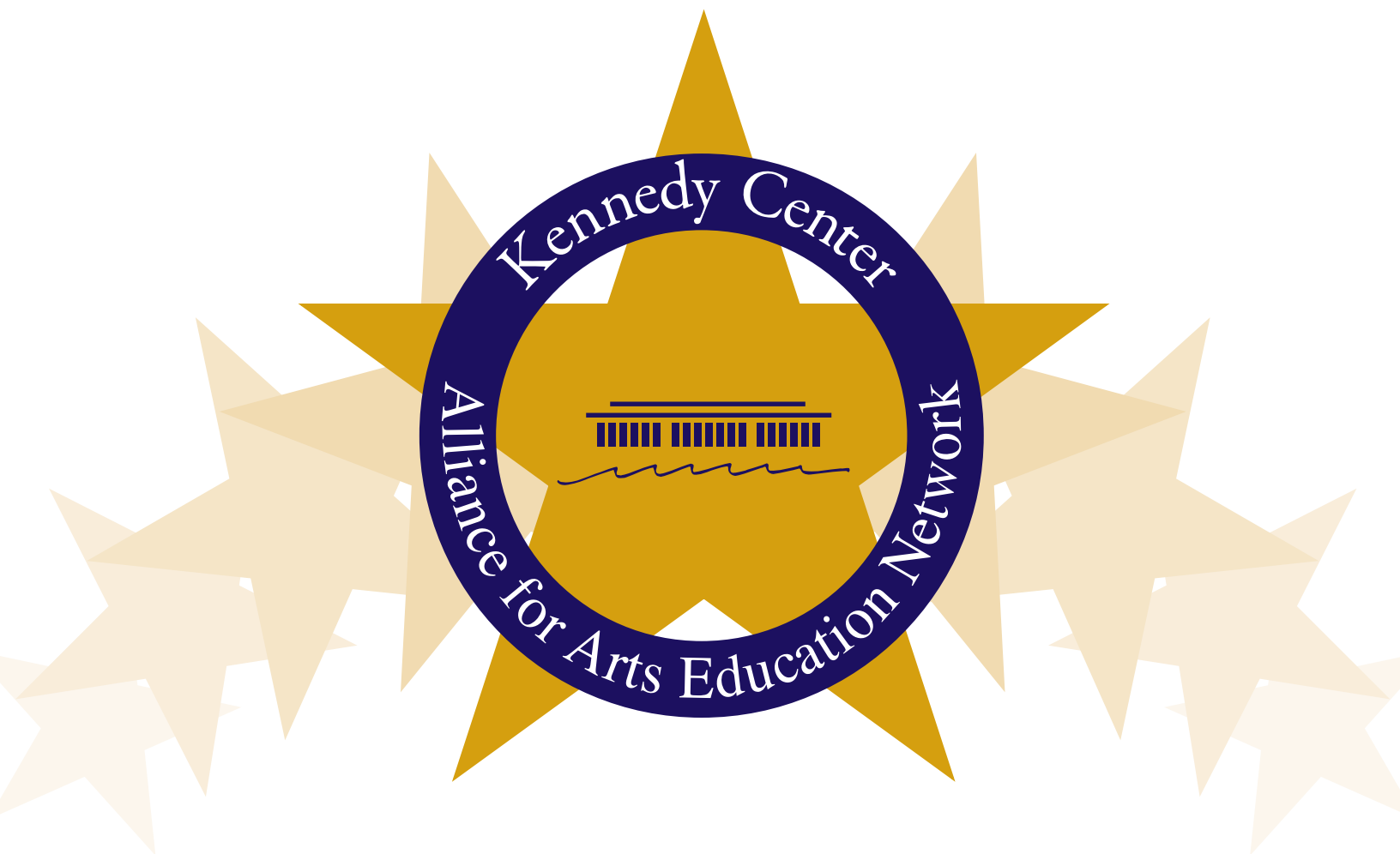




THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS



Community Audit Resource Assessment

SURVEYS FOR SCHOOLS
AND ARTS ORGANIZATIONS



The Kennedy Center

The John F. Kennedy Center for the Performing Arts

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Preface

In 2001, the Kennedy Center, through the Kennedy Center Alliance for Arts Education Network (KCAAEN), published the *Community Audit for Arts Education: Better Schools, Better Skills, Better Communities*.* The *Community Audit* provides local education, community, and cultural leaders with an arts education assessment tool that encourages community partnerships to strengthen and expand arts education for all students, and results in a prioritized, community-specific plan of action to do so.

The *Community Audit Resource Assessment* was developed as a companion piece to the *Community Audit*, and is meant to more thoroughly inventory the schools' and community's arts education programs and resources. Where the *Community Audit* results in a prioritized list of Next Steps, the *Assessment* provides deeper insight into the resources—or lack thereof—available to put those Next Steps into action. The *Assessment* consists of two sections: surveys for local arts organizations; and surveys, site visits, and interviews for the local school district. These documents should be viewed as templates, adaptable by the community to fulfill its own needs for this assessment.

The purpose of the school documents is to determine the current status of arts programs and resources throughout a school system, to identify needs, and to examine issues affecting the arts in schools. Tools in the *Assessment* include system-wide surveys, school personnel questionnaires, and interview templates. While a suggested protocol is included for using the documents, the team of community leaders using the *Assessment* should decide what procedure is best for gathering this information.

The Arts Organization Survey gathers in-depth information about arts education resources made available to the community by local arts organizations. The survey collects a range of data on the arts organizations' current offerings and identifies barriers to extending these offerings.

*For more information about the *Community Audit*, see appendix on page 25.

Findings and Recommendations

The school results are gleaned from surveys, site visits, and interviews. An additional source of helpful information is each school's Annual Report. Combined, this information will profile the current status of arts programs in schools, as well as related issues that could affect efforts to enhance arts education programs in the district.

Gathering completed surveys from all possible arts organizations will yield the most comprehensive overview of arts education resources in the community. When viewed as a whole, the survey responses provide an in-depth examination of the resources available to the student population, and offer insights into how local arts organizations can build their arts education offerings for the community.

Findings of the surveys, site visits, and interviews in the *Assessment* should be summarized and, if possible, done so in terms of the Next Steps which resulted from use of the *Community Audit*. This summary may be used internally to help strengthen local arts education programming. In some communities, the summary has been prepared for publication and used as an advocacy tool to build the case for stronger arts education programs in the school district and community.

Ongoing Use of the *Assessment*

Teams of community leaders undertaking the *Assessment* may wish to consider monitoring progress in the development of arts education programs. For this reason, teams may consider drafting short, follow-up surveys to distribute to the school district and local arts organizations. It is recommended that such follow-up surveys be distributed at yearly intervals. To obtain more detailed information about the community's progress, the *Assessment* may be used on an ongoing basis by repeating the entire process every few years.

School District Assessment Tools

SURVEY

At a meeting of principals, led by the superintendent, the Principals' School Arts Resource Inventory should be distributed to all the K-12 principals. Those conducting the *Assessment* should consider including a copy of the summarized results from the *Community Audit* when distributing the surveys, in order to provide principals with context for this information-gathering initiative. The surveys request information about arts programs currently available in each school, including the staffing levels for arts teachers in dance, music, theater, and visual arts; the adequacy of materials for arts instruction; and the use of community arts resources.

A higher rate of return may be possible if the principals are asked to return the surveys directly to the superintendent or a higher-level administrator in the school system to which the principals are accountable. Although the attached surveys were designed for elementary and middle schools, they can easily be adapted for high schools.

SITE VISITS AND INTERVIEWS

To supplement information collected through the surveys, school visits should be held. These visits allow teams of observers to confirm survey reports; observe classroom instruction; and interview principals, classroom teachers, and arts teachers. Those conducting the *Assessment* should work with the school district to select a representative sample of schools for case-study visits.

Two-person teams comprised of experienced professionals from both the arts and education should visit each case-study school for a half-day. In preparation, visitation teams should receive training for using a protocol that includes scripted interviews with the principal, a classroom teacher, and an arts teacher. In addition, teams should tour each school.

Each team submits written documentation of school visits. Teams also report their observations at meetings with school administrators and other stakeholders. Retired principals and arts teachers from the school system being reviewed are excellent choices for site visit teams.

Return to:

By:

Principals' School Arts Resource Inventory

School Name: _____ Grade Levels: _____

Total Number of Students: _____ Date: _____

Principal: _____ Phone: _____

Type of school (check all that apply):

Traditional neighborhood school

Magnet school

Charter school

School organized around theme(s) or academies (specify): _____

Other specialized school (specify): _____

1. Please indicate the number of arts instructional specialists in your school:

Arts Area	Total Number	Number of Full time	Number of Part time	Total Number Certified Arts Specialists
1.1 Dance				
1.2 Music				
1.3 Theater				
1.4 Visual Arts				

2. Please indicate the number of days teaching artists provide services in your school during the year:

Arts Area	Total Number of Days	Grade Levels Served	Number of Teachers' Classrooms Served	Arts/Cultural Organization Provider
2.1 Dance				
2.2 Music				
2.3 Theater				
2.4 Visual Arts				

3. Please indicate activities included in your school arts program (answer all applicable):

	Average Number Per Year
3.1 Field Trips	
3.2 In-School Performances	
3.3 Student Arts Productions	
3.4 Other:	

List field trip locations:

4. Please indicate the arts instructional materials available in your school:

Arts Materials	Check if Available	Check if Adequate
4.1 Visual Art Supplies (e.g., paints, brushes, clay)		
4.2 Audio-Visual Equipment		
4.3 Music Resources		
4.4 Arts-Related Textbooks		
4.5 Arts Reference Books		
4.6 Internet Access		
4.7 Arts-Related Software		
4.8 Other (specify)		

5. Please indicate the number and types of arts-based professional development provided for teachers in your school during the past year:

Topics	Dance	Music	Theater	Visual Arts
5.1 Lecture/Demonstration				
5.2 Residency/In-School Workshop				
5.3 Curriculum Design				
5.4 Collaborative Teaching				
5.5 Assessment				
5.6 Coaching/Mentoring				
5.7 Other (specify)				

6. Estimate the annual amount spent for arts education in your school: _____

This is approximately _____% of the total building budget.

Estimate additional annual revenue for school arts program available from district-wide funds:

7. Other sources of arts program funding:

	Check if Applicable	Estimated Annual Funding
7.1 PTA		
7.2 Business Partner (specify)		
7.3 Other (specify)		

8. What arts and/or cultural organizations and artists support arts education in your school?

Organization/Individual Artist	Services Provided	Number of Years Provided

9. Please indicate the school program options that are in place at your school:

School Structure Options	Number of Teachers Involved	Grade Levels Impacted
9.1 Cooperative Learning		
9.2 Extended Day		
9.3 Extended Year		
9.4 Team Teaching		
9.5 Common Planning Time		
9.6 Added Planning Time		
9.7 Scheduling for Peer Mentoring		
9.8 Action Research by Teachers		
9.9 Other (specify)		

THANK YOU!

School Site Visit Documents

School site visits allow for an assessment of arts education in a sampling of schools. Through interviews and classroom observations, two-person teams conducting the site visits gather information and confirm survey results. The following documents provide forms and interview protocols for the team representatives, who may then collect data, record the responses of those interviewed, and note their own impressions of arts education in the school.

- Elementary School Site Visit: Information Gathering Form
- Principal Interview
- Final Notes by Interviewer
- Specialist Interview
- Teacher Interview
- School Visit Summary Form

ELEMENTARY SCHOOL SITE VISIT: INFORMATION GATHERING FORM

At each elementary school, ask for a copy of: (1) School Schedule
(2) Staff Roster

Daily School beginning times: for Teachers _____ for Students _____

Daily School ending times: for Teachers _____ for Students _____

Teacher Preparation Time (non-student supervision time during the school day):

Total minutes teacher preparation time per day: _____

Teachers released by (examples: recess, library, PE specialists, aides, etc.):

TOTALS PER GRADE LEVEL:	K	1	2	3	4	5
Certified Teachers	_____	_____	_____	_____	_____	_____
Students	_____	_____	_____	_____	_____	_____
Aides/Staff Assts.	_____	_____	_____	_____	_____	_____

TOTAL CERTIFIED SUPPORT STAFF:

Special Education (List and specify type): _____

Library _____ PE _____ Technology _____ Other _____

PRINCIPAL INTERVIEW

Note to the Interviewer:

Introduce yourself, if you have not already done so. Make clear your title and function and say something like, "I would like to ask you some questions about the role of the arts in your school. I would like you to answer the questions on the basis of your current impressions. The information you provide will not be attributed to you as an individual, but rather will become part of a general picture that will be compiled from interviews with administrators, staff, teachers, students, parents, and others."

Principal: _____ Date: _____

School: _____ Interviewer: _____

1. How long have you been a principal? _____ years
2. How long have you been principal at this school? _____ years
3. Can you briefly describe the student population that your school serves?
4. How many students do you serve? _____
5. How many teachers work in your school? _____
6. Please rate your personal knowledge of and comfort with the arts. Please rate yourself on a scale of 1 to 6, with 1 being very unfamiliar and 6 being very knowledgeable and comfortable.

Very unfamiliar

Very familiar

1

2

3

4

5

6

7. Do you personally support the following arts education statements?

Only professional artists should teach the arts in schools.	YES	NO
There should be separate courses or experiences in school for the artistically talented.	YES	NO
The arts should be a required part of the school program.	YES	NO
Only certified arts teachers should teach the arts in schools.	YES	NO
All children should have all the arts in school.	YES	NO

8. Please indicate if you believe the following statements are true, somewhat true, or false in the context of your school.

The arts benefit a school by improving:

Student achievement	TRUE	SOMEWHAT TRUE	FALSE
Student attendance in class	TRUE	SOMEWHAT TRUE	FALSE
Student motivation (engagement, participation, etc.)	TRUE	SOMEWHAT TRUE	FALSE
A school's climate	TRUE	SOMEWHAT TRUE	FALSE
Parent participation	TRUE	SOMEWHAT TRUE	FALSE
A school's academic program	TRUE	SOMEWHAT TRUE	FALSE

9. What would you LIKE to see happen in arts education at your school?

10. What are the greatest obstacles or barriers that keep you from achieving this?
(Examples may include: lack of planning time, lack of arts resources, or limits on professional development time.)

11. How would you characterize your faculty's interest in arts education?
 To what percentage of your faculty do the following statements apply:

- They are very supportive of the arts in the school and are active teachers of arts learning. _____ %
- They are somewhat supportive of the arts in school. _____ %
- They are uninterested in the arts in the school. _____ %
- They are opposed to the arts in the school. _____ %

12. Do you plan to spend school-level discretionary funds on arts education? YES NO

If YES, how will you free up funds for arts education?

13. Do you plan to seek external funds for arts education? YES NO

If YES, what sources are you considering?

14. Prioritize the kind of arts curriculum you would like to develop at your school:

Arts integration with other subjects

Low Priority

High Priority

1

2

3

4

5

6

Arts skills-based learning

Low Priority

High Priority

1

2

3

4

5

6

Why?

15. At this stage, what kinds of support would be useful in your efforts to provide arts education at your school?

FINAL NOTES BY INTERVIEWER

1. What was the principal's affect during the interview?

Their interest in the arts?

Your sense of their frankness?

2. Was the principal on time? YES NO

3. How long did this interview last? _____

SPECIALIST INTERVIEW

Specialist: _____ Date: _____

School: _____ Interviewer: _____

Discipline: _____

1. What opportunities do you have to collaborate with classroom teachers, linking arts learning with other subjects?
2. What value would you place on having a dance or theater teaching artist in residence in your school?
3. What value would you place on a teaching artist from your own discipline working with you in your school?
4. What support do you need to provide effective arts education to your students?

SCHOOL VISIT SUMMARY FORM

To be completed collaboratively by visiting team members following each visit. (Submit with interviews and other notes.)

School Name: _____ Date of Visit: _____

1. Please rate the principal's capacity for sustaining and/or expanding arts education in the school (understanding, commitment, leadership).

Low										High
1	2	3	4	5	6	7	8	9	10	

Evidence:

2. Please rate the faculty's capacity for sustaining and/or expanding arts education in the school (understanding, commitment, leadership).

Low										High
1	2	3	4	5	6	7	8	9	10	

Evidence:

3. What arts education opportunities exist at the school?

What is needed to expand these opportunities?

Arts Organization Assessment Tool

SURVEY

In order to generate the most thorough account of educational offerings by arts organizations, the survey should be distributed to all arts organizations in the community, regardless of size, art form, or extent of current education programming. The survey should be completed by the organization's Education Director, or, if one does not exist, by its Executive Director. Those conducting the *Assessment* might consider including a copy of the summarized results from the *Community Audit* when distributing the survey, in order to provide the arts organizations with context for this information-gathering initiative. The survey requests information about the arts organization itself; the types, frequency, cost, and targeted grade levels of its education offerings; the professional development opportunities provided; and the obstacles faced by the organization in presenting arts education.

Arts Organization Survey

This survey is being conducted on behalf of the community to assist in developing a plan for expanded and improved arts education in the schools. Your completion of this survey, coupled with data being collected from schools, will help to clarify the current state of local arts education programming.

Name: _____ Title: _____

Organization: _____

E-mail: _____ Date: _____

Artistic discipline represented by organization (check all that apply):

Dance

Theater

Literary Arts

Video/Media

Music

Visual Art

Other (specify): _____

1. Are you incorporated as a 501(c)3 nonprofit organization? YES NO

2. Organization mission statement:

3. Does your organization provide arts education services for school-age children? YES NO
(If NO, please proceed to the follow-up questions found near the end of the survey.)

4. Organization education or outreach mission statement:

5. How long has your organization provided arts education services? _____ years
Comments:

6. In what settings are your arts education programs presented? (Check all that apply.)

Schools, during school hours

Community/Park/Recreation Centers

Schools, after school hours

Churches

Public Libraries

Organization's Facilities

Other (specify): _____

Rented Facilities

School-Related Offerings: Residencies

1. How many arts-related Residency topics do you have available? _____
2. In a typical Residency, how many hours of service/instruction do you provide for a class? _____
3. What is the cost of a typical Residency? _____
4. For what grade levels did you OFFER Residencies in the most recent school year?
(Check all that apply.)

Pre K
 K-2
 3-5
 6-8
 9-12

5. By grade level, how many Residencies were DELIVERED in the most recent school year?

	0	1-3	4-6	7-10	11-14	15+
Pre K						
K-2						
3-5						
6-8						
9-12						

6. Is there any additional information about your Residencies that would be helpful to know?

School-Related Offerings: Student Workshops

1. How many different Student Workshops (single sessions) do you have available? _____
2. What is the cost of a typical Student Workshop? _____
3. For what grade levels did you OFFER Student Workshops in the most recent school year?
(Check all that apply.)

Pre K
 K-2
 3-5
 6-8
 9-12

4. By grade level, how many Student Workshops were DELIVERED in the most recent school year?

	0	1-3	4-6	7-10	11-14	15+
Pre K						
K-2						
3-5						
6-8						
9-12						

5. Is there any additional information about your Student Workshops that would be helpful to know?

School-Related Offerings: In-School Performances

1. How many different In-School Performances do you have available? _____

2. What is the cost of a typical In-School Performance? _____

3. For what grade levels did you OFFER In-School Performances in the most recent school year?
(Check all that apply.)

Pre K
 K-2
 3-5
 6-8
 9-12

4. By grade level, how many In-School Performances were DELIVERED in the most recent school year?

	0	1-3	4-6	7-10	11-14	15+
Pre K						
K-2						
3-5						
6-8						
9-12						

5. Is there any additional information about your In-School Performances that would be helpful to know?

School-Related Offerings: Field Trips

- How many different Field Trips (including performances, exhibitions, and tours) do you have available? _____
- What is the cost of a typical Field Trip? _____
- For what grade levels did you OFFER Field Trips in the most recent school year?
(Check all that apply.)

_____ Pre K _____ K-2 _____ 3-5 _____ 6-8 _____ 9-12

- By grade level, how many Field Trips were DELIVERED in the most recent school year?

	0	1-3	4-6	7-10	11-14	15+
Pre K						
K-2						
3-5						
6-8						
9-12						

- Is there any additional information about your Field Trips that would be helpful to know?

Out-of-School Time Activities

- What percentage of Residencies, Student Workshops, In-School Performances, and Field Trips combined were scheduled as out-of-school time activities (before or after school) in the most recent school year? _____ %

2. For what grade levels do you offer out-of-school time services? (Check all that apply.)

	Pre K	K-2	3-5	6-8	9-12
None					
Before or After School Programs					
Summer Camps					
Group or Private Classes					
Children's Performance Groups					
Performances for Children/Families					
Other (specify):					

3. Is there any additional information about your out-of-school time activities that would be helpful to know?

Professional Development for Teachers

1. For what grade-level teachers do you provide Professional Development? (Check all that apply.)

- Pre K
 K-2
 3-5
 6-8
 9-12
 We do not provide Professional Development

2. Please provide a brief statement about your Professional Development offerings:

3. Do any of your education offerings integrate with learning in other curriculum areas?
YES NO

4. If YES, what other curriculum areas?

- Reading Science
 Writing Social Studies
 Math Multi-Disciplinary
 Other (specify): _____

5. Is there any additional information about your Professional Development offerings that would be helpful to know?

Follow-Up Questions

1. If you answered NO to the question, "Does your organization provide arts education services?" do you plan to offer any in the future? YES NO
2. What are the greatest barriers to offering arts education or expanding your current education programming?
3. What support do you need to expand your current education programming?
4. What types of arts education programming is your organization most interested in presenting?
5. For what grade-levels is your organization most interested in presenting arts education programming?
6. Is there any additional information about your organization that would be helpful to know?

THANK YOU!

The information you've shared will help us understand the arts resources available in our community. We look forward to keeping you apprised of our progress.

Appendix: The Community Audit for Arts Education

The Kennedy Center, through the Kennedy Center Alliance for Arts Education Network (KCAAEN), developed the *Community Audit for Arts Education: Better Schools, Better Skills, Better Communities*, to assist local education, community, and cultural leaders in assessing the status of arts education in their schools and school districts and to encourage community partnerships to strengthen and expand arts education for all students.

Two major research reports released in 2000, *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education* and *Champions of Change: The Impact of the Arts on Learning*, provided evidence of what supporters of the arts in education have known for some time:

- The arts help all students to succeed in school and in life;
- Quality arts education programs have a greater likelihood of being a part of the school curriculum when school and community leaders have come together to make that goal a reality; and,
- The arts can provide a way to engage youth who are not being reached through traditional schooling.

Every community has strengths as well as areas for continued growth and improvement. By making use of this *Community Audit*, leaders can come together to reflect on their current programs, evaluate current resources, and make solid plans for realizing a collective vision for the future of arts education in their schools and in after-school programs. The *Community Audit for Arts Education* can be used quickly and easily by busy community leaders. It also encourages the involvement of cross-sections of the community who may not have a history of working together.

The *Community Audit* is designed to help leaders facilitate discussions regarding the status of arts education in a district or districts in a local community. The content items are organized around the factors identified by *Gaining the Arts Advantage*. The questions and criteria provide greater detail, reflecting lessons learned through the *Champions of Change*, KCAAEN awards criteria, and other indicators that help provide context for discussion of each factor.

It is recommended that the *Community Audit* be used collectively by teams of school and community leaders as part of planning processes. A “first review” might encourage individuals to complete the *Community Audit* themselves, and then, to share their reflections with the larger group. In almost every instance where the *Community Audit* is used, leaders learn more about “what is being done right” than they knew before the process began. By using the *Community Audit* as a tool to come to consensus about the status of arts education, leaders can then work together to identify priorities and “next steps” which are appropriate for their community.

The *Community Audit* is designed with flexibility in mind, so that local leaders can adapt the *Community Audit* to serve local planning needs. Some communities may plan to use the *Community Audit* within a short-term period, with findings and recommendations reported after three to four months of use by an appointed committee. Others may find it useful to develop a more in-depth process over a longer timeframe. To learn more about the *Community Audit*, visit www.kennedy-center.org/education/kcaaen/resources/home.html.



The Kennedy Center Alliance for Arts Education Network (KCAAEN), a program of the Kennedy Center Education Department, is a coalition of statewide not-for-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs and partnerships that ensure that the arts are an essential part of American K–12 education.

Formed in 1973, the KCAAEN brings together educators, school administrators, parents, cultural leaders and citizens from across the nation. Throughout the United States, KCAAEN seeks to advance the quality of education through the inclusion of the arts in the curriculum. The Kennedy Center supports the growth and development of the Network and the efforts of participating State Alliances through staff consultation, professional development, grant support, and other resources.

MISSION STATEMENT AND OBJECTIVES

The mission of the KCAAEN is to advance learning in and through the arts for all students.

To meet the following program objectives, members of the KCAAEN in partnership with the Kennedy Center will:

1. **Build Collaborations:** Develop and support innovative collaborations among schools, community partners, and cultural institutions that sustain arts education.
2. **Position the Arts:** Speak out on behalf of arts education to citizens, policy makers, state agencies, and others about the value and benefits of arts education.
3. **Generate Informational Resources:** Develop, publish, and/or disseminate resources for arts education leaders and practitioners.
4. **Provide Professional Development:** Implement professional development through educational programs, training, and resources.
5. **Recognize Innovation and Achievement:** Provide awards and acknowledgments to individuals, organizations, and schools that demonstrate outstanding support for arts education.

Kennedy Center Education Department

As the nation's performing arts center, the Kennedy Center's impact and responsibility extends far beyond its doors—it reaches across America and into the future. Nowhere is this goal more truly achieved than in the Center's education programs.

For more than 35 years, the Kennedy Center Education Department has provided quality arts experiences for students, teachers, families, and the general public throughout the United States. In the past year, the Center's education programs have directly impacted more than 11 million people. The mission of the Education Department is to foster understanding of and participation in the performing arts through exemplary programs and performances for diverse populations of all ages that represent the unique cultural life and heritage of the United States.

The resources of the Department are focused on producing, presenting, and touring performances and educational events for young people and their families; school- and community-based residencies

and other programs that directly impact teachers, students, administrators, and artists through professional development; providing educational resources via the Internet; systemic and school reform through arts integrated curricula, partnerships, and the creation of educational materials; the development of careers in the arts for young people and aspiring professionals; and strengthening the management of arts organizations.

The programs of the Education Department have become models for communities across the country and have unlocked the door to learning for millions of young people. This has been accomplished by fostering creativity, teaching discipline, improving self-esteem, and challenging students to think in new ways, as well as offering them experiences in the pure enjoyment and excitement of the performing arts. For more information, visit the Center's web site at www.kennedy-center.org/education.




The Kennedy Center