Data for Change: Helping States Report Actionable Information on Arts Education

Arts Education Partnership
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The essential, indispensable member of any team addressing education policy.
What we’ll cover

• State Data Infrastructure Project vision and rationale

• SDIP strategy and work

• Understanding the big picture
SDIP Vision & rationale

Information is critical to making arts an important part of every child’s education
SDIP Vision & rationale

1 | Research demonstrates the benefits of arts education.
Surveys that exist point to limited & inequitable access & participation.
In most states, access & participation in arts education is at best a mystery.
Most states collect data on access, enrollment & teachers, but few report in it.
SDIP Vision & rationale

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

6 | Balancing a vision for all 50 states that respects each state’s context.
SDIP strategy and work

Tools, technical assistance, & outreach.
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.
Describing the current landscape

1 | Report on arts ed metrics.
Describing the current landscape

2 | 50-State Comparison: Arts Education Data Collection and Reporting.
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
Tools: Highlighting good models

2 | Case studies of state data initiatives
Tools: The State Arts Education Data Toolkit

Helping non-experts make progress
Part 1: Getting Started

Making a plan

Plan ahead: find partners, assess capacity, and anticipate challenges
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.
Part 3: Processing the data

Coping with the data you get

Determine what you can do yourself, and what you have to hire out.
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
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
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**
Can arts data be the thin edge of the wedge?
Questions?

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