



# Regional Arts & Culture Council

## *K-12 Arts Education Survey 2022 Results Summary*

In March 2022, RACC partnered with Evaluation into Action, LLC to conduct a survey of arts educators throughout the region for the purpose of learning directly from them about the climate of arts education and their current needs in order to inform the types of support RACC can provide and offer insight that can be shared with policymakers as RACC advocates for arts education.

On March 7, 2022, 293 arts educators were invited to complete the survey online by March 18. A total of 92 responses were received, yielding a response rate of 31%. In advance of new plans to advocate for arts education at all grade levels, RACC extended the survey invitation to arts educators teaching to grades K-12, rather than only those who teach grades K-5 and receive Arts Education Access Income Tax Fund (AEAF). Of those who took the survey, teachers of visual arts (49%), and music (37%) made up the majority, followed by teachers of theater (9%) and dance (5%). Most are employed full time (85%) and teach only their primary arts discipline.

The following outlines survey results in key areas followed by RACC's action plan to address arts education needs.



Partnership: Multnomah County Circuit Court, Judge Oden-Orr, Multnomah County, and the Regional Arts & Culture Council commissioned muralist Jose Solís "Aspirations for Justice" - Youth Mural Project (Jose Solís and Portland area youth).

## Financial Needs

Budgets are always a concern for schools, so RACC asked educators some specific questions to understand the challenges they face. Nearly all (91%) arts educators who responded to the survey reported that they spent out-of-pocket funds for supplies or equipment for their classrooms for which they did not get reimbursed.

Amounts centered around a range of \$1 to \$500. In order to help meet budgetary shortfalls for their students, 21% applied for grants to support their programs while 26% looked to social platforms to raise funds. As one educator commented, "Some of this I've gotten smarter about (asking for supply donations from parents) but I'm always paying out of pocket for supplies."

## Action Plan:

- RACC will conduct research for a more equitable solutions to obtain the necessary supplies and equipment for arts educators' in our Multnomah County school districts.
- RACC will work with arts education leaders and partners to create a statement of support for districts to better fund and reimburse their arts educators for out-of-pocket supplies.
- RACC will work to create a grant list for arts educators and a list of folx that can help with the process of applying for funds and produce DIY videos and materials.



4<sup>th</sup> Grade Music class - David Douglas School District



Buckman Elementary - PPS

## Professional Development Needs

When asked about professional development needs, the top 3 requested categories were: content-specific workshops (67%), opportunities to learn with an artist (48%), and collaborative workshops with an arts partner (47%). Some topic suggestions include yoga, dance, Orff, standards-based grading, and world art and culture class. Preferences reflected in-person or hybrid formats offered at regular intervals throughout the year on designated district professional development days in half- or full-day sessions. As one participant stated, "At this time I would appreciate being able to do this over Meets or Zoom because I have a family member that is in ill health and Covid would be very problematic."

Most arts educators (68%) noted that it was at least somewhat or more important that CEU credit be offered by RACC when providing professional development opportunities. Some general comments regarding professional development illustrate the wide range of needs:

*"Oftentimes there simply isn't time to take advantage of professional development, or my mental state can't handle one more thing."*

*"I love professional development, if it can work within our varied schedules."*

*"The learning styles and abilities have changed drastically over the past two years. I need ideas and methods to best deliver instruction to students who have very little attention spans and are behind academically."*

**Action Plan:** RACC included in the arts education budget for 2022-2023 to hold space for Professional Development opportunities for all K-12 arts educators in Multnomah County school districts.

- We will work with Curriculum Directors and art liaison contacts for the best dates to offer for Professional Development for the school districts.
- Work with Trauma Informed Oregon to continue to offer robust trauma informed care workshops- 2 times a year, in the fall and the spring.
- Collaborate with arts partners, colleges, and universities to have content specific workshops in visual arts, music, dance, theater, and film.
- Increase our collaborative opportunities with teaching artists.
- When able RACC will offer CEI credits.
- Workshops, trainings, and professional development opportunities will follow best public health standards as we move forward.
- Arts Education survey will go out again in the fall to capture arts educators' responses that were not included in these current March 2022 findings and we will continue to ask what RACC can offer to best serve our community.



## School Climate

During the last two years, schools have experienced unprecedented challenges that have impacted both staff and students. Most arts educators (68%) report that student behavior has worsened. Over half of all comments reflected that social and emotional aspects of student behavior presented concerns and challenges to classroom learning upon return to in-person school. Many respondents (73%) indicated a worsening of student collective trauma over the last two years. Despite these changes, they shared that they felt moderately to very safe in their schools (75%) and that most (71%) received support ranging from moderate to a great deal from their principals with respect to managing student behavior.

When asked about support from school administration for arts education, 58% of survey respondents noted that overall, the level of support had mostly remained the same, but open-ended comments revealed that other challenges facing the administration at their schools took precedence over the arts.

Some specific comments related to school climate include:

*“Student behavior has not gotten better as students have not had the interactions that school has provided. I have seen a definite decline in student social skills, and managing emotional needs.”*

*“At the K-5 level, I see that lots of social skills are missing (the ability to share, take turns, lose a game gracefully, resolve a dispute, etc.).”*

## Action Plan:

- RACC will continue to support arts educators, families, and students in the school community, as well as school administrators through on-going information and resources made available on our website, newsletters, and our social media platform.
- RACC will reach out directly to feature social service providers in our #newforyourheART newsletter which is sent to nearly 1000 arts educators, art partners, and school administrators three times a year.
- RACC will continue to connect parents to resources and will work on updating and gathering new materials that will be available as a tool kit on RACC’s website in the upcoming year.



## What Matters to Arts Educators Now

Oregon legislation is considering the Arts Education for All Act. Survey participants shared what they would like policy makers to know about the importance of the arts for our schools and our children. Results indicated that the areas of most importance to arts educators right now are the following.

1. The arts are a necessary and vital component of an education; not optional or something extra.
2. More funding and support from schools and the community are needed.
3. Equity needs to be prioritized. All students require equal access to arts education, and they do not have equal access right now.
4. Arts Educators require professional standards comparable to other educators.
5. These provide insight to RACC for informing advocacy initiatives.

As summed up succinctly by an arts educator on the importance of arts education in our schools: "Now more than ever, our goal should be to support and teach the whole child, instead of reducing them to a test score."

### Action Plan:

- RACC intends to maintain on-going relations with Congresswoman Bonamici, the Oregon Congressional Delegation, local state legislators, and others. RACC will continue to engage with policy makers and legislators- local, state, federal to advocate for Arts Education for All.
- RACC will share our progress through our arts education specific #newforyourheART newsletter that goes out three-four times a year, continue to hold space in Arts in Focus (formerly RACC Art Notes) which circulates once a month to over 13,000 members of our community.
- RACC will pursue connections and opportunities to collaborate with non-arts educators to bring the arts into STEM, focusing on a well-rounded education to create STEAM.



ART + science = PROGRESS



Questions for Humans -  
Gary Hirsch (Mural 2015)

artlook@oregon is a data platform that helps cities track access to the arts for students in their schools. It was launched in Portland in 2020. RACC queried arts educators in this survey to understand how and when they used this new resource. Results indicated that most educators (62%) did not know about artlook@oregon and a smaller number (15%) knew about it but had not used it. Comments included, "No idea what this is," and "I thought it was only a survey, not something we could use."

Those who reported using it (8%) were asked to describe how they used it. These responses demonstrated that of those who had used it, all but one had done so for the purposes of entering data only. "I have been the one to input data for my school the last 3 school years." The one educator who used the resource sought to locate private teacher resources for students.

### Action Plan:

RACC intends to conduct an educational outreach campaign on artlook@oregon which may include:

- Presentations to Principals and Arts Educators at all K-12 area Portland Schools in Multnomah County.
- Continue to expand artlook@oregon beyond the tri-county region.
- Workshops for Curriculum Directors and district Administrators.
- "How to manuals"- written and video (cheat sheets) will be made available on RACC's website as downloads.
- Social media campaign highlighting how to use artlook@oregon, art organizations on the platform, and interviews of folx that have used the platform will be included in our messaging.
- Continue to expand regional outreach and arts organizations listed on the platform.

RACC would like to thank all of our K-12 arts educators in our Portland area school districts who took the time to participate in this survey. Your voice and your feedback are critical for ongoing program planning that both benefits and supports the work you do in the classroom. Together we can lift up and highlight the importance of funding arts education for all, to ensure our school community is supported, and districts provide an equitable, well-rounded arts education experience for all.



James Johns Elementary-  
Youth Led Summer Project 2021- PPS

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