



Memorandum

Date: December 2019
To: Senate Committee on Early Learning and K-12 Education
From: Nichole Pace, Senate Committee Services Intern, and
Ailey Kato, Senate Committee on Early Learning and K-12
Education Staff
Re: Arts Education

As a 2019 interim project, the Senate Committee on Early Learning and K-12 Education asked staff to research arts education in Washington State and focus on current state and federal law related to arts education, identify emerging issues, and describe recent trends in other states. This memorandum provides information about:

- I. [Current State and Federal Law and Programs for K-12 Arts Education](#)
- II. [National and State K-12 Learning Standards](#)
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- IV. [State Comparison](#)
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- Appendix A. [Washington State Laws Relating to Arts in Education](#)
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Please contact staff for further information.

I. Current State and Federal Law and Programs for K-12 Arts Education

Basic Education. Washington State includes the arts as a core concept within “basic education.”¹ The Legislature defines basic education as “that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship.” Further, basic education “by necessity is an evolving program of instruction intended to reflect the changing educational opportunities that are needed to equip students for their role as productive citizens.”² Appendix A contains a list of relevant statutes.

¹ RCW 28A.150.210.

² RCW 28A.150.200(2).

Washington State recognizes that the goals of school districts, as well as the involvement of parents and community, must be focused on providing opportunities for all students to develop the “knowledge and skills” to achieve four goals:

- read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; *arts*; and health and fitness;
- think analytically, logically, and creatively, and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.³

Essential Academic Learning Requirements or Learning Standards. The Office of the Superintendent of Public Instruction (OSPI) develops essential academic learning requirements, also referred to as learning standards, that identifies what students need to know and be able to do based on student learning goals.⁴ OSPI works with the State Board of Education (SBE) to develop and maintain statewide assessment systems for reading, writing, math, and science.

In contrast, school districts must have assessments or other strategies chosen by the district for social studies, the arts, and health and fitness.⁵ School districts are given the autonomy to determine the form of these assessments, whether through exams, projects, or other assessments as long as the district submits an implementation verification report.⁶ These reports inform OSPI whether the district implemented assessments or other strategies in these subjects and demonstrate the attainment of level-appropriate skills.

High School Graduation Requirements. SBE establishes high school graduation requirements, with certain exceptions, set forth in the Washington Administrative Codes (WAC).⁷ In 2014, the Legislature passed E2SSB 6552 which directed SBE to establish 24 state-mandated credits for the class of 2019.⁸ SBE rule specifies the distribution of credits required for these classes with two credits for the arts (visual or performing).⁹ SBE rule provides personalized pathways for high school students to complete the graduation requirements. The following graphic, created by SBE, details the personal pathways allowing students to opt out of certain credits for career and technical education (CTE) courses.

³ RCW 28A.150.210.

⁴ RCW 28A.655.070; RCW 28A.150.210.

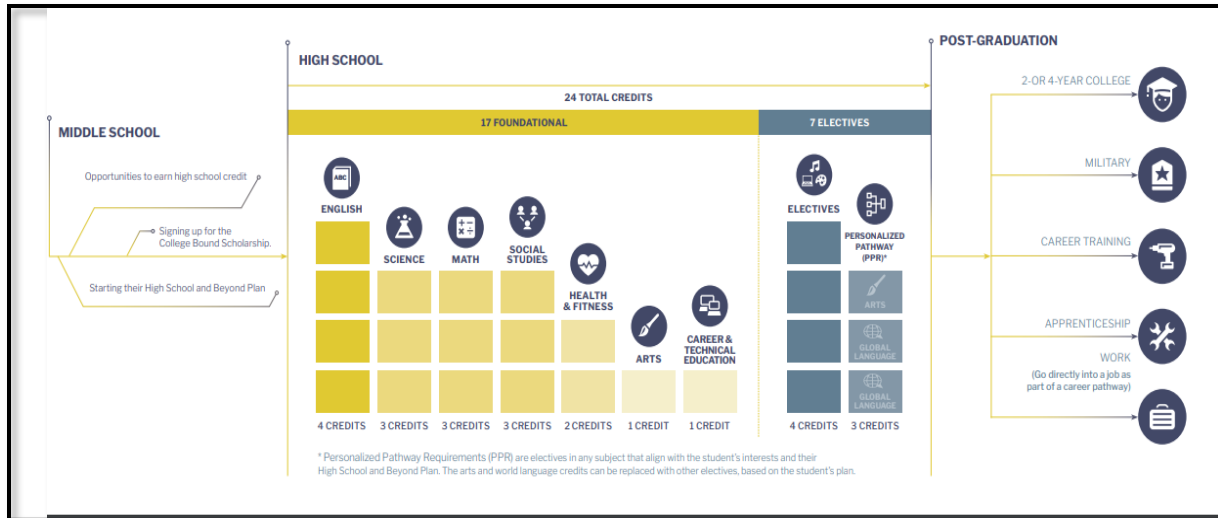
⁵ RCW 28A.655.070.

⁶ RCW 28A.230.095.

⁷ RCW 28A.230.122; RCW 28A.230.097; WAC 180-51-068. The graduation requirements can also be found on SBE's website, <http://www.sbe.wa.gov/our-work/graduation-requirements>.

⁸ E2SSB 6552 (2014).

⁹ WAC 180-51-068.



For certain pathways, students need to complete two arts credits instead of one, as well as two world languages.¹⁰ A different pathway that focuses on CTE courses, removes the world language component and allows the student to substitute one art credit for a credit in CTE, leaving the student with one art credit required for graduation.

Course Equivalencies. Equivalencies allow a student to use a CTE course to fulfill credit associated with a subject that is required for graduation. OSPI must approve the equivalency proposal before a school can offer a CTE course as an equivalency to fulfill requirements for another subject.¹¹ For example, Engineering Design counts as an equivalency for Algebra 1.¹² The CTE course is considered equivalent to the academic course that would meet high school graduation requirements if it meets the academic standards of the equivalent course.¹³ Currently, there are no CTE equivalency courses aligned with arts credits. However, a school district could develop a CTE course that would fulfill an arts credit requirement.¹⁴

Federal Law. The Elementary and Secondary Education Act (ESEA) of 1965, amended by the Every Student Succeeds Act (ESSA) in 2015, defines education, in part, by identifying essential or core subjects that ensure a student's readiness for life beyond the K-12 educational system.¹⁵ Arts are defined as part of a well-rounded education. Sections of the act detail different avenues for states to use federal funding for the purpose of improving student access and success, which

¹⁰ SBE, Graduation Requirements, <http://www.sbe.wa.gov/our-work/graduation-requirements>.

¹¹ OSPI, *CTE Equivalencies Update (2018)*, <https://www.k12.wa.us/sites/default/files/public/legisgov/pubdocs/2018-12-UPDATE-CTE-Equivalencies.pdf>.

¹² OSPI, *CTE Statewide Course Equivalencies*, <https://www.k12.wa.us/sites/default/files/public/careertech/clusters/courseequivalencies/Statewide%20Equivalencies.pdf>.

¹³ RCW 28A.700.070.

¹⁴ *CTE Equivalencies (2018)*.

¹⁵ ESSA, Section 4104, <https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>.

can be used for arts programs. ESSA specifically mentions that the arts can be used as a standalone discipline, or within the context of science, technology, engineering, and mathematics (STEM) curriculum in order to integrate the arts into a variety of academic disciplines.

Current Arts Programs in Washington State. OSPI partners with other organizations to provide several arts programs:

- *The Superintendent's High School Art Show.* This annual event is co-hosted by OSPI and the Washington Art Education Association.¹⁶ Approximately 2,000 students from all nine of the educational service districts (ESDs) participate. The finalists from the regional ESD shows are invited to participate in the state high school art show.¹⁷
- *Young Artists Project.* Centrum at Fort Worden State Park partners with OSPI to provide a week-long, residential, full-immersion experiences in the arts for highly capable populations.¹⁸
- *Voices from the Fields and Native American Voices Arts Academies.* Centrum also partners with OSPI's migrant education and native education programs to provide experiences in the arts to middle school students.¹⁹ The program also provides professional development for classroom teachers.

II. National and State K-12 Learning Standards

National Core Arts Standards. The federal government does not adopt or enforce national learning standards. However, the National Coalition for Core Arts Standards (Coalition) developed the National Core Arts Standards (NCAS) for states to adopt on a voluntary basis. The broad goals of the standards in arts education include using different forms of art to improve students' communication, personal realization, culture and history, well-being, and community engagement.²⁰ The Coalition identified three broad goals for arts education standards:

- to ensure the standards reflect the best ideas in education;
- to ensure the standards reflect the best knowledge about teaching and learning; and
- to ensure the standards were developed through a broad-based, open process.

State K-12 Learning Standards. OSPI developed a panel of experts from the educational field, community, and artists to analyze the Coalition's national standards and determine whether Washington should adopt them. Based on their recommendation, Washington adopted the NCAS into OSPI's Learning Standards and Guidelines for K-12 in 2016 for various forms of arts instruction.²¹

¹⁶ OSPI, High School Art Show, <https://www.k12.wa.us/student-success/awards-recognition/superintendents-high-school-art-show-0>.

¹⁷ OSPI, Regional and State High School Art Show Information, <https://www.k12.wa.us/student-success/resources-subject-area/arts/regional-and-state-high-school-art-show-information-2019>.

¹⁸ Centrum, <https://centrum.org/young-artists-project/>.

¹⁹ Centrum, <https://centrum.org/young-artists-project/>.

²⁰ ESSA, Section 4104.

²¹ OSPI Arts Learning Standards, <https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards>.

- dance;
- media arts;
- music;
- theatre; and
- visual arts.

These standards detail learning expectations for elementary, middle, and high schools. In each section, OSPI offers guidance for interpreting the standards and provides potential learning opportunities that will support and deepen students’ educational experiences.²²

Below is an example of what this guidance looks like for visual arts at the kindergarten level.

Suggestions for Students	Examples
Explore the elements, tools, and processes of visual arts while discovering and creating art using multiple visual arts media, and to use a variety of tools to explore ways of making lines and textures.	Use clay, paint, and the tools of visual arts to create textures and patterns. Or explore the elements of visual arts through multi-sensory experiences, such as (1) finger painting, (2) gluing objects, (3) making textured rubbings, and (4) tearing, cutting, and curling paper.

For the full example, see Appendix C.

Additionally, the arts learning standards include 11 anchor standards that identify the knowledge and abilities students should demonstrate in the arts. These anchor standards are arranged under four artistic processes—creating, performing/presenting/producing, responding, and connecting—and are the same in all five arts disciplines and at every grade level as shown in the following graphic:

²² OSPI, Arts Learning Standards, <https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%93learning-standards>.

Washington's Pre-K–12 Arts Learning Standards*				
	Creating	Performing/Presenting/ Producing	Responding	Connecting
ARTISTIC PROCESS	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
*Washington adopted the National Core Arts Standards as the Washington State K–12 Arts Learning Standards: www.nationalartsstandards.org/				

III. Early Learning

The Department of Children, Youth, and Families (DCYF) has a wide-range of duties focused on early learning. DCYF encourages best practices in early learning, provides resources to caregivers, and promotes the health and learning of children in early learning programs.²³ Additionally, DCYF works with OSPI to provide efficient and smooth transitions from early learning programs to the K-12 school system.

Washington State Early Learning and Development Guidelines. In 2012, DCYF and OSPI partnered to publish the Washington State Early Learning and Development Guidelines for infants and children from birth through third grade.²⁴ These guidelines detail the various types of learning children in this age range can undertake and how caregivers can aid in early learning.

The guidelines are divided into specific age ranges and provide examples of activities for different types of learning. Each age range has sections specific to the arts and detail the types of projects

²³ RCW 43.216.020.

²⁴ Washington State Early Learning and Development Guidelines,
<https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf>.

or exercises that can help children learn about the world around them.²⁵ See Appendix E for a full example.

DCYF and OSPI use the guidelines to encourage use of the arts in early learning settings, but do not specifically mandate their use.

Early Achievers. In 2007, the Department of Early Learning, now DCYF, developed Early Achievers, a quality rating and improvement system for the early care and education programs.

Any facility can participate in Early Achievers and receive a rating, with level five being the highest. Such participation is required for facilities that receive state subsidy payments, otherwise participation is voluntary.²⁶ Ratings are based on five quality standard areas:

- learning environment and interactions;
- child outcomes;
- curriculum and staff supports;
- family engagement and partnership; and
- professional development and training.

While the levels do not specifically mention the arts, facilities can earn up to three points by aligning their curriculum with the Washington State Early Learning and Development Guidelines and for training their staff on those same guidelines. As previously discussed, the guidelines include the arts for each age range.²⁷

Washington Kindergarten Inventory of Developmental Skills (WaKIDS). WaKIDS is a program to help provide a successful transition for children entering the K-12 school system, both for the child and the adults at home and in school.²⁸ There are three components in WaKIDS:

- family connection that welcomes families into the K-12 system as partners in their child's education;
- a whole child assessment which helps kindergarten teachers learn about the skills and strengths of the children in their classrooms; and
- early learning collaboration which aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children.

The assessment focuses on six developing skills: social-emotional, physical, cognitive, language, literacy, and mathematics. The assessment does not specifically mention the arts. However, the WaKIDS transition process emphasizes collaboration between early learning professionals and

²⁵ Washington State Early Learning and Development Guidelines, *Section 6: Learning About My World* and *Section 3: Touching, Seeing, Hearing, and Moving Around*, <https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf>.

²⁶ Early Achievers Standards (2017), https://www.dcyf.wa.gov/sites/default/files/pdf/ea/Early_Achievers_Standards_2017_0.pdf.

²⁷ Washington State Early Learning and Development Guidelines.

²⁸ About WaKIDS, <https://www.k12.wa.us/washington-kindergarten-inventory-developing-skills-wakids-1>.

kindergarten teachers and the use of the Washington State Early Learning and Development Guidelines, which includes the arts.²⁹

Early Learning and Arts Integration. The 2019-21 operating budget provided \$172,000 for fiscal year 2020 and \$324,000 for fiscal 2021 to the Washington State Arts Commission for an arts-integration program that encourages kindergarten readiness in partnership with ESDs, OSPI, and DCYF.³⁰

According to the funding proposal, the Arts Commission will use this funding to train early childhood educators in arts integration.³¹ The Arts Commission identified two partners who have similar programs supported with federal funding: (1) the Wolf Trap Institute in Virginia, and (2) Arts Impact based in Washington State. The Arts Commission's proposal explains that these programs will guide this project. Specifically, the Arts Impact program focuses on infusing the arts into reading and math learning to see if it could narrow the opportunity gap for children of color and from low-income households. According to the Arts Commission, Arts Impact found that infusing arts into these subjects addressed the achievement gap and all students exceeded the program's 80 percent success benchmark.

IV. State Comparison

The Education Commission of the States (ECS) and the Arts Education Partnership (AEP) analyze arts education policy and requirements for every state and publishes a comparative chart of all the states.³² Appendix D contains a chart identifying these policies and the states that participate in them.

This section contains a detailed overview focusing on Washington's participation in these policies, with an overview of policies in a handful of other states. States were selected to demonstrate the variety of approaches, as well as examples from nearby states. ECS and AEP identified the following arts education policies:

- arts as a core subject;
- early childhood arts standards;
- K-12 arts standards;
- arts education requirement in elementary school;
- arts education requirement in middle school;
- arts alternatives for high school graduation;
- arts education assessment requirement;
- arts education requirement for state accreditation;
- certification or licensure requirements for non-arts teachers;

²⁹ WaKIDS Early Learning Collaboration, <https://www.k12.wa.us/washington-kindergarten-inventory-developing-skills-wakids-4>.

³⁰ ESHB 1109 (2019), Sec. 617(4).

³¹ Washington State Arts Commission's 2019-21 Biennial Budget Decision Package.

³² ECS is the host organization of AEP, a network of organizations working to advance arts in education through research, policy, and practice. ArtScan is published infrequently, but has been published at least in 2013, 2014, 2017, and 2019. About AEP, <https://www.aep-arts.org/who-we-are/>.

- arts education requirement in high school;
- arts requirement for high school graduation
- certification or licensure requirements for arts teachers; and
- state arts education grant program or school for arts

According to ECS, Washington State does not participate in the following four policies:

- arts alternatives for high school graduation;
- arts education requirement for state accreditation;
- certification or licensure requirements for non-arts teachers; and
- state arts education grant program or school for arts.

The next sections discuss each of the four policies, which includes a description of the policy, Washington State's practice or law in that policy area, and a comparison with other states who meet ECS' standards in that policy area.

Arts Alternatives for High School Graduation. Some states allow students to use art classes to fulfill graduation requirements as an alternative to other types of classes.³³ Twenty-one states allow students to use this alternative. For example, Alabama sets aside three credits that can be filled by the arts, a foreign language, or CTE.

In Washington, SBE establishes minimum graduation requirements and allows schools to select additional requirements aligned with the state requirements.³⁴ As previously discussed, in 2019, Washington State passed legislation allowing high school students to choose a personalized pathway to obtain their diploma.³⁵ One pathway allows students to customize their classes and gives the students the flexibility to use certain credits for approved CTE courses relevant to the student's planned post-secondary education or career.

The following table details a small number of states which provide arts alternatives for high school graduation.³⁶

State	# of Graduation Credit(s)	Classes Available for Fulfillment
Alabama, California, Oregon	1-3	Art, a foreign language, or CTE
Rhode Island	6	Art, foreign language, physical education and health, or technology

³³ ArtScan Policy Definitions, <https://www.ecs.org/wp-content/uploads/2019-ArtScan-at-a-Glance.pdf>.

³⁴ WAC 180-51-068.

³⁵ SBE, Graduation Requirements, <http://www.sbe.wa.gov/our-work/graduation-requirements>.

³⁶ ArtScan State Profiles, <https://www.aep-arts.org/artscan-state-profiles/>.

Ohio	5	Art, foreign language, business, English language arts, family and consumer science, technology, agriculture education, math, science, social studies, or CTE
Washington ³⁷	1-2	SBE rule allows a student to take only one arts credit for CTE credits instead. Otherwise, Washington State requires high school students obtain two arts credits.

Arts Education Requirement for State Accreditation. In order to receive and maintain accreditation, some schools must offer arts education.³⁸ Seventeen states enforce this accreditation requirement.

The following table details a small number of states who require arts education for state accreditation.³⁹

State	Accreditation Requirements
Kansas	Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation. The performance criteria include programs and services to support student learning and growth at both the elementary and secondary levels, including fine arts.
Wyoming	Each school district must provide educational programs sufficient to meet the uniform Wyoming content and performance standards in all content areas. The curriculum must be aligned to and inclusive of the Wyoming content and performance standards of which fine and performing arts are a subject area.
Oklahoma	The written curriculum shall include the Oklahoma academic standards which includes the arts.
Washington ⁴⁰	Accreditation is a voluntary process. ⁴¹ SBE provides a list of recognized accrediting bodies, but there are no statewide accreditation requirements. Instead, each school must meet "Approval" requirements, which demonstrate the school's adherence to the minimum state requirements. SBE requires school to maintain "Approval" compliance through the Basic Education Act and additional requirements as determined by SBE. ⁴²

³⁷ Washington ArtScan Policy Snapshot, <https://c0arw235.caspio.com/dp/b7f9300042a7af05aa5e456eb8a1?state=Washington>.

³⁸ ArtScan Policy Definitions, <https://www.ecs.org/wp-content/uploads/2019-ArtScan-at-a-Glance.pdf>.

³⁹ ArtScan State Profiles, <https://www.aep-arts.org/artscan-state-profiles/>.

⁴⁰ Washington ArtScan Policy Snapshot, <https://c0arw235.caspio.com/dp/b7f9300042a7af05aa5e456eb8a1?state=Washington>.

⁴¹ SBE Accreditation, <https://sbe.wa.gov/faqs/accreditation>.

⁴² RCW 28A.150.220.

Certification or Licensure Requirements for Non-Arts Teachers. Non-arts teachers are required to meet an arts requirement in order to receive an initial license or certificate to teach.⁴³ Twenty-seven states require this of non-arts teachers for initial certification or licensure. In Washington, both the elementary education and the early childhood education endorsement competencies include an arts component.

The following table details a small number of states who require certification or licensure for non-arts teachers.⁴⁴

State	Arts Requirement for Non-Arts Educator Licensure
Alabama	Elementary Education: Candidates have a thorough knowledge of the 2017 Alabama course of study for K-12 arts education, including the four artistic processes—creating, responding, connecting, and either performing (dance, music, theatre) or producing (media arts) or presenting (visual arts) —and the 11 anchor standards shared across the arts. In addition, the regulation identifies the knowledge and abilities in the arts that candidates must demonstrate.
Florida	Specialization Requirements for Elementary Education (K-6): Plan One: A bachelors or higher degree with a major in elementary education which includes teaching reading at the K-6 level, or Plan Two: A bachelors or higher degree with thirty semester hours in elementary education to include certain areas including content and methods for teaching the arts in grades K-6 and content and methods for teaching music for grades K-6.
Minnesota	Early Childhood, Subject Matter Standards: A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand the central concepts and tools of inquiry for teaching visual and performing arts. Elementary Education, Subject Matter Standards: A teacher of children in grades K-6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts, and the connections among them.
Ohio	Middle Childhood License (Grades 4-9): The middle childhood teacher preparation program shall include preparation in the humanities (including the arts) and areas of concentration in at least two of the following: reading and language arts, mathematics, science, and social studies.
Washington ⁴⁵	The Professional Educator Standards Board includes an arts component in the elementary and the early childhood education endorsement competencies. ⁴⁶

⁴³ ArtScan Policy Definitions, <https://www.ecs.org/wp-content/uploads/2019-ArtScan-at-a-Glance.pdf>.

⁴⁴ ArtScan State Profiles, <https://www.aep-arts.org/artscan-state-profiles/>.

⁴⁵ Washington ArtScan Policy Snapshot, <https://c0arw235.caspio.com/dp/b7f9300042a7af05aa5e456eb8a1?state=Washington>.

⁴⁶ PESB, <https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies>.

	Washington requires all arts teachers to demonstrate specific requirements in at least one art field to receive initial certification.
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State Arts Education Grant Program or School for Arts. The state provides funding for an arts education grant program or funds a public school for the arts.⁴⁷ Twenty-two states offer this form of funding for arts education programs.

The following table details a small number of states who provide funding for grant programs or a school for arts.⁴⁸

State	State Funding for Arts Grant Program or School for the Arts
California	California State Summer School for the Arts: This program provides a training ground for future artists who may wish to study and practice the arts, or to pursue careers in the major performing arts companies and the commercial and fine arts institutions in California.
New York	New York State Summer School of the Arts: The New York State Summer School of the Arts shall include the following residence schools: School of Ballet; School of Choral Studies; School of Film/Media; School of Modern Dance; School of Orchestral Studies; School of Technical Theatre Arts; School of Theatre; School of Visual Arts; and School of Written Expression.
Georgia	Georgia Challenge Program: The general scope and purpose of the grant program is to provide arts education grants to school systems to develop, implement and expand arts education curriculum in grades K-5. The Georgia Challenge is striving to infuse basic education in the arts into the curriculum on the same level as other core subjects.
Colorado	Dropout Prevention Activity Grant Program: This grant program funds before- and after-school arts-based and vocational activity programs for students enrolled in grades 6-12. The goal in funding arts-based and vocational activity programs is to reduce the number of students who choose to drop out of school prior to graduation. Student Reengagement Grant Program: This grant program provides funding to maintain student engagement and support student reengagement in high school. Grant program rules must include a description of the local education provider’s policies and practices related to student participation in and the availability of visual arts and performing arts education.
Washington ⁴⁹	No arts education grant program or public school for the arts in state statute. Current programs are described in Part I of this memorandum.

⁴⁷ ArtScan Policy Definitions, <https://www.ecs.org/wp-content/uploads/2019-ArtScan-at-a-Glance.pdf>.

⁴⁸ ArtScan State Profiles, <https://www.aep-arts.org/artscan-state-profiles/>.

⁴⁹ Washington ArtScan Policy Snapshot, <https://c0arw235.caspio.com/dp/b7f9300042a7af05aa5e456eb8a1?state=Washington>.

V. Emerging Issues

The 2019 interim committee work plan directed committee staff to identify emerging issues related to arts education including equity, expanded learning opportunities, and engagement.

Equity. OSPI developed a statement that defines equity for OSPI's work.

OSPI' Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.⁵⁰

Likewise, DCYF details how it includes equity issues through three priorities.

DCYF's Racial Equity, Diversity and Inclusion Priorities

DCYF can only be successful when we collaborate with children, youth, families, communities and tribes who are most impacted and often marginalized in defining our action plan. As we embark on that process, the following represent several initial priority strategies.

- Pay attention to data about outcomes for children, youth, and families consistently. Disaggregate data by race, ethnicity, sexual orientation, gender identity, gender expression and geographic areas. Use both quantifiable data and individuals' stories and experience to inform our actions and provide accountability.
- Staffing and leadership that reflect and are responsive to the communities we serve. Recruit, retain, promote and provide supports for people with diverse backgrounds, experiences and ideas. Create a positive workplace climate to increase job satisfaction and effectiveness.
- Lead for racial equity, diversity, and inclusion. Provide training and resources for DCYF staff on taking an intersectional approach, which recognizes that people sit at the intersection of race, gender, sexual orientation, gender, and gender expression, class, and other ways of experiencing barriers and oppression. Training, coaching and support will

⁵⁰ OSPI, About the Agency, <https://www.k12.wa.us/about-ospi/about-agency>.

also be provided on understanding how racism and other biases show up in our organizations and systems; applying a racial equity lens in our work; recognizing and mitigating implicit biases; and practicing cultural humility and responsiveness.⁵¹

Discussions of equity occur in a variety of reports, policies, and other documents concerning education and the arts. Researchers have pointed to concerns of equity in access to the arts in both quantity and quality or have made equity part of the conversation when tracking data across districts.⁵² Additionally, ESSA has provisions that seek to address equity, in part, through providing funding for Title I schools who serve low-income or under-served communities.⁵³

The National Endowment for the Arts published a study conducted by a team of professors in 2012 that focused on the impact of arts education for at-risk youth.⁵⁴ The study found a positive correlation between increased participation in arts education and a range of outcomes including high school graduation, academic achievement, pursuit of a bachelor's degree, and civic engagement. While this study focused on low socio-economic students, the findings suggest that access and engagement in the arts may help to increase the success of students in a variety of areas. The Arts Education Research Initiative (AERI) provides some of this data for Washington, as does King County, which are discussed in the next section.

Tracking Data. Another issue facing arts education is the difficulty involved in tracking enrollment in arts classes and outcomes. While research shows certain trends, such as more affluent areas offering wider varieties of the arts, how classes are coded can impact whether they are tracked as art classes or another type of class.⁵⁵ For example, a dance class could be coded as physical education, or a media class could be coded as a CTE course. Additionally, some grade levels may not have coded classes that can be used for tracking purposes.

The most recent statewide comprehensive research project was an AERI report in 2009. The Washington State Arts Commission conducted AERI reports in 2005 and 2009 where they collected and analyzed data through surveys of principals throughout Washington. While there have been changes to arts in education, such as the addition of media arts as a recognized art form in 2016, the information from this survey offers some insight into issues that may continue currently within arts education. From time spent on arts education per week in elementary schools to the types of assessments districts utilize, the AERI report provides detailed tracking information that is difficult to locate today, if it is available at all.⁵⁶

⁵¹ DCYF Racial Equity, Diversity and Inclusion, <https://www.dcyf.wa.gov/practice/racial-equity-diversity-inclusion>.

⁵² *The Arts and Achievement in At-Risk Youth* (2012), <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>.

⁵³ *ESSA Mapping Opportunities for the Arts* (2019), <https://www.ecs.org/wp-content/uploads/ESSA-Mapping-Opportunities-for-the-Arts.pdf>.

⁵⁴ *The Arts and Achievement in At-Risk Youth* (2012).

⁵⁵ *Arts Education Research Initiative* (2009), <https://www.arts.wa.gov/wp-content/uploads/2019/05/Booklet-Arts-Education-Research-Initiative.pdf>.

⁵⁶ *Arts Education Research Initiative* (2009).

Recently, King County and OSPI completed a two-year pilot program (Arts Education Data Dashboard Pilot Project) to track arts education information.⁵⁷ The purpose of the project was to provide communities with information about arts education in King County, and to begin conversations about access, equity, and the role of arts education in the system. The report provided information regarding the number of arts classes, art class enrollment by course type broken down by district and school, and information regarding percentage of students receiving free and reduced lunch. The report includes demographics, annual trends, high school credits at graduation at both the district and the school level, and arts education information by districts and schools.

Arts Integration. The term arts integration means to pull the arts into other subjects in order to help students grasp concepts.⁵⁸ For example, music can be used to understand fractions or theater can enhance the English language arts. Arts integration is sometimes known as STEAM (science, technology, engineering, arts, and math), but that is only one framework of arts integration. Arts integration has the ability to help students learn through alternative methods when they may not understand or be able to demonstrate understanding through traditional learning. Additionally, some researchers have found arts integration is tied to improved attendance and standardized test scores.⁵⁹ Various researchers, think tanks, and organizations have conducted research on arts integration in recent years generally agreeing that, to some degree, that arts integration improves outcomes and aids students who learn better with non-traditional methods.⁶⁰

Expanded Learning Opportunities. Recently expired state law defined expanded learning opportunities (ELOs) as follows:⁶¹

- culturally responsive enrichment and learning activities, which may focus on academic and nonacademic areas; *the arts*; civic engagement; service-learning; science, technology, engineering, and mathematics; and competencies for college and career readiness;
- school-based programs that provide extended learning and enrichment for students beyond the traditional school day, week, or calendar; and
- structured, intentional, and creative learning environments outside the traditional school day provided by community-based organizations in partnership with schools that align in-school and out-of-school learning through activities that complement classroom-based instruction.

⁵⁷ King County Overview, <https://public.tableau.com/profile/illuminate#!/vizhome/KingCountyArtsEducationData/KingCountyOverview>; and OSPI, Special Projects in the Arts, <https://www.k12.wa.us/student-success/resources-subject-area/arts/special-projects-arts>.

⁵⁸ *Beyond the Core: Advancing Student Success Through the Arts (2017)*, https://www.ecs.org/wp-content/uploads/Beyond_the_Core_Advancing_student_success_through_the_arts.pdf.

⁵⁹ *Beyond the Core: Advancing Student Success Through the Arts (2017)*.

⁶⁰ ECS, Arts Integration Results, <https://www.ecs.org/?s=arts+integration>.

⁶¹ RCW 28A.630.122 (expired on August 31, 2019).

ELOs are meant to strengthen and improve a student’s success with school material by focusing on utilizing time outside the traditional school day to reinforce or bolster their education in a variety of subjects.⁶² Further, researchers found that access to ELOs had a positive effect on a student’s attendance, grade point, and test scores in literacy and math.⁶³ The same research suggested that high quality ELOs had a positive impact on skills development in the arts, media, and STEM fields. Additionally, national and statewide organizations often partner with state and local agencies, organizations, and schools in order to increase the presence and effectiveness of arts in and out of school times. See Appendix B for a list of organizations.

One organization that provides ELO services and guidance is School’s Out Washington (SOWA), which works with students in all subject areas outside the normal school day for ages 5 through young adulthood.⁶⁴

SOWA has partnered with King County's Best Starts for Kids to fund organizations that work to provide access to consistent, high quality, and culturally relevant summer and after school programs to underserved communities and geographies.⁶⁵ King County's Best Starts for Kids started in 2015 after King County voters approved a levy to fund programs that seek to build strong communities, resilient families, and happy, healthy, safe, and thriving young people.⁶⁶

⁶² Washington State Expanded Learning Opportunities Quality Initiative (2017), <https://www.dcyf.wa.gov/sites/default/files/pdf/reports/expanded-learning-opportunities-quality-initiative.pdf>.

⁶³ Washington State Expanded Learning Opportunities Quality Initiative (2017).

⁶⁴ School's Out Washington, <https://www.schoolsoutwashington.org/pages/about-sowa>.

⁶⁵ Best Start for Kids Grant, <https://www.schoolsoutwashington.org/pages/king-county-best-starts-for-kids>.

⁶⁶ King County Best Starts for Kids Overview, <https://www.kingcounty.gov/~media/depts/community-human-services/best-starts-kids/documents/Best-Starts-for-Kids-Overview.ashx?la=en>.

Appendix A: Washington State Laws Relating to Arts in Education

<p>RCW 28A.150.210 Basic Education, Goals of school districts</p>	<p>...the goals of each school district... shall be to provide opportunities for every student to develop the knowledge and skills essential to:</p> <p>(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;</p> <p>(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;</p> <p>(3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and</p> <p>(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.</p>
<p>RCW 28A.150.200 Program of basic education</p>	<p>(1) The program of basic education established under this chapter is deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex," and is adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."</p> <p>(2) The legislature defines the program of basic education under this chapter as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship. Basic education by necessity is an evolving program of instruction intended to reflect the changing educational opportunities that are needed to equip students for their role as productive citizens and includes the following...</p>
<p>RCW 28A.230.090 State Board of Education establishes graduation requirements</p>	<p>(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW28A.230.097. The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.</p>
<p>RCW 28A.230.095 Essential academic learning requirements and assessments</p>	<p>(1) By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies chosen by the district to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Health and fitness includes, but is not limited to, mental health and suicide prevention education. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the Superintendent of Public Instruction. The office of the Superintendent of Public Instruction may not require school districts to use a classroom-based assessment in social studies, the arts, and health and fitness to meet</p>

	the requirements of this section and shall clearly communicate to districts their option to use other strategies chosen by the district.
RCW 28A.630.122 Definitions (expires 8/31/2019)	<p>As used in this section and RCW 28A.630.123 through 28A.630.127, expanded learning opportunities means:</p> <p>(1) Culturally responsive enrichment and learning activities, which may focus on academic and nonacademic areas; the arts; civic engagement; service-learning; science, technology, engineering, and mathematics; and competencies for college and career readiness;</p> <p>(2) School-based programs that provide extended learning and enrichment for students beyond the traditional school day, week, or calendar; and</p> <p>(3) Structured, intentional, and creative learning environments outside the traditional school day that are provided by community-based organizations in partnership with schools and align in-school and out-of-school learning through activities that complement classroom-based instruction.</p>
RCW 28A.655.070 Essential academic learning requirements	(1) The Superintendent of Public Instruction shall develop essential academic learning requirements that identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW 28A.150.210, develop student assessments, and implement the accountability recommendations and requests regarding assistance, rewards, and recognition of the state board of education.
RCW 43.46.005 Washington State Arts Commission, Purpose	The conservation and development of the state's artistic resources is essential to the social, educational, and economic growth of the state of Washington.
RCW 43.46.055 Washington State Arts Commission, Development of arts and humanities	The commission may develop, sponsor, promote and administer any activity, project, or program within or without this state which is related to the growth and development of the arts and humanities in the state of Washington and may assist any person or public or private agency to this end.
RCW 43.216.020 Duties of DCYF	<p>(1) The department shall implement state early learning policy and coordinate, consolidate, and integrate child care and early learning programs in order to administer programs and funding as efficiently as possible. The department's duties include, but are not limited to, the following:</p> <p>(a) To support both public and private sectors toward a comprehensive and collaborative system of early learning that serves parents, children, and providers and to encourage best practices in child care and early learning programs;</p> <p>(b) To make early learning resources available to parents and caregivers;</p> <p>(c) To carry out activities, including providing clear and easily accessible information about quality and improving the quality of early learning opportunities for young children, in cooperation with the nongovernmental private-public partnership;</p> <p>(d) To administer child care and early learning programs;</p>
RCW 43.216.075 Early Learning Advisory Council	(1) The early learning advisory council is established to advise the department on statewide early learning issues that contribute to the ongoing efforts of building a comprehensive system of quality early learning programs and services for Washington's young children and families.

	(2) The council shall work in conjunction with the department to assist in policy development and implementation that assist the department in promoting alignment of private and public sector actions, objectives, and resources, ensuring school readiness.
RCW 43.216.080 Early Achievers Program Integration	(1) The foundation of quality in the early care and education system in Washington is the quality rating and improvement system entitled the early achievers program. In an effort to build on the existing quality framework, enhance access to quality care for children, and strengthen the entire early care and education systems in the state, it is important to integrate the efforts of state and local governments, school districts, institutions of higher education as defined in RCW 28B.10.016, and nonprofit organizations.
RCW 43.216.085	(1) The department, in collaboration with tribal governments and community and statewide partners, shall implement a quality rating and improvement system, called the early achievers program. The early achievers program provides a foundation of quality for the early care and education system. The early achievers program is applicable to licensed or certified child care centers and homes and early learning programs such as working connections child care and early childhood education and assistance programs. (2) The objectives of the early achievers program are to: <ul style="list-style-type: none"> (a) Improve short-term and long-term educational outcomes for children as measured by assessments including, but not limited to, the Washington kindergarten inventory of developing skills in RCW 28A.655.080; (b) Give parents clear and easily accessible information about the quality of child care and early education programs; (c) Support improvement in early learning and child care programs throughout the state; (d) Increase the readiness of children for school; (e) Close the disparities in access to quality care; (f) Provide professional development and coaching opportunities to early child care and education providers; and (g) Establish a common set of expectations and standards that define, measure, and improve the quality of early learning and child care settings.
WAC 30-01-040 Washington State Arts Commission	The Washington state arts commission is charged with the conservation and development of the state's artistic resources as described in RCW 43.46.005. It is authorized by RCW 43.46.050 to study, plan, and advise the governor, state departments, and the legislature regarding cultural development.
WAC 180-51-068 High School Graduation Requirements	The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as required in this section, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district... Two arts credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in subsection (15)(c) of this section.

Appendix B: List of National and State Organizations Working With Arts

National Organizations*		
<i>Organization</i>	<i>Mission Statement</i>	<i>Details</i>
U.S. Dept. of Education	To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.	Establishes policies, distributes and monitors federal financial aid for education. Collects data on America's schools. Focuses national attention on key educational issues. Ensures equal access to education.
National Endowment for the Arts	An independent agency that funds, promotes, and strengthens the creative capacity of our communities by providing Americans with diverse opportunities for arts participation.	Partners with other organizations and communities to develop and implement arts opportunities.
American Alliance for Theatre and Education	Serves and inspires a growing collective of theatre artists, educators and scholars committed to transforming young people and communities through the theatre arts.	Partners with theatre and educational organizations at a local level to provide resources and access to the theatre arts.
Educational Theatre Association	The ETA's vision is that [e]very student will have access to theatre taught by qualified educators as a vital part of a well-rounded education.	Focuses on three parts: 1) honoring student achievement in theatre, 2) supporting educators, and 3) influencing public opinion.
National Art Education Assoc.	Advances visual arts education to fulfill human potential and promote global understanding.	Members include educators at all levels, researchers, scholars, artists, administrators, and is focused on individuals who work in the educational systems.
National Assoc. for Music Education	Advocates at the local, state, and national levels; provides resources for teachers, parents, and administrators; hosts professional development events.	Seeks to ensure that every student has access to a well-balanced, comprehensive, and high-quality program of music instruction.
National Dance Education Org.	NDEO envisions a nation that affords every citizen equal access and opportunity to quality dance arts education regardless of gender, age, race or culture, socio-economic status, ability or interest.	NDEO provides support to individuals involved in K-12 education and also reaches beyond K-12 to colleges, dance studios, community centers, and more.
Arts Education Partnership	AEP is a national network of organizations dedicated to advancing the arts in education through research, policy and practice... [and believes every] student in America succeeds in school, work and life as a result of a high-quality education in and through the arts.	Focuses on three areas in which they further access and knowledge of the arts regarding education: 1) research and policy, 2) advance critical dialogue, and 3) Improve policy and practice.

*Nationwide and statewide organizations were selected based on a list published by OSPI on [The Arts Resources](#) page, with the exception of the U.S. Department of Education and the National Endowment for the Arts.

State Organizations*

<i>Organization</i>	<i>Mission Statement</i>	<i>Details</i>
Office of Superintendent of Public Education (The Arts)	Its vision includes that all students [are] prepared for post-secondary pathways, careers, and civic engagement.	Washington State Agency tasked with overseeing K-12 public education. Partners with US Education on Pilot Project for Arts Integrations that Supports Title I Schools.
Washington State Arts Commission	Advances the role of the arts in the lives of individuals and communities throughout the state in order to see the arts thrive and celebrated through the State.	Focuses on: partnerships with other organizations for arts in education, grants to organizations, and arts in communities (such as Poet Laureate and Art in Public Places).
Arts Education Washington	Ensure that the arts play an integral role in the education of every child in every school.	AEW seeks to achieve this by educating shareholders regarding the “inequities in arts learning” and helping to implement “engaging arts programs.”
Dance Educators Assoc. of Washington	Envisions equitable access to quality dance education for all people regardless of gender, age, race, religion, culture, socio-economic status, or ability.	DEAW is the state chapter of NDEO and partner with other organizations seeking to advocate for and provide access to arts in education.
Washington Art Education Assoc.	Advances visual arts education to fulfill human potential and promote global understanding.	Washington chapter for the NAEA partners with other WA organizations to achieve the goals of NAEA in Washington schools.
Washington State Thespians	Every student will have access to theatre taught by qualified educators as a vital part of a well-rounded education.	An affiliate of the Educational Theatre Association that seeks to honor student achievement and support theatre educators.
Washington American Choral Directors Assoc.	The mission of the American Choral Directors Association is to inspire excellence in choral music through education, performance, composition, and advocacy.	Washington chapter for the ACDA works to increase advocacy for the arts and excellence in choral education through conventions, clinics, workshops, publications, and more.
Washington Music Educators Assoc.	The mission of the Washington Music Educators Association is to ensure that every student in Washington state has access to a comprehensive, sequential music education taught by a qualified instructor.	To achieve their goals, WMEA focuses on advocacy, serving the profession and music educators, organizational vitality, and securing the future by mentoring future music educators.

*Nationwide and statewide organizations were selected based on a list published by OSPI on [The Arts Resources](#) page.

Appendix C: Washington State Arts Learning Standards Excerpts

The following is an excerpt of the K-12 Arts Learning Standards. The excerpt details the structure of the standards and how to navigate or use them.

The Structure of the K–12 Arts Learning Standards

The standards are arranged under four actions or skill sets called artistic processes:

Creating | **Performing/Presenting/Producing** | **Responding** | **Connecting**

Anchor Standards: The same eleven anchor standards apply to every arts discipline. They define the general knowledge and skills that the student must demonstrate in relation to the four artistic processes.

Each anchor standard is accompanied by an:

- **Enduring Understanding** (a statement that articulates the overarching idea of the standard as it relates to a particular arts discipline).
- **Essential Question** (a question or questions that guide students toward an understanding of the purpose of the standard).

Each arts discipline has its own set of enduring understandings and essential questions; they differ for each anchor standard, but are the same across grade levels.

Performance Standards:

Each anchor standard is further defined by one or more performance standards, which are discipline-specific and change with each grade level (K–8) and each level in high school. These articulate in a more measurable way the understanding, knowledge, and skills that students are meant to achieve and demonstrate.

Grades K–8	High School Proficient	High School Accomplished	High School Advanced
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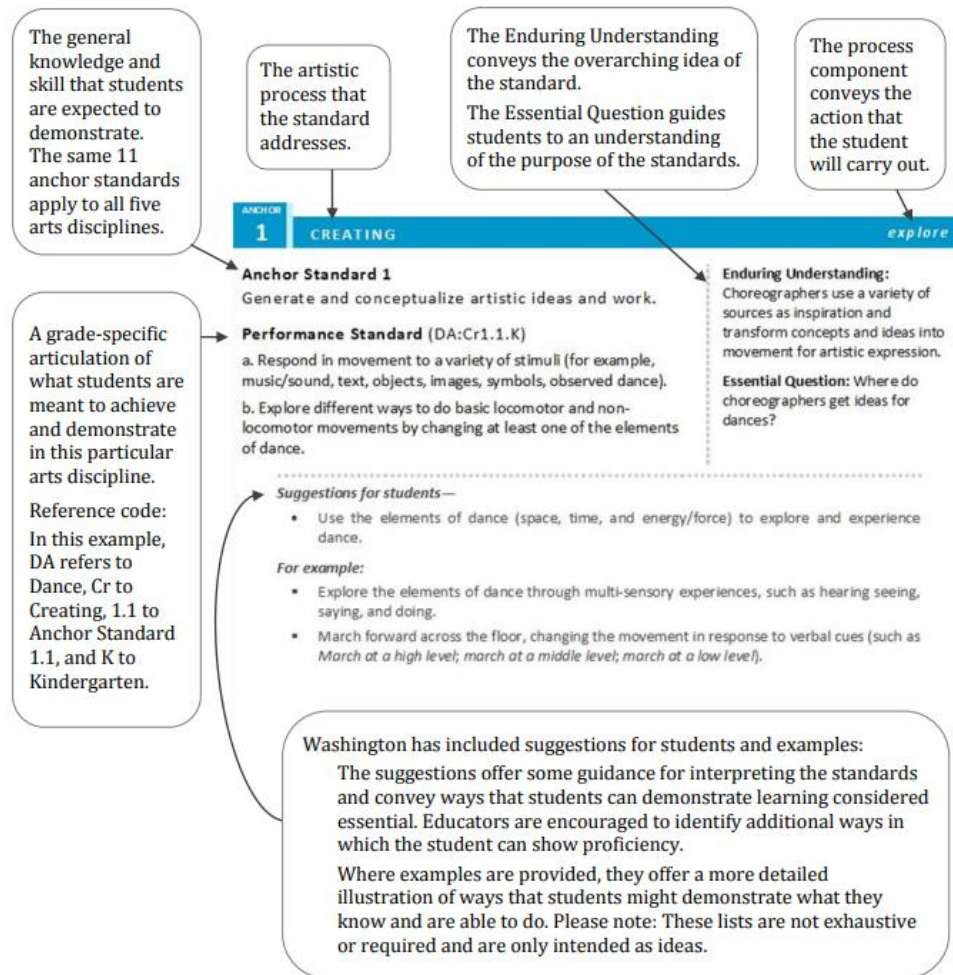
Suggestions and examples are not exhaustive or required, but rather provide a “springboard” for ideas. Educators are encouraged to explore multiple ways that learners can demonstrate their knowledge and skills.

Suggestions for students: These help interpret the performance standards and suggest ways that students can demonstrate the knowledge and skills indicated.

Examples:
An example statement may be included to provide samples of particular demonstrations and give educators additional illustrations of the learning.

How to Navigate this K-12 Arts Learning Standards Document

The learning standards are presented by grade level in a series of charts, each of which includes the anchor and performance standards along with all attendant information. The following is a key for understanding the charts. Note that the number code accompanying the Performance Standard aligns with the numbering of the National Core Arts Standards.



Visual Arts—Kindergarten

ANCHOR

1.1

CREATING

investigate, plan, make

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (VA:Cr1.1.K)

a. Engage in exploration and imaginative play with materials.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Suggestions for students—

- Explore the elements, tools, and processes of visual arts while discovering and creating art using multiple visual arts media.
- Use a variety of tools to explore ways of making lines and textures.

For example:

- Use clay, paint, and the tools of visual arts to create textures and patterns.
- Explore the elements of visual arts through multi-sensory experiences, such as finger painting, gluing objects, making textured rubbings, and tearing, cutting, and curling paper.

ANCHOR

1.2

CREATING

investigate, plan, make

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standard (VA:Cr1.2.K)

a. Engage collaboratively in creative art-making in response to an artistic problem.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Question: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Appendix D: 2019 ArtScan



2019 ARTSCAN AT A GLANCE

Connecting the States and Arts Education Policy

MAR 2019

	Arts as Core Academic Subject	Early Childhood Arts Ed Standards	Arts Ed Instructional Requirement Elementary School	Arts Ed Instructional Requirement High School	Arts Ed Instructional Requirement Middle School	Arts Ed Instructional Requirement High School	Arts Alternatives for High School Graduation	Arts Ed Assessment Requirements	Arts Ed Requirements for State Accreditation	Licensure Requirements for Non-Arts Teachers	Licensure Requirements for Arts Teachers	State Arts Ed Grant Program or School for Arts	
		Elementary & Secondary Arts Ed Standards	Arts Ed Instructional Requirement Middle School	Arts Requirements for High School Graduation	Arts Ed Assessment Requirements	Licensure Requirements for Non-Arts Teachers	State Arts Ed Grant Program or School for Arts						
Alabama	•	•	•	•	•	•	•	•	•	•	•	•	
Alaska		•	•	•	•	•						•	
Arizona	•	•	•	•	•	•	•	•	•	•	•	•	
Arkansas		•	•	•	•	•			•			•	
California	•	•	•	•	•	•	•			•	•	•	
Colorado	•	•	•	•	•	•						•	
Connecticut	•	•	•	•	•	•	•	•			•	•	
District of Columbia		•	•	•	•	•	•				•	•	
Delaware		•	•	•	•	•						•	
Florida		•	•	•	•	•	•			•		•	
Georgia	•	•	•	•	•	•	•				•	•	
Hawaii		•	•	•	•	•	•	•					
Idaho		•	•	•	•	•					•		
Illinois	•	•	•	•	•	•	•	•		•	•	•	
Indiana		•	•	•	•	•	•				•	•	
Iowa		•	•	•	•	•			•	•	•	•	
Kansas		•	•	•	•	•	•			•	•	•	
Kentucky	•	•	•	•	•	•	•				•	•	
Louisiana	•	•	•	•	•	•	•			•	•	•	
Maine		•	•	•	•	•			•	•	•	•	
Maryland		•	•	•	•	•			•	•	•	•	
Massachusetts	•	•	•	•	•	•		•	•		•	•	
Michigan		•	•	•	•	•	•				•	•	
Minnesota	•	•	•	•	•	•	•	•		•	•	•	
Mississippi	•	•	•	•	•	•	•				•	•	
Missouri		•	•	•	•	•	•				•	•	
Montana		•	•	•	•	•	•	•		•	•	•	
Nebraska	•	•	•	•	•	•				•	•	•	
Nevada		•	•	•	•	•	•				•	•	
New Hampshire	•	•	•	•	•	•	•	•		•	•	•	
New Jersey	•	•	•	•	•	•	•	•			•	•	
New Mexico	•	•	•	•	•	•			•	•	•	•	
New York		•	•	•	•	•	•			•	•	•	
North Carolina	•	•	•	•	•	•			•	•	•	•	
North Dakota	•	•	•	•	•	•	•		•	•	•	•	
Ohio		•	•	•	•	•	•	•		•	•	•	
Oklahoma	•	•	•	•	•	•			•	•	•	•	
Oregon	•	•	•	•	•	•	•			•	•	•	
Pennsylvania	•	•	•	•	•	•	•	•		•	•	•	
Rhode Island	•	•	•	•	•	•	•				•	•	
South Carolina		•	•	•	•	•	•				•	•	
South Dakota		•	•	•	•	•	•				•	•	
Tennessee		•	•	•	•	•	•			•	•	•	
Texas	•	•	•	•	•	•	•		•	•	•	•	
Utah	•	•	•	•	•	•	•			•	•	•	
Vermont	•	•	•	•	•	•	•	•		•	•	•	
Virginia	•	•	•	•	•	•	•			•	•	•	
Washington	•	•	•	•	•	•	•	•		•	•	•	
West Virginia		•	•	•	•	•	•			•	•	•	
Wisconsin	•	•	•	•	•	•	•			•	•	•	
Wyoming	•	•	•	•	•	•	•			•	•	•	
YES	32	51	51	43	43	44	25	21	14	17	27	45	22
NO	19	0	0	8	8	7	26	30	37	34	24	6	29

Appendix E: Early Learning Development Guidelines Excerpts

The following excerpts are from Washington State Early Learning and Development Guidelines.⁶⁷

3. Touching, seeing, hearing and moving around

↓ Children may ...

Using the large muscles (gross motor skills)

- Show continuous growth in movement skills, including jumping, galloping and skipping.
- Play safely in group and individual movement settings.
- Recognize basics about how the human body works, such as the five senses and main body parts.
- Understand how to respect others when playing active games, follow rules.
- Enjoy activities that require attention to form, such as yoga, karate, sports, gymnastics or dance.

Using the small muscles (fine motor skills)

- Help prepare meals and with tasks such as stirring and kneading.
- Use the hands and fingers in a variety of ways, such as stringing beads, holding pencils properly, connecting blocks and working puzzles.
- Roll clay or dough into "snakes."
- Be interested in working to do things "right" and will practice skills for short periods of time.

Using the senses (sensorimotor skills)

- Use all the senses to observe and explore.

↓ Ideas to try with children ...

Using the large muscles (gross motor skills)

- Give your child the opportunity for physical activity every day.
- Give your child the opportunity to play outdoors safely and to explore the environment.
- Encourage your child to try a variety of activities, such as jumping by taking off and landing on both feet, galloping, skipping, bending, twisting, stretching, pushing and pulling, balancing (such as by walking on a line), and rolling, tossing and bouncing a ball. Practice hand-eye coordination by catching and throwing a handkerchief or balloon. Adapt activities as needed.
- Dance to music, play follow-the-leader and go on make believe walks (through the snow, jungle or other adventurous places).

Using the small muscles (fine motor skills)

- Keep paper, markers or crayons around the house for your child to write letters or words, or draw a picture about the day.
- Set up games for your child to use the fingers, such as moving cotton balls from one container to another, or picking up small items and putting them in a jar.
- Remind your child that learning to do new things well takes practice. Stay close to your child when he or she is trying something difficult.

Using the senses (sensorimotor skills)

- Name the five senses and their functions with your child.



"I am always asking my grandson what he wants to be when he grows up. Driving to Toppenish one day we saw a train, so he got all excited and said, 'Grandma, I want to be a Ninjaneer!' We said, 'No, an Engineer.' He said, 'No, I want to be a Ninja and work with trains too.'"

Dalia Diaz Villarreal

⁶⁷ Washington State Early Learning and Development Guidelines, <https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf>.