**Arts Education Equity Act**

**20RS BR 203**

**Summary**

Prepared by the Kentucky Coalition for Arts Education, a collaborative of the Kentucky Art Education Association, the Kentucky Music Educators Association, the Kentucky Theatre Association, and the Kentucky Association for Health, Physical Education, Recreation and Dance.

Create a new section of KRS Chapter 158 stating:

***The General Assembly declares that:***

Standards-based, sequenced instruction in visual and performing arts (VPA) positively contributes to student self-expression, artistic abilities, academic performance, school climate, and social & emotional learning.

Public education was created to assist all students to have sufficient grounding in the arts (KRS 158.645).

Goals for schools (KRS158.6451) are to develop students’ abilities to apply core concepts and principles from the arts and to express their creative talents and interests in the arts.

Research indicates students who are committed to the arts perform better academically, are more engaged in school & achieve higher levels of education.

**The Art Education Equity Act establishes that:**

 *By the 2021-2022 school year, schools shall:*

Offer students a minimum of one hundred twenty (120) minutes of sequenced, standards-based instruction in Visual and Performing Arts (VPA) in grades K-5.

Offer students sequenced, standards-based VPA instruction with opportunities to develop creative talents and interests in grades 6-8.

Submit annual VPA program data to the Kentucky Department of Education (KDE) as part of the School Profile.

Implement school policies that:

 Include VPA instruction as part of the instructional day.

Prohibit using access to participation in arts instruction as a disciplinary measure.

Prohibit reducing student access to VPA instruction for remediation of deficiencies in other subjects.

*The Kentucky Department of Education shall:*

Consult with certified VPA specialists teachers to develop & disseminate program standards for VPA.

Develop & disseminate guidelines on VPA model programs and arts enrichment activities that occur during school or that are co-curricular. Extra-curricular arts activities may be included, but shall not be substituted for regular instruction during school hours.

Encourage school councils to consult certified VPA specialist teachers in developing their own VPA program models.

Make a list of available resources & assessment tools to assist schools in arts instruction.

Provide an *easy-to-use checklist* for reporting VPA data to be included in the school profile report, subsection (20) of Section 2 of this Act

Develop strategies and initiatives to publicly bring attention to progress toward meeting the goals of the legislation (i.e. public recognition of outstanding VPA programs).

Share district data with the Office of Kentucky Center for Statistics, in order to analyze the impact on VPA study on student success, emotional health, career readiness, academic achievement and other student outcomes

By December 1, 2021 and by December 1 each year thereafter, report to the Interim Joint Committee on Education the status of schools meeting the requirements of this section.

* The Report will be posted on KDE’s Web site in the school accountability section.

The School Profile Report shall be part of the school report card and shall include VPA program data.

**Benefits of Arts Study**

Research supports that consistent arts study contributes to greater:

**I. Academic Achievement**

* Reading and Language Skills
* Mathematics Skills

**II Cognitive Development:**

* Thinking Skills
* Social and Emotional Skills
* Motivation and Engagement to Learn
* Creative Thinking

**III. Comprehensive Benefits**

* Positive School Environment
* Workforce Skills that include critical thinking and problem solving, communication, collaboration, attention to detail, creative thinking
* Closing the Gap in achievement between high/low socioeconomic groups
* Personal Well-being through appreciation, life-long learning, and participation in the arts
* Artistic Literacy that enriches the culture of our communities

**USA Today reports on Critical Links study (**[**https://usatoday30.usatoday.com/news/education/2002-05-20-arts.htm**](https://usatoday30.usatoday.com/news/education/2002-05-20-arts.htm)**)**

**Drama** helps with understanding social relationships, complex issues and emotions; improves concentration of thought and story comprehension.

**Music** improves math achievement and proficiency, reading and cognitive development; boosts SAT verbal scores and skills for second-language learners.

**Dance** helps with creative thinking, originality, elaboration and flexibility; improves expressive skills, social tolerance, self-confidence and persistence.

**Visual arts** improve content and organization of writing; promote sophisticated reading skills and interpretation of text, reasoning about scientific images and reading readiness.

**Multi-arts** **(combination of art forms)** helps with reading, verbal and math skills; improves the ability to collaborate and higher-order thinking skills.

Deasy, R. J. (Ed.). (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development.* Washington, D.C: Arts Education Partnership.

**Arts infused schools improve school climate in high poverty schools.**

Stevenson, L., & Deasy, R. (2005). *Third Space: When Learning Matters.* Washington, D.C.: Arts Education Partnership.

**Students gain cognitive, social, and emotional skills, as well as developing empathy, perseverance, patience, and risk-taking as a result of arts integrated instruction.**

Ingram, D., & Meath, M. (2007). *Arts for academic achievement: A compilation of evaluation findings from 2004-2006*. Center for Applied Research and Educational Improvement.

**Socioeconomically disadvantaged students who are highly engaged in arts study during their school years perform higher academically, are more engaged in school, go further in formal schooling, and are more engaged in civic activities in their adult life than socially advantaged students who were not highly engaged in arts study.**

Catterall, J. S. (2009). *Doing well and doing good by doing art: the long-term effects of sustained involvement in the visual and performing arts during high school: results of a 12-year national study*. London, U.K.: Imagination Group/I-Group Books.

**Arts Education prepares students for the workforce:**

* **Equips students with the skills to be creative,** a key for success in the 21st century workforce. Students receiving an arts-rich education perform better on assessments of creativity than do students receiving little or no arts education. Performing arts students, for example, show greater flexibility and adaptability in thinking than their peers.
* **Strengthens problem-solving abilities.** Students who study the arts, for example, score higher than their peers on tests measuring the ability to analyze information and solve complex problems, and are more likely to approach problems with patience and persistence.
* **Builds collaboration and communication skills,** allowing students to experience what it feels like to be active community members and to work as a team to determine and achieve common goals.
* **Develops leadership skills,** including decision-making, strategy-building, planning and reflection. Students also prepare to effectively use these skills by developing a strong sense of identity and confidence in their ability to meaningfully affect the world.

Wolfe, K., & Fulton, M. (2017). *The Importance of Arts Education in Workforce Preparation. Education Commission of the States. Retrieved from https://www.ecs.org/wp-content/uploads/Preparing-Students-for-the-Next-America.pdf*

**A 2005 Harris Poll on the attitudes of Americans toward arts education, commissioned by Americans for the Arts, revealed that 93% of Americans agree that the arts are vital to providing a well-rounded education for children.**

*Critical Evidence: How the Arts Benefit Student Achievement* (2005), a booklet published by the National Assembly of State Arts Agencies in collaboration with the Arts Education Partnership

Hello and good afternoon,

My name is Eileen Ramirez, I am 23 years old, and I am a graduate of the Oldham County School System. I attended La Grange Elementary, Oldham County Middle School, and graduated from Oldham County High School in 2014. I began playing flute in middle school after being invited by my elementary school music program to try out instruments. The only instrument I managed to get a sound out of was the flute and so I went with it. I didn’t think anything else of it and did not anticipate what playing would bring me. But, up until this very day, it is one of the best decisions I have ever made.

Music has molded me. It has helped shape my journey through life. Without a doubt, there are numerous reasons why students should be exposed to the arts, whether or not they intend on pursuing them as a career. The skills that I have gained from music have carried over into many aspects of my life including my professional life. When I first started, I thought I was just learning how to put fingers down and how to make sounds but it turns out it was much more.  Even as a middle schooler, music taught me patience.  After all, learning how to play an instrument does not happen overnight and we know that patience is difficult even for adults. It pushed me to be creative – to think outside of the box. Music was an outlet. When I had a bad day, as middle schoolers often have, it was a way for my mind to go somewhere else and to channel any negative energy into something good. It showed me how to be part of a team – to be a part of something bigger than myself. I was in a room full of peers trying to create something beautiful and everyone contributed. Music taught me how to take constructive criticism and turn it into motivation rather than defeat. It showed me leadership when I got first chair in the 7thgrade band. It showed me what work ethic really meant. I remember learning my first flute concerto, a 4-page solo that looked like black ink had been spilled all over white copy paper. After hours and hours of practicing, I got through every note of the solo with style and personality. learned that if you truly give it your all, the results are amazing.

These are all skills educators hope students will develop during their time as students so that they can take them wherever they decide to go with whatever they decide to do. How incredible is it that the arts are able to capture all of these lessons and many more?

If music had not been a part of my life, I don’t believe I would be where I am today. I am a 2ndyear dental student at the University of Kentucky College of Dentistry, currently ranked 6thin my class, and not a day goes by where I don’t find myself using what I gained from music. Music will continue to follow me throughout the rest of my life. The amazing thing is that I’m not a needle in a haystack. All of the friends I met in elementary and middle school that did band with me are out in the world doing amazing things. They are our future and the future looks great.

Thank you.