



Arts Education Data Platform Project: artlook® Maryland

The Arts Education Data Platform project for Maryland Public Schools will provide an arts education data dissemination tool for the state that will enable all stakeholders to work smarter and more effectively in ensuring there will be arts instruction in every Maryland public school.

Arts Education in Maryland Schools (AEMS) Alliance, has partnered with Ingenuity, Inc., on the conception and design for the data map. The Arts Education data tool pilot utilizes the arts school portfolio that was developed by the Maryland State Department of Education Fine Arts Office in collaboration with all 24 local school districts. Participating in the pilot are Anne Arundel County Public Schools (AACPS), Baltimore City Public Schools (BPCS) and Montgomery County Public Schools (MCPS). Leadership from these districts as well as stakeholders from across the state are included in the development process.

The data collection and analysis will also be instrumental in the development and implementation of the Baltimore City Public Schools Arts Education Strategic plan. The Baltimore Arts Education Initiative (BAEI), a collaboration between Baltimore City Public Schools leadership and Arts Every Day, has convened city wide arts and cultural stakeholders to develop the plan that is being done through the National Endowment for the Arts Collective Impact project:

AEMS is co-facilitating the district-wide planning process to produce measurable and actionable Fine Arts Strategic goals for Baltimore City public schools. Using the arts education data map, AEMS will implement a community-driven planning process to produce an arts-rich-schools portfolio specific to the needs/assets of Baltimore City and in alignment with the new COMAR state regulations. AEMS will facilitate partnership and knowledge sharing with Ingenuity Chicago and collaborate with evaluators to produce a written plan for implementation and evaluation of the Portfolio/Rubric tool to align Baltimore City planning and data collection efforts with the build of the interactive arts education map for Maryland.

A. AEMS Organizational Background

In response to growing concern about the diminishing quality and quantity of arts education in Maryland's public schools, the Maryland State Arts Council (MSAC), in partnership with the Maryland State Department of Education (MSDE), initiated **Arts Education in Maryland Schools (AEMS) Alliance** in June of 1992. At the time, two motivating factors inspired this effort: the importance of cultural literacy to education and teaching, and the intrinsic value of the arts to childhood development in creating enhanced learning experiences and creating positive school environments. AEMS was incorporated in November 1997 as a 501(c)(3) Maryland non-profit organization.

AEMS' mission is to create equitable access to high-quality, systemic arts education in dance, media arts, music, theater and visual arts for all Maryland public school students so that they can learn and achieve. AEMS accomplishes this mission by working with Maryland public schools, arts organizations, higher education leaders, principals, teachers, teaching artists, parents and students.

B. Purpose of Request and Anticipated Results

AEMS is seeking support to fund an arts education data platform that will provide users with the ability to access and search arts education data in any city or region in Maryland that can be used to illustrate strong arts programs of arts instruction and to identify where little or no arts instructional programs exist. The greatest inequities are in the schools with low-income and minority students such as those in Baltimore



City. Arts instruction teaches skills such as creativity, collaboration, risk taking, problem solving, and perseverance. These are critical skills needed in the workforce of the 21st century, and they are the skills that enhance citizens' quality of life.

The need for the data map began in September 2013, when Governor Martin O'Malley's P20 Leadership Council convened a Task Force on Arts Education in Maryland Schools. The task force's premise was that arts education is critical to the student and school success. Arts education is also a critical element in creating a future workforce that is creative and innovative and will contribute to improving the quality of life in our state.

In September 2014, the Task Force on Arts Education in Maryland Schools Final Report was published and distributed. The task force unanimously approved ten recommendations on policy and regulation, curriculum and instruction, resource allocation, and professional development. It also reviewed research on the impact of the arts on student achievement, particularly for children from low-income homes. The recommendations from this task force are designed to ensure an outstanding education for Maryland public school students and will stimulate a statewide conversation on arts education.

The recommendations of the task force is driving the work of AEMS. A statewide arts education data map is in direct response to Recommendation B in the report, "Establish a comprehensive, statewide data system that collects elementary, middle and high school data on fine arts instruction."

Adding to the need for a comprehensive data system was the Fall 2017 revision to COMAR that calls for, arts instructional programs for all students each year in Prekindergarten through grade 12. While Maryland state education policy acknowledges the arts as core subjects and has set the goal that *100 percent of Maryland's students will participate in fine arts programs that enable them to meet the content and achievement standards established by state standards for the arts*, the reality is that access to high quality arts education is not universal in Maryland schools. A data map will provide an accessible tool to clearly explain the inequalities and support districts in building programs to address the disparities.

- Description of the project.

To increase awareness regarding inequitable access to arts education in Public Schools, AEMS will launch the arts education data platform using Anne Arundel County Public Schools (AACPS), Baltimore City Public Schools (BCPS), and Montgomery County Public Schools (MCPS) arts education data. The arts education data map will include school-by-school data, arts partners and arts disciplines taught by arts educators available in each school. The data platform will then expand to include all 24 Maryland local school districts to illustrate the spectrum of schools providing arts education programs from arts-rich schools to schools with little to no arts programs. The expansion to other state districts intends to promote transparency, accountability and achievement within arts education in Maryland Public Schools.

The arts education plan will outline both the strategy and the tactics to ensure that every student receives a comprehensive and sequential study of every art discipline indicated in Fine Arts Programs COMAR — visual art, media arts, music, dance, and theatre. The data map will illustrate how schools have creatively met the challenge to provide quality arts education.

The Maryland fine arts project also will work seamlessly with the Baltimore Arts Education Initiative. In FY18, AEMS has partnered with Arts Every Day and Baltimore City Public Schools to create an arts education plan to develop the infrastructure and implementation approach for a citywide arts education



plan ensuring equity and access in arts education for all 83,666 Baltimore City Public School students. Collectively, our organizations will facilitate stakeholders by creating clear criteria that define an arts-rich school and how individual schools relate to the district's arts education plan. This plan will include components such as sequential fine arts education, teacher professional development, and citywide arts partnerships, and develop tools to support implementation and assessment at the school and district level. Ensuring a quality arts education also means integrating the arts into the classroom to connect to other subjects and expand learning in all content areas, especially literacy and math. AEMS believes that a quality arts education also includes Baltimore City Public School students' ability to experience the city's vast array of museums, cultural institutions and community arts organizations whose partnerships enrich the classroom experience inside and outside of the school. The arts education plan and data map will support and elevate arts partners by offering better tracking and information about existing arts partnerships, as well as stronger assistance and guidance to principals and teachers as they create and grow partnerships.

- Anticipated results (outputs and/or outcomes) for the request.

Through quality arts education programs, Maryland students will be better prepared for graduation and success in college and careers. This data map will support existing and future arts programs with statewide, longitudinal data. The goal is to preserve arts education from annual school budget cuts and to shine a light on equitable access to prevent cultural deserts. It will also allow for strong programs and schools to be recognized.

The data map also will serve as a powerful platform for AEMS and other community stakeholders to continue to promote increased access to the arts for Maryland students. Funding for this project will give AEMS and arts education stakeholders the ability to map, track and benchmark fine arts programs in Baltimore City and in Maryland.

For Baltimore City, the data map will serve as a powerful tool to support School Superintendent, Dr. Sonja Santelises, district leaders, and principals, in the decision-making process in a number of areas. These include developing high-quality training for teachers, emerging leaders and principals; improving fine arts educators hiring decisions; building systems to ensure a steady stream of supervisors knowledgeable about quality fine arts courses/programs; strengthening central office support to principals and educators; analyzing how principals dedicate funds for the arts in their budgets; and encouraging teachers to collaborate to integrate the arts into other core subjects.

There are many Baltimore City arts and cultural arts organizations that schools could use as resources. This project will connect arts organizations with school partners they would otherwise may not have reached due to lack of staff, resources, or other capacity issues. The map will illustrate their organizations' impact and growth, while serving as a tool to demonstrate their impact to their funders. AEMS' goal is to improve arts organizations management of resources and promote creativity and diversity in programming.

The data map will serve as a tool to support local funding by Baltimore area and national foundations by creating quality arts organizational programming common to all organizations supporting Baltimore City arts programs and curriculum. Local grant makers will have the ability to track grantee reach and progress over time and geography. The data map will encourage development of year-over-year give strategies as well as provide assistance in identifying possible grantee-to-grantee collaboration.



Most importantly, it creates accountability in the arts across schools and districts, promoting data-informed decision making in Baltimore City Public Schools. The data collected will be examined to determine how schools match to the Baltimore Arts Education Initiative Plan's goals and recommendations.

- Evaluation methodology

An arts education data map for Baltimore City, and subsequently the State of Maryland, will be the first of its kind in Maryland where school systems, educators, organizations, and community members can search every public school using uniform methodology of measurement based on arts education plans. AEMS is proposing a five -year evaluation methodology for this project.

AEMS will hire an independent evaluator to research the impact of the data map on increasing arts education opportunities in Baltimore City Schools over the next five years (2018-2023). AEMS will charge the evaluator to review:

- District year-over-year goals
- Identify key indicators growth over time:
 - a. Credit course offering in fine arts
 - b. The number of fine arts teachers
 - c. Arts programming/field trips/out-of-school time programming in City Schools
 - d. Data analysis of PARCC scores in arts rich schools within the district
- Measure the quality of teaching and learning arts partnerships with City Schools;
- Identify professional development needs and growth area for fine arts and arts integration;
 - a. Analyze data regarding PARCC scores in arts-rich schools within the district



Timeline for Implementation

2017-2018

- COMAR revisions are published and become effective November 23, 2017
- Identify revenue streams to support data map;
- Build a team representing Baltimore City, Anne Arundel and Montgomery County Schools, City government, the arts/cultural community, out-of-school programs, students, and funding community to define the district and school conditions needed for Arts-Rich Learning in Maryland;
- Develop a shared set of goals, benchmarks, and assessments for evaluating school and district progress towards arts-rich instruction;
- Create arts program assessment system; and

2018-2019

- Promote and educate stakeholders on Arts Education Data Map:
 - District and School leaders
 - Arts Focused Schools
 - Baltimore Parent Small Group Feedback
 - AEMS Superintendents' Summit
 - MSDE Data Team
 - AEMS Deans' Roundtable
 - AEMS Higher Education in the Arts Task Force
 - Maryland State Legislators
 - Baltimore City Council
 - Association of Baltimore Area Grantmakers
 - MSDE 2018 Maryland Connections Summit

2019-2020

- Development of data platform
 - Administrative Data
 - Arts partner portal
 - School portal
- Launch a shared professional development for Data Platform Training initiative
 - Data district representatives
 - Arts partners
 - School district leaders
 - School liaisons
- Launch pilot *artlook*® Maryland

2021-2028

- Expansion of *artlook*® Maryland
 - Three districts each year
 - Research resource development



- Reporting resource refinement

Budget

The pilot of *artlook® Maryland* will be launched in the fall of 2019 in Montgomery County, Anne Arundel County, and Baltimore City with the financial backing of private donors. Starting in 2021 with financial support of the state, we will expand the platform to three more districts per year until all 24 local districts are represented on the platform. After the platform is fully implemented throughout the state in 2028, the funds in this proposed bill will allow AEMS to expand resources and support to all Maryland schools and arts partners to improve educational outcomes for students through the *artlook® Maryland* platform.

	Purpose	Cost
1.	Annual subscription cost	\$25,000
2.	Technical support	\$80,000
3.	Webinar and online tool development	\$30,000
4.	School and arts partner support; platform expansion, maintenance, and training	\$200,000
5.	Research development and quality assessment tool production	\$100,000
6.	Community engagement	\$20,000
7.	Consultant travel	\$8,000
8.	Training costs	\$47,000
9.	Equipment	\$10,000
10.	School resources	\$80,000
	Total	\$600,000

Budget item description

1. The **annual subscription cost** will be paid to Ingenuity, Inc. for the use of their platform.





2. **Technical support** will be paid to a staff person responsible for working with school and arts partner liaisons on technical issues, running trainings for liaisons who are responsible for their organization's reporting as well as all stakeholders who are actively using *artlook® Maryland*, serve as AEMS Alliance's primary contact with the developers at Ingenuity, Inc., and resolving other technical issues as they arise.
3. A contractor will be hired for **webinar and online tool development** to increase the platform's accessibility to all users.
4. **School and arts partner support; platform expansion, maintenance, and training** includes percentages of salaries for the current AEMS staff and a new Director of Partnerships and Professional Learning who will support schools and arts partners with increasing access to and quality of arts programming for students.
5. **Research development and quality assessment tool production** will be conducted by contractors who are specialists in their arts discipline. These contractors will help ensure that the platform not only expands access to the arts but expands high-quality access to arts education in all disciplines for students. A separate contractor will be hired to research the impact of *artlook® Maryland* on increasing arts education opportunities for Maryland students.
6. **Community engagement** funds will be used to develop and distribute resources and information related to arts education for parents and community members.
7. **Consultant travel** funds will pay for staff from Ingenuity, Inc. to travel to Baltimore from Chicago for annual meetings and trainings.
8. **Training** costs include space rental, travel expenses for AEMS staff, and meeting materials for school liaison and arts partner trainings.
9. **Equipment** costs include laptops for technical support and director or partnership positions, projectors and technical equipment for trainings and presentations, and hi-speed internet for the AEMS office to accommodate the high volume of internet required for the platform.
10. **School resources** will be distributed to schools to support improving ratings on the Maryland State Department of Education's School Arts Portfolio.



Appendix:

AEMS results and impact (2012-2017):

Legislative

- Adoption of COMAR amendments by Maryland State Board of Education greatly strengthening state regulation vis a vis arts education;
- Advocacy for adequate funding enabling schools to be in compliance with state regulations (COMAR). Advocacy includes presenting to the Commission on Innovation and Excellence in Education.
- Published the Governor's P-20 Task Force on Arts Education;
- Led efforts to pass legislation to advance the recommendations of the task force and maintain funding for arts education in public schools; and
- Influenced policy and programs through participation on committees & commissions, including:
 - o Serving on the steering committee for the Baltimore Arts Education Coalition and serving on the Maryland State Department of Education's Fine Arts Advisory Panel.

Educational

- Trained 400 educators, teaching artists, and non-profit arts education professionals in techniques, program creation;
- Honored 15 principals in recognition of outstanding arts leadership in Maryland public schools; and
- Created and convened the Higher Education in the Arts Task Force, which consists of 16 Maryland colleges and universities.

Partnerships

- Trained 22 teaching artists and provided residencies to 24 public schools through the Teaching Artist Institute, which is a partnership between Young Audiences of Maryland, Maryland State Arts Council, and AEMS;
- Partnered with Baltimore City Public Schools to conduct a formal evaluation of the Fine Arts Learning Journey's project, which provided arts experiences for City School students;
- Provided 6 residences for Northern Anne Arundel County Public Schools; and
- Fiscal agent and grant administrator for the Maryland Center for Creative Classrooms, which provided training for 550 teachers from across the State of Maryland.

Statewide outreach

- Supported 24 local education agencies (LEAs).