

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Arts Curricular Grants

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$1,187,571

**Name of Person Completing Survey and to whom EOC members may request additional information:**

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**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

The grant was first offered in 1989, as Target 2000 Arts in Education.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). (SDE EIA: XI.A.1 Arts in Education

**Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)**

Arts Curricula.

**1A.13.** (SDE-EIA: XI.A.1-Arts in Education) Funds appropriated in Part IA, Section 1, XI.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to 33% of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for S.C. arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and

carried forward into the current fiscal year to be expended in accordance with the proposed award.

<b>Regulation(s):</b>
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**Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?**

Yes

No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts.

Proposals must address dance, music, theatre, and visual arts. In addition, the goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts.

There are three types of Arts Curricular Innovation Grants: Strategic Planning Grants, Special Project Grants (SP/SP), and three-year Distinguished Arts Program (DAP) Grants. Grants are awarded on the basis of an annual competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit a proposal. Any number of schools in a district may apply for a DAP or SP/SP grant provided the district does not apply for a DAP grant. DAP applicants must submit a three-year strategic plan for arts education as part of their grant application. Funding is not automatic as applicants must submit an application each year with an implementation year narrative.

Allowed expenditures are limited to those identified in the approved application and include funding to:

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers and administrators.

Innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2010 South Carolina Academic Standards for the Visual and Performing Arts are embedded in the strategies and activities section of the grant.

Innovative practices might include strategies to engage students more effectively in the study of the arts, thus increasing participation.

These practices should be unique and not what one would do as a routine for the applicant. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the needs assessment using the Opportunities to Learn Standards.

It is expected that applicants plan for the institutionalization of the grant program after the funding period.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

For the 2011-12 school year, 65 grants were awarded in the amount of \$1,187,571. This amount includes funds withheld for professional development arts institutes.

For the 2010-11 school year, 90 Arts Curricular Innovation Grants were awarded in the amount of \$1,191,567 to schools and districts.

In 2010-11, All Distinguished Arts Program Grant recipients participate in the South Carolina Arts Assessment Program (SCAAP) for fourth grade students in the areas of music and the visual arts and attend professional development arts institutes. For 2011-12, SCAAP is an optional grant activity.

The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. As a result teachers have adjusted their long-range plans to better address the implementation of the academic standards.

Moreover, because the SCAAP assessments are based on the state-wide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

#### **Current Development**

Currently, SCAAP has two fully implemented assessments in music and visual arts. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2010-11, 7,079 students from 43 schools participated in the fourth grade assessments.

#### **Research**

Because SCAAP is a web-based, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students' arts and non-arts achievement. SCAAP researchers examined the relationship between students' PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice

scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students socio economic status is not a strong indicator of academic achievement in the arts.

The SCDE sponsored 14 professional development arts institutes in 2011, with approximately 331 teachers and administrators registering. The arts institutes are held at various locations across South Carolina and are offered for graduate credit. Arts institutes include topics such as curriculum development and leadership, classroom assessment, art and music technology, arts integration, media production in the arts, and institutes for new teacher training, principals peer to peer arts schools network, and district arts coordinators. The Arts Curricula proviso provides that 33% of the funds be used for professional development arts institutes. In addition to the SCDE sponsored institutes, individual schools and districts also use Arts Curricular Innovation funds for local professional development.

Schools and districts also use the funds to hire artists in residence to work with their students for one or two weeks. Artists are also hired for long term residencies in order to provide semester or yearlong residencies particularly in dance and theatre. In addition, funds are used to hire certified arts specialists.

Other grant activities include special performances, arts assemblies, fine arts day, field experiences, purchase of innovative supplies and equipment including African drums, Japanese drums, music, scripts, lighting systems, sound systems, costumes, literary materials, kilns, printing presses, computers labs, and supporting software and hardware. Grants support after school programs, activities for gifted and talented and special needs populations, as well as strings programs.

In the 2010-11, the total amount of the grant award was reduced in order to accommodate more grant applications being funded. Districts applying for a DAP Grant preclude schools from applying for DAP and strategic planning/special project grants.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

According to student numbers provided in the grant applications over 75,000 students were affected by the Arts Curricular Innovation Grants in 2010-11.

Audience participation as result of the grants is in the thousands. This includes participation by student bodies, parents, and the school community at large. Participation includes assemblies, exhibition, and performances which are held as a result of the Arts Curricular Innovation Grants. In addition, grant activities that applicants implement include programs and courses unique to the schools, programs involving community partnerships, establishment of arts academies, curriculum and assessment development, outreach programs, and in depth cultural understanding.

Ongoing participation occurs due to equipment and programs that are purchased and sustained after the grant period.

The South Carolina Arts Assessment Program (SCAAP) is one of the grant requirements for schools with fourth grades. The objective of the South Carolina Arts Assessment Program is to allow educators and school districts to assess students' arts achievement based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. Each test includes multiple-choice items and performance tasks. In 2011, 43 schools with 7,079 students participated in the fourth grade art and music test. The participating teacher and school principal receive data concerning the multiple choice results of SCAAP in May 2011. Performance task results will be disseminated this fall. Teachers report updating their long-range plans and adjusting their lesson plans in order to better address the implementation of visual and performing arts academic standards in which students' performance needs improving.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants' evaluations is shared with the program facilitator.

The continuation and addition of professional development opportunities are based on these evaluations hence teachers' needs which include a planned artistically gifted and talented institute.

Over 331 teachers and administrators attended 14 professional development arts institutes in 2011. The topics of the institutes included: curriculum development, leadership, arts assessment, art technology, music technology, arts integration, and institutes for new teacher training and district arts coordinators. All institutes are standards-based and are offered for graduate credit.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts programs. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the grant activities after the funding period.

As a result of this program, over 75,000 students participated in the arts through Arts Curricular Innovation Grant funding in 2010-11.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives aligned to the Needs Assessment, Strategies and Activities aligned to Goals and Objectives, and a summative and formative evaluation that gives the applicant raters clear indications of the planned evaluation. These steps help schools and districts organize their program and set benchmarks to gauge their successful implementation of their strategic arts plans.

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results. 7,079 students participated in the SCAAP test last year.

Evaluations are given to the 331 teachers and administrators who participated in the professional development arts institutes. The evaluations are given during the post-institutes held during the fall.

## Question 7: Program Evaluations

**What was the date of the last external or internal evaluation of this program?**

June 30, 2011

**Has an evaluation ever been conducted?**

Yes

No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. For example, in the past, the evaluations were very general. Now, however, the grantees are required to provide greater specificity in terms of results and outcomes - holding them more accountable. Final reports are required of each grantee and are due June 15, 2011.

Information required for each final report includes the following:

- a. a clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented,
- b. a clear explanation of how this grant affected student achievement,
- c. an explanation of how needs were identified, goals and objectives were achieved, and the activities were implemented,
- d. a description of how the program was evaluated,
- e. a list of accomplishments of arts program supported by grant funding,
- f. a summary of the results, findings, and evaluation of the current grant implementation,
- g. an explanation of and rationale for actual expenditures, including a budget break-down,
- h. an explanation of how the activities of this grant will be institutionalized after the grant cycle, and
- i. if applicable, a summary for continuation of the year-two or three-year strategic plan.

In addition to the narrative, the final report must also include the following support materials:

1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

**Yes**

**No**

**If yes, please provide URL link here.**

**If no, why not?**

Grant evaluations are not posted online.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Potential EIA reductions for this year would result in a decrease in funds that otherwise would be dispersed to Arts Curricular Innovation Grant recipients.

Ten percent from each grant is being sequestered.

As previously stated, grant awards were reduced in order to fund more grants to South Carolina schools and districts.

The total Arts Curricula allocation of \$1,187,571 will be expended in grants for the 2011-12 grant period.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

In 2006-07, the Arts Curricular Grants program was funded at \$1,723,554. At that time, the SCDE was able to fund all grants that were recommended for funding.

Reduction in the total grant allocation would result in quality grant applications not being funded. Recipients who have historically received these grants as well as new potential grantees would not be funded. DAP applicants would not be able to realize the potential of their three-year strategic plans on which the grant activities are based, thus providing a quality, comprehensive, and sequential arts education for their students.

In 2007-08, the SCDE sponsored twenty week long professional development arts institutes for over 500 teachers. In 2010-11, we had to reduce the number of institutes we offered to 14 institutes for 331 teachers and administrators.

The number of schools being served through the SC Arts Assessment Program has been reduced which means that feedback concerning school arts program and standards implementation is not being sent to schools which otherwise would have received an Arts Curricular Innovation Grant. Teachers rely on these results to allow them to adjust their long-range plans.

As school arts programs are being reduced and teachers who leave the work force are not being replaced, the Arts Curricular Innovation Grants help to sustain programs where they may otherwise disappear. Currently, grantees are dependent on this funding in order to sustain the quality comprehensive sequential arts programs which they have been able to provide for their students. The arts career cluster is the second highest enrolled cluster. Arts Curricular Innovation Grants help allow these students to reach their potential through an arts major.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**