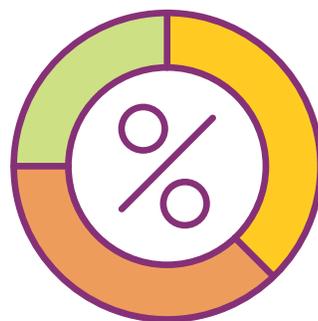# Arts Education Data and Reporting Initiatives 2024

A Report from the Data Working Group of the Arts Education Partnership

ARTS EDUCATION PARTNERSHIP

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Introduction and Context

The Arts Education Partnership's (AEP) Data Working Group first convened in 2023 to examine arts education data collection and reporting at the national, state, regional and local levels. The group's goal was to discover where data are being collected and reported and where gaps in data still exist. The group was especially interested in data that highlight arts education access for young people in historically under-resourced communities. The working group defined arts education broadly to include in- and out-of-school learning in dance, media arts, music, theatre and visual arts. Most existing data collection and reporting efforts focus on in-school settings; there are fewer data accessible for out-of-school learning and for media arts compared with other disciplines. The group focused on data linked to young people (aged 5-18) and included data where available for children under age 5 and young adults aged 18-24.

At the first meeting, group members brainstormed questions that might be answered by arts education data. Then, the group matched existing data collection and reporting initiatives with those questions, and AEP staff members organized the information into this report. During the report writing process, the group had to make decisions about what resources to include and where. While it was easy to categorize sources that provide administrative data – data governments and other entities regularly collect or report to inform operations or meet reporting requirements – the group had a more difficult job trying to categorize reports that rely on other data sources, such as one-time surveys. As a result, this report contains resources that pull from both regularly-collected administrative data and more episodic or limited data collection.

There were three main findings that emerged from this work:

1. **Many different entities collect and report data across the country, yet it's not currently possible to measure the extent to which children in every state and community have access to an excellent arts education.**

2. **More data related to access, enrollment and participation are reported at all levels compared with data related to learning, staffing or funding.**

3. **While many questions group members posed can be at least partially answered by existing data initiatives, many other questions have the potential to remain unanswered—at least in the near term.**

Access to arts education is an issue of equity; arts education can improve the quality of life and chances for success for children, no matter where they live. Arts education can positively impact young people's understanding of their identity and culture. It can help children develop language, motor-related and other crucial skills; build empathy; and improve learning not only in the arts, but also in other subjects to support a well-rounded education. Better and more coordinated collection and reporting of arts education data— including gaps in access, participation and quality—is vital to ensure that all young people have access to excellent arts learning opportunities.

In addition to highlighting gaps, a robust arts education data collection and reporting structure can improve the rigor and utility of future research. Many researchers have already used publicly available data to conduct analyses in collaboration with federal agencies and higher education institutions. A sample list of this research is included in Appendix B on p. 19.

Structure and Definitions

This report contains four sections: access, enrollment and participation; learning; staffing and funding. Each section outlines questions, data and reporting sources, and gaps and potential barriers related to data as defined below.

Questions Addressed by Existing Data

Questions fully or partially answered by existing data sources; these questions do not represent all questions for which answers might be gleaned from data but were identified as the most pressing questions for working group members who contributed to this report.

Data and Reporting Sources

Datasets, reports and other sources that fully or partially answer the questions identified in the previous section.

Questions Not Yet Addressed by Existing Data

Questions not answered by existing and/or accessible datasets, reports or other sources, or questions not easily answered without additional research.

Gaps and Potential Barriers

Missing information and other obstacles that currently preclude a complete, fully accessible picture of arts education in the United States.

Access, Enrollment and Participation

Access is the opportunity to participate in arts learning offered at a time and in a place where young people can participate. Enrollment and participation are similar but not identical, and definitions vary across states and contexts. For example, enrollment might refer to how students are formally counted in arts courses at the beginning of a quarter or semester, while participation might count how many students finish a course.

Questions Addressed by Existing Data

- What arts courses are offered and where?
- How many students enroll in arts courses?
- How has enrollment changed over time across all arts disciplines and in specific types of arts courses?
- What are the characteristics – e.g., demographic information, geographic location – of students who participate in arts education?
- How does enrollment and participation in arts courses vary based on geography, race/ethnicity, socioeconomic status and other factors?
- Which states collect or publish data on student enrollment in the arts?
- Which states include the arts in high school graduation requirements and/or as an alternative to meet graduation requirements?

- Does enrollment differ among school configurations, e.g., at elementary, middle and high school levels?
- Which higher education institutions award degrees in arts fields?
- How have enrollment and completion rates changed over time in arts degree programs, including arts education, and how do those trends correspond with other content areas?
- Which states publish or maintain a standard list of arts courses?
- What physical facilities and equipment do young people have access to?
- What afterschool and community-based arts programs are offered to young people, and how many learners participate in these programs?

Data and Reporting Sources

National

- The College Board releases participation data for each Advanced Placement course, including those in music and visual arts.

- National Center for Education Statistics (NCES) at the U.S. Department of Education:

  - The Early Childhood Longitudinal Study (ECLS) program includes four studies with data related to child development and early school experiences. The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) collected information from parents and children on child participation in outside-of school arts engagement, while teachers and school administrators reported on children's arts activities, teacher certifications related to the arts and parent involvement in school arts-related activities. The arts data collected in the ECLS-K's sister studies in 2010-11 and 2023-24 are similar. In some cases, studies obtained additional information like arts activities in summer camps and summer schools/enrichment programs. In the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), ECLS parents provided information on a variety of arts-related home and extracurricular activities, while childcare, early care and education providers reported on the frequency of arts activities in their settings.

  - NCES reports information about student enrollment – including student race/ethnicity – as part of the Elementary/Secondary Information System (ElSi). ElSi compiles data from the Common Core of Data and Private School Survey.

  - Until 2010, NCES conducted Fast Response Survey System (FRSS) surveys that included surveys of arts education. FRSS last collected data on arts education for the 2009-10 school year, with previous iterations in 1994-95 and 1999-2000. NCES still conducts surveys in other areas and continues to generate reports using the 2009-10 arts data, including a 2012 report on arts education in public K-12 schools. The 2012 report included information on program availability, facilities and other characteristics for arts education overall and arts disciplines separately. A potential new avenue is the NCES School Pulse Panel, an experimental monthly survey of schools on a variety of education topics. The National Endowment for the Arts (NEA) is working with NCES the explore the possibility of including arts education items on this survey.

  - NCES' 2017-18 National Teacher and Principal Survey (NTPS) school questionnaire asked schools to estimate the number of instructional minutes they devote to third-grade music and art instruction every week. There were no arts questions in the 2020-21 school questionnaire. The predecessor to NTPS, the Schools and Staffing Survey, gathered similar data in previous years.

  - NCES also conducted a High School Longitudinal Study in 2009 with follow-ups in 2012 and 2016 and continues to publish reports exploring the resulting data. The most recent arts report in 2021 focused on arts credits in high school and postsecondary enrollment. The NCES High School Longitudinal Studies program has produced data on high school arts interest and course taking, postsecondary arts course taking, postsecondary arts degree attainment and early labor outcomes since the 1970s. For the newest cohort, the High School and Beyond Longitudinal Study of 2022 (HS&B:22), NCES expanded on arts items in partnership with the NEA. HS&B:22 will have an NEA-sponsored arts module in its 12th-grade round, planned for 2026.

- As part of the Integrated Postsecondary Education Data System (IPEDS), NCES publishes data on postsecondary degrees in visual and performing arts. Data are reported by level of degree and sex of student, and data are currently available from 1959-2020.

- NCES conducts a Parent and Family Involvement in Education Survey as part of the National Household Education Survey, administered every three years. This survey informs the publication of NCES' annual Report on the Condition of Education. In the section on Family Involvement in Education-Related Activities Outside of School, parents/guardians of students in kindergarten through grade 12 are asked whether they engaged in education-related activities with their children outside the home, including visiting a library; going to a play, concert or other live show; and visiting an art gallery, museum or historical site. They are also asked whether they engaged in education-related activities within the past week, including telling their child(ren) a story, doing arts and crafts, and discussing family history/ethnic heritage.

- The National Assessment of Educational Progress (NAEP), conducted by NCES, measures student achievement across a variety of subjects and grades. The 2016 NAEP Arts, in addition to data on eighth graders' achievement in the arts, provided survey data on students' music and visual arts activities in and out of school. There are no future NAEP arts administrations scheduled. The NAEP Technology and Engineering Literacy, administered in 2014 and 2018, included results for a subscale on design and systems, focusing on engineering design processes. Student surveys that accompany assessment administration in other subjects include questions about student participation in the arts outside of school, as well as students' course taking in the arts. While all NAEP programs provide data at the national level, the mathematics and reading administrations in grades four and eight provide data at the state level and for 27 large urban school districts that participate in the NAEP Trial Urban District Assessment program. Data from the grade four and eight NAEP in mathematics and reading are available every two years. Data from other grades and subjects are typically available every four years.

- The NAEP High School Transcript Study analyzes transcripts from approximately 1,400 public and private high schools. The most recent study in 2019 continued to capture information about high school students' arts courses taken, credits earned, grade point averages and other factors. The study linked these data to math and science NAEP test scores for 12th grade students.

- Another data source on student experience in the arts is the National Indian Education Study (NIES). Conducted in tandem with NAEP reading and mathematics administration in grades four and eight, NIES assesses academic performance in reading and mathematics and gathers data on the condition of education for American Indian and Alaska Native students, including their experiences with Native American language and culture. The NIES student questionnaire collects data about American Indian and Alaska Native students' participation in general and American Indian and Alaska Native specific arts activity. In addition, the school administrator questionnaire asks principals if their students receive instruction about American Indian and Alaska Native culture through the arts. Data from NIES can be analyzed at the national level and for some states when the American Indian and Alaska Native student sample size is large enough for a state. The sample size for the 2019 NIES was large enough to allow data reporting for 15 states.

○ Student, teacher and parent questionnaires in international studies conducted by NCES also include questions about students' experiences and opportunities in the arts. Studies include the International Computer and Information Literacy Study (ICILS); the International Early Learning Study (IELS), piloted in the United States in 2018); the Program for International Student Assessment (PISA); the Progress in International Reading Literacy Study (PIRLS); and the Trends in International Mathematics and Science Study (TIMSS). Students' experiences with arts can also be linked to their achievement in these international studies. Data from the international studies can be analyzed at the national level and compared with data from other participating countries.

● The National Institutes of Health is funding the Adolescent Brain Cognitive Development Study (ABCD), the largest long-term study of brain development and child health in the United States. The study, established in 2015, includes data collection focused on adolescents' participation in arts learning. One instrument gathering these data is the Sports and Activities Involvement Questionnaire.

● The National Endowment for the Arts conducted the most recent Survey of Public Participation in the Arts (SPPA) in 2022. The SPPA follows trends in arts participation for adults aged 18 and older, permitting analyses of data for the younger-adult cohorts. Among other modes of arts participation, the survey asks both about informal and formal arts learning for adults and whether adults with school-age children had taken them to a live performance, art museum or gallery.

● The National Federation of State High School Associations conducted a K-12 Music Teacher Satisfaction Survey in 2022 and 2023 and added a K-12 Theatre Teacher Satisfaction Survey in 2023. Both surveys gauged student enrollment trends in the respective disciplines.

● The U.S. Census Bureau's American Community Survey provides data on field of bachelor's degree, which can be aggregated by demographic characteristics.

● The Higher Education Arts Data Services (HEADS) Project collects and reports data on the arts in higher education institutions that are members of the National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Music and National Association of Schools of Theatre. While the data and dashboards are only accessible by member associations and people who purchase access, HEADS has made data reports through 2020-21 free to the public. HEADS collects and reports data from public and private institutions related to enrollment, degrees awarded and student demographics in arts-related majors including arts education.

State

● Many states already collect student enrollment data in arts courses and store the data in a state longitudinal data system (SLDS). At least 42 states either have an active SLDS or are building one. Often, researchers can access information from an SLDS by making formal requests through the state department of education. Data collected may include student enrollment and student test scores, and the system may even track students through higher education.

● AEP's ArtScan database reports states that require arts credits as part of graduation requirements for students.

- In 2019, Education Commission of the States released the State Data Infrastructure Project for Arts Education, a set of resources designed to help education leaders, policymakers and advocates to obtain and report arts education data extracts from state education agencies. As part of the project, the 50-State Comparison of Arts Education Data and Reporting compiles which data each of the 50 states and the District of Columbia collect through their SLDS and which states report those data.

- State-Level Accountability Indicators:

  ○ In March 2020, the Illinois State Board of Education voted to include the arts as a weighted indicator in its K-12 school accountability plan, which is required under the Every Student Succeeds Act (ESSA). As proposed, the indicator would be based on student enrollment in arts courses, the number of certified arts teachers and data from student surveys. Illinois paused implementation of this arts indicator and all other new indicators due to pandemic-related school closures and is proposing to begin implementation in 2024-25.

  ○ Connecticut includes the arts in its accountability system, with student enrollment in dance, music, theatre or visual arts at the high school level considered as one part of each school's and district's success measures.

  ○ Kentucky includes visual and performing arts in its transition readiness measure and incorporates information about arts programs in the annual school report card.

- The Arts Education Data Project (AEDP) is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The project coordinates annually with participating state departments of education – currently 35 – to collect and report arts education data from SLDS and other state education datasets. All 35 participating states report on arts enrollment. Visitors to some state data dashboards can also explore arts data disaggregated by student characteristics such as eligibility for free and reduced-price meals, race/ethnicity, disability, housing status, family economic status and designation as English learners. Some states report correlations among attendance, chronic absenteeism, discipline, arts achievement and other attributes.

- Texas' 2023 State of the Arts Report, Creativity Challenge: The State of Arts Education in California (2022) and 2021 New Jersey Arts Education Census Report detail recent data about access to and participation in arts education in those states. The New Jersey report also includes information about instructional spaces and technology.

- In Tennessee, the Mr. Holland's Opus Foundation, CMA Foundation, Tennessee Department of Education and 23 of the state's 147 school districts collaborated on the State of the Arts Study. The study – conducted during the 2021-23 school years as a comprehensive assessment of school district arts (dance, media arts, music, theatre and visual arts) education programs – used the Music (and Arts) Education District Support Services™ (MEDSS™) assessment designed by the Mr. Holland's Opus Foundation.

Regional/Local

- artlook® is a data platform that collects and manages administrative data from school districts, detailed information on arts programming collected directly from schools and information from external arts partners that work with those schools. The resulting tool allows members of the community to access information about arts programs in- and out-of-schools. Currently, artlook is active in nine cities, regions or states.

- SMU DataArts' Cultural Data Profile collects and reports information from arts organizations. Organizations that offer education programming share information on classes, assemblies and other programs they offer in schools as well as field trips they host in their facilities.

Questions Not Yet Addressed by Existing Data

- How many and what types of early childhood programs include arts learning experiences, and where are the programs located?

- What arts credits are required in higher education institutions, both for admissions and graduation?

- In what college or department is the arts education program located within each higher education institution?

- How many and what types of partnerships exist between schools and community arts organizations at the local level?

Gaps and Potential Barriers

- Enrollment data are or have been collected and reported by federal agencies, state agencies and not-for-profit organizations. The types of data, level(s) at which they are collected, and the frequency and method of collection are not coordinated among these bodies.

- Arts education data are not reported in one place, making it difficult to assess where young people have access to arts learning and where they do not.

- Because website links change frequently, information in ECS' 50-State Comparison of Arts Education Data and Reporting is out of date and contains many broken links. Consequently, there is no updated information about the status of arts data collection and reporting in every state.

- Both the Arts Education Data Project and artlook® require start-up costs and annual fees for states and communities to participate. These costs are necessary to keep the platforms updated and running, and they also present a potential barrier to participation.

- Most available data on arts education focus on K-12 schools, and even within schools, there are relatively few data initiatives that include media arts alongside dance, music, theatre and visual arts.

Learning

When searching for and evaluating data related to learning, working group members considered standards, curriculum, instruction and achievement as a continuum of learning: **what** students learn (standards and curriculum), **how** they learn (curriculum and instruction), and how learning is **measured** (achievement). The group considered instruction IN the arts and instruction THROUGH the arts (arts integration); it also defined achievement broadly to include learning measured in many ways, not just via standardized tests.

Questions Addressed by Existing Data

- When were arts standards in each state last adopted or revised, and are those standards based on the National Arts Standards or another model?
- What is the average class size in public and private schools?

- Which states require instruction and assessment in the arts?
- To what extent are young people achieving in the arts?
- What accrediting bodies endorse arts programs?

Data and Reporting Sources

National

- National Center for Education Statistics' National Teacher and Principal Survey (NTPS) collects data on average class size by school type (e.g., public, private), level (e.g., elementary, middle, secondary) and characteristics (e.g., size, community type).

- The College Board publishes score distributions for all Advanced Placement exams, including those in music and visual arts.

- The last iteration of the National Assessment of Educational Progress (NAEP) that included the arts was conducted in 2016 and focused on eighth grade music and visual arts. The Nation's Report Card: 2016 Arts Assessment at Grade 8 summarized results of the NAEP arts assessment for the nation overall and for selected student demographic groups, such as race/ethnicity, gender and highest level of parental education. Previous iterations of NAEP included dance and theatre, as well as additional grade levels. Media arts was never included as part of NAEP. The National Assessment Governing Board officially removed the arts from its assessment calendar in 2019.

- The Accrediting Commission for Community and Precollegiate Arts Schools and member associations of the Council of Arts Accrediting Associations publish lists of institutions accredited by those bodies.

  - National Association of Schools of Art and Design
  - National Association of Schools of Dance
  - National Association of Schools of Music
  - National Association of Schools of Theatre

State

- AEP's ArtScan database reports on states that require instruction and assessment in the arts.

- The National Coalition for Arts Standards publishes a map tracking state-by-state adoption of new arts standards since the release of the National Core Arts Standards in 2014.

- From 2020-22, AEP processed information requests about state standards in dance, music and visual arts.

☐ Questions Not Yet Addressed by Existing Data

- How much time do young people spend learning in the arts both during and outside the school day?

- How much time do young people spend in learning experiences facilitated by teaching artists?

- How much time do young people spend learning in arts-integrated settings?

- How often do school districts revise arts curriculum documents?

- To what extent are district-level arts curriculum documents aligned to current state or national standards?

- How many and which school districts implement district-wide arts assessment and report the results publicly?

- How do graduation rates of students participating in arts education compare to rates of their non-participating peers?

Gaps and Potential Barriers

- Most decisions about arts curricula, scheduling, instruction and assessment are made at the local level, so there are few – if any – data sources to provide answers to questions about these topics. If there are existing data sources in school districts, they are likely not accessible outside those districts.

- Information about learning in out-of-school settings is not widely available. Data such as numbers of program participants, staffing and funding may be available in non-public records – e.g., grant reports to funders – making them inaccessible on a large-scale level.

- While ArtScan reports on states that require arts assessment, there is no current data source that compiles information about if and how those requirements are implemented at the local level.

- With the National Assessment Governing Board's decision to remove the arts from the NAEP calendar in 2019, there is no longer a national measure of arts achievement.

- The NAEP Arts Framework outlined performance tasks, achievement level descriptions and other considerations to facilitate large-scale performance assessment. With the elimination of NAEP Arts, this resource is no longer updated to match current thinking and practice in arts education. As an alternative resource for designing and conducting large-scale arts assessment, Michigan Arts Education Instruction & Assessment has developed an assessment catalog and scoring process in dance, music, theatre and visual arts.

- School districts and states report on graduation rates, but those data are not currently associated with course-taking information, i.e., there's no way to match students who take arts courses with their graduation rates.

Staffing
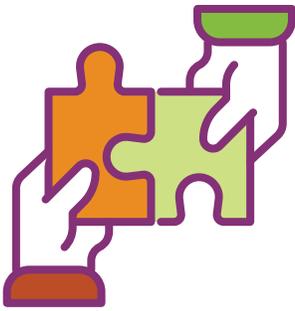
Questions Addressed by Existing Data

- Which states have arts-related program requirements for both arts teacher candidates and teacher candidates in other subject areas?

- Which states collect or publish data on teachers assigned to arts courses?

- Which higher education institutions have pre-service arts education programs?

- What data are reported on faculty in postsecondary arts education programs?

- What are state-by-state certification requirements for arts teachers?

- What professional development options and requirements are in place for arts teachers?

- How many certified arts teachers are employed in school districts, and how has this changed over time?

- What is the rate of turnover for school-based arts educators? How does that turnover rate compare to other content areas?

- Where do students have access to licensed arts teachers?

- What are the demographics of arts educators, and how do they compare to the student population in their schools?

- How many schools and/or school districts employ arts supervisors or coordinators?

- In which states are the arts designated as a teacher shortage area?

- How many teaching artists work in schools and community-based programs?

Data and Reporting Sources

National

- National Center for Education Statistics (NCES) at the U.S. Department of Education:
  - ○ NCES continues to use the 2009-10 Fast Response Survey System (FRSS) data in arts education reports, with the most recent report in 2015 focused on staffing

in public elementary and secondary schools. The 2012 report on arts education in public K-12 schools included information on professional development and teaching load for arts education overall and arts disciplines separately.

○ NCES reports information about teacher and principal race/ethnicity, age, sex, years of experience, degrees and professional preparation in the National Teacher and Principal Survey. Data on main teaching assignment can be correlated with teacher age, sex, race and ethnicity.

○ The Elementary/Secondary Information System includes data about teachers – including pupil to teacher ratio, number of full-time equivalent teachers and number of teachers in pre-kindergarten, kindergarten, elementary and secondary – at the local and state levels. Data are not reported by content area.

○ NCES' International Computer and Information Literacy Study and the Teaching and Learning International Survey include information on the educational backgrounds or teaching practices that can be analyzed for teachers of arts courses, although sample sizes pose significant constraints to analysis focused on arts teachers.

○ The 2021-22 Teacher Follow-up Survey is a longitudinal component of the National Teacher and Principal Survey that measures teacher attrition and retention. Data are reported by main assignment field, including arts or music.

○ NCES publishes data on postsecondary degrees in education, currently available from 1949-2020. While the Digest of Education Statistics tables do not include data on degrees in arts education, the Integrated Postsecondary Education Data System (IPEDS) data files include data by Classification of Instructional Programs (CIP) codes, which include Art Teacher Education (13.1302) and Drama and Dance Teacher Education (13.1324), among other codes that may be of interest. In addition, there are data on race/ethnicity available by CIP code in the IPEDS data files, as well as data on certificates awarded by CIP code.

○ The Early Childhood Longitudinal Studies program provides information on early childhood teachers' experiences and certifications related to the arts. The program collects demographic data.

● The Higher Education Arts Data Services (HEADS) Project collects and reports data from public and private institutions related to programs, faculty demographics, salaries and appointment process in arts-related majors including arts education.

● The U.S. Department of Education reports information on Teacher Shortage Areas in a dashboard that includes dance, music, theatre and visual arts.

● The National Federation of State High School Associations' (NFHS) Performing Arts Educator Satisfaction Surveys include information on what inspired individuals to become music and theatre teachers; their thoughts on professional development, resources and support from administration; and their feelings on the future of their music or theatre programs.

State

- The 2023 Analysis of State Music Education Certification Practices in the United States from the National Association for Music Education includes all state requirements for music teacher certification and licensure, including alternative pathways.

- From 2020-22, AEP processed information requests about teacher licensure test requirements in dance, music and visual arts.

- AEP's ArtScan database reports which states specify requirements for endorsement, initial licensure or certification of arts teachers or arts specialists in one or more arts disciplines, and which states specify arts requirements for initial licensure or certification of non-arts teachers.

- The Arts Education Data Project (AEDP) includes staffing in reporting for most of its partner states. In 2023, the AEDP added teacher data, including certification, years of experience, degree type and other attributes. A recent example of how AEDP teacher data are presented at the state level is the California Full Time Equivalent Arts Educators Dashboard.

- Creativity Challenge: The State of Arts Education in California includes a section on arts educators and instructional delivery.

- The 2021 New Jersey Arts Education Census Report details information about arts teachers, including overall numbers, numbers by discipline, student-teacher ratios and more. The report also includes the percentage of schools with arts supervisors.

- Texas' 2023 State of the Arts Report includes information about arts teachers at the elementary level.

Regional/Local

- Cities and states that use artlook® have access to data collection and reporting related to arts education staffing.

- The Teaching Artists Guild's Asset Map shows where teaching artists and hiring organizations work.

- Some arts professional organizations such as the National Art Education Association and National Association for Music Education – as well as their state affiliates – include councils or groups for arts supervisors in their membership programs. The organizations collect data on where these members work.
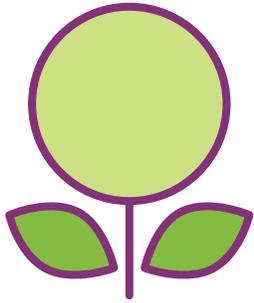
Questions Not Yet Addressed by Existing Data

- How many early childhood programs employ arts educators?

- What is the ratio of arts educators to educators in other content areas from early childhood through higher education?

- How many school-based arts educators work across multiple schools? How does that number correspond with other content areas?

- How much time do school-based arts educators spend teaching or providing coverage outside their certification area(s) during contract hours?

Gaps and Potential Barriers

- Data about arts teachers are not widely accessible outside states that participate in the Arts Education Data Project. In states that participate in AEDP, data are limited to what is collected and available, and they are not universally defined or reported across participating states.

- Higher education data are less accessible than data for K-12 schools, especially for private colleges and universities. Where the data are available, they are behind a paywall for the general public.

- States do not universally collect and report data on teacher candidates, and data that are collected do not always transfer when teacher candidates move across state lines.

- Certification requirements for teachers change frequently and in different cycles across states, so reports related to certification may not include current requirements.

- The Teaching Artists Guild Asset Map is based on self-reported information and includes only the location of each teaching artist or organization.

- Early childhood programs are not as consistently regulated as K-12 schools because they range from state-approved childcare and early education centers to private home-based care. Inconsistencies among settings and requirements result in unreliable data collection.

Funding

Questions Addressed by Existing Data

- Which states and local education agencies (LEAs) are using federal funding for arts education, and how are they using those funds?

- How much state funding is allocated to LEAs, and what portion of that funding is spent on arts education?

- How much funding from state arts agencies supports arts education?

- Which states have grant programs designated for arts education or state-affiliated schools for the arts?

- What is the status of funding related to arts education programs in higher education institutions?

Data and Reporting Sources

National

- U.S. Department of Education (ED):

  - In 2020, ED released Student Support and Academic Enrichment Grants: A First Look at Activities Supported Under Title IV, Part A. The report details the number of school districts receiving Title IV, Part A funds, how school districts used those funds and how states used the state set-aside portion.

  - In 2022, ED released State and District Use of Title II, Part A Funds in 2020-21. The report includes data on how states and districts chose to spend their Title II, Part A funds from a wide range of allowable activities that fit within several major topical areas:

    1. Increasing student achievement
    2. Improving educator quality and effectiveness
    3. Increasing the number of effective educators
    4. Providing low-income and minority students with greater access to effective educators

  - In 2023, ED released an updated Title II, Part A report for the 2021-22 school year.

- National Center on Education Statistics (NCES) at the U.S. Department of Education:
  - NCES' Elementary/Secondary Information System reports on revenue from federal, state and local sources in total and per pupil as well as total expenditures.
  - NCES' Revenues and Expenditures for Public Elementary and Secondary School Districts includes overall and per-pupil spending in general categories and revenue from federal and local sources overall, by state and in the two largest school districts in each state.

- The Impact of Federal Funds on Music and Arts Education: Results from 2023 Survey report from The National Association for Music Education, NAMM Foundation (National Association of Music Merchants) and other national arts education organizations includes data on the use of funding under Titles I, II and IV-A and the Elementary and Secondary Schools Emergency Relief funds for arts education.

- In 2021, the National Assembly of State Arts Agencies published a fact sheet with aggregate information about state arts agency investment in arts education.

- The Higher Education Arts Data Services (HEADS) Project collects and reports data from public and private institutions related to expenses and sources of income for arts-related majors including arts education.

State

- AEP's ArtScan database reports which states provide funding for an arts education grant program or state-funded school for the arts.

- Creativity Challenge: The State of Arts Education in California includes a section on funding, facilities and materials.

- California's Arts and Music in Schools Funding Guarantee and Accountability Act (2022) requires districts to report on funds received and distributed pursuant to the legislation. This information will join current financial data reported via Ed-Data.

- The 2021 New Jersey Arts Education Census Report outlines per-pupil spending and non-district funding sources.

Regional/Local

- Cities, regions and states that use artlook® can access arts education funding data.

Questions Not Yet Addressed by Existing Data

- What percentage of each state's budget supports arts education across various agencies?

- What percentage of each local education agency's budget supports arts education?

- How many school districts have a per-pupil allocation for arts education?

- For districts that have a per-pupil allocation for arts education, how much do they allocate?

- What are the funding sources for school-based arts education programs? To what extent do funding sources vary by program components, e.g., staffing, equipment, materials, partnerships, field trips, arts experiences?

Gaps and Potential Barriers

- States allocate money to school districts and arts agencies and do not currently report those funds by content area or program. The exception is in states where there is an arts education grant program, set-aside funding or state school for the arts.

- Some states have state-level history and/or museum commissions that allocate funding to museums, which could then support education programs. However, there is no clear reporting mechanism that would allow for data aggregation across states.

- Local school district budgets are not typically organized by content area; arts education funding is spread across general staffing, facilities, materials and other categories.

Next Steps

As a companion to this report, the Data Working Group will create a considerations document to outline possible next steps for AEP and other entities.

Appendix A: Data Working Group Members and Reviewers

Data Working Group Chairs

Amanda Karhuse, National Association for Music Education

Kelly Bisogno, Virginia Department of Education

Data Working Group Members and Internal Reviewers

Abe Flores | Deputy Director of Policy & Programs, Create CA

Angela Lin | Director of Data and Research, Ingenuity

Barb Whitney | Engagement and Fund Development Strategist, Michigan Arts Education Instruction & Assessment

Becky Thatcher Baer | Data Specialist, The Heinz Endowments

Betsy Maloney Leaf | Assistant Professor, University of Minnesota

Brent Hasty | Executive Director, MindPOP

Bob Morrison | Chief Executive Officer, Quadrant Research/Arts Education Data Project

Christine Ng | Data Analyst, Ingenuity

Dustin Loehr | Program Associate, LPE Associates

Ed Roeber | Director of Assessment, Michigan Assessment Consortium

Heather Noonan | Vice President for Advocacy, League of American Orchestras

Heather Vaughan-Southard | Professional Learning Director, Michigan Arts Education Instruction & Assessment

Ivonne Chand O'Neal | Chief Research Office, MUSE Research

Jennifer Allen-Barron | Arts Education Director, Oklahoma Arts Council

Ken Elpus | Professor of Music Education & Associate Director of the School of Music, University of Maryland

Matt Sikora | Director of Evaluation and Planning, Arts Ed Collaborative

Samantha Clarke | Program Officer for Arts Education and Lifelong Learning, New Jersey State Council on the Arts

Sloka Iyengar | science consultant and dancer

Steve Shewfelt | Vice President, Data Insights, Parliament

AEP Team Support

Brady Smith

Jamie Kasper

Krystal Johnson

Mary Dell'Erba

External Reviewers

Dr. Annie Calkins | Special Projects Coordinator, Alaska State Council on the Arts; Co-Chair, Alaska Arts Education Data Project

Cody Talarico | Arts Education Specialist, Nebraska Department of Education

Daniel H. Bowen | Associate Professor, Texas A&M University

Eepi Chaad | Artist Services Professional Development Program Manager, Mid-America Arts Alliance

Justin Caithaml | Music Education PhD candidate, University of Maryland; Research Assistant, Music and Arts Education Data Lab

Lindsay Halford | Fine Arts Coordinator, Rutherford County Schools

Dr. Lucy Chen | Vice President of Advocacy & Community Engagement, Cathedral Arts Project

Lynn Tuttle | Executive Director and CEO, American String Teachers Association

Mark Despotakis | Director of Public and Government Affairs, Pennsylvania Music Educators Association

Nina Unitas | Senior Program Officer, Arts Education, Pittsburgh Public Schools

Olivia Tarpley | Public Policy Manager, Americans for the Arts

Sarah Morrison | Director of Research, DanceUSA; Director, MorrisonDance; Teaching Artist – Center for Arts Inspired Learning

Tom DeCaigny | Program Officer, The William and Flora Hewlett Foundation

Tooshar Swain | Director of Public Policy, Americans for the Arts

Appendix B: Research

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Appendix C: Additional Information

ECS' State Data Infrastructure Project for Arts Education includes not only the 50-State Comparison of Arts Education Data and Reporting mentioned on p. 9 but also a toolkit to help people in states manage an arts education data initiative.

In 2021, staff members at Education Commission of the States published a post on AEP's ArtsEd Amplified blog reporting on the status of arts education one year into the COVID-19 pandemic. AEP published a follow up post in 2022.

The Arts Education Data Project released its inaugural National Arts Education Status Report in 2019. The report describes the status and condition of arts education across Arts Education Data Project (AEDP)-participating states.

The Common Education Data Standards (CEDS) Initiative was first released by the National Center for Education Statistics in 2010. CEDS is an education data management initiative that includes data models and tools. After conducting initial searches using CEDS' tools, working group members determined there is no easy way to pull arts education data. Further work may yield useful information.

School Courses for the Exchange of Data (SCED) is a voluntary, common classification system for courses developed by the National Forum on Education Statistics. Using arts SCED codes allows comparison of course offerings across states and districts, but the voluntary nature can make it difficult to track course-level data and produce comparisons across districts and states.

The Music & Arts Education Data Lab (MADLab) at University of Maryland is currently working to describe the status of arts education and educators with funding from the National Endowment for the Arts.

This report references and contains links to external sources. The opinions expressed in those sources do not reflect the views, positions or policies of the U.S. Department of Education or National Endowment for the Arts, nor should their inclusion be considered an endorsement of any organization.