California Department of Education 2021 Exemplary Arts Education Program

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# Exemplary Arts Education Program: Application Instructions

## Completing the Exemplary Arts Education Application

In order to apply for the California Department of Education’s Exemplary Arts Education Program Award, schools must offer culturally and linguistically responsive standards-based course offerings to students grades seven through twelve (7-12).

Seventy five percent (75%) of students must have the ability to complete a minimum of one arts or arts, media and entertainment (AME) career technical education (CTE) course per year, during the regular school day during their middle and/or high school education in at least one discipline.

Course sequences should be available to all students in at least three of the five arts disciplines (dance, media arts, music, theatre and visual arts) and/or AME pathways.

Applicants must also meet **one** of the following school improvement criteria in the last 5 years based on the California State Dashboard:

1. School Climate**:**

* One level of improvement for a least one identified subgroup In Suspension Rate

1. Student Engagement:

* One level of improvement for at least one subgroup in the area of Chronic Absenteeism or Graduation Rate.

1. Academic Achievement:

* One level of improvement for at least one subgroup in either Language Arts, Mathematics, or College and Career Readiness performance.

Each school’s application must identify their qualifying criteria and provide evidence to verify the improvement cited. A complete Exemplary Arts Education Program Application consists of two (2) documents:

Part A: A one-page description of how your school met the qualifying criteria above

Part B: The Exemplary Arts Education Application, including a narrative response of no more than 4 pages thoroughly addressing each of the four themes identified below and discussing how arts and/or arts, media, and entertainment (AME) programs have adjusted to hybrid and virtual learning. See attached rubric for guiding questions for the narrative.

Send an electronic copy of the completed Exemplary Arts Education Program Application to this email address [afrenzel@cde.ca.gov](mailto:afrenzel@cde.ca.gov) by the posted deadline of February 22, 2021.

## Part A- Meeting Qualifying Criteria

This item requires completing the discipline and demographic School and Program information and submitting a narrative description of how your Arts Education Program contributed to meeting the identified Qualifying Criteria. Narrative response is limited to one (1) page (Arial 12 pt. font). Paragraphs may have either a first line indent of five spaces, or may be separated by a blank line.

In the Arts Education qualifying Criteria narrative, identify the program improvement criteria that you are identifying for qualification. Use the California State Accountability Dashboard ratings to demonstrate school improvement connected to arts and/or AME programs in the last five years. Include the role of arts and/or AME education in your school’s overall educational program. Evaluation will be based on highlighting accessibility to all students and establishing a clear connection between programs offered and improvement outcomes achieved. Please omit testimonials about how much your school deserves the award

## School Programs and Themes

(Completing pages 4-8 of the application)

This section requires narrative responses which may not exceed a total of four (4) pages. Paragraphs may have either a first line indent of five spaces, or may be separated by a blank line. It is acceptable to include tables, charts, or photos, which may be presented in color. Arial 12 font required for narrative text.

The overall framework of selection criteria for the California School Recognition Program is contained in the scoring rubric. The criteria are organized into the following four (4) themes (Please see rubric for guiding questions):

1. Program Administration and Accountability
2. Curriculum and Instruction
3. Assessment
4. Professional Learning

## Quality Statements

Each of the four (4) themes in the scoring rubric presents quality statements that will be used by the evaluators when scoring the response to each theme. It is critical that as the narrative response for each theme of the application is being developed, all of the corresponding quality statements in the scoring rubric be carefully reviewed and addressed. Arts Education curriculum and instruction must be aligned to the new California Arts Standards approved by the State Board of Education January 9, 2019. One reason for low scoring applications is that narrative responses are based solely upon the overarching theme and do not respond to the clarifying questions provided within each theme. High scoring applications reflect comprehensive responses based upon addressing all of the quality statements that appear in the scoring rubric and provide concrete evidence to substantiate claims.

## Attributes of a Strong Response

The application should accurately describe your school and the community it serves and reflect the school demographics. All of this information will be subject to validation during a site visit if your school is selected as a statewide nominee.

In order to receive a high score, it is important to make sure that allquality statements for each of the four (4) themes of the scoring rubric are addressed. For each theme, specific examples and data should be included to support your responses where appropriate. That is, provide a vivid, illustrative example or description for the evaluator in order to communicate a “picture” of what happens at your school, how and why, who is involved, etc. Avoid generalized statements such as “we do that.” Simply restating the language in the rubric in the affirmative or including generalized statements will result in a rating of “two” on the three-point rubric.

Keep in mind that quantitative data always strengthen responses. For example, *“Last school year, our volunteer logs documented that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z”* communicates far more information than *“There is a high level of parent involvement.”*

## Cross-Referencing

The school’s writing team will decide how much space to allocate for each of the four (4) themes within the overall limitation of four (4) pages of the application. In order to make maximum use of limited space, you need not repeat the same information for different themes. Because many of the areas of discussion are related and impact each other, we recommend that you cross-reference to conserve space and avoid repetition. Specify the location of related information for the evaluator, for example, “(see p. 3, par. 2).” Make sure each theme is clearly addressed before referring to additional information. Evaluators prefer to spend a minimum amount of time searching through an application for evidence not directly contained in a response or reference.

## Editing

A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. There should be schoolwide input, written by a collaborative group, but the final application should speak to the evaluator with a “single voice.” The quality of the written presentation influences the evaluators’ assessments. Therefore, it is important to designate a competent editor to assist with the final document.

The principal of each school is responsible for ensuring the accuracy and completeness of the final application. The principal should personally ensure that each of the four (4) themes of the scoring rubric has been fully and accurately addressed and that the formatting of the application complies with the technical specifications.