

**Equity and Access to PK-12 Dance Education**

**A Strategic Partnership**



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# DANCE for EVERY CHILD



# Background:

## NJDOE Mandates:

- ◆ Dance is a part of the core curriculum in NJ K-12 schools and has the same validity as other core subjects such as language arts literacy and math.
- ◆ Every school must offer sequential instruction in dance taught by highly qualified teachers.

## New Jersey Arts Census 2007:

### Percent of Schools:

- ◆ 8% of Elementary Schools
- ◆ 9% of Middle Schools
- ◆ 20% of High Schools

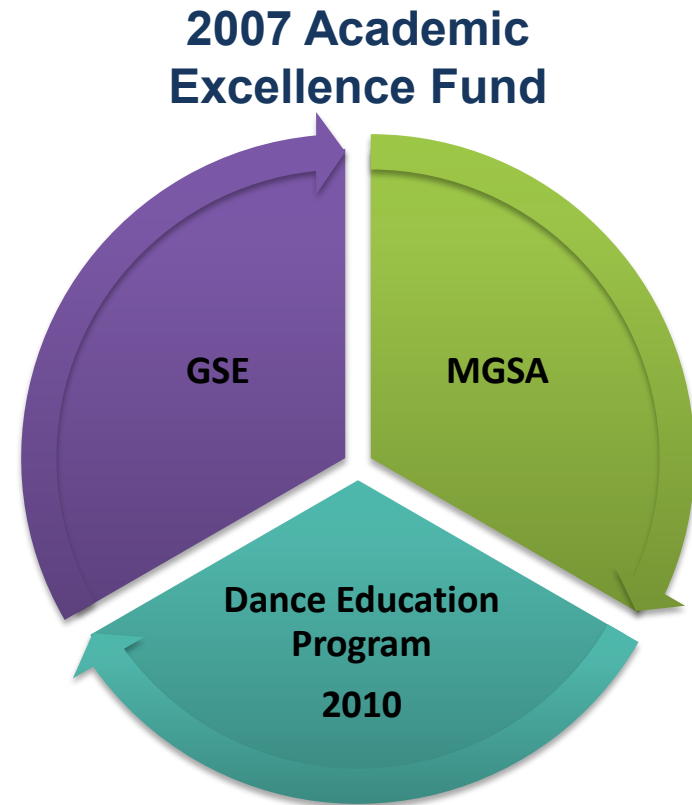
## Percent of Certified Dance Teachers 2007:

- ◆ 44%
- ◆ No collegiate teacher preparation programs in the state

# EdM Dance Education Joint Program

## Mentors:

- ◆ **George Stauffer**, Dean  
Mason Gross School of  
the Arts
- ◆ **Richard DeLisi**,  
University Professor  
Graduate School of  
Education and  
RLA Leader

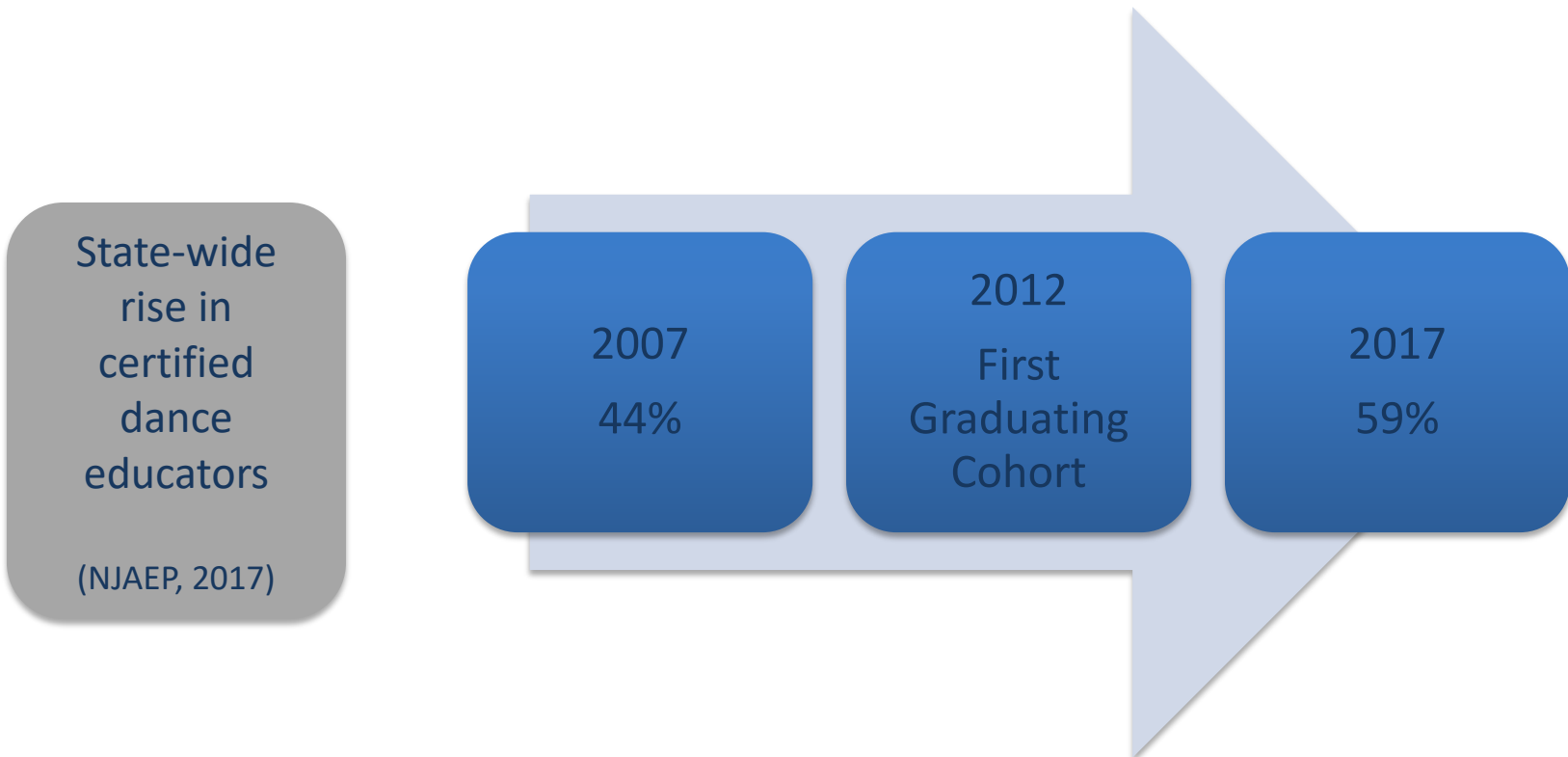


First graduate dance program in New Jersey  
First graduate PK-12 dance teacher certification program in New Jersey  
First combined BFA + EdM + Teacher Cert dance degree in nation

# EdM Dance Education Joint Program

## Program Accolades:

- 3 New Jersey Distinguished Clinical Intern Awardees
- 100% job placement rate



# Benchmarking Inequity in 2017

## Percentage of Students with access to Dance Education in NJ Public Schools 2017:

- ◆ 4% of all Elementary children
- ◆ 4% of all Middle School Children
- ◆ 2% of all High School children

Source: NJAEP (2017)

## U.S. College Dance Majors by Ethnic Characteristics 2017:

	Male	Female
Black/African American	2.8%	10%
American Indian/Alaska Native	.1%	.3%
Asian	.9%	3%
Hispanic (of any race)	2.1%	7.5%
Native Hawaiian/Pacific Islander	.1%	.3%
White	5%	59%
Other/Unknown	2%	6%

Source: National Association of Schools of Dance (2017)

# Benchmarking Inequity in 2017

## Rutgers Dance Majors by Ethnic Characteristics 2017:

	Male	Female
Black/African American	1.6%	17%
American Indian/Alaska Native	0%	0%
Asian	.5%	8.6%
Hispanic (of any race)	3.2%	10%
Native Hawaiian/Pacific Islander	.5%	0%
White	3.2	54%
Other/Unknown	0%	1%

# Inequity

This limits who the future teachers are

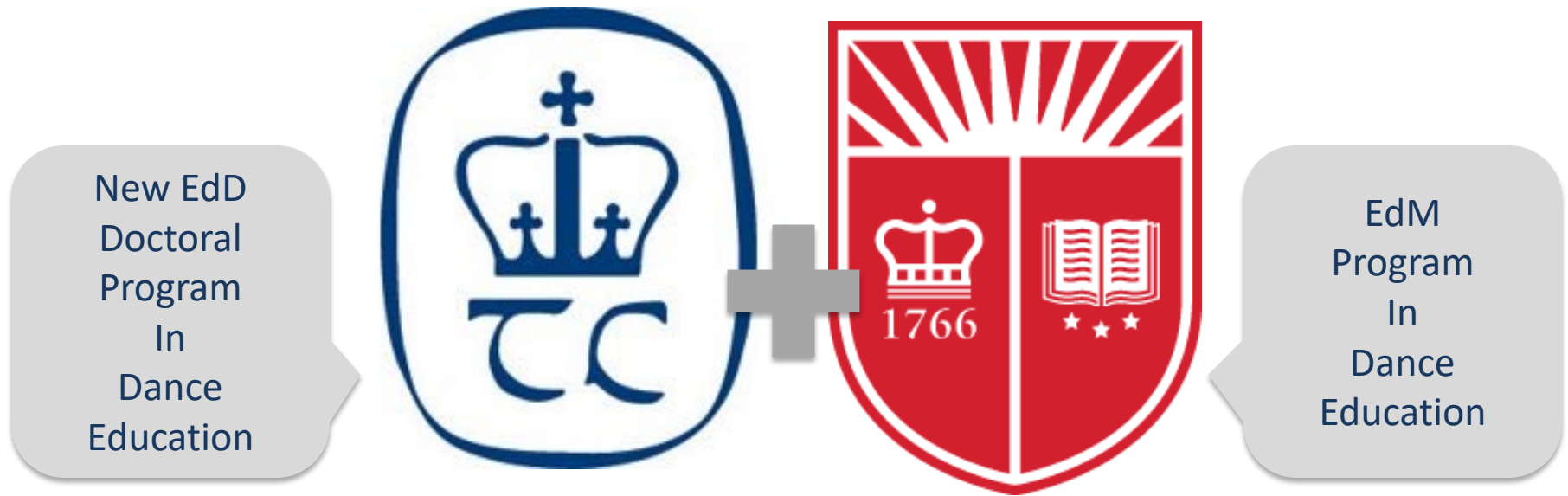
Under-represented students' college and career opportunities suffer

NJDOE  
Doesn't  
Commit to the  
Mandate

This limits the  
profession

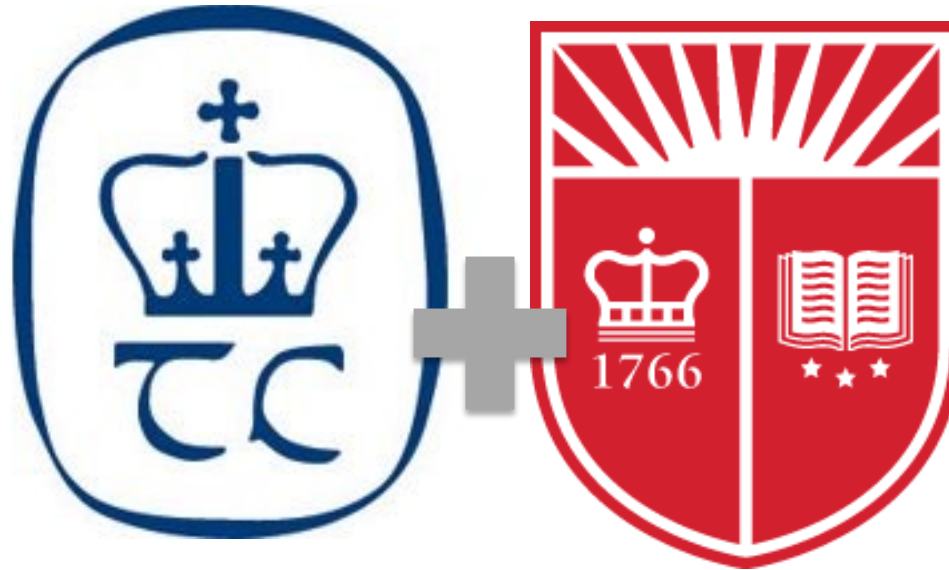


# RLA Project: Create a Strategic Partnership



**Advancing Diversity, Equity and Social Justice  
in Dance Education**

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**Advancing Diversity, Equity and Social Justice  
in Dance Education**

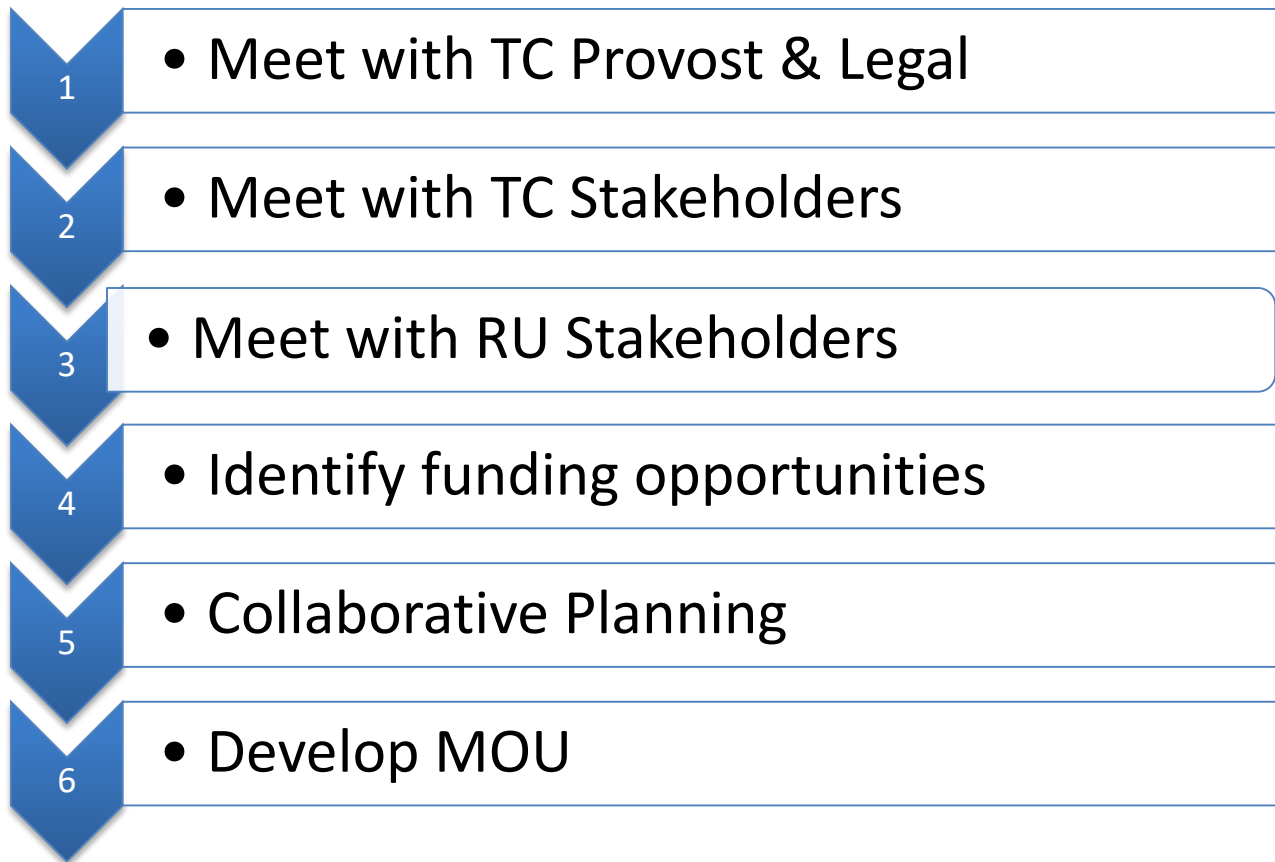
**How do we re-imagine  
dance teacher preparation and partner our  
dance education learning communities  
to challenge prejudice and transform New Jersey?**

# Capstone Project Goal

To develop a MOU with the TC doctoral program focused on mutual support and a collaborative effort to tackle the problem of diversity, access and equity at the juncture of PK-12 and post-secondary learning in New Jersey.



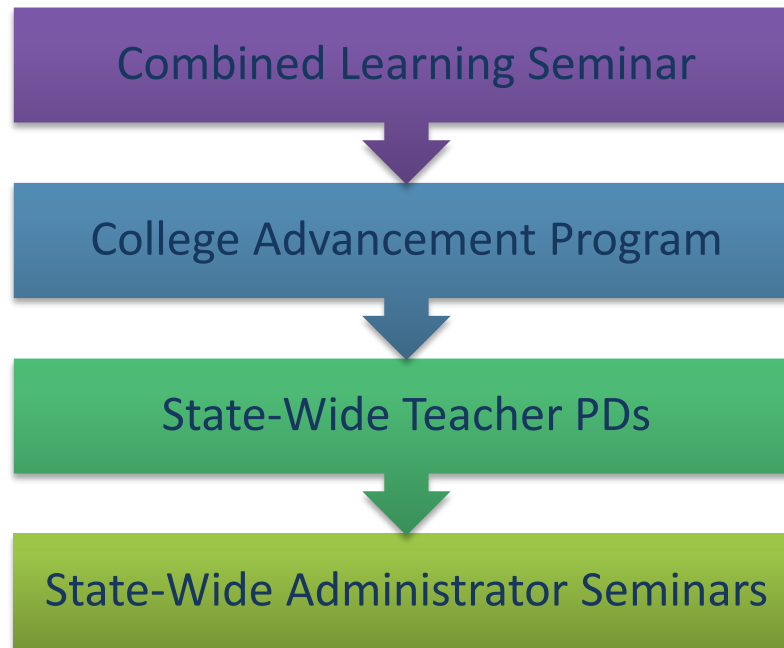
# Capstone Project Process & Status





# Findings & Future Directions

## Equity Strategy:



**College Advancement Program:** Collaborate to implement a pre-college advancement program for under-represented youth, including studio coaching, college preparation and application mentoring.

# Challenges & Obstacles

- **Balancing Program Needs with Partnership Vision**
- **Creating sustainable cycles along with innovation**

# Leaning into Leadership Learning

Access to leaders  
University-wide community



Thank You!  
Brent  
Ralph  
and  
Richard!



# References

Morrison, B., Young, A. Cirillo, P. (2017). *Arts Ed Now: Every child, every school. The 2017 New Jersey arts education census project report*. Warren, NJ: Quadrant Research.

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# Findings & Future Directions

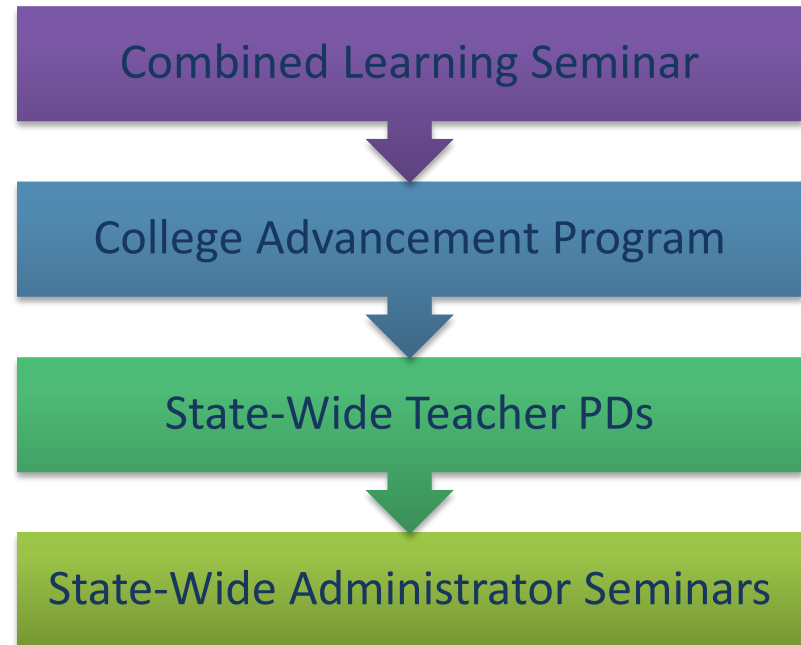
## Rationale:

- Student, faculty & Alumni Growth
- Increased grant opportunity
- Visibility

## Categories:

- Collaborative programming
- Shared resources
- Mentorship & Supervision
- Cross Institutional:
  - Teaching
  - Service
  - Research

## Equity Strategy:



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