The essential, indispensable member of any team addressing education policy.

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What we'll cover

- State Data Infrastructure Project **vision and rationale**

- SDIP **strategy and work**

- Understanding the **big picture**

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SDIP Vision & rationale

Information is critical to making arts an important part of every child's education

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SDIP Vision & rationale

1| Research demonstrates the benefits of arts education.

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SDIP Vision & rationale

2| Surveys that exist point to limited & inequitable access & participation.

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SDIP Vision & rationale

3| In most states, access & participation in arts education is at best a mystery.

SDIP Vision & rationale

4| Most states collect data on access, enrollment & teachers, but few report in it.

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SDIP Vision & rationale

5| We aim to build capacity in states to report on the data states already have.

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SDIP Vision & rationale

6 | **Balancing a vision for all 50 states that respects each state's context.**

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SDIP strategy and work

Tools, technical assistance, & outreach.

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SDIP work

- Describing **the current landscape**
- **Tools** for data and communications
- **Technical Assistance** for states
- **Report** with lessons learned

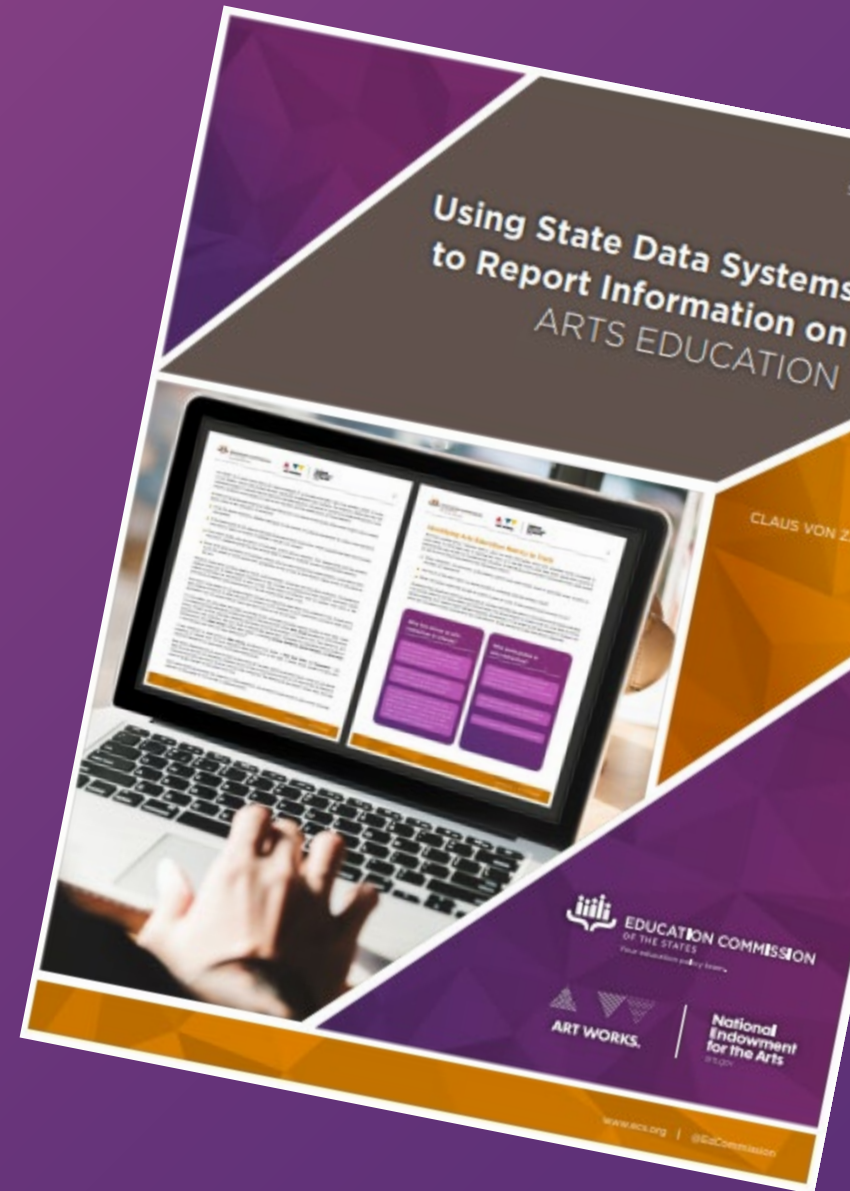# Describing the current landscape

Research on what's possible & where states currently stand.

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Describing the current landscape

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1 | Report on arts ed metrics.

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Describing the current landscape

2 | 50-State Comparison: Arts Education Data Collection and Reporting.
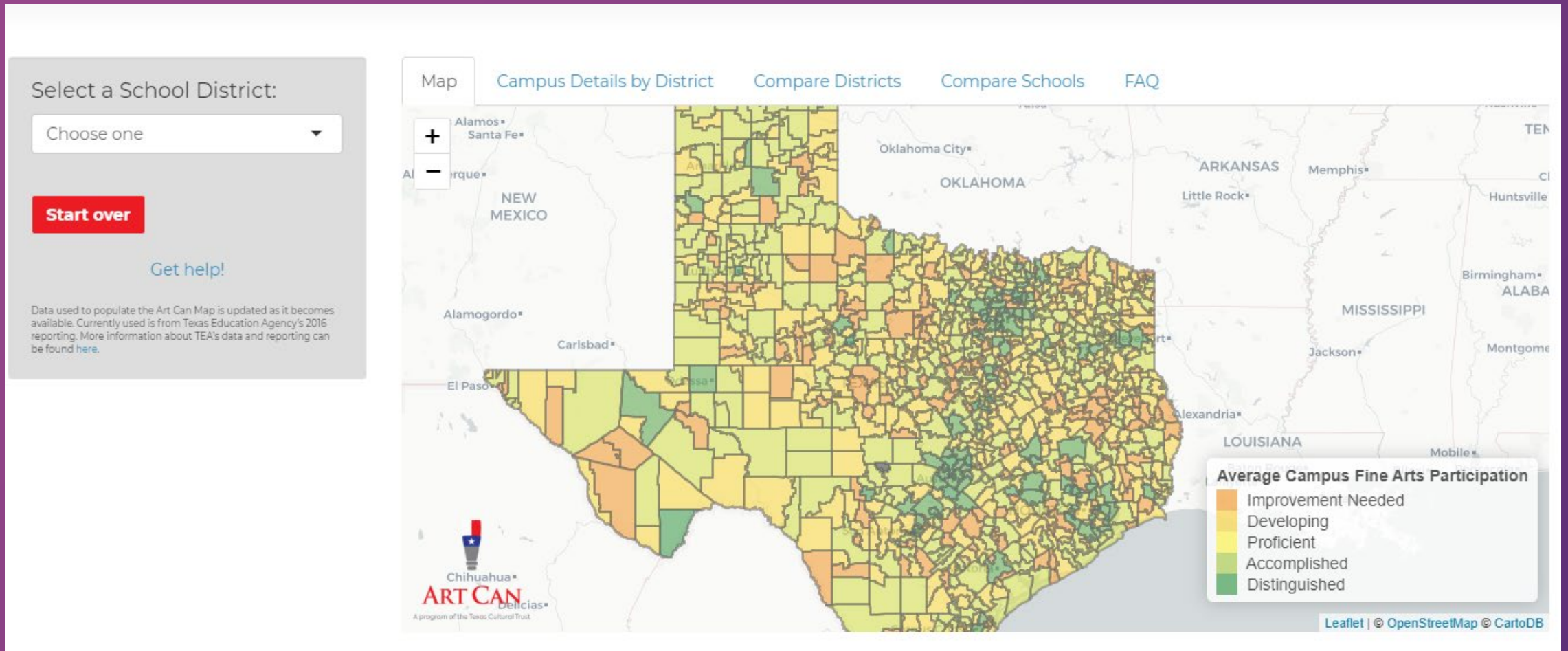
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Ohio Arts Education Data Project
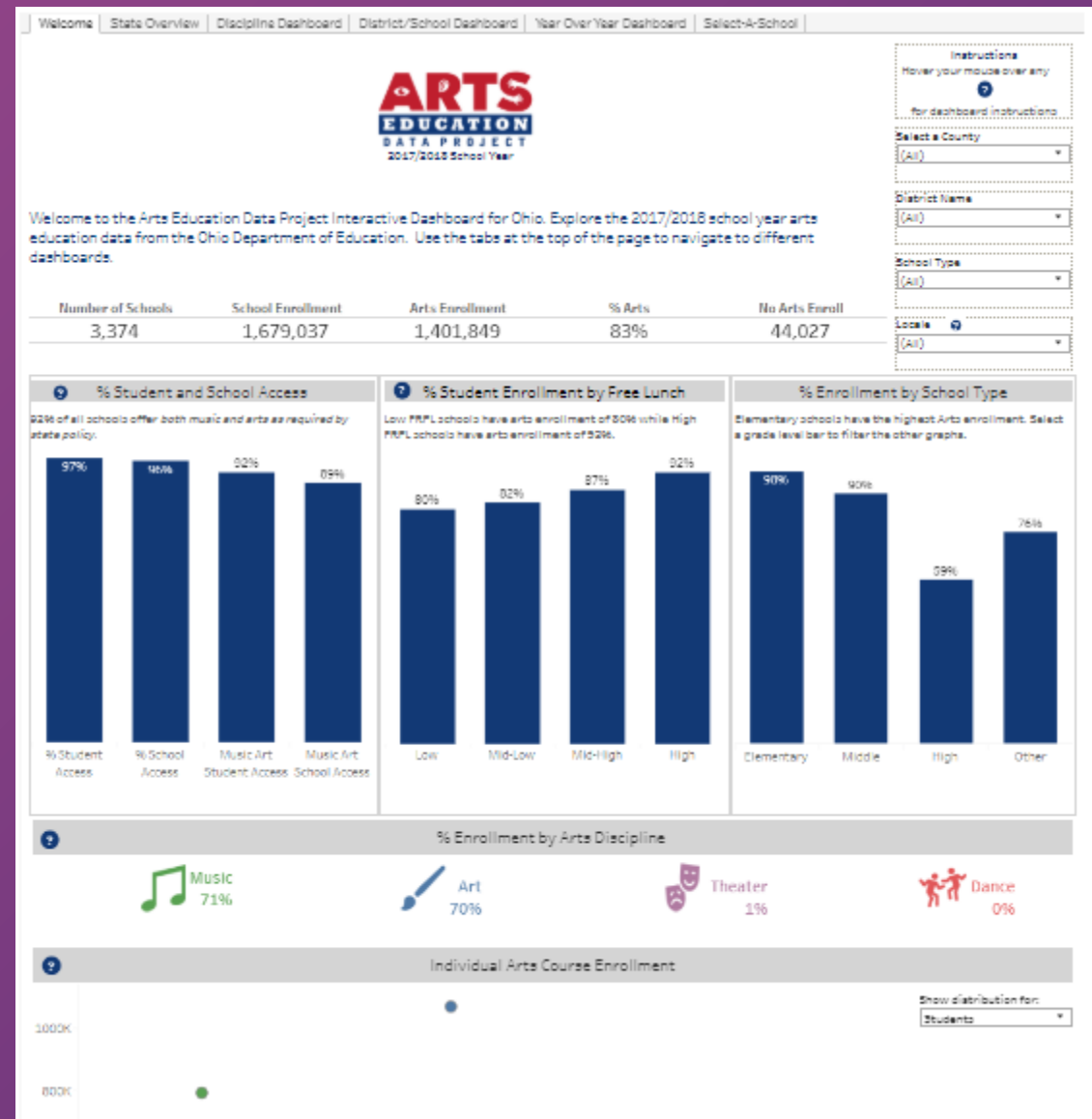
Texas ArtCan Map

Tools: Highlighting good models

Inspiration and lessons from path-breaking states.

Tools: Highlighting good models

1 | **Webinars on innovative states and districts: Wisconsin, Connecticut, Chicago**

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Tools: Highlighting good models

2| **Case studies of state data initiatives**

Tools: The State Arts Education Data Toolkit

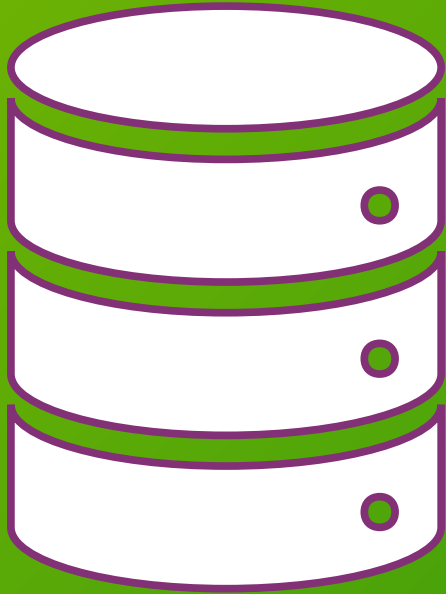Helping non-experts make progress

Part 2: Requesting the data

Get **the right data**

Be specific: ask for the data you need, or you'll get data you don't.

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Part 3: Processing the data
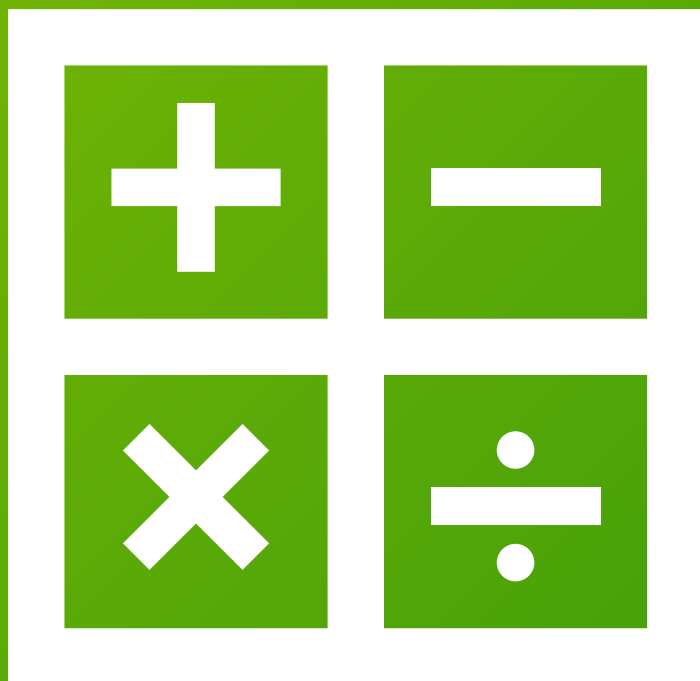
Coping with **the data you get**

Determine what you can do yourself, and what you have to hire out.

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Part 4: Reporting on the Data

Making it **useful**

Addressing **scenarios** and **use cases** that guide strategies for presenting data

State technical assistance

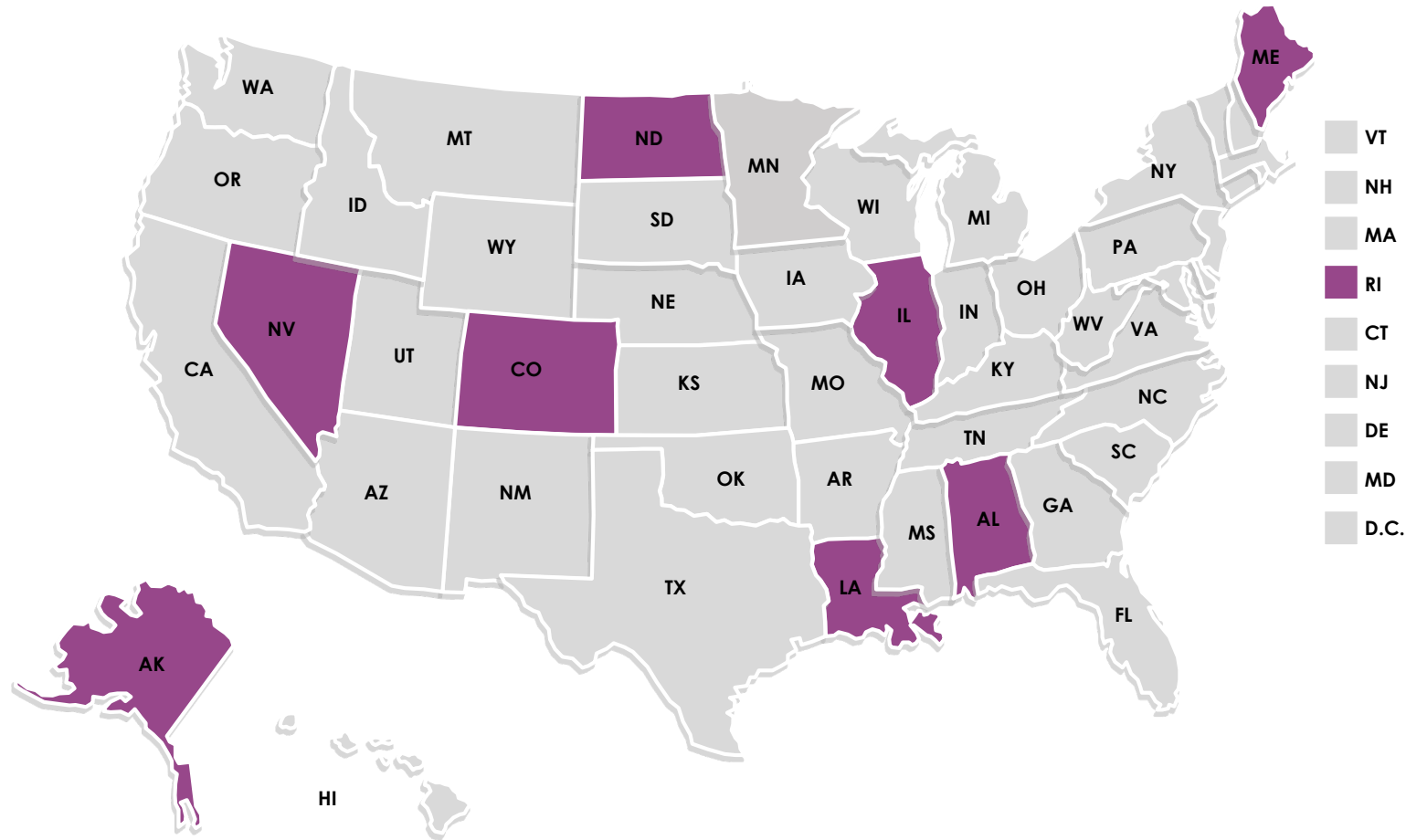Helping states at every level of readiness make progress

What help do we provide?

- **Convening** partners
- **Reviewing** data systems
- **Preparing** data requests
- **Refining** priorities & questions
- **Translating** from English to data

Technical assistance states

Report on the lessons we learned

Helping states at every level of readiness make progress

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What lessons?

- **Privacy concerns** can stop you cold
- Most states have **something useful to report**
- **Defining simple terms** takes longer than you think
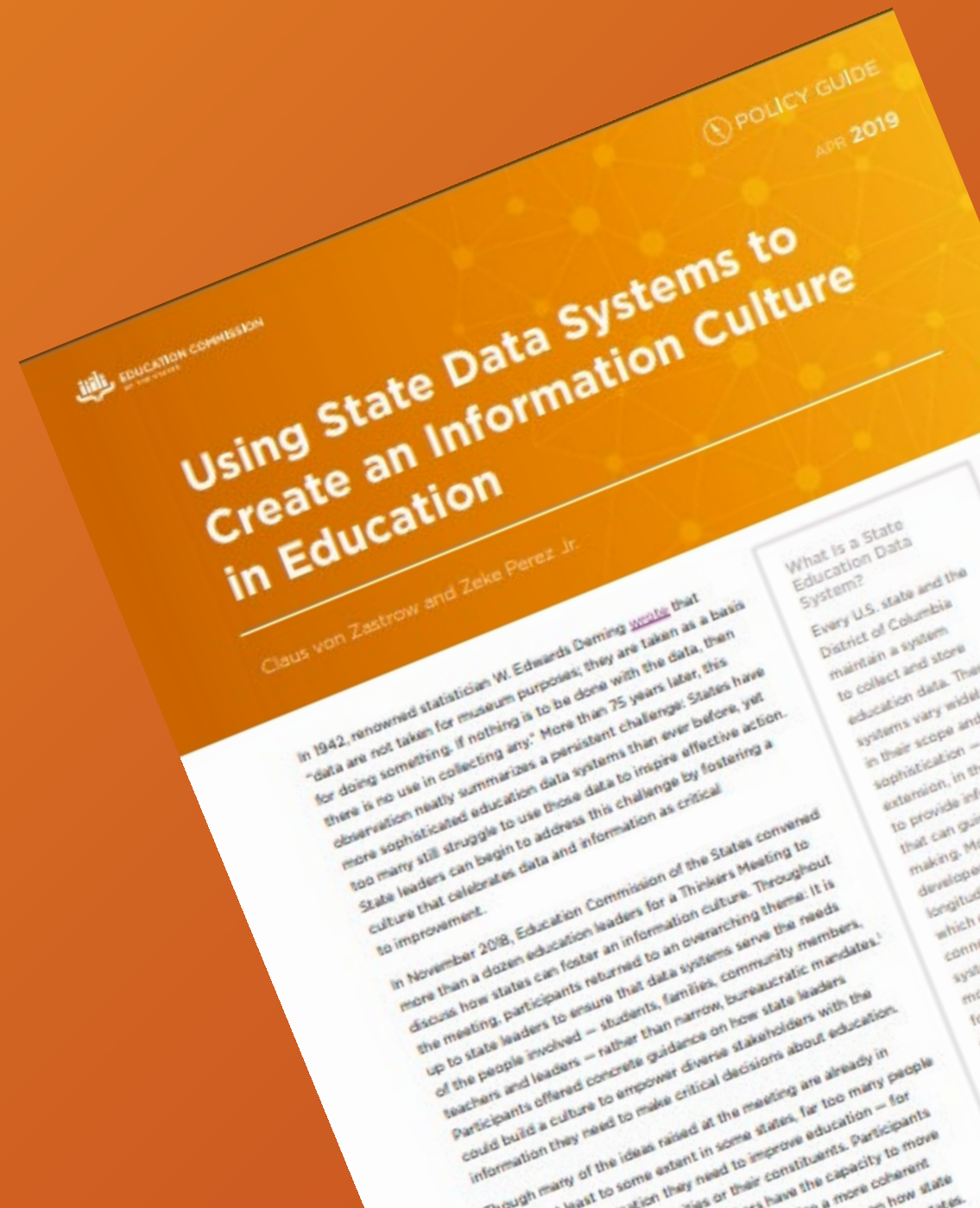- Connect arts ed data to **broader state priorities**

The national context for state education data efforts

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The national context

- One-off projects get **low priority**
- States need a true **information culture**
- To be sustainable, efforts have to become **business as usual**

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Using State Data Systems to Create an Information Culture in Education

Claus von Zastrow and Zeke Perez Jr.

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Can arts data
be the thin
edge of the
wedge?

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