Module 21

Creativity and Collaboration in Rural Communities

Developed by Tulare County Office of Education
Welcome and Introductions
How can rural communities promote a high-quality, standards-based arts education for every student?
Purpose of the Module

Designed to build the capacity of rural educators, administrators, and community stakeholders, this module highlights the unique landscape of rural areas and showcases ways to promote high-quality, standards-based arts education by linking students, families, and communities.
Sections of the Module

Section One: Arts Education in California

Section Two: Defining Rural

Section Three: Assessing the Need

Section Four: Building and Leveraging Cross-Sector Partnerships

Section Five: Sustainable Systemic Support
Getting to Know You

How have the arts impacted your life?
Section One
Arts Education in California
What is the current state of arts education in California?
Section One – Arts Education in California

Key Topics

• The Arts Disciplines
• California’s Education Code
• California’s Arts Standards and Framework
What are the Arts Disciplines?

Dance
Media Arts
Music
Theatre
Visual Arts

Photo Credit: Shutterstock (Zheltyshev)
Is Arts Education Required in California Schools?

California Education Code Says...

The adopted course of study shall include instruction in the following areas:

(5) **Visual and performing arts**, including instruction in the subjects of *dance, music, theatre, and visual arts*, aimed at the development of aesthetic appreciation and the skills of creative expression.

Section 51210 (Grades one through six)
Section 51220 (Grades seven through twelve)
Do the Arts Have Content Standards in California?

In January 2019, California’s State Board of Education adopted new content standards in the five arts disciplines of: **dance, media arts, music, theatre, and visual arts.**

The State Board will adopt a new arts framework in the spring of 2020.

For more information on the standards and framework visit:
[https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp](https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp)
Section Two

Defining Rural
Section Essential Question

What Makes a Community Rural?
Section Two – Defining Rural

Key Topics

• Rural in the United States
• Rural in California’s Counties
• Rural School Districts
What is Rural?

The U.S. Census Bureau defines rural as:
any population, housing, or territory NOT in an urban area.

“Urban Areas" consist of two types of geographies:
• Urbanized Areas have a population of 50,000 or more
• Urban Clusters have a population of at least 2,500 and less than 50,000

Source: U.S. Census Bureau – Rural America

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.
United States Rural Statistics

Did You Know?

Rural areas cover 97% of the U.S. land area and contain 60 million people or 19.3% of the population. This is equal to one in five Americans.

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Source: U.S. Census Bureau – Rural America
• **64.4 percent** of the total U.S. rural population lives east of the Mississippi River

• **Nearly half** (46.7 percent) of all people living in rural areas are in the South region (about **28 million** people)

• Only **10 percent** of the total west region population live in rural areas

• **Maine** and **Vermont** have the **highest proportion** of population living in rural areas (about 61 percent combined)

• In the U.S., **California** has the **lowest proportion** of population living in rural areas (less than 10 percent)

**Note:** All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.
California by the Numbers

58 Counties

Land Area
155,779 square miles

Population
39,557,045 people*

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.
California’s Population

Find your county on the map
Let’s Make a Prediction

Predict:
What percentage of your county is considered rural?

Percentage Rural
- Entirely Rural
- 50-99% Rural
- 30-49% Rural
- 10-29% Rural
- 5-9% Rural
- 1-4% Rural
- Under 1% Rural
- No Rural Areas
California’s Population

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: https://ucanr.edu/sites/UC_CCP/files/125967.pdf
California’s Population

- About 50% of the state’s population reside in four counties: Los Angeles, Orange, San Diego, and San Bernardino

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: https://ucanr.edu/sites/UC_CCP/files/125967.pdf
California’s Population

- About **50%** of the state’s population reside in **four counties**: Los Angeles, Orange, San Diego, and San Bernardino.

- An additional **30%** of the population live in **nine counties**: Alameda, Santa Clara, San Mateo, San Francisco, Contra Costa, Sacramento, Ventura, Riverside, and Fresno.

- In California, **95%** of the population live in urban areas, while just **5%** (1.8 million) live in rural areas.

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: [https://ucanr.edu/sites/UC_CCP/files/125967.pdf](https://ucanr.edu/sites/UC_CCP/files/125967.pdf)
Three California counties can be defined as entirely rural – containing no urban population:
Alpine, Mariposa, Trinity

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
Three California counties can be defined as **entirely rural** – containing no urban population:
Alpine, Mariposa, Trinity

Another **eight counties** can be defined as **predominantly rural** – where 50% or more of the population live in a rural area:
Sierra, Calaveras, Plumas, Lassen, Modoc, Siskiyou, Amador, and Tehama

These 11 counties account for **11%** of California’s total population living in rural areas.

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.
• 15% of the rural population live in counties that are between 30% and 49% rural

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source:
https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
Rural California

- **15%** of the rural population live in counties that are between 30% and 49% rural

- **38%** of the rural population live in counties that are 71%-90% urban

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source:
https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
Rural California

- **15%** of the rural population live in counties that are between 30% and 49% rural

- **38%** of the rural population live in counties that are 71%-90% urban

- **10%** of the rural population live in counties that are 91%-95% urban

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
Rural California

- 15% of the rural population live in counties that are between 30% and 49% rural
- 38% of the rural population live in counties that are 71%-90% urban
- 10% of the rural population live in counties that are 91%-95% urban
- 21% of the rural population live in counties that 96%-99% urban

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
• 15% of the rural population live in counties that are between 30% and 49% rural

• 38% of the rural population live in counties that are 71%-90% urban

• 10% of the rural population live in counties that are 91%-95% urban

• 21% of the rural population live in counties that are 96%-99% urban

• 5% of the rural population live in counties that are less than 1% urban

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source: https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
Rural California

Fun Fact:
The only California county with no rural areas is San Francisco County. The 805,000 residents of The City live in an entirely urban area.

Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.

Data Source:
https://www2.census.gov/geo/pdfs/reference/ua/County_Rural_Lookup_v4.pdf
Note: All data presented in this module is from the 2010 census or projections done prior to 2019. After the 2020 census is complete, more accurate and timely data will be available.
57 of 58 counties in California have rural areas.

Color Key
- Entirely Rural
- 50-99% Rural
- 30-49% Rural
- 10-29% Rural
- 5-9% Rural
- 1-4% Rural
- Under 1% Rural
- No Rural
How Rural is your School District?

The National Center for Educational Statistics uses three locale codes for rural areas:

41 – Rural, Fringe
Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 – Rural, Distant
Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 – Rural, Remote
Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Where do you think your school district fits?

Source: NCES
CCD School and District Glossary
https://nces.ed.gov/ccd/commonfiles/glossary.asp
How Rural is your School District?

Let’s find out!

https://nces.ed.gov/ccd/districtsearch/
How Rural is your School District?

Complete the relevant search fields

Source: https://nces.ed.gov/ccd/districtsearch/
## How Rural is your School District?

**Example from Tulare County**

<table>
<thead>
<tr>
<th>District Name</th>
<th>Phone</th>
<th>County*</th>
<th>Students*</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allenworth Elementary</td>
<td>(661) 849-2401</td>
<td>Tulare County</td>
<td>78</td>
<td>1</td>
</tr>
<tr>
<td>Alisal Unified</td>
<td>(559) 849-8413</td>
<td>Tulare County</td>
<td>793</td>
<td>3</td>
</tr>
<tr>
<td>Altura Elementary</td>
<td>(559) 782-5700</td>
<td>Tulare County</td>
<td>555</td>
<td>1</td>
</tr>
<tr>
<td>Big House Elementary</td>
<td>(559) 850-2013</td>
<td>Tulare County</td>
<td>209</td>
<td>1</td>
</tr>
<tr>
<td>Burton Elementary</td>
<td>(559) 781-8020</td>
<td>Tulare County</td>
<td>4,681</td>
<td>7</td>
</tr>
<tr>
<td>Cambria Elementary</td>
<td>(661) 624-8501</td>
<td>Tulare County</td>
<td>207</td>
<td>1</td>
</tr>
<tr>
<td>Cutler-Orosi Joint Unified</td>
<td>(559) 528-4763</td>
<td>Tulare County</td>
<td>4,126</td>
<td>8</td>
</tr>
<tr>
<td>Dinuba Unified</td>
<td>(559) 595-7200</td>
<td>Tulare County</td>
<td>6,586</td>
<td>10</td>
</tr>
<tr>
<td>Ducor Union Elementary</td>
<td>(559) 534-2261</td>
<td>Tulare County</td>
<td>168</td>
<td>1</td>
</tr>
<tr>
<td>Earlham Elementary</td>
<td>(661) 849-4241</td>
<td>Tulare County</td>
<td>1,909</td>
<td>4</td>
</tr>
<tr>
<td>Exeter Unified</td>
<td>(559) 592-8421</td>
<td>Tulare County</td>
<td>2,831</td>
<td>7</td>
</tr>
<tr>
<td>Farmersville Unified</td>
<td>(559) 592-2010</td>
<td>Tulare County</td>
<td>2,361</td>
<td>6</td>
</tr>
<tr>
<td>Hope Elementary</td>
<td>(559) 784-1064</td>
<td>Tulare County</td>
<td>255</td>
<td>1</td>
</tr>
<tr>
<td>Hot Springs Elementary</td>
<td>(661) 548-6544</td>
<td>Tulare County</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Kings River Union Elementary</td>
<td>(559) 807-7209</td>
<td>Tulare County</td>
<td>455</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: [https://nces.ed.gov/ccd/districtsearch/](https://nces.ed.gov/ccd/districtsearch/)

Source: [https://nces.ed.gov/ccd/districtsearch/](https://nces.ed.gov/ccd/districtsearch/)
How Rural is your School District?

Example from Tulare County

Source: https://nces.ed.gov/ccd/districtsearch/
How Rural is your School District?

The National Center for Educational Statistics locale codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>City, Large</td>
</tr>
<tr>
<td>12</td>
<td>City, Midsize</td>
</tr>
<tr>
<td>13</td>
<td>City, Small</td>
</tr>
<tr>
<td>21</td>
<td>Suburb, Large</td>
</tr>
<tr>
<td>22</td>
<td>Suburb, Midsize</td>
</tr>
<tr>
<td>23</td>
<td>Suburb, Small</td>
</tr>
<tr>
<td>31</td>
<td>Town, Fringe</td>
</tr>
<tr>
<td>32</td>
<td>Town, Distant</td>
</tr>
<tr>
<td>33</td>
<td>Town, Remote</td>
</tr>
<tr>
<td>41</td>
<td>Rural, Fringe</td>
</tr>
<tr>
<td>42</td>
<td>Rural, Distant</td>
</tr>
<tr>
<td>43</td>
<td>Rural, Remote</td>
</tr>
</tbody>
</table>

41 – Rural, Fringe
Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 – Rural, Distant
Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 – Rural, Remote
Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Source: NCES
CCD School and District Glossary
https://nces.ed.gov/ccd/commonfiles/glossary.asp
Debrief Activity

Pair-Share

What have you learned about your county and your school district?

How can this data help to inform decisions in your classroom, on your campus, and in your community?
Section Three
Assessing the Need: Classroom, Campus, and Community
What are the unique needs of our classrooms, campus, and community?
Section Three - Assessing the Need

Key Topics

• Key Components of Arts Education

• Local Data Collection

• California Arts Education Data Project

• California School Dashboard

• Arts Education in Rural Areas

• Dreaming Big
California Alliance for Arts Education has identified

Three Key Components of Quality Arts Education

Content
Infrastructure
Sustainability

Source: California Alliance for Arts Education, “Insider’s Guide to Arts Education Planning”
Assessing the Current Reality

Focus Question
What is the current state of the arts on your campus and in your district?
The State of the Arts on Campus

What is Happening Right Now?

• What arts disciplines, courses, and programs are currently taught?

• Who is teaching these arts courses or programs?

• Which grades and/or student groups have access to arts instruction? Which do not?

• Are the courses and programs aligned to the California arts content standards?

• Are there existing opportunities for community engagement in and through the arts?

• How are arts programs funded?

A PDF of these questions is available in the Resources section.
Local Data Collection

Arts Education Survey

General Information
1. District name
2. School name
3. Grades served by school (range Pre-K-12)
4. Name of person completing this survey
5. Title of person completing this survey
6. Email address of person completing this survey
7. Total school enrollment - (district enrollment for single-school districts)
8. School average daily attendance - (district ADA for single-school districts)

Access the Google form here: https://forms.gle/AgkzRNj4WVyA7Ueu8

A PDF of this document is available in the Resources section.
Local Data Review

Questions to Consider

• What stands out about the data?
• Where are visible areas of strength?
• Where are areas for growth?
• Is there anything missing from the data?

A PDF of these questions is available in the Resources section.
California Arts Education Data Project

Interactive Dashboard

Percent Arts Participation by County

Percent Arts Participation by School and Discipline

http://www.createca.dreamhosters.com/artsed-dataproject/
**Gathering Local Data**

http://www.createca.dreamhosters.com/interactive-dashboard/

<table>
<thead>
<tr>
<th>County:</th>
<th>District:</th>
<th>School:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>School Enrollment</th>
<th>Arts Enrollment</th>
<th>Percentage of Arts Participation</th>
<th>No Arts Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discipline-Specific Percentage of Arts Participation**

<table>
<thead>
<tr>
<th>Art</th>
<th>Music</th>
<th>Theatre</th>
<th>Dance</th>
<th>Other</th>
<th>All Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Arts Educators**

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Student-Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Significant Data Points:

**A PDF of this document is available in the Resources section.**
An easy tool to collect local data from the California School Dashboard

A PDF of this document is in the Resources section.
Local Data Review

Questions to Consider

• What statements of fact can be made about the data?

• Where are visible areas of strength?

• Where are areas for growth?

• What patterns exist in the data?

A PDF of these questions is available in the Resources section.
Laying the Foundation

After reviewing all of the data, consider the current state of your school and your district.

What are:

• three areas of strength?
• three areas for growth?

Create a visual representation of these areas of strength and growth to share with the group.
Arts Education in Rural Areas

Focus Question
How do the strengths and challenges of rural areas impact arts education?
Arts Education in Rural Areas

Highlighted Research

Leveraging Change: Increasing Access to Arts Education in Rural Areas

This working paper utilizes a literature review and interviews with arts education leaders across the country. It defines and describes rural areas while identifying the key barriers to increasing access to arts education in rural settings. The paper also discusses effective ways to increase access and clear action steps to move the process forward.

A PDF of Leveraging Change is available in the Resources section.
In their white paper, Donovan and Brown identify seven common challenges rural areas face when implementing high-quality arts education.

These challenges are:

- Poverty and lack of economic opportunity
- Geographic distance
- Recruitment and retention of teachers and administrators
- Lack of funding for arts education
- Policies that do not support the arts
- Limited collection and analysis of data
- Lack of representation in creative economy initiatives

Are these challenges similar to those faced by your school, district, and community?

A PDF of Leveraging Change is available in the Resources section.
Arts Education in Rural Areas

Through their research, Donovan and Brown also highlighted several promising practices and opportunities for rural areas.

These opportunities are:

- The creation of rural networks
- Adopting a differentiated approach to each region
- Building on rural assets
- Making effective use of data
- Employing placemaking strategies to support the arts sector in rural areas
- Developing arts-friendly policies to drive change
- Using collaboration as a tool to create change
- Professional development as a tool to retrain teachers
- Identifying and using resources creatively
- Using technology to span geographic divides

Are these promising practices and opportunities in place in your school, district, and community?

A PDF of Leveraging Change is available in the Resources section.
Dreaming Big and Setting Goals

To ensure high-quality arts instruction for all students, what needs to be in place on your campus and in your district:

Immediately?
...In ONE year?
.......In FIVE years?

A PDF of these questions is available in the Resources section.
Section Four

Building and Leveraging Cross-Sector Partnerships
How can we build and leverage partnerships to engage stakeholders and promote high-quality arts education for every student?
Section Four – Partnerships

Key Topics

• Picturing the Landscape
• The Creative Economy
• Building Partnerships
• Community Connections
• Stakeholder Pitch

Photo Credit: Pexels (Pixabay)
Recall – The Arts Disciplines

Dance
Media Arts
Music
Theatre
Visual Arts
Where do the arts exist in a community?
Work with your table group to generate a list of all the places where the arts might appear in a community.
The Arts are EVERYWHERE!
What is the impact of the arts on California’s economy?
The Arts Mean Business

https://www.otis.edu/creative-economy/
"The Otis Report on the Creative Economy makes an important and unique contribution to a more complete global economic outlook by examining the economic impact of creativity in California... [and] encourages investment in arts education, economic development, and cultural planning. It is critical that leaders from public, private, and nonprofit sectors work together to support this type of examination in order for the larger creative economy to continue to flourish and thrive."

—Bruce W. Ferguson, President of Otis College of Art and Design, from the Welcome to the 2018 Otis Report on the Creative Economy

Source: https://www.otis.edu/creative-economy/
The Otis Report on the Creative Economy

Key Findings for California

- $604.9 billion total creative economy output
- 2.6 million jobs generated [within creative industry employment: direct, indirect, and induced]
- $227.8 billion labor income [direct, indirect, and induced]

Source: https://www.otis.edu/creative-economy/
California’s Creative Economy

Focus Question
What industries and sectors are part of the creative economy?
Otis divides the Creative Economy into five sectors:

- Architecture and Related Services
- Creative Goods and Products
- Entertainment and Digital Media
- Fashion
- Fine Arts and Performing Arts

Source: https://www.otis.edu/creative-economy/
# California’s Creative Economy

## Creative Economy Treemap

<table>
<thead>
<tr>
<th>Entertainment and Digital Media</th>
<th>Creative Goods and Products</th>
<th>Fashion</th>
<th>Fine Arts and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Agencies</td>
<td>Electric Lighting Fixtures</td>
<td>All Other Leather Good and Allied Product Manufacturing</td>
<td>Art Galleries</td>
</tr>
<tr>
<td>Book, Periodical, Newspaper, Wholesalers</td>
<td>Data Processing, Hosting, and Related Services</td>
<td>Apparel Manufacturing</td>
<td>Dance Companies</td>
</tr>
<tr>
<td>Cable Broadcasting</td>
<td>Furniture Manufacturing</td>
<td>Apparel Wholesaling</td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>Pottery, Ceramics, and Plumbing Fixture Manufacturing</td>
<td>Footwear Manufacturing</td>
<td></td>
</tr>
<tr>
<td>Custom Computer Programming Services</td>
<td>Media Representation</td>
<td>Footwear Wholesaling</td>
<td></td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>Furniture Wholesaling</td>
<td>Fine Arts Schools</td>
<td></td>
</tr>
<tr>
<td>Marketing Research and Public Opinion Polling</td>
<td>Industrial Design Services</td>
<td>Jewelry Manufacturing</td>
<td></td>
</tr>
<tr>
<td>Media Buying Agencies</td>
<td>Textiles Mills Manufacturing</td>
<td>Jewelry Wholesaling</td>
<td></td>
</tr>
<tr>
<td>Libraries and Archives</td>
<td>Musical Instrument Manufacturing</td>
<td>Other Specialized Design Services</td>
<td></td>
</tr>
<tr>
<td>Motion Picture Distribution</td>
<td>Toy Manufacturing</td>
<td>Other Performing Arts Companies</td>
<td></td>
</tr>
<tr>
<td>Newspaper Publishers</td>
<td>Toy Wholesaling</td>
<td>Musical Groups</td>
<td></td>
</tr>
<tr>
<td>Periodical Publishers</td>
<td>Textile Mills Manufacturing</td>
<td>Other Performing Arts Companies</td>
<td></td>
</tr>
<tr>
<td>Photography Studios, Portrait</td>
<td>Women's Handbag Manufacturing</td>
<td>Theater Companies</td>
<td></td>
</tr>
<tr>
<td>Software Publishers</td>
<td>Architectural Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artists and Managers of Actors</td>
<td>Drafting Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Artists, Writers, etc.</td>
<td>Interior Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motion Picture/Video Production</td>
<td>Landscape Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postproduction Services</td>
<td>Ornamental and Architectural Metal Work Manufacturing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Stations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Recording</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television Broadcasting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Publishing and Broadcasting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News Syndicates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing and Support Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Recording</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television Broadcasting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## What do you notice and wonder?

A PDF of this document is in the Resources section.
Building Partnerships
Building Partnerships

Parents, community partners, and local stakeholders can support the classroom, campus, and community.

Consider – Not just the arts, but also...
- Committee representation
  - LCAP, ELAC, DLAC, School Site Council
- Guest speakers, presenters, educators
- Scholarships and funding
Focus Question
What opportunities for collaboration exist in your community?
What Sectors Exist in a Community?

Sector Map

- Education
  - Health and Human Services
  - Business & Industry
  - Economic & Workforce Development
  - Community Development
  - Housing and Urban Development
  - State, Local, & Tribal Government
  - Fire, EMS, & Law Enforcement

- Arts & Culture
  - Non-Profit & Service Organizations
  - Youth-Serving Organizations
  - Environment
  - Agriculture
  - Travel & Tourism
  - Sports & Recreation
  - Religion & Faith

- Transportation
- Media
- Youth
- Parents & Families

CALIFORNIA COUNTY SUPERINTENDENTS ARTS INITIATIVE

Module 21 Creativity at the Core
Arts Partnership Ideas

Students can:

• design product labels for local farms and dairies
• write and perform a play about community history
• paint a mural in town to honor local heroes
• play instruments for residents a senior center
• film videos highlighting important local issues
• ...so much more!
Arts Partnership Ideas

Community Partners can:

• share their artistic talents in area schools
• host internship opportunities for students
• provide grants and scholarships to fund arts programs
• turn their businesses into mini-art galleries
• hire students to design graphics and commercials
• ...so much more!
Step 1:
Who Do You Know?
Opportunity Brainstorm

**Who do you know?**

Think about your friends, family members, and networks.

Are there people who might be interested in collaborating on a project? Make a list of these connections and their occupations on the **Opportunity Brainstorm** handout.

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation/Sector/Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A PDF of this document is in the Resources section.
Step 2:
Community Connections
Community Connections

What are the key businesses, industries, and sectors in your community? Add these connections to your list. Use the Sector Map to help guide you.

Think Outside the Box!

A PDF of this document is in the Resources section.
Community Connection Ideas

• Artists
• Bakeries
• Banks
• City Council
• Flower Shops
• Healthcare Facilities
• Higher Education
• Insurance Agencies
• Law Enforcement
• Museums
• Parks and Recreation
• Senior Center
• Service Clubs
• Transportation Department
• ...so many more!

Photo Credit: Pexels (Kevin Bidwell)
Collaborative Connections

Look at both of your lists.

What businesses or individuals present the biggest opportunities for collaboration?

Share your thoughts with a partner.
Why do the arts matter?
Stakeholder Role Play

Featuring Eight Community Member Roles

- Banker
- Chef
- City Council Member
- College Professor
- Farmer
- Graphic Designer
- Mental Health Counselor
- Museum Director

Consider: Why should the arts matter to each of these community members?
Stakeholder Role Play

Stakeholder Question #1

Is your occupation traditionally considered an *arts* career?
Stakeholder Role Play

Stakeholder Question #2
How do the arts and creativity impact your occupation?
Stakeholder Role Play

Stakeholder Question #3
What resources or support could you provide to a school looking to increase their arts programs?
Stakeholder Role Play

Whole Group Debrief
Do the arts and creativity impact every sector?
Stakeholder Focus

Take another look at the potential community stakeholders you identified earlier.
Which stakeholder (individual or group) offers the greatest potential for a future partnership to advance your arts education goals?
Write a brief (30 second) elevator pitch for your chosen stakeholder explaining how their support can impact arts education programs in your school or district.
Stakeholder Elevator Pitch

Points to Consider

How do the arts and creativity impact their sector?

What goods and services do they provide and how could these benefit, or be enhanced by, students?
Pitch Time!
Find a new partner in the room, not from your table or group. Tell your partner which stakeholder you chose. Make your pitch.

Partners – Provide feedback on strengths of the pitch and on other talking points to consider.
Section Reflection

How will you continue building and leveraging partnerships to engage stakeholders and promote high-quality arts education for every student?
Section Five

Resources for Ensuring Sustainability
How can we collaborate with statewide partners to ensure sustainable support for high-quality arts education?
Section Five – Statewide Partnerships

Key Topics

• Recommendations for Schools and Districts
• California’s Arts Education System of Support
• CCSESA Arts Initiative
• California Alliance for Arts Education
• CREATE CA
• California Arts Council
• California Department of Education
• California State PTA
Suggested steps to implementing a high-quality arts program:

• Connect With Key Stakeholders to Promote the Arts
• Develop a Strategic Arts Education Plan
• Allocate Funding for the Arts
• Provide Professional Learning in Arts Integration
• Offer Courses in All Five Arts Disciplines
• Ensure Equitable Access for All
California has a robust statewide network of partner organizations dedicated to supporting arts education.
California’s Arts Education System of Support
CCSESA Arts Initiative

Areas of Support

• Advocacy
• Arts Integration
• Curriculum and Assessment
• District Support
• Equity and Access
• Professional Development

www.ccsesaarts.org
California’s 58 counties are divided into 11 service regions. Each region has a designated lead County Office of Education dedicated to supporting and promoting high-quality arts education.

https://ccsesaarts.org/about/regions/
CCSESA Arts Initiative

Resources

• Arts Lesson Plans
• Creativity at the Core Learning Modules
• District Spotlights
• Toolkits and Guides

www.ccsesaarts.org
CCSESA Arts Initiative has developed a free lesson plan compendium featuring high-quality arts lessons.

www.ccsesaarts.org
CCSESA’s statewide arts learning program, *Creativity at the Core* features free online professional learning modules focused on promoting high-quality arts education.

www.ccsesaarts.org
The CCSESA Arts Initiative webpage features district spotlights from across California highlighting model practices in arts education.

www.ccsesaarts.org
CCSESA Arts Initiative has produced over a dozen toolkits and guides on a wide range of Arts Education topics. The publications are available for free on the CCSESA webpage.

[www.ccsesaarts.org](http://www.ccsesaarts.org)
CCSESA Arts Initiative Toolkits and Guides

All publications are available for free on the CCSESA webpage.

www.ccsesaarts.org
California Alliance for Arts Education

Areas of Support

• Advocacy and Policy
• Equity and Access
• Funding Support - LCFF and Title I
• Strategic Planning

Initiatives

• Arts Now Campaign
• Student Voices Campaign

https://www.artsed411.org/
California Alliance for Arts Education

Resources

- Insider’s Guide to Arts Education Planning
- Funding and Equity Policy Papers
- LCFF Toolkit
- Title1Arts.org

https://www.artsed411.org/
Arts Now Campaign

Arts Now Objectives

• Support the development of district and county arts plans
• Provide education about how districts can use arts strategies to improve outcomes for low income students through LCFF and the Title I program
• Empower community members to advocate for arts education through Arts Now Communities
• Promote student voices in school decision-making and arts education advocacy

https://www.artsed411.org/
Strategic Planning Initiative

Looking for the best way to make your arts education dreams a reality? Develop a strategic plan!

Steps in the planning process include:
1. Articulating a vision for the arts;
2. Identifying strengths and challenges;
3. Determining Strategic Directions to achieve the Vision;
4. Developing a budgeted and calendared implementation plan.

https://www.artsed411.org/

The California Alliance for Arts Education provides strategic planning support for school districts and county offices of education.
Funding and Equity Policy Papers

[Images of book covers and logos]

https://www.artsed411.org/

Module 21
# LCFF Toolkit and Resources

## Invest in Arts Education to Help All Students Succeed

The Local Control Funding Formula (LCFF) offers a historic opportunity to invest in our children’s future. Arts education aligns with LCFF goals and nurtures a set of unique skills and outcomes for students that help them succeed in school and in life.

### Goals of LCFF

<table>
<thead>
<tr>
<th>Student Engagement</th>
<th>Benefits of Arts Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher attendance rates and lower drop out rates</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental Involvement</th>
<th>Increases parent and community involvement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Decreases disciplinary problems and encourages positive student attitudes about their classroom</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>The arts have a central and essential role in achieving the finest aspects of the common core</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Broad Course of Study</th>
<th>Theater, dance, music and the visual arts are a valued part of a broad course of study, as set out in the state education code (52210, 52220)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Boosts test scores and achievement in literacy, math skills and ELA especially for English Language Learners and low-income students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pupil Outcomes</th>
<th>Increases graduation rates; fosters 21st Century work skills like creativity, critical thinking and collaboration</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Basic Services</th>
<th>Credentialed arts teachers enrich standards-based materials and learning in classrooms</th>
</tr>
</thead>
</table>

### Sources:


---

A PDF of this document is in the Resources section.

---

https://www.artsed411.org/

---
Sample LCAP Goals and Outcomes

- Guarantee Equitable Access to Daily High-Quality Arts Education for All Students
- Reduce the Achievement Gap for English Learners and Unduplicated Pupils
- Foster Globally-Minded, College and Career Ready, Lifelong Learners
- Ensure an Engaging, Safe, and Thriving Environment for All Students, Parents, and Community Members
- Qualified Arts Teachers, and Sufficient, Well-Maintained Arts Instructional Materials in Every Classroom

https://www.artsed411.org/
The California Alliance for Arts Education provides guidance to schools and districts on appropriate uses of Title I funds through the title1arts.org webpage.

Schools and districts may use Title I funds to support arts programs that improve student outcomes and facilitate educational equity.

Dr. Monique Chism, Former Deputy Assistant Secretary for the Office of Elementary and Secondary Education and Former Director of Student Achievement and School Accountability Programs for the U.S. Department of Education, provided an overview of this guidance in a Letter to State Title I Directors and in remarks at the 2014 National Title I Conference (left).

Film: Title I and the Arts

In 2011, the California Alliance for Arts Education began a policy initiative to help schools and districts understand how arts strategies can support Title I goals. This short animation is an introduction to how Title I funding works and the connections between evidence-based arts strategies and achieving student success through academic support, student engagement, family and community involvement, and positive school climate and culture.

https://www.title1arts.org/
Click the image to watch the California Alliance for Arts Education’s short film on Title I and the Arts.

https://www.title1arts.org/
FOUR THINGS YOU CAN DO TO START THE CONVERSATION ABOUT TITLE I AND THE ARTS

1. GET INFORMED - Familiarize yourself with Title I guidelines and the school wide program planning cycle. Start with the titlearts.org website, which has an easy to follow overview of Title I as it pertains to the arts. Understanding the intersection of Title I and arts education strategies will help you anticipate opportunities and challenges when you begin to reach out more broadly.

2. FIND YOUR ALLIES - Reach out individually to education leaders and other influencers in your county or district to get a sense of the climate around Title I and who your supporters might be, unexpected and otherwise. Some likely suspects might be county or district Title I coordinators, principals, or parent organizations.

3. SHARE RESOURCES - When you meet with potential allies, make sure you have materials, connections, or examples you can point them to. CAAE’s policy paper, the federal and state support letters around Title I and the arts, or the most recent information released by the federal government about Title I flexibility are all good options. You can also point them to titlearts.org for more resources and statewide examples.

4. ENGAGE YOUR SCHOOLS AND DISTRICT - Now that you are armed with information and allies, look together for ways to take action at the school and district level. Whether it’s a presentation at a school board meeting or space on the agenda at a school site council meeting, there are always opportunities to spread the word. Follow up with participants to find out what they are doing and offer help; document and share success stories.

SOURCES:
- “Arts in Education: The Role of the Arts in Enhancing Student Achievement,” National Association of State Arts Education Directors, Washington, D.C.
- “The Impact of Arts Education on Student Achievement,” National Endowment for the Arts, Washington, D.C.

See the stories at www.titlearts.org

A PDF of this document is in the Resources section.
The Student Voices Campaign is an annual statewide creative video competition for students (grades 7-12) to make their voices heard!

https://studentvoicescampaign.org/
CREATE CA

Areas of Support

• Advocacy
• Equity and Access
• Public Will Campaign

Resources

• Blueprint for Creative Schools
• California Arts Education Data Project
• Declaration of the Rights of All Students to Equity in Arts Learning

http://www.createca.net/
School districts, county offices of education, and arts champions are encouraged to solidify their commitment to the arts by adopting CREATE CA’s Declaration of the Rights of All Students to Equity in Arts Learning.
In the fall of 2018, CREATE CA launched a public will campaign dedicated to building awareness of the importance of arts and creativity in California’s schools.

https://www.createca.org/
#CreativityIsNotOptional
Areas of Support

• Advocacy and Policy
• Artists in Schools
• Equity and Access
• Grant Programs
• Local Arts Councils

http://arts.ca.gov/
The California Arts Council offers over a dozen grant opportunities to arts organizations and non-profits.

http://arts.ca.gov/
Areas of Support

• California School Dashboard
• Framework and Standards
• Instructional Materials
• Local Control Funding Formula

https://www.cde.ca.gov/
Explore information about your local school and district.

Find School or District
Near City or County 2018

https://caschooldashboard.org/
Areas of Support

- Advocacy
- Equity and Access
- Parent and Family Engagement

Resources

- Reflections National Art Contest

- Parents’ Guide to the Visual and Performing Arts in California Public Schools

A PDF of the Parents’ Guide is in the Resources section.

https://capta.org/focus-areas/education/curriculum/arts-education/
Partner Resource Exploration

Take some time to explore the webpages and resources developed by California’s statewide arts partners and highlighted in this section.

How can these resources advance your arts education goals?
Module Review and Closing

The journey toward high-quality arts education begins with partnerships.

Whether your district is rural, urban, or suburban, you can still make connections. Our communities, counties, and state are filled with individuals and organizations willing to help. All you have to do is ask.
Go make your arts education dreams come true!