

LEADING FROM THE MIDDLE ARTS ADMINISTRATORS' BELIEFS ABOUT THE IMPACT OF ARTS EDUCATION ON HIGH-NEEDS STUDENTS

Sofia Fojas, Ed.D., Doctoral Fellow, SJSU IAEP Center

Lorri M Capizzi, Ed.D., Co-Director, SJSU IAEP Center

Brent Duckor, Ph.D., Executive Director, SJSU IAEP Center

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8:00 AM



Introductions

- Introductions
 - Research-Practitioners' role in systems of change (Dr. Duckor)
 - Aims of dissertation process
 - Center priorities (Dr. Capizzi)
 - Focus on at promise youth (Foster and Unhoused)

The research I am going to present

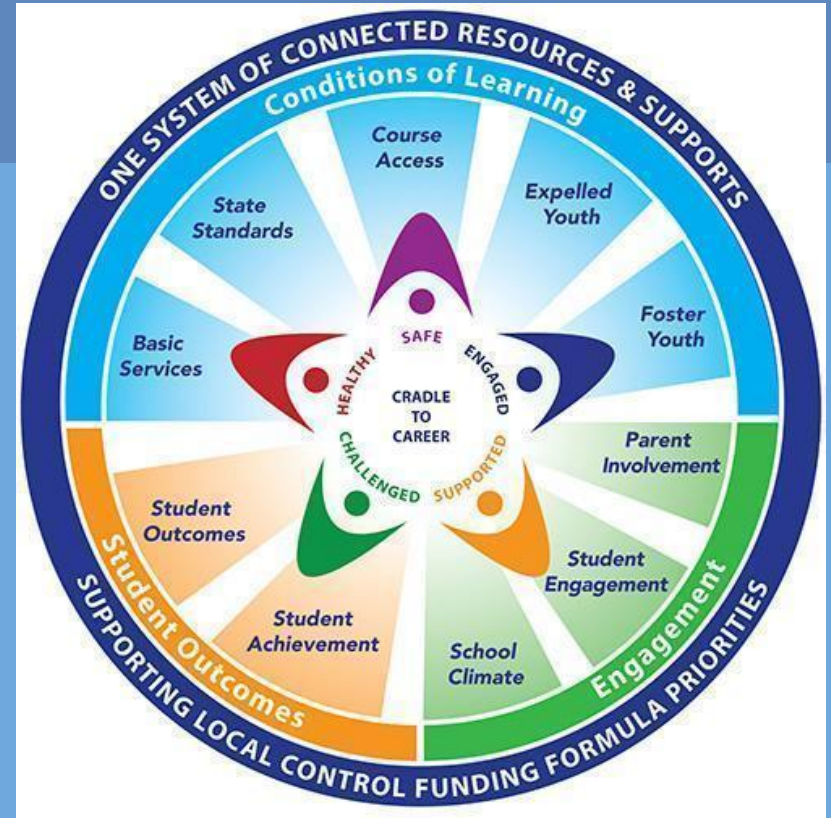
- Chapter 1: Introduction
- Chapter 2: Review of the Literature
- Chapter 3: Methodology and Research Design
- Chapter 4: Findings
- Chapter 5: Discussion
- Questions from the Committee

BACKGROUND OF THE RESEARCHER

- Mixed race child of immigrant parents and first generation college student
- Professional musician; 28-year music teacher/arts administrator
- Became a County and Regional Arts Lead in Santa Clara County at the start of the pandemic

CONTEXT FOR THE STUDY

- High-needs youth have less access to robust arts programs in school (Catterall, 2012)
- High-needs youth receive targeted support in the LCAP and the California Systems of Support
- Passage of Proposition 28



PROP 28 IMPLICATIONS

- High-needs youth receive targeted support in the LCAP and the California Systems of Support
- Focus on broad services and Leading from the Middle (Fullan, 2015)

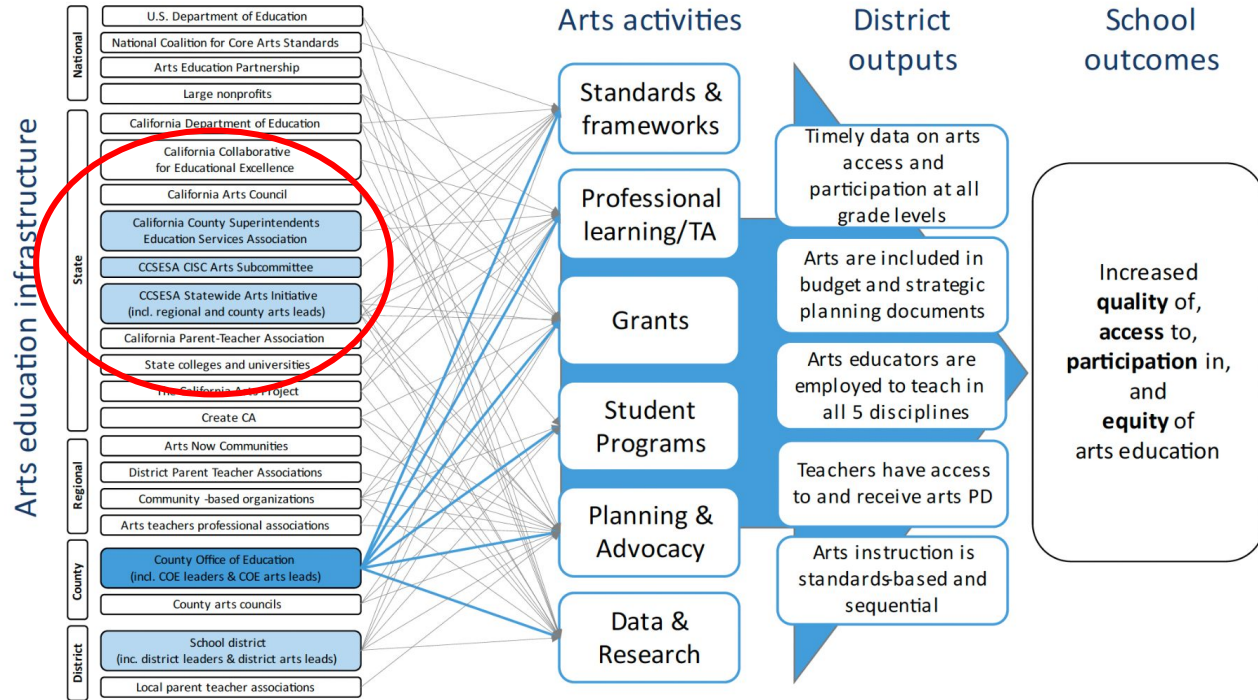


THEORETICAL FRAMEWORK

- Leading From the Middle (Fullan, 2015): middle-level leaders, not leaders at the top, can be the ones to build allies to increase the capacity of those in charge and ensure the sustainability of systems change
- County Offices of Education as its been noted are in the middle between districts and the California Department of Education (SRI, 2022)

THEORY OF CHANGE

Exhibit 2. Theory of change



Theory of Change

(Benge et al., 2022)

PROBLEM STATEMENT

High-needs students have less access and lower rates of participation in arts programs in school and have a critical need for these intensive arts experiences in school (Catterall, 2012).

PURPOSE & SIGNIFICANCE

- We examined County Arts Leads' beliefs about the impact of arts education on high needs students
- Put focus on “Why County Arts Leads Make Difference?”
- At the systems level asking “Why arts education?”
- And “Why now?” given the post pandemic drift
 - student enrollments, engagement, etc.?

RESEARCH QUESTIONS

RQ1: What are County Arts Leads/Administrators' beliefs, attitudes, and experiences about the impact of arts education on high-need students?

RQ2: How do these beliefs, attitudes, and experiences vary among County Arts Leads/Administrators' to better characterize differences in beliefs about the impact of arts education on high-need students?

RQ3: Are these beliefs, attitudes, and experiences about the impact of arts education relevant to foster youth and youth experiencing homelessness in particular?

REVIEW OF THE LITERATURE

Exploration of 5 main topic areas:

1. Limits of Educational Bureaucracy/School Reform
2. History of American Arts Education
3. Renewed Arts Funding - Proposition 28
4. Leadership From the Middle
5. **Study of administrator beliefs that may impact policy action**

METHODOLOGY & RESEARCH DESIGN

METHODOLOGY

Sequential Explanatory Design

- Phase 1: Survey to select participants
- Phase 2: Qualitative Semi-Structured interviews
- Phase 3: Cross-Case Analysis

PHASE 1: STUDY SAMPLE RECRUITMENT

- Participant Selection
 - County Arts Leads at each of the county offices of education
- Recruitment Sources
 - CA County Superintendents Arts Committee
- Recruitment Emails
 - Outreach to 58 county arts leads
 - Multiple recruitment phases
- Purposive Sampling for Interviews
 - Demographic indicators (personal & county)
 - Survey response data

NEW STUDY: SEEKING INPUT FROM COUNTY ARTS ADMINISTRATORS

LEADING FROM THE MIDDLE:
A STUDY OF THE IMPACT OF ARTS ADMINISTRATORS' BELIEFS ABOUT ARTS EDUCATION FOR HIGH-NEEDS STUDENTS

This study examines leaders' beliefs about the impact of arts education on student outcomes. These leaders are situated as county-level administrators/arts coordinators, and each has a direct impact on shaping and implementing policy. By learning more about county-level arts leaders' beliefs, attitudes, and experiences, we can understand how county arts administrators can be effective change agents for those students who have been historically harmed in education.

RESEARCHERS:

Sofia Fajtas, Ed.D., Candidate/Graduate Student Researcher,
San José State University
Dr. Brent Duckor, Ph.D., Faculty Advisor
Lurie College of Education, San José State University

*Your
Voice
Is
Essential!*



Who can participate?
Arts Leads for CA County Offices of Education

What does participation involve?
An online survey that takes between 10-15 minutes to complete. Participants who indicate on the survey that they are willing to participate in a follow-up interview may be contacted following the completion of the survey.

Interested?
To participate click [HERE](#) or scan the QR code below:



PHASE 1: SURVEY SAMPLE QUESTIONS

#	ITEM	1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
Q2	Arts education is a student's civil right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Arts education provides strategies for students to demonstrate what they have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Students who participate in arts experiences demonstrate more confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	Students who participate in arts experiences demonstrate a stronger sense of belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHASE 1: SURVEY TIMELINE

- August 2023: All 58 county arts leads were contacted via email to participate in the initial survey
- September 2023: Survey links were sent out, N=58 and 26 were completed, n=26.
- October-November 2023: Twelve County Arts Leads interviews were conducted, n=12.

PHASE 2: QUALITATIVE INTERVIEWS

SEMI-STRUCTURED INTERVIEW PROTOCOL

- Aligned with survey items
- One open-ended question with follow-up probes
- Designed to triangulate survey responses as well as deepen understanding of County Arts Leads' beliefs

PHASE 2: SEMI-STRUCTURED INTERVIEW SAMPLE PROMPTS

Arts Administrators' Beliefs About the Importance of Arts Education

Q: Why does arts education matter? Now– in particular?

Arts Education Impact on High Needs Student

Q: Can you tell me a personal story of significance about a success/win with some high-needs student in the arts?

Probes

Can you explain? Can you say more? Can you give some examples?

PHASE 3: CROSS-CASE ANALYSIS

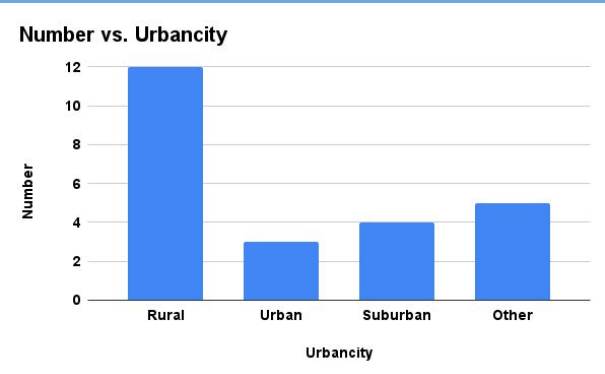
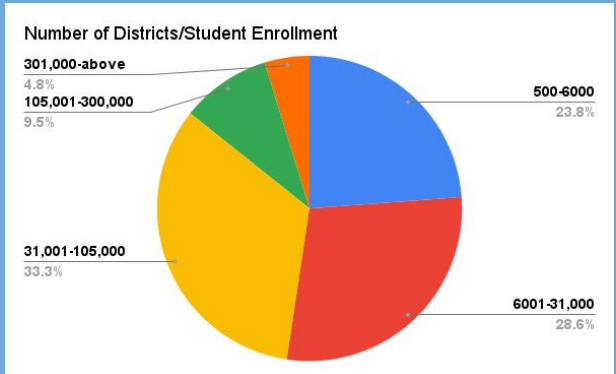
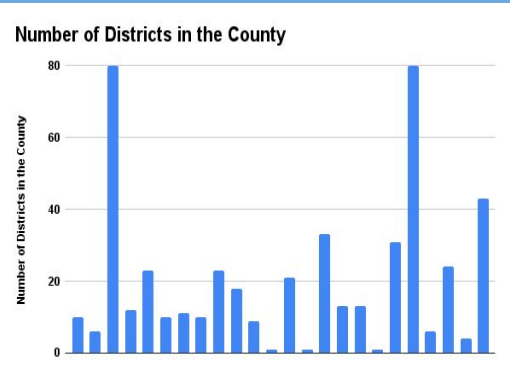
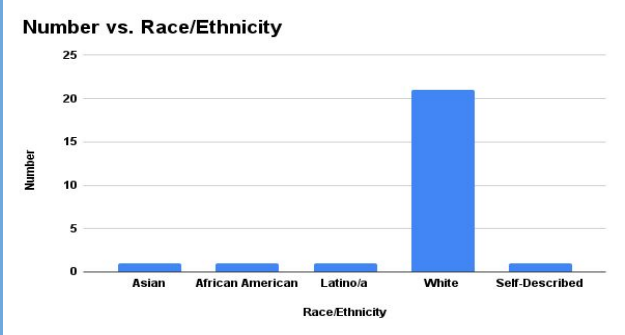
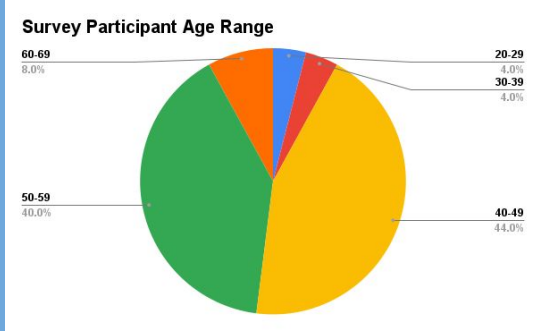
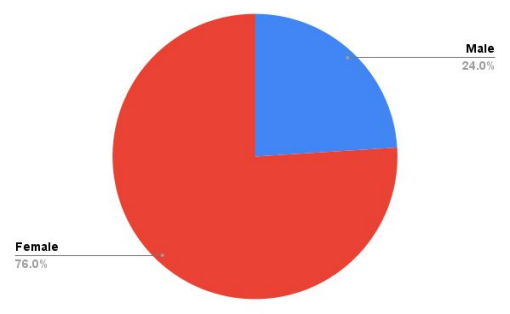
Cross-case Analysis Method (Yin, 2018):

- The goal of analysis: To honor the uniqueness and holistic nature of each case.
- Each case was treated as distinct and compared *across* cases to identify patterns *within* the cases.
- Emerging patterns relied on the researcher's interpretation of the narratives.

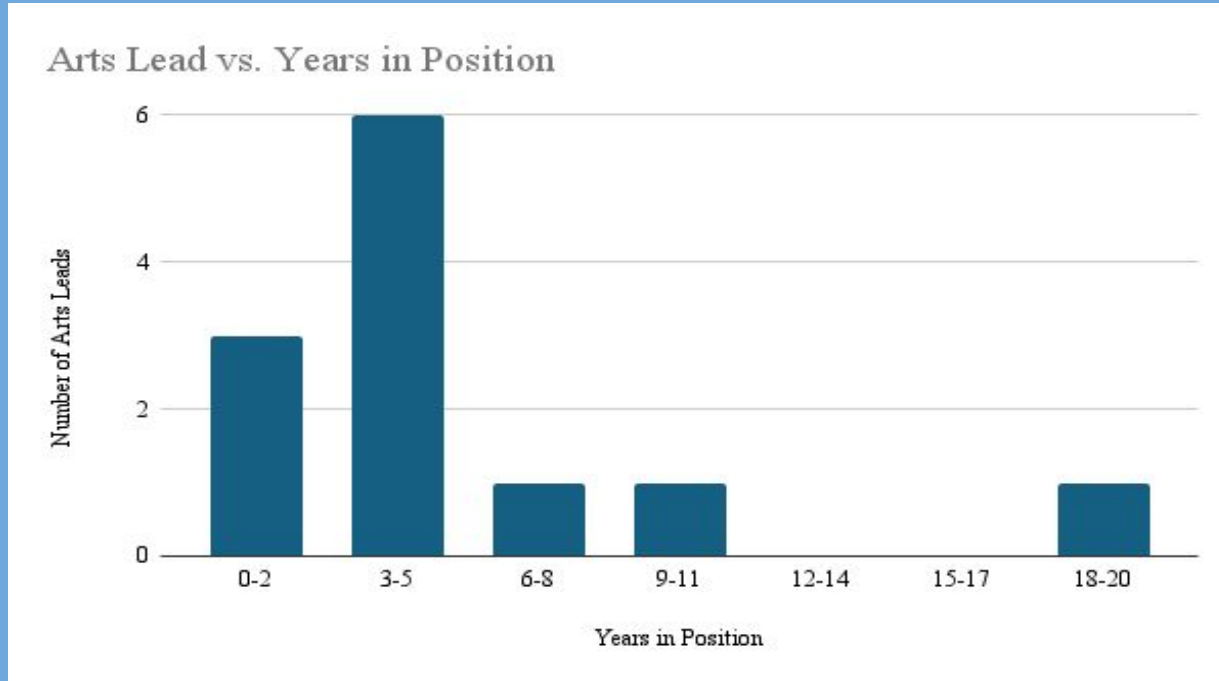
FINDINGS

PHASE 1 FINDINGS : SURVEY PARTICIPANT PROFILE

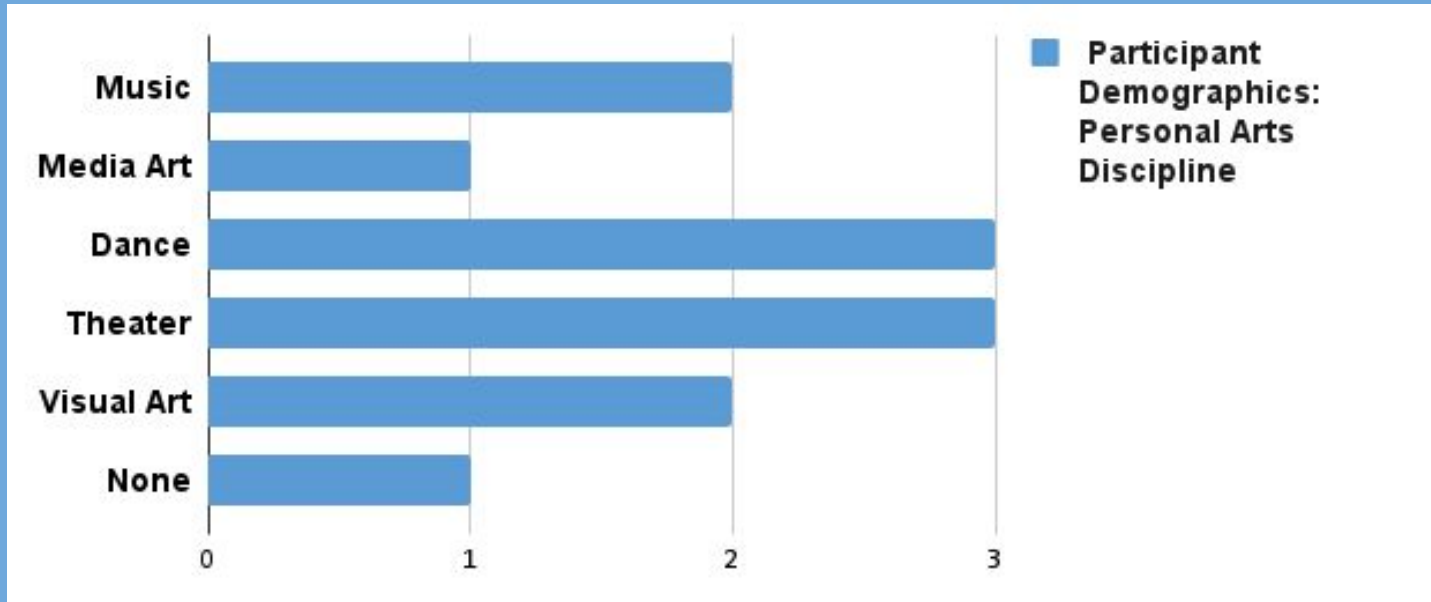
- n = 26 Administrators/Survey Demographics
- 100% currently employed in CA



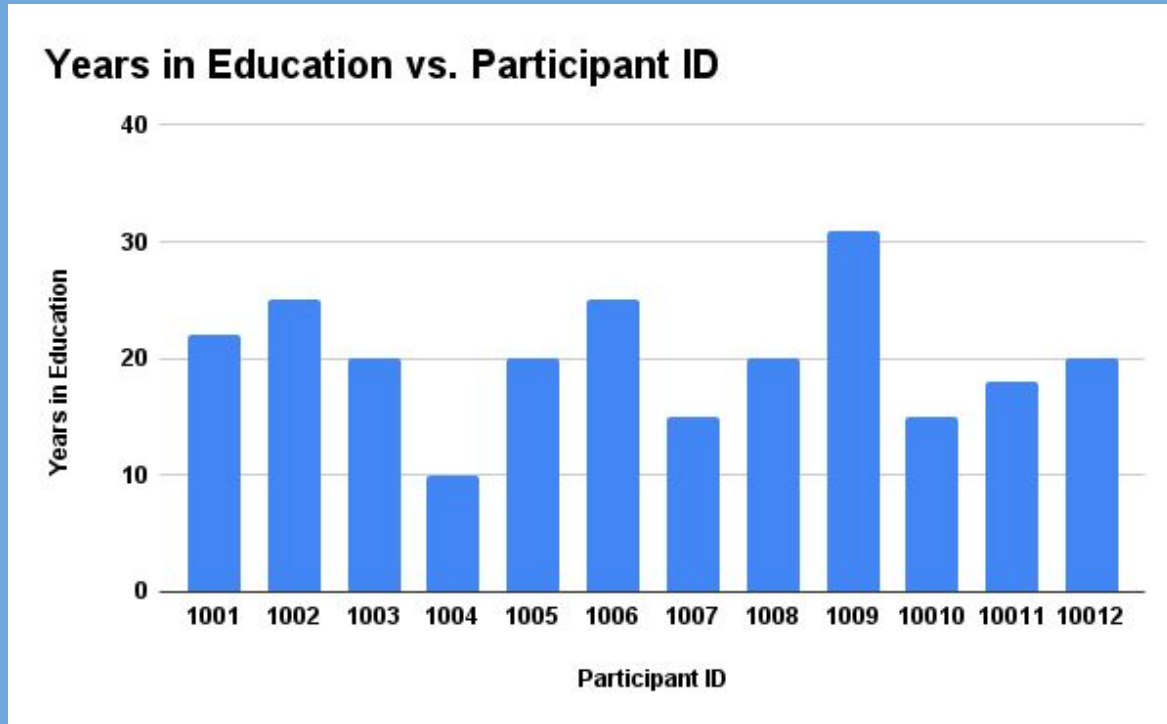
Interview Participant Profile: YEARS AS AN ARTS LEAD



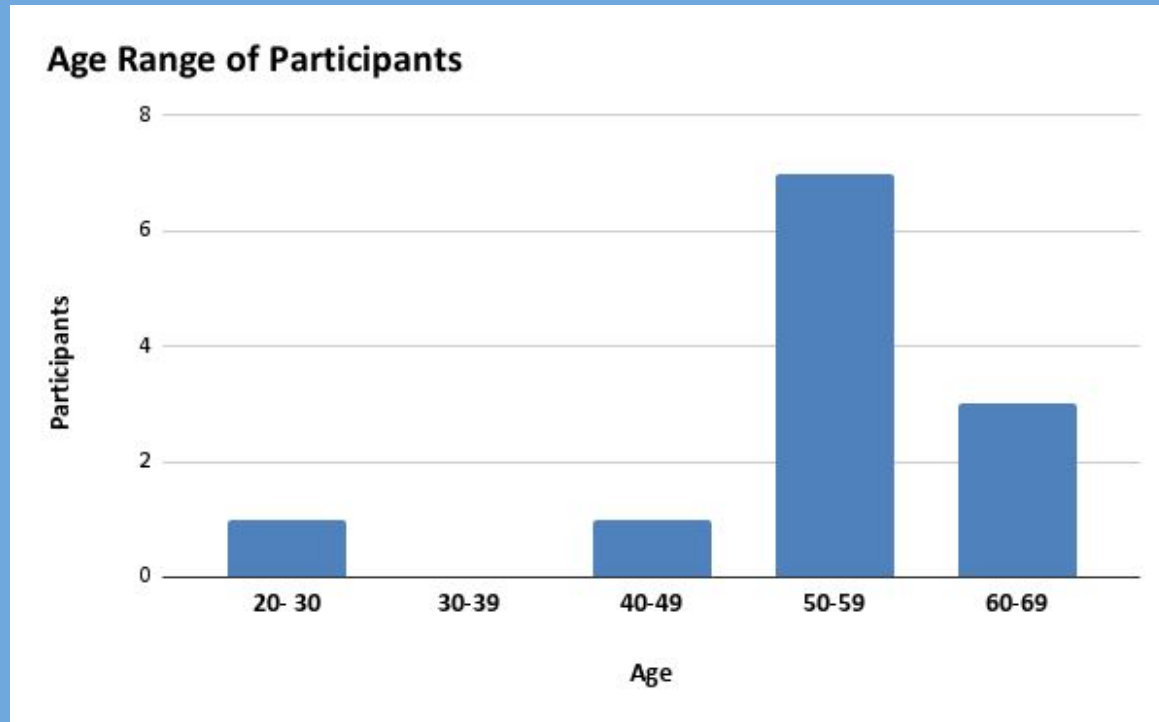
Interview Participant Profile: PERSONAL ARTS PRACTICE



Interview Participant Profile: TOTAL YEARS IN EDUCATION

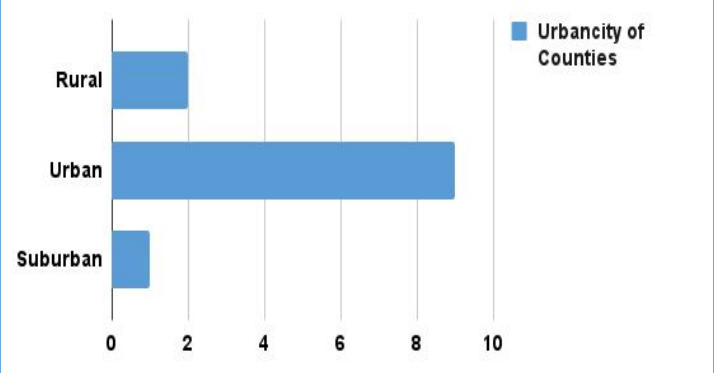
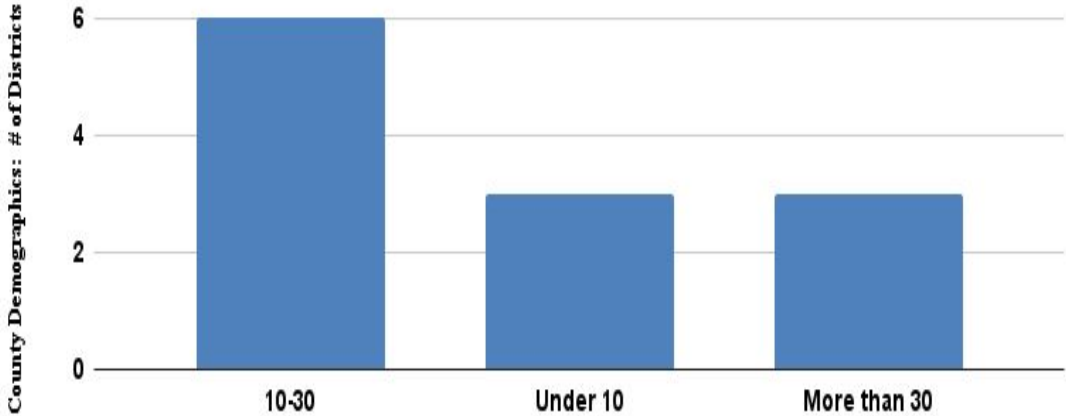


Interview Participant Profile: PARTICIPANT AGE RANGE



Interview Participant Profile: REPRESENTED COUNTY OFFICES OF EDUCATION DEMOGRAPHICS

County Demographics: Number of Districts



QUALITATIVE FINDINGS BY THEME

Three themes emerged:

- Theme 1: Students had an increased sense of belonging as a result of participation in the performing arts
- Theme 2: Cultural arts as a bridge to self
- Theme 3: Arts as a multidisciplinary learning strategy

Qualitative Findings Students belong as a result of participation in the performing arts

(I)f the environment is nurturing enough, it puts them through the paces, but in a way that makes them feel good about it at the end of the day, and in a way that's reflective of something they want to do. They're choosing to be there, and they feel seen, and they get to be seen the way they want to be seen. (Participant 1008, 2023).

I think most humans seek to be seen and heard and valued. I don't think that we can truly recognize and realize our own personal agency to be all that we can be without a foundation that we believe ourselves to be valid for ourselves. (Participant 1001, 2023)

Qualitative Findings: Cultural arts as a bridge to self

Several of our Alt Ed (note: Alternative Education) sites created exhibits for Día de Los Muertos... critically important and significant whether they're creating sugar skulls or altars to their people- their loved ones who've left. (Participant 1005, 2023)

Two of the boys looked at me and they were like, 'Miss Smith, he's black (the teaching artist)', (and) 'that's so cool...' I think that is one of the key things that we really have to focus on is our well-rounded experiences that represent different cultures, different ethnicities, and different lifestyles. (Participant 1002, 2023)

Qualitative Findings: Arts as a multidisciplinary learning strategy

I think the impact on multilingual learners is significant. It gives parents and families a way to engage their children in linguistic skills and cognitive skills. If I am a parent, maybe I don't speak English. Maybe I'm not literate in English or in my native language. But I can work with my kid and say, 'What do you think is happening in that picture?' (Participant 1003, 2023).

I was (teaching) science and (we were) looking at informational text, giving the students opportunities to identify (and use) academic vocabulary (about) parts of the ecosystem. (Next, the students) expressed that through art pieces...using clay or sketches and be able to paint things out. (W)hen it comes to integration it's being able to have that balance of leveraging the content area, but also understanding that art in itself has its own framework. (Arts integration is) being able to use both tools at the same time . (Participant 1004, 2023).

CROSS-CASE ANALYSES: COUNTY ARTS LEADS AS A BRIDGE TO DISTRICTS

I'm a poet from way back and run poetry salons and used to be really into being published...I started a teen poet laureate program, and I started a spoken word competition ...the four winners of that (go on) to perform at our Equity Alliance Summit....I like that tie-in, and they have to write...So I spend a lot of time prepping them to be (in the) room and to stand and deliver (Participant 10010, 2023).

(T)he collaborative efforts (are) working regionally...working really well...and has built a lot of relationships. I also lead a meeting for just the district art leads monthly. (T)hey have shared (that) it's their favorite time. So that ability to say hey and (be) informal... 'Oh, I am using this artist.' Then another district partner will say, 'Yeah, I got their contact from you and I'm using them too.' Right? So, sharing resources, sharing ideas...that collaborative nature. Building that with intentionality - I think that is really working (Participant 1002, 2023).

CROSS-CASE ANALYSES: COUNTY ARTS LEADS AS A CHANGE AGENT

Now that we have the Proposition 28 funding, it's really reinvigorated so many more districts and schools to start programs, especially elementary programs where they've had nothing. Unless you happen to be in someone's classroom where the multiple subject teachers felt comfortable teaching one or more of the arts disciplines, you didn't get it. So that's been exciting to see that huge expansion overnight ... (Participant 1009, 2023).

With new Prop. 28 monies, we're working on a pipeline to create arts teachers. Artists could, if they want, work for three years as an artist; they can also become a CTE teacher with an option for us to get them into a financial aid program. With intentionality, we're focusing regionally, building those relationships, and building our small nonprofits and arts organizations so that we really are creating a pipeline for the arts (Participant 1002, 2023).

DISCUSSION

TAKEAWAYS

- County Arts Leads universally believed in the importance of the positive impacts of arts education for students. (RQ 1)
- County Arts Leads believed that equitable access was critical for all students, especially for high-needs students. (RQ 2)
- Participation in the arts supported a strong connection to school and boosted socioemotional outcomes especially for focal student groups. (RQ 2)
- The County Arts Leads' strong beliefs about the arts to support youth in foster care, students experiencing homelessness, and youth in alternative settings has implications for improved outcomes statewide. (RQ 3)

RECOMMENDATIONS NOW

Three recommendations for educational leadership:

1. Reframe obstacles as opportunities to work across silos within departments in the county offices of education.
2. Use a research-based approach to create comprehensive arts plans locally and at the county level to inform district LCAPS and site level expenditure plans for Proposition 28.
3. Build networks to expand arts education for high needs students both locally and regionally across the state.

RECOMMENDATIONS FOR FUTURE RESEARCH

1. Study of the correlation between administrator beliefs and personal arts practice.
2. Study of the benefits of in-school arts participation for youth in foster care and students experiencing homelessness.
3. Study on student outcomes of students participating in Eurocentric classical arts and students participating in cultural arts disciplines in school.
4. Pilot program to test impact on student outcomes using arts integration in the classroom with a district partner and arts organization(s).
5. Study of outcomes for youth experiencing homelessness/youth in foster care employing an arts-integrated, culturally relevant approach to academic content areas.

LIMITATIONS OF STUDY

- Size and scope: Sample size; specific to California; limits to County Arts Leads which means limits to generalizability.
- One point in time: Capturing a set of beliefs in a dynamic environment.
- Researcher is a work colleague and is known to the participants.
- While a degree of diversity in size, region, and location was achieved, the participants self-selected to be interviewed.
- This was a qualitative study. The survey was used to identify participants for the interviews. The two data sets were not compared.

Thank you!

