% for the Literary Arts and Music programs. More than half of the administrators and nearly three quarters of teachers provided support for the attainment of the primary objective in the professional workshops (Express Diversity!, promotion of positive attitudes to people with disabilities).	Continuing increases	<p>Explanation: Writing: The majority (57 percent) of participants involved in a creative writing program reported that, in addition to writing more, they had increased the amount of time they spent writing. In another group, approximately 50 percent indicated increased skill in written expression. Music: One third of children with autism who participated in a 10-week music program showed improvement in social, verbal and/or listening skills. In a different program, during each of two semester long sessions, membership in the choral group increased 38 percent from 16 to 22 (from 11 people with disabilities to 20 with disabilities). Local experts in musical performance described the concerts as significantly improved from previous years (no quantitative data available).</p> <p>Theater: The number of quality theater productions with American Sign Language (ASL), increased 3 percent, while the number with audio devices (AD) decreased 4 percent. Prof. Dev't: The Express Diversity! Program resulted in increases in administrator (56 percent) and teacher (73 percent) attitudes toward people with disabilities. Promotion of Inclusion: The Express Diversity! Program for elem. and middle school children resulted in slightly more than one-third of students and their families indicating increased positive attitudes toward people with disabilities.</p>	<p>Validation Procedure: To be determined.</p> <p>Limitations of Data and Planned Improvements: Performance reports rely on self-report.</p>
2001:		Continuing increases		
2002:		Continuing increases		

OBJECTIVE 2: KENNEDY CENTER ACTIVITIES WILL IMPROVE THE QUALITY OF ARTS EDUCATION PROGRAMS BY PROVIDING PROFESSIONAL DEVELOPMENT TO SCHOOL STAFF.

Indicator 2.1 Quality of services: Increasing percentages of school staff participating in the Professional Development Opportunities for Teachers program will report they are very confident that they learned workshop content well enough to use it in their classrooms.

Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: 1999 is baseline year.</p> <p>Explanation: A new indicator was developed in 1999.</p> <p>Source: Performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by grantee. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: There are no current data available in 2000. The 55 percent of program participants who reported that they were very confident only represent one local program. The data are not nationally representative.</p>
1999:	55%	No target set	
2000:	No data available	Continuing increase	
2001:		Continuing increase	
2002:		Continuing increase	