The Process

1,200 community members and 32 schools participated in an extensive review of data on existing arts education services in New Orleans. Through 29 meetings with a Community Arts Team, school leaders, and the public, our city has established 5 Goals and an Action Plan for Any Given Child New Orleans.*

*working title
Community Arts Team

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Orleans Parish School Board

Scott Aiges
New Orleans Jazz & Heritage Foundation

Jonathan Bloom
Orleans Parish School Board

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KID smART

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Lusher School

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City of New Orleans, Cultural Economy and The Network

Sarah Usdin
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Robbie Vitrano
Trumpet Group

Kyle Wedberg
New Orleans Center for Creative Arts

Amanda Wuerstlin
Louisiana Philharmonic Orchestra

Cherice Harrison Nelson
New Orleans Museum of Art

Randy Fertel
Ruth U. Fertel Foundation
## School Partners

60% of K-8 schools (32 schools) in New Orleans

- Akili Academy of New Orleans
- Alice M. Harte Charter School
- Andrew H. Wilson Charter School
- ARISE Academy
- Audubon Charter School
- Bricolage Academy of New Orleans
- Dwight D. Eisenhower Academy of Global Studies
- Einstein Charter School
- Eleanor McMain Secondary School
- ENCORE Academy
- Harriet Tubman Charter School
- Homer A. Plessy Community School
- International School of Louisiana – Olivier Campus
- Lake Forest Elementary Charter School
- Langston Hughes Academy
- Lawrence D. Crocker College Prep
- Lusher Charter Elementary School
- Lusher Charter Middle School
- Martin Behrman Charter School
- McDonogh 32 Literacy Charter School
- McDonogh 35 Academy
- Medard H. Nelson
- Mildred Osborne Charter
- Morris Jeff Community School
- Paul Habans Charter School
- Phillis Wheatley Community School (formerly Dibert)
- ReNEW Cultural Arts Academy
- ReNEW Dolores T. Aaron Academy
- ReNEW McDonogh City Park Academy
- Success Preparatory Academy
- Sylvanie Williams College Prep
- William J. Fischer Accelerated Academy
Thought Partners

- Mayor Mitch Landrieu/Office of Cultural Economy
- New Orleans Jazz & Heritage Foundation
- KID smART
- Artist Corps New Orleans
- New Orleans Center for the Creative Arts
- Cowen Institute for Education Initiatives at Tulane University
As a component of the planning process, surveys were conducted with the following stakeholders:

- School Arts Mapping
  - All New Orleans K – 8 schools were invited to participate, 32 schools responded.
  - 12 Cultural Institutions responded
  - 7 individual Artists Responded

- School Personnel Survey – 466 school employees responded
Survey Findings

466 School employees submitted the following responses:

Do you support the following statement? *The arts should be a required part of the school program.*

96% YES
Survey Findings

- **Sequenced Instruction, Progression and Talented & Gifted Services**
  - Arts instruction seems scattered, not sequenced or scaffolded.
  - There is access to the arts, but little depth of instruction.
  - If students change schools, there could be gaps in instruction and students may not be served.
  - The percentage of students receiving arts instruction drops off in older grades, but the time to study an art form often increases in the older grades as compared to younger.
  - Most Gifted & Talented programs take place in OPSB schools.
Survey Findings


- **Partnerships with Arts Organizations**
  - The majority of schools are working with multiple arts organizations in partnership to provide services. Over 70% of these schools partner with two or more arts organizations to bring arts learning to their students.*
  - Partner Arts Organizations tend to serve only a portion of students at a school (not many students are served at each school).

- **Data**
  - There were inconsistencies with the definitions of various arts terminology creating questions about the accuracy of data for all schools, with concerns about validity of the data in approximately 30% of schools.
  - In all cases, data collection was extremely challenging and data is not necessarily clean.
Survey Findings

- **Arts Disciplines Taught by School Employees (Arts Specialists)**
  - Heaviest instruction was concentrated in **Music** and **Visual Art** disciplines.
    - Focused instrumental programs usually begin in older elementary or middle school grades.
  - A lower concentration of instruction was in **Dance** and **Theater** disciplines.
    - Dance is more prevalent in grades K-4.
    - Theater is more prevalent in grades 5-8.
  - Least prevalent is Arts Integration led by a Specialist.
  - “Other” art forms listed by schools include **Media, Culinary Arts, Design Thinking, and Yoga.**
Survey Findings


- **Arts Specialists on Staff**
  - Stronger presence of Arts Specialists on staff than expected although data/definitions on certification of classroom teachers to teach in art was unclear.
  - Many school Arts Specialists target only certain students or grades; not comprehensive arts instruction.
Survey Findings
Arts Specialists in Schools – Placement & Qualifications

- More than one full time
- Full time
- Less than one full time person

Bar charts showing the distribution of arts specialists by category (Visual Arts, Music (Instr), Theater, Dance, Media Arts, etc.) and their qualifications (Certified, Uncertified, Other, Alternatively Certified).
Mission

Every K-8 child will receive pervasive, abundant, and resource-rich arts learning experiences that are connected to New Orleans cultures and model excellence and best practices in education.
Vision

Any Given Child is creating a movement of partnerships across cultures, communities and classrooms resulting in confident, creative young people with a passion for life and learning.
Goals & Action Plan

- **GOAL 1:** Expand **ACCESS TO EXCELLENT** arts rich schools that provide rigorous, sequential and joyful arts education.
  - Create rubric for arts rich schools and common definitions for arts education terms to align all stakeholders.
  - Meet with and collect data from schools about existing arts programming and desire for arts hub.
  - Create pilot project and application process for first cadre of schools.
  - Organize professional development opportunities for schools and teaching artists.

- **GOAL 2:** **INVEST** in arts education by identifying and developing resources to ensure sustainability of initiative.
  - Raise funds for AGCNO initiative and school pilot project.
Goals & Action Plan

- **GOAL 3: COMMUNICATE** and connect with stakeholders, partners and community to build awareness and share information.
  - Create an engaging, action-oriented name and branding for the initiative.
  - Prepare and present media event to announce initiative.
  - Create and disseminate materials for Year 2 programming.

- **GOAL 4: ADVOCATE** for arts education by creating a POLICY platform and engaging stakeholders as champions to help facilitate its realization.
  - Gather current information about arts education policies nationally and determine relevant data.
  - Conduct initial research scan on relevant policy issues and identify potential consultant.
GOAL 5: Develop and maintain a digital ARTS EDUCATION HUB database of mapped data and arts education resources to inform decision making and programming.

- Convene cultural partners and parent groups to discuss preliminary needs and desires for arts hub
Information about Arts Education
Why the Arts?
Research demonstrates success through arts education

Arts support student learning and skill building

Research demonstrates that participation in arts instruction helps student performance in math, and English Language Arts, builds critical thinking and problem solving and reasoning skills, creates greater intrinsic motivation and promotes positive behavior.


Especially with children of poverty

Studies find that students from low socio-economic backgrounds, English language learners and students with special needs realize particularly strong benefits through arts education.

(Brouillette & Jennings, 2010; Brouillette, 2010; Carger, 2004; Montgomerie & Ferguson, 1999; Spina, 2006).
Challenges in Education

- The average 5th grader receives 5x instruction in basic skills vs problem-solving or reasoning.

- A vast amount of education focuses on teaching students information that can be found online in 5 seconds.

- Our world is multi-cultural, multi-national, viral, propelled by images as much as words, and keenly competitive — but we are educating students the same way we have for 100 years, when we trained them for working in a factory.
Research shows that the arts...

- benefit students academically and creatively
- build higher order thinking skills
- prepare students for the workforce
- help keep students engaged and coming to school
- provide them with positive personal and social benefits.
- are particularly effective with supporting under-resourced students.
The Every Student Succeeds Act was signed into law on December 10th by President Obama. The ESSA is the first reauthorization of the Elementary and Secondary Education Act since the No Child Left Behind Act of 2002 and it constitutes a significant victory for arts education advocates across the country. In December, Congress released the FY2016 budget bills which call for a $2 million increase in funding for both the National Endowment for the Arts and for the U.S. Department of Education’s Arts in Education program.
The Question

Shouldn’t all students have access to the creative and higher-order thinking skills the arts foster?
Ensuring the Arts for ANY GIVEN CHILD
New Orleans, Louisiana

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