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**THE 2019**  
**NEW JERSEY ARTS EDUCATION**  
**ANNUAL SUMMARY REPORT**

**ARTS**

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## THE 2019 NEW JERSEY ARTS EDUCATION ANNUAL SUMMARY REPORT

The 2019 New Jersey Arts Education Annual Summary Report is developed by Arts Ed NJ to provide updated information on the status of arts education in all New Jersey schools. This report serves as a companion report to the 2017 *ARTS ED NOW: EVERY CHILD. EVERY SCHOOL*, the 2012 report *Keeping the Promise: Arts Education for Every Child, The Distance Traveled – The Journey Remaining*, and the 2007 report *Within Our Power: The Progress, Plight and Promise of Arts Education for Every Child*.

All of these reports may be viewed and downloaded at [www.artsednj.org](http://www.artsednj.org).

The 2019 New Jersey Arts Education Annual Summary Report is made possible in part by funds from the New Jersey State Council on the Arts/Department of State, a Partner Agency of the National Endowment for the Arts, the Geraldine R. Dodge Foundation, the Jay and Linda Grunin Foundation and Quadrant Research with additional support from New Jersey Department of Education and the ArtPride New Jersey Foundation.

Arts Ed NJ is the unified voice for arts education in New Jersey. Formerly the New Jersey Arts Education Partnership, Arts Ed NJ was founded in 2007 by the New Jersey State Council on the Arts, Geraldine R. Dodge Foundation, New Jersey Department of Education and Music for All Foundation with additional support from the ArtPride New Jersey Foundation.

The mission of Arts Ed NJ is to provide a unified voice for a diverse group of constituents who agree on the educational benefits and impact of the arts, specifically the contribution they make to student achievement and a civilized, sustainable society.

Suggested Citation: Morrison, Robert B., *ARTS ED NOW: The 2019 New Jersey Arts Education Annual Report*. Warren, NJ: Arts Ed NJ, 2019.



[www.artsednj.org](http://www.artsednj.org)

September 9, 2019

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# THE 2019 NEW JERSEY ARTS EDUCATION ANNUAL SUMMARY REPORT

## Special Acknowledgement

Arts Ed NJ wishes to extend our deepest gratitude to all the New Jersey Commissioners of Education including Lucille Davy, Chris Cerf, David Hesse, Kimberley Harrington and Lamont Repollet for their leadership with this project over the past 15 years and their steadfast support of arts education.

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### For Arts Ed NJ:

**Robert B. Morrison**, Director  
**Kira Rizzuto**, Program Development Manager  
**Priscilla Hopkins-Smith**, Program and Communications Manager  
**Dr. Mary Reece**, Board Chair  
**Ann Marie Miller**, Board Vice-Chair  
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**Jeremy Grunin**, Board Member  
**Dr. Penelope Lattimer**, Board Member  
**Barbara Moran**, Board Member

### New Jersey State Council on the Arts:

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**Porché Hardy**, Director of Arts Education

### Geraldine R. Dodge Foundation:

**Tanuja M. Dehne**, President and CEO  
**Wendy Liscow**, Program Officer

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**Adam Perle**, President  
**Ann Marie Miller**, Director of Advocacy & Public Policy

### New Jersey State Department of Education:

**Dr. Lamont Repollet**, Commissioner of Education  
**Dr. Linda Eno**, Assistant Commissioner for the Division of Academics and Performance  
**Diana Pasculli**, Deputy Assistant Commissioner for Performance  
**Jessica Merville**, Director of Performance Management  
**Dr. Dale Schmid**, Visual and Performing Arts Coordinator

### New Jersey Professional Arts Education Associations:

**Lisa Conklin**, Art Educators of New Jersey  
**Cristina Marte**, Dance New Jersey  
**Patrick O'Keefe**, New Jersey Music Educators Association  
**Carolyn Little**, New Jersey Thespians  
**Chuck Miller**, Speech and Theatre Association of New Jersey

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#### Design:

**Jeff Hasselberger**, Hasselberger Associates



## THE 2019 NEW JERSEY ARTS EDUCATION ANNUAL REPORT

### **From the Director:**

The 2019 New Jersey Arts Education Annual Summary Report is the latest research on the status and condition of arts education across New Jersey. This report documents a significant milestone for arts education in our state and for the nation: New Jersey is the first state in the nation to document "universal access" to arts education for all students. This means 100% of all public schools provide some type of school-based arts instruction during the school day providing access to arts instruction for all students.

As we move beyond the issue of access... participation and quality emerge as new focal points. When it comes to participation this report highlights the significant gains that have been made. More than 81% of all students in New Jersey now participate in arts education every year. In the past decade, we have seen a 25% increase in student participation. This means an additional 250,000 students annually participate in arts education compared to a decade ago. Something to truly celebrate.

However, our work remains unfinished. In spite of our gains in participation over the past decade, we still have more than 26,000 elementary students and another 45,000 middle schools students who should be participating in the arts (based on state policies) that are not. There are another 31,000 or so high school students who could also be participating that are not.

In addition, the diversity of course offerings varies widely across the state impacting the quality of arts experiences our students have access to. No child should be denied the significant documented benefits provided through active participation in arts education.

So now our focus turns to increasing participation to 100% at both elementary and middle school level and 60% at the high school level. By reaching these goals another 100,000 students will gain the benefits an education in the arts provides and we will reach a statewide participation rate of 87%.

To improve quality we must address the previously reported inequities that are present in our less affluent schools. This is an equity issue of great importance.

In a world where imagination, creativity, and innovation are sculpting our future - ensuring we provide the inspiration for these skills for all students must be our goal.

That is why we must insist on ARTS ED NOW, for Every Child in Every School.

A handwritten signature in black ink, appearing to read 'RBM', with a long horizontal line extending to the right.

Robert B. Morrison, Director

## **KEY FINDINGS FROM THE NEW JERSEY 2019 NEW JERSEY ARTS EDUCATION ANNUAL REPORT FOR THE 2017/2018 SCHOOL YEAR**

New Jersey is widely acknowledged as being a national leader in arts education through; the recognition of the arts as a core subject required by state code, strong supportive policies, highly qualified arts educators, and the universal provision of arts education for all students.

- ❖ All students (100%) in the state have access to arts instruction. Yet only 11% of students have access to all four arts disciplines required by state code.
- ❖ Eighty-one percent of all students participated in one or more arts education course during the year. This represents nearly 1.1 million students.
- ❖ Participation has increased from 65% in 2006 to 81% in 2018 which represents a 25% increase. There are now 250,000 more students participating in the arts annually than a decade ago.
- ❖ More than 45,000 middle school students who should be participating in arts education (based on state requirements for elementary and middle school students) do not.
- ❖ Visual art and music are the most widely available of the arts disciplines at 94% and 96% respectively. Only 6% of schools offer all four arts disciplines as required by state policy.
- ❖ Participation in art (68%) and music (61%) were highest among the four arts disciplines followed by 3% for theatre and 2% for dance.
- ❖ There are 7,133 certified arts educators employed in the state. There are 3,169 visual art, 3,634 music, 149 theatre and 87 dance educators state-wide as well as 101 arts administrators.
- ❖ The vast majority of arts educators are full-time employees (93%) and work in a single school (85%).
- ❖ Where an arts discipline is currently offered, the overall Student/Arts Teacher ratio is 197:1. For visual art, it is 300:1; for music, it is 225:1; for theatre, it is 263:1; and for dance, it is 315:1.
- ❖ Arts participation is higher in traditional public schools (82%) than in charter schools (73%). Charter schools offer greater access to dance (15% vs. 8%) and theatre (20% vs. 16%) while public schools provide greater access to music (95% vs. 73%) and visual art (98% vs. 88%).
- ❖ Arts participation and Student/Arts Teacher ratios vary when compared by District Factor Group, Free and Reduced Price Lunch, Majority Ethnicity and Chronic Absenteeism. These variances reveal equity issues across groups.

## **How to View the Data**

When reviewing the data contained in this report it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data.

## **Arts Education and the Law in New Jersey**

Beyond the established traditions and the stacks of research showing that arts education is an important part of human development, there are also New Jersey statutes that describe the role and scope of the arts in public education. Arts education in New Jersey is a basic educational right for all New Jersey children - not just the gifted, or the talented, or the economically advantaged. It has a very strong grounding in state administrative code and even in the state Constitution itself. Based on current law, arts education for EVERY STUDENT is a fundamental right anchored in the New Jersey Constitution.

The New Jersey Student Learning Standards<sup>1</sup>, State Graduation Requirements, and the Administrative Code all contain benchmarks that pertain to arts education. The New Jersey Arts Education Census Project compared the results of their research to these benchmarks, in addition to other data, to assess the performance of schools in arts education. The understanding that arts education is a necessary component of whole-child education runs through New Jersey's standards, requirements, and codes.

Here is some of the background about how the laws evolved and where they stand today:

## **Arts Education and the New Jersey Constitution: A Thorough and Efficient Education**

New Jersey is a state with a 120-year-old constitutional guarantee that regardless of residency, its children will receive a "Thorough and Efficient" education. To be clear, the Constitution states:

*"The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the State between the ages of five and eighteen years."*

(Source: *New Jersey Constitution, Article VIII, Section IV, paragraph 1*)

## **How Are the Terms "Thorough and Efficient" Defined for Our State?**

In May of 1997, the New Jersey Supreme Court ruled in the case of *Abbott v. Burke* on the two main parts of the Comprehensive Education Improvement and Financing Act (CEIFA) signed into law in December of 1996 by Governor Whitman. CEIFA was comprised of two parts: the core curriculum content standards and a school funding formula. Justice Adam B. Handler, writing for the majority, upheld the previously authored Core Curriculum Content Standards (now the New Jersey Student Learning Standards), commenting in his decision that they "are facially adequate as a reasonable legislative definition of a constitutional thorough and efficient education."

(Source: *Abbott v. Burke*)

It is this, and subsequent rulings by the State Supreme Court that have codified the New Jersey Student Learning Standards as the definition of a "thorough and efficient" education as guaranteed by the state constitution.

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<sup>1</sup> The complete Standards can be reviewed or downloaded at: <http://www.state.nj.us/education/cccs/>

## **The New Jersey Student Learning Standards**

The New Jersey Student Learning Standards (previously known as the Core Curriculum Content Standards) were first developed in 1996 as an attempt to define the “Thorough” in “Thorough and Efficient education” as required by our state’s Constitution. Standards, by their very nature, describe what all students should know and be able to do upon completion of a thirteen-year public education (K-12). Standards are not a curriculum. They define the results expected but leave the process for achieving these results up to local school districts.

## **The New Jersey Student Learning Standards for the Visual and Performing Arts**

The 2014 New Jersey Student Learning Standards (NJSLs) and the soon to be released 2020 revision identifies essential core learning in the arts, defined as dance, music, theatre and visual art. The NJSLs states:

*Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.*

- The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner.
- Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations.
- By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice.

These standards explicitly state that equitable access to arts instruction can only be achieved if the four arts disciplines (dance, music, theatre and visual art) are offered throughout the P-12 spectrum. By the time students reach the 5th grade, it is the expectation that they are given arts instruction as well as opportunities for participation in each of the four art forms. In grades 6-8, they should gain a greater depth of understanding in at least one of those disciplines. And in grades 9-12, it is the expectation that students demonstrate competency in at least one arts discipline. These expectations translate into curricular requirements for schools.

Districts are expected to provide opportunities for learning in ALL four arts content areas using sequential instruction taught by highly qualified teachers. This means the arts programs must have the same level of academic rigor and educational validity as any other core subject such as language arts literacy or math.

## **High School Graduation Requirements in the Arts**

The New Jersey Administrative Code requires that, in order to successfully complete high school, students must meet the states Graduation Requirements<sup>2</sup>, including 5 credits (1 year) in Visual & Performing Arts for High School graduation effective with the 2004-2005 ninth grade class (graduating class of 2008). (NJ Administrative Code 6A 8-1.1)

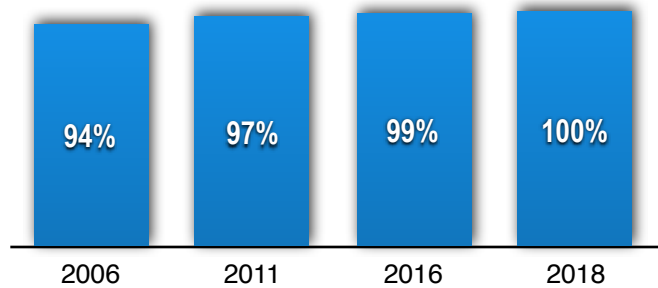
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<sup>2</sup> The complete high school graduation requirements can be viewed at: <http://www.state.nj.us/education/code/current/title6a/chap8.pdf> (Administrative Code 6A:8-5.1 Graduation requirements page 28)

**State Policies adopted by the New Jersey State Board of Education regarding the visual and performing arts continue to be recognized as some of best in the nation. While gains have been made, enactment of these policies at the school level should continue to improve.**

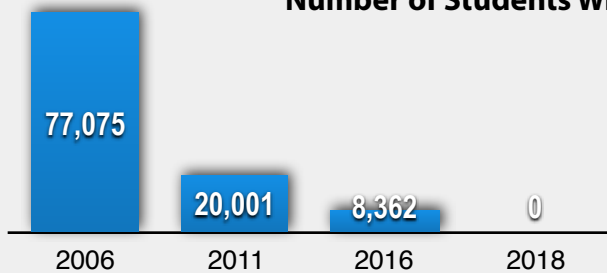
### Access to Arts Education

For the 2017/2018 school year, 100% of New Jersey students have access to some form of arts education in their schools. This makes New Jersey the first state in the nation to document universal access to arts instruction for all students.



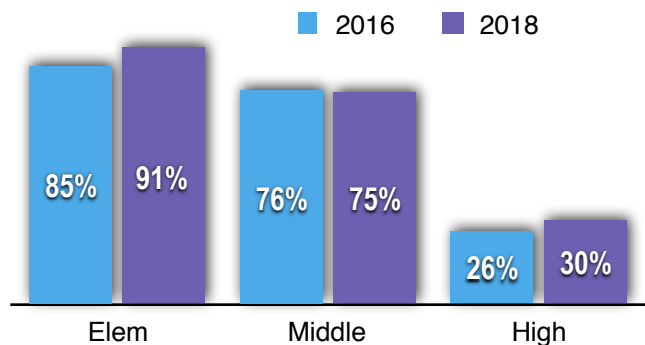
### Number of Students Without Access to Arts Education

The decline in the actual number of students without access to arts instruction has been significant since the first report in 2006.



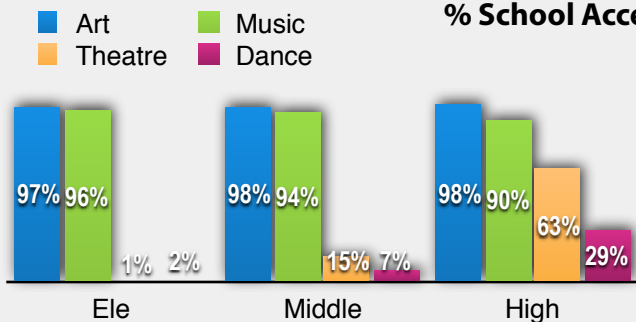
### Schools Offering Two Disciplines

While the state arts standards call for access to all four arts disciplines, on average, most elementary (91%) and middle schools (75%) offer only two (usually music and visual arts). The majority of high schools (64%) offered 3 or more disciplines (a slight increase from 63% in 2016).



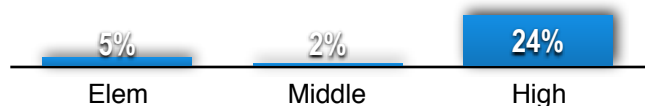
### % School Access by Discipline

Most schools in the state provide access to music and visual art. Access to theatre and dance is limited in elementary and middle schools and more common in high schools.



### Four Arts Disciplines Offered

Less than 1% of elementary schools, 2% of middle schools, and 24% of high schools offer arts education in all four arts disciplines as required.



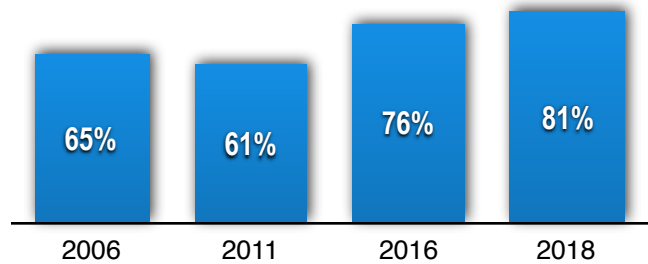


# PARTICIPATION

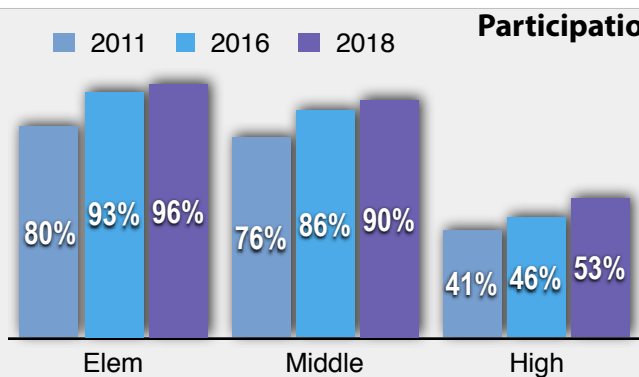
**Participation in arts education reached record highs in 2018. New Jersey is nearing the point of universal participation in arts education for elementary and middle school students.**

## Participation in Arts Education

Student participation reached an all time high of 81% representing nearly 1.1 million students. This is a significant increase from prior reports. There are now 250,000 more students participating in arts education programs annually as compared to a decade ago representing a 25% increase.



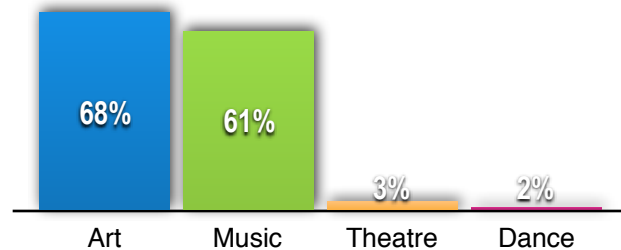
## Participation by School Type



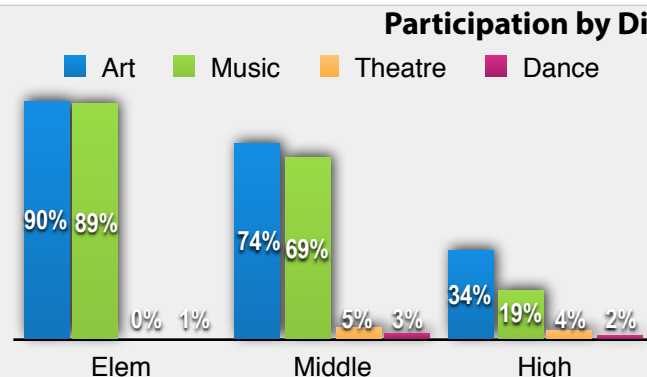
Elementary participation rates reached 96%, middle schools went from 86% to 90% and high school went from 46% to 53%. The increase in high school participation follows the implementation of new Grade Weighting legislation for the 16/17 school year impacting high school participation. Increases were most significant in music and visual art across all grade levels.

## Participation by Discipline

Individual arts discipline participation also continues to increase. Art and music have the greatest participation rates.



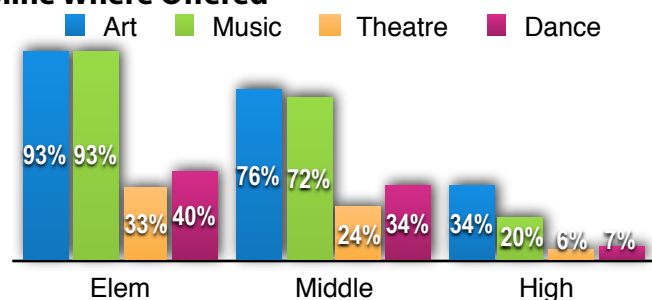
## Participation by Discipline by School Type



Enrollment by discipline has increased significantly for music and visual art with increases of over 10 percentage points since 2011.

## Participation by Discipline Where Offered

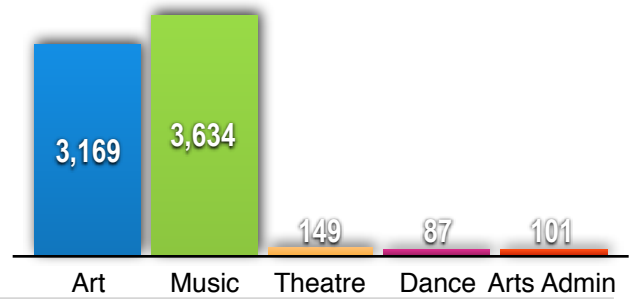
Enrollment by discipline based on schools where the individual disciplines are offered tells an even more dramatic story... in schools where dance and theatre are offered, there is a significant level of participation, particularly in elementary and middle schools.



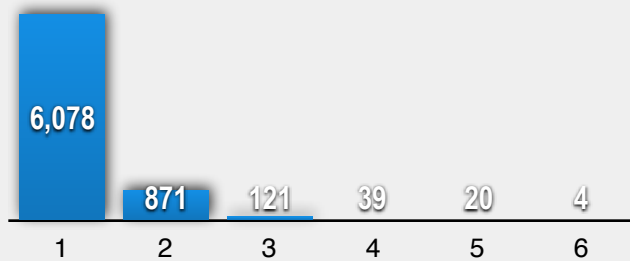
**Full-time arts educators, based in a single school, is common practice across the state.**

### Certified Arts Specialists

There are 7,140 certified arts educators providing instruction for the nearly 1.1 million students participating in arts education offerings. This includes 3,169 art, 3,634 music, 149 theatre, and 87 dance educators as well as 101 arts administrators.



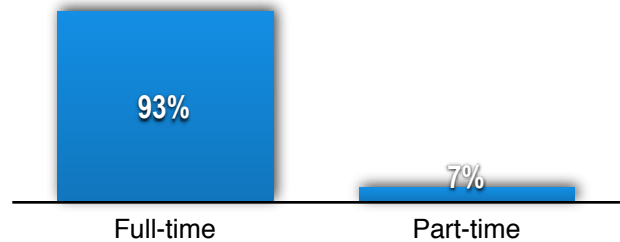
### Number of School Assignments



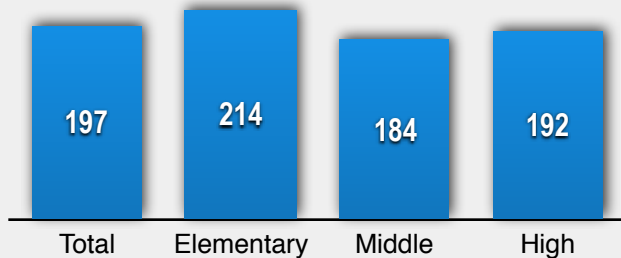
The percentage of arts educators teaching in a single school is 85% (6,078 educators). Only 15% of arts educators are assigned to more than one school. The majority multiple school assignments exist at the elementary level.

### Full-time vs. Part-time Assignments

The vast majority of arts educators (93%) are full-time employees. Only 7% of arts educators are employed less than full-time.



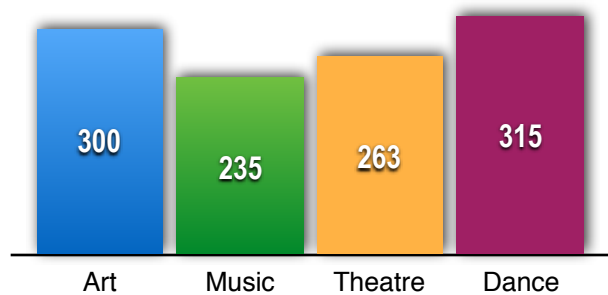
### Student/Arts Teacher Ratios



The total Student/Arts Teacher ratio for New Jersey is 197 to 1. Elementary schools have the highest ratio while middle schools have the lowest.

### Student/Arts Teacher Ratios by Discipline Participation

Where an arts discipline is offered, music and visual art have the lowest Student/Arts Teacher ratio when compared to dance and theatre.



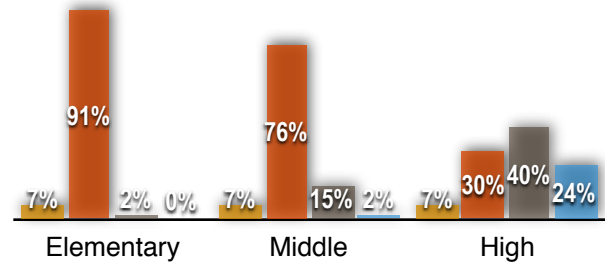
# DISCIPLINES

Where discipline access is greatest (available in a school) so is participation. Both music and visual art have the greatest student and school access (percentage of students and percentage of schools). This leads to higher participation rates for both art forms. Dance and theatre continue to lag in both access and participation.

## Number of Disciplines Offered

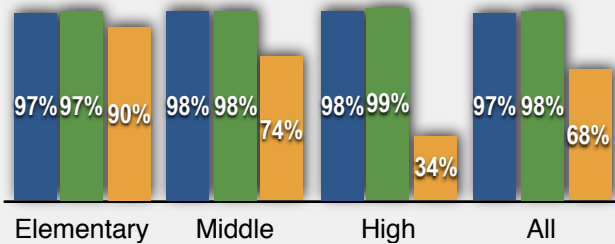
Elementary (91%) and middle schools (76%) are most likely to offer at least two arts disciplines. The majority of high schools (64%) offer three or more.

1 2 3 4



## Visual Art Access and Participation

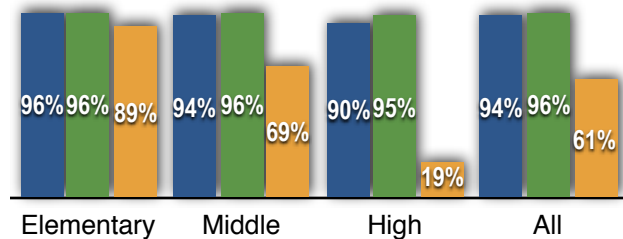
School Access Student Access Student Enroll



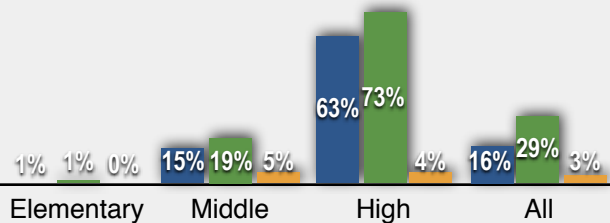
Access to visual art for both schools and students is early universal across all school types. This leads to highest levels of participation when compared to the other arts disciplines.

## Music Access and Participation

Access to music for both schools and students is nearly universal across all school types although slightly lower than visual art. This leads to higher levels of participation when compared to the other arts disciplines.



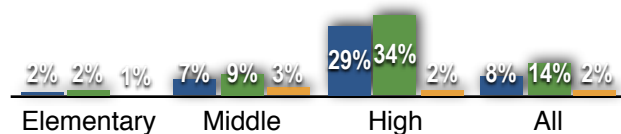
## Theatre Access and Participation



Access to theatre varies greatly between schools and students and school types. This leads to limited opportunities for participation when compared to the other disciplines.

## Dance Access and Participation

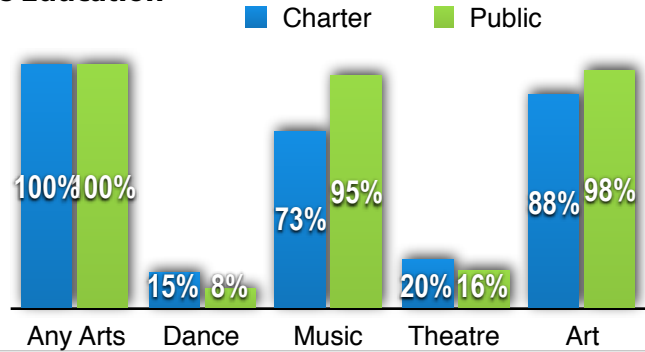
Access to dance is the lowest of all the arts disciplines which leads to the lowest participation rates.



There are 88 charter schools with 48,409 students representing 4% of all schools and 4% of all students. Access to, and enrollment in, arts education in charter schools continues to improve. Additional work is needed to bring arts education in charter schools up to the standards of the traditional public school counterparts.

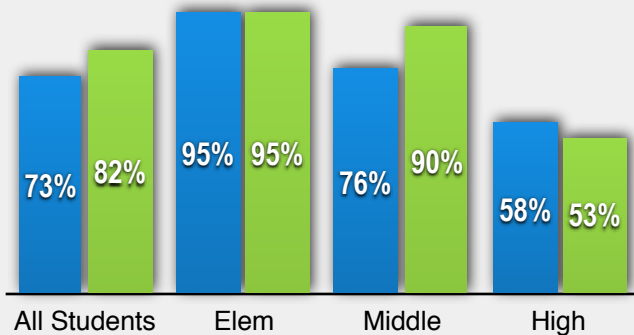
### Access to Arts Education

Access to arts education for students attending charter schools is the same as their traditional public schools counterparts. When comparing access by discipline, public schools provide significantly greater access to music and visual art while charter schools provide greater access to dance and theatre.



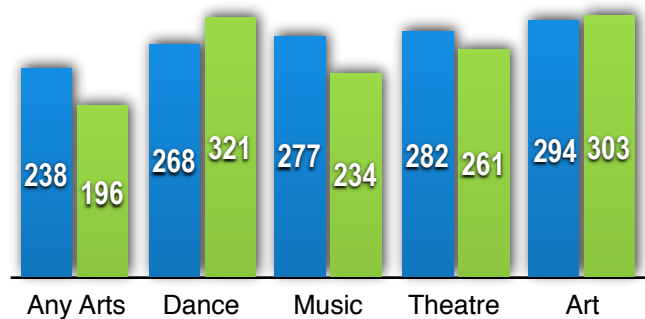
### Arts Participation

The percentage of students enrolled in the arts overall is higher in public schools (82% vs. 73%). However, high school participation in charter schools surpasses traditional public schools.



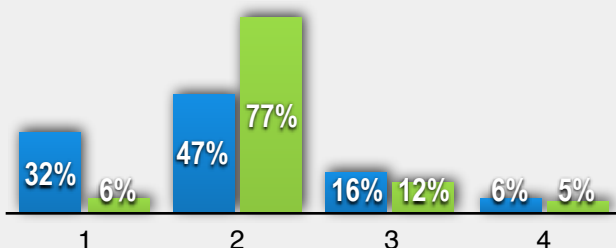
### Student/Arts Teacher Ratios

The overall Student/Arts Teacher ratio is 197:1. For traditional public schools, the ratio is 196:1 and for charter schools, it is 238:1. A lower ratio is preferable. However, the enrolled student/arts educator ratio by discipline shows large gaps in music and theatre favoring traditional public schools and gaps in dance and visual art favoring charters schools.



### Number of Disciplines Offered

Charter schools, on average, offer fewer disciplines than traditional public schools. This is impacted by the high percentage of charter schools offering only one arts discipline (32%).

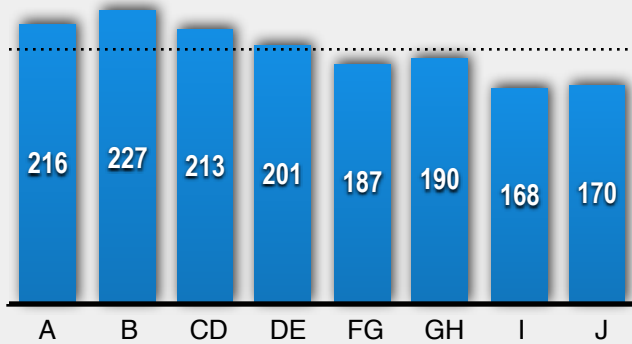
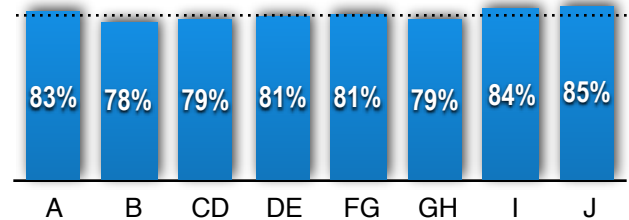


# ANALYSIS OF VARIABLES

Over the course of the last decade the percentage of student arts enrollment, and Student/Arts Teacher ratios have become reliable indicators of the presence of quality arts education programs. These key indicators were analyzed against a wide variety of schools attributes. Based on this analysis, a correlation was present between these arts indicators and the following attributes: District Factor Group, Free and Reduced Price Lunch, Race/Ethnicity and Chronic Absenteeism

## District Factor Groups

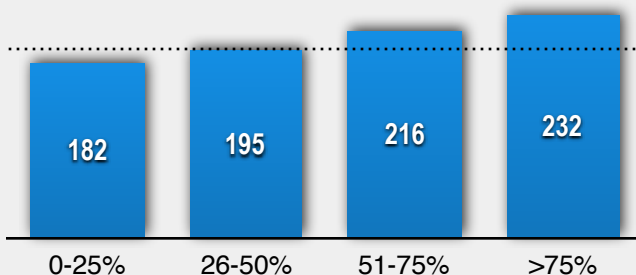
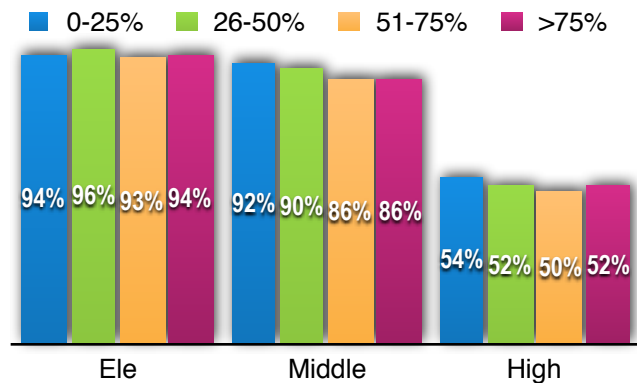
On average, student arts participation is 81% across the state. With the exception of group A, low District Factor Groups have a lower participation rates than the schools in the high District Factor Groups.



The Student/Arts Teacher ratio for the state is 197:1. Schools in lower District Factor Groups have a higher (less favorable) ratio than the schools in the high District Factor Groups which have a lower (more favorable) ratio.

## Free and Reduced Price Lunch

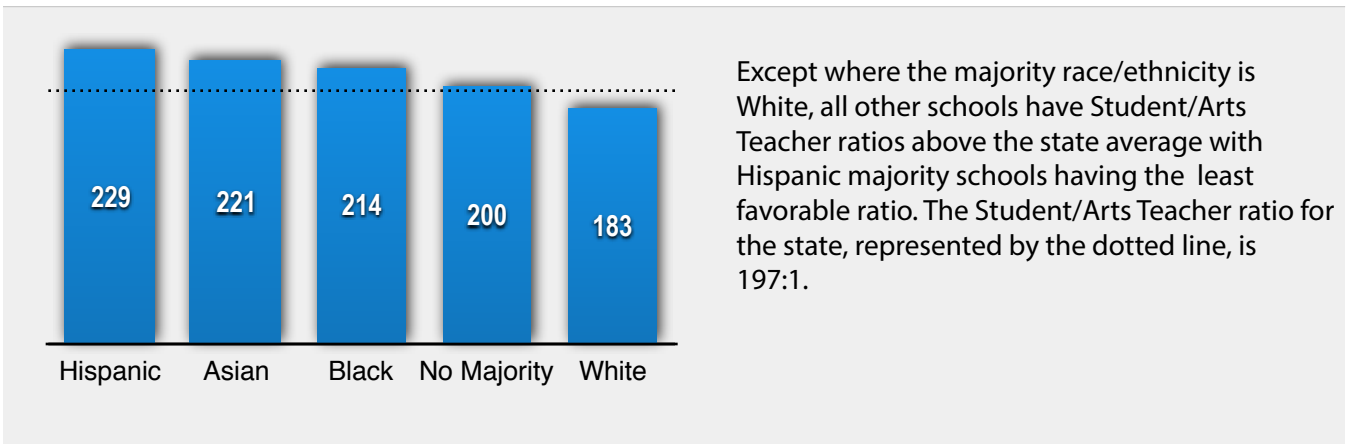
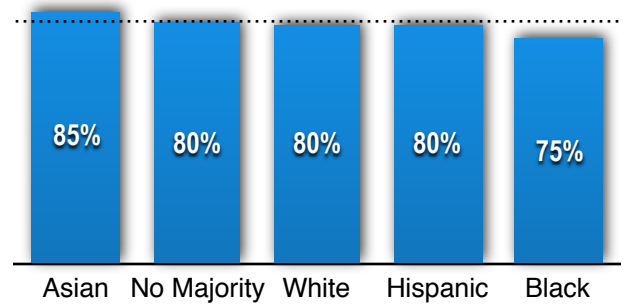
There is a similar finding when comparing schools based on Free and Reduced Price Lunch (FRPL). Student participation decreases as the percentage of students receiving FRPL increases in middle schools.



When comparing schools based on Free and Reduced Price Lunch, the higher the percentage students receiving FRPL the less favorable the ratio. The state average is 197:1. A lower ratio is preferable.

### Majority Race/Ethnicity

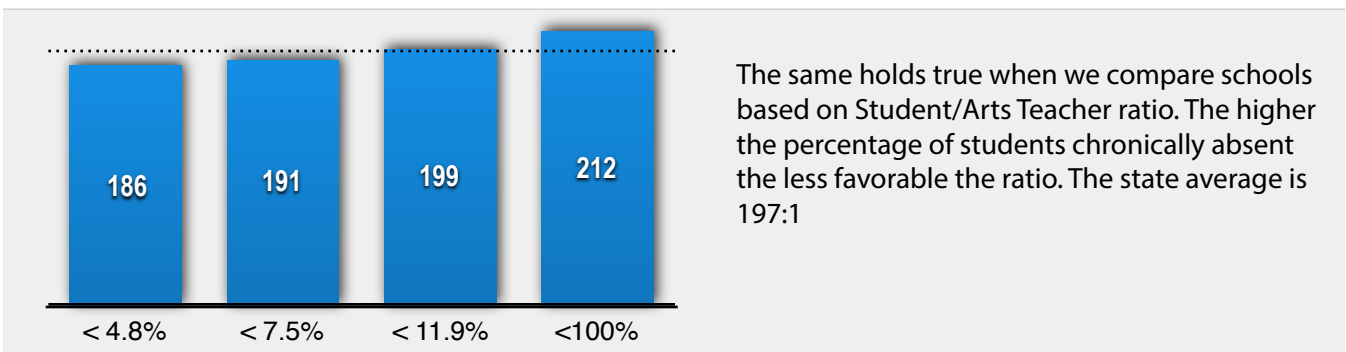
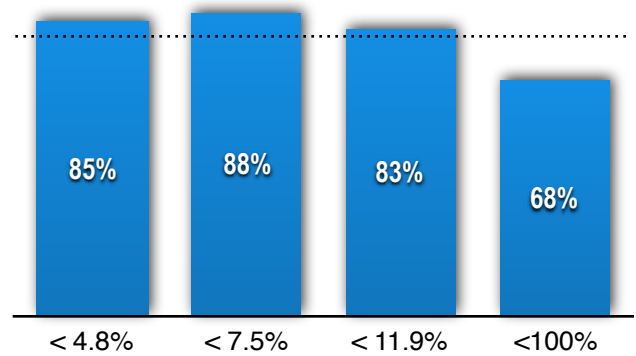
Majority race/ethnicity is determined based on any race/ethnicity that makes up more than 50% of the student population in a school. Schools, where the majority of students are Black, have lower participation rates. On average, student arts participation, represented by the dotted line, is 81% across the state.



Except where the majority race/ethnicity is White, all other schools have Student/Arts Teacher ratios above the state average with Hispanic majority schools having the least favorable ratio. The Student/Arts Teacher ratio for the state, represented by the dotted line, is 197:1.

### Chronic Absenteeism

“Chronic Absenteeism” is defined by the New Jersey State Department of Education as the percentage of a school’s students who are not present for 10 percent or more of the days that they were attending at a school. For this report schools were grouped in quartiles. Schools with a higher percentage of students chronically absent have lower arts participation rates than those that don’t.



The same holds true when we compare schools based on Student/Arts Teacher ratio. The higher the percentage of students chronically absent the less favorable the ratio. The state average is 197:1

# COUNTY SUMMARIES

The table below provides county-level summaries for three key measures: percentage of students enrolled, student/arts educator ratios and high schools with three-or-more disciplines. Numbers in green are above the state average for the measure. Numbers in red are below the state average for the measure. Four counties are above average on all three measures. One county and charter schools are below average for all three measures.

COUNTY	% ENROLLED IN ARTS	STUDENT/ARTS TEACHER RATIO	THREE OR MORE DISCIPLINES (HS Only)
ATLANTIC	76%	228	90%
BERGEN	82%	185	60%
BURLINGTON	82%	206	50%
CAMDEN	82%	220	67%
CAPE MAY	79%	194	80%
CHARTERS	74%	239	21%
CUMBERLAND	83%	212	50%
ESSEX	82%	186	54%
GLOUCESTER	80%	200	57%
HUDSON	74%	241	75%
HUNTERDON	82%	146	33%
MERCER	84%	177	64%
MIDDLESEX	79%	210	88%
MONMOUTH	79%	197	88%
MORRIS	84%	165	70%
OCEAN	78%	204	74%
PASSAIC	74%	238	39%
SALEM	87%	157	60%
SOMERSET	83%	175	67%
SUSSEX	82%	151	78%
UNION	82%	190	72%
WARREN	82%	182	50%
Total	81%	197	64%

## **About the Data**

Arts Ed NJ compiled data from three sources for the most recently available school year (2017/2018): New Jersey School Performance Reports, Certificated Teacher File, and the Course Enrollment File. The New Jersey School Performance Reports are available from the New Jersey State Department of Education website. Both the Certificated Teacher File and the Course Enrollment File were provided through an Open Public Records Act request.

The files were then combined and analyzed to determine the presence of an arts discipline, teacher assignments, and student course enrollment. This data was then compared with prior reporting from the New Jersey Arts Education Census Projects. For individual schools where data was incomplete, each school was contacted to verify the presence of arts instruction, teachers and student participation.

The universe of schools included in the study is consistent with the universe used in previous reporting. All public elementary, middle and high schools - both traditional and charter - were included in the analysis. Specialized schools and schools serving only pre-k were eliminated.

The resulting universe is 2,321 public schools and charter schools included in this analysis with a total student population of 1,337,579.

Information on District Factor Groups may be found at:  
<https://www.state.nj.us/education/schools/achievement/dfg.htm>

Information on Majority Race/Ethnicity, Chronic Absenteeism rates, and percentage of students receiving Free and Reduced Price Lunch may be found in the New Jersey School Performance Report data files.

Definitions for the Free and Reduced Price Lunch data used in this report may be found at the National Center for Education Statistics: The Condition of Education:  
[http://nces.ed.gov/programs/coe/indicator\\_clb.asp](http://nces.ed.gov/programs/coe/indicator_clb.asp)

Note: The data does not include any arts instruction provided by non-school entities in the data analysis. Information on the connections between schools and cultural organizations is included based on information provided by the schools through the Census.

Information on individual schools may be accessed at [artsednow.org](http://artsednow.org).





In the Fall of 2016, NJ arts education advocates launched a multi-year initiative in support of in arts education in schools.

Spurred by Arts Ed NJ, NJ State Council on the Arts, the Geraldine R. Dodge Foundation, Americans for the Arts and supported in part by an award from the National Endowment for the Arts, Arts Ed Now is a multi-year campaign designed to increase participation in arts education in schools across New Jersey.

Studies show that students who participate in arts education do better in school and in life. The longer students are engaged in arts education, the better the outcomes are overall. To heighten the outcomes in New Jersey, Arts Ed Now is focused on increasing participation in every school in the state.

Arts Ed Now centers its strategy on helping arts education advocates become good ambassadors to advance the issue forward. Through a statewide network, Arts Ed Now brings people together to share information, stories and best practices for increasing participation in arts education. Local communities provide opportunities to test ideas for advocacy, which then get added to the overall campaign tactics and shared statewide for more powerful results overall.

Additional leadership for the campaign includes: Art Educators of New Jersey, ArtPride NJ, Dance NJ, NJ Department of Education, NJ Music Educators Association., NJ Principals & Supervisors Association/ Foundation for Educational Administration., Speech & Theatre Assoc. of NJ, and creative partner Social Impact Studios. Additional partners include the Education Law Center, New Jersey Education Association, New Jersey School Boards Association, and the New Jersey PTA. NJTV is a campaign media partner.

Advocates can learn more and download basic campaign materials at [ArtsEdNow.org](http://ArtsEdNow.org). Arts education advocates can also get behind-the-scenes updates now on the Arts Ed Now Facebook Group. Printed materials are also available now for anyone who wants to launch Arts Ed Now in their school, organization or community. Campaign stickers, posters, and fact sheets can be requested by e-mailing [info@socialimpactstudios.com](mailto:info@socialimpactstudios.com)

**The following pages contain the ARTS ED NOW campaign fact sheet.  
To get involved or to learn more go to [ArtsEdNow.org](http://ArtsEdNow.org)**

# ARTS ED NOW

A statewide campaign to increase *active* participation in arts education at all schools in New Jersey.

## CAMPAIGN GOALS by 2020:

- All NJ students will have access to arts education
- Increase the number of schools providing more than two art forms
- Increase arts participation in elementary and middle schools to 100%
- Increase arts participation in high schools to 60%
- Increase school engagement with community resources
- Develop a statewide network of local stakeholders

## WHY WE NEED IT

- Students who participate in arts education do better in school and in life!
- The longer students are engaged in arts education, the better they do overall.
- State policies aren't being maximized to engage students in arts education.
- Not all NJ students have the same access to arts education.
- **Local ambassadors can make a difference!**  
We can influence what's offered in schools and how much students participate in arts education.

## WHO CAN TAKE ACTION?

### BE AN AMBASSADOR!

- **Students:** Take more arts classes! Tell your story. How has arts ed made you be a better student/person?
- **Parents:** Encourage your kids to participate in arts education. Get educated about its impact, speak out and organize other parents to get involved.
- **Teachers:** Bring Arts Ed Now into the classroom. Speak out and organize other teachers to get involved.
- **Community Leaders:** Share Arts Ed Now with your circles of influence. Engage Boards, organizations and institutions to promote arts education.
- **Policy-makers and Administrators:** Push for more dedicated resources for arts education at the state and district levels.

## ACTION ITEMS

Jump into  
CAMPAIGN  
CENTRAL!  
[ArtsEdNow.org](http://ArtsEdNow.org)

- Learn more about the impact of arts ed!
- Visit "Campaign Central" to see what's happening at your own local school.
- Raise local awareness, advocate for change with online tools.
- Stay in touch with the statewide movement to share stories and ideas!

## STATS & STORIES

Join the Facebook group to share ideas!  
Search for:  
"Arts Ed Now"

Active creative learning is good for all students...and good for New Jersey! **LET'S DO MORE**

[ArtsEdNow.org](http://ArtsEdNow.org) #ArtsEdNow @ArtsEdNow

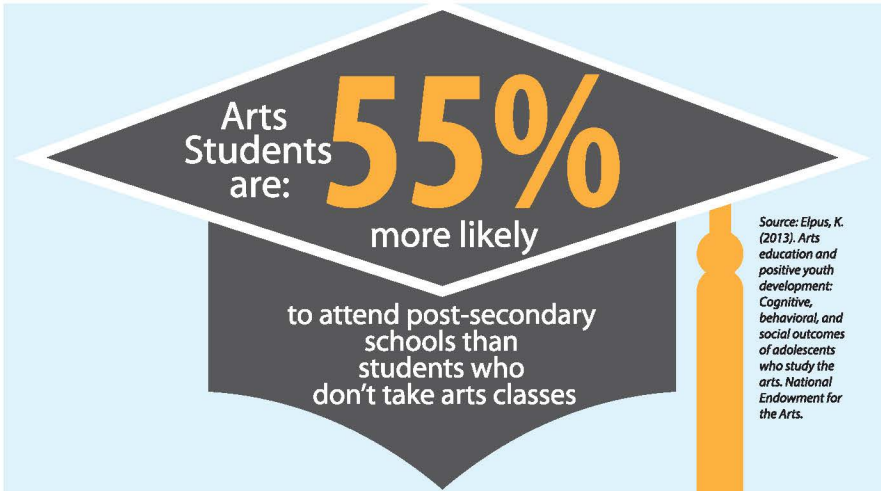
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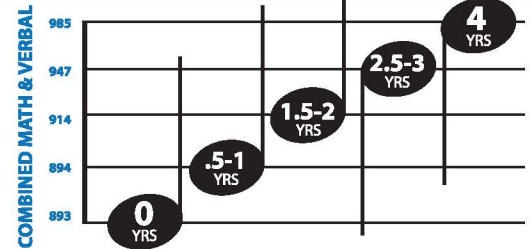
# ARTS ED NOW

Active creative learning is good for all students...and good for New Jersey! LET'S DO MORE

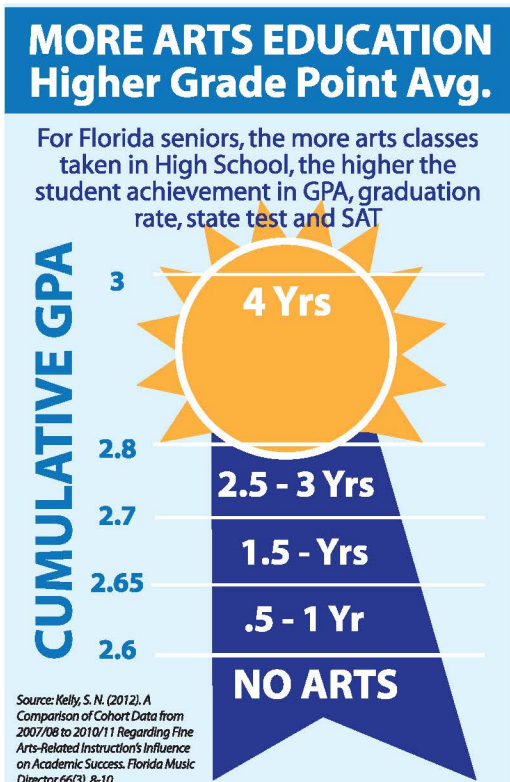
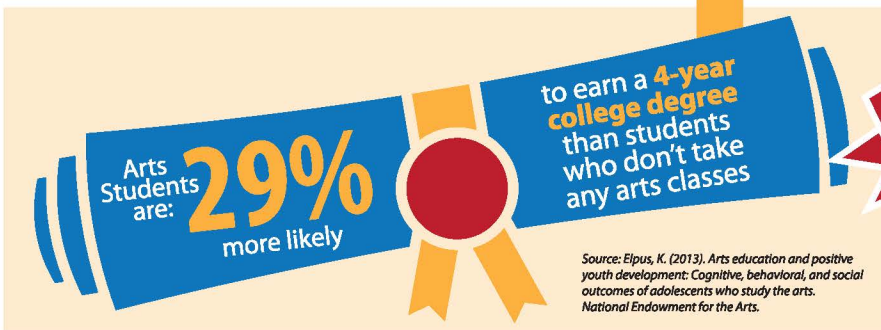
ArtsEdNow.org #ArtsEdNow @ArtsEdNow

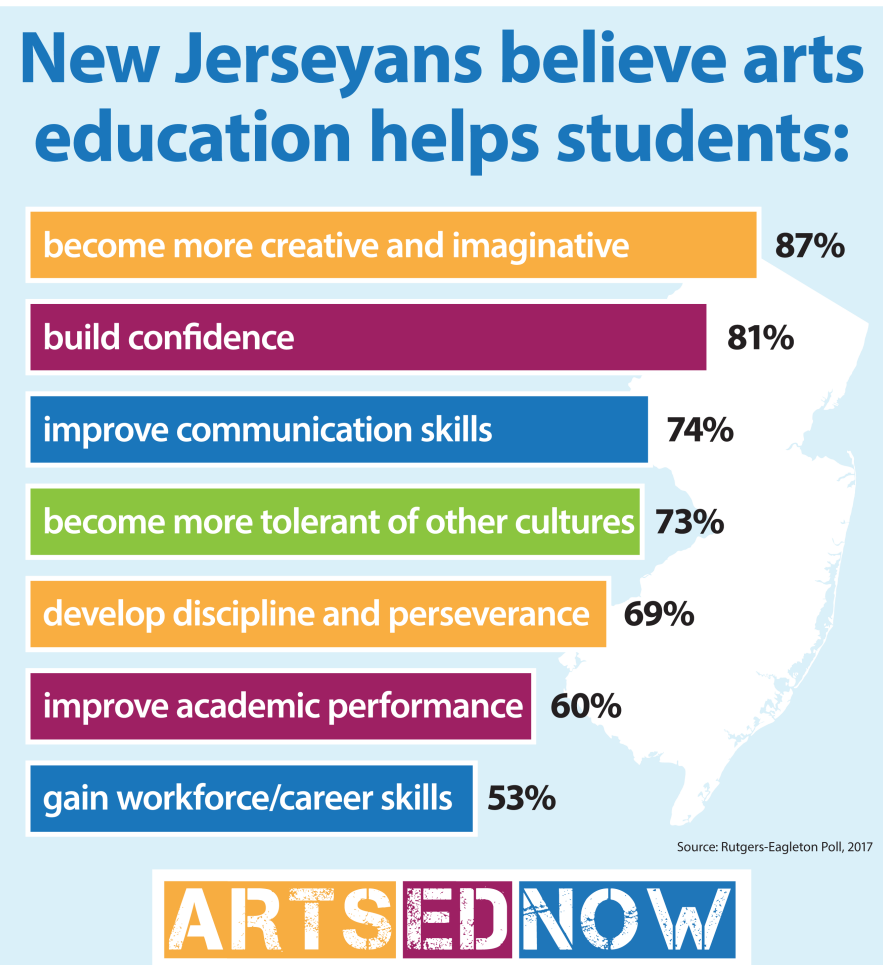
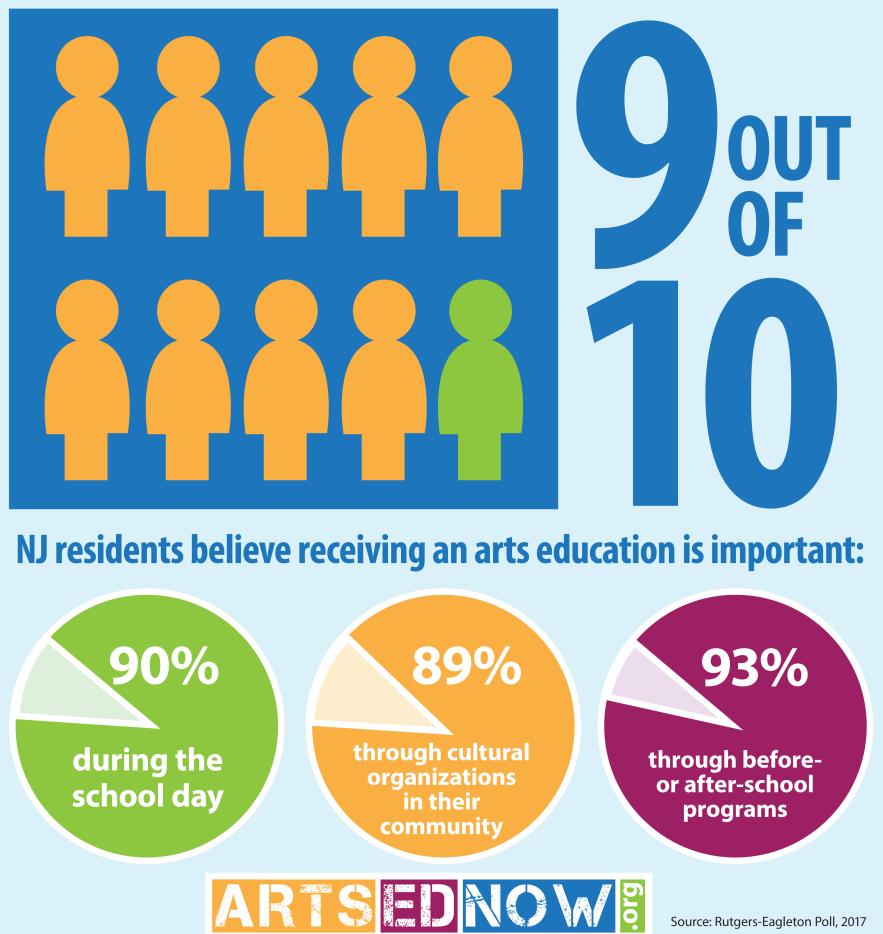


## SAT SCORES & MUSIC ED in High School by students on free and reduced lunch programs

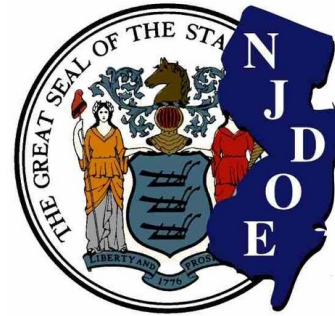


Source: Kelly, S. N. (2012). A Comparison of Cohort Data from 2007/08 to 2010/11 Regarding Fine Arts-Related Instruction's Influence on Academic Success. Florida Music Director, 66(3), 8-10.





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16 Mount Bethel Road, Suite 202  
Warren, NJ 07059

908-542-9398

[artsedni.org](http://artsedni.org)