

EXECUTIVE SUMMARY**Title: S66 Arts Education Task Force Recommendation****Type of Executive Summary:**

Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #Senate Bill 66/S.L. 2010-34
 SBE Policy #GCS-G-000, GCS-G-003, GCS-N-004
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services)

Description:

The State Board of Education appointed a task force of members from the Department of Public Instruction and the Department of Cultural Resources to create a Comprehensive Arts Education Development plan for the public schools in North Carolina. In addition to members appointed by the State Board of Education, the task force includes a member of the House of Representatives appointed by the Speaker and a member of the Senate appointed by the President Pro Tempore.

The task force is specifically considering policies to implement arts education in the public schools as defined in the existing Basic Education Program under G.S. 115C-81, to include (i) an arts requirement in grades K-5, (ii) availability of all four arts disciplines in grades 6-8, with students required to take at least one arts discipline each school year, and (iii) availability of electives in the arts at the high school level. The task force shall further consider a high school graduation requirement in the arts and the further development of the A+ Schools Program. The task force shall submit its recommendations, including any proposed legislation, to the Joint Legislative Education Oversight Committee no later than December 1, 2010.

A draft copy of the S66 Arts Education Task Force recommendations will be provided in a mailing to Board members prior to the Board meeting.

Resources:

NCDPI staff, NCDCCR staff, G.S. 115C-81

Input Process:

Task Force meetings scheduled September 22, October 5, October 21 and November 10. Other work facilitated virtually.

Stakeholders:

LEAs, students, parents, legislators

Timeline For Action:

This item is presented for Discussion at the November 2010 State Board meeting and will be returned for Action at the December 2010 meeting.

Recommendations:

Board members are requested to review the draft report and provide feedback in preparation for finalization and submission of report to the JLEOC.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Comprehensive Arts Education Plan
SB 66

Date Due: December 1, 2010
Report # 17
DPI Chronological Schedule, 2010-2011

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Executive Summary

S66 Charge and Recommendations

In August 2010, the North Carolina State Board of Education (SBE) appointed a task force in response to [Senate Bill 66](#): “An Act to Provide a Comprehensive Arts Education Plan.” S66 was ratified on June 24 and signed by the Governor on July 1, 2010.

S66 directed the State Board of Education to appoint a task force of members from the Department of Public Instruction and the Department of Cultural Resources to create a Comprehensive Arts Education Development plan for the public schools of North Carolina. The Task Force was to include at least one appointed member from the House of Representatives and at least one member from the Senate. The Task Force was charged to submit its recommendations, including any proposed legislation, to the Joint Legislative Education Oversight Committee no later than December 1, 2010.

The Task Force was charged to:

- A) specifically consider policies to implement arts education in the public schools as defined in the existing Basic Education Program under G.S. 115C-81, to include:**
 - (i) a requirement of arts education in grades K-5,**
 - (ii) availability of all four arts disciplines in grades 6-8, with students required to take at least one arts discipline each school year, and**
 - (iii) availability of electives in the arts at the high school level.**
- B) consider a high school graduation requirement in the arts, and**
- C) further consider development of the A+ Schools Program.**

Included in this report at the request of the NC General Assembly, are the Task Force recommendations for implementing a comprehensive arts education in North Carolina schools. The S66 Task Force recognizes a Comprehensive Arts Education Plan to include the following components:

- Arts as core, academic subjects (Arts Education)
- Arts as a catalyst for learning across the curriculum (Arts Integration)
- Exposure to arts experiences (Arts Exposure)

The recommendations are classified in two parts: Part A includes recommendations that address the specific charge of S66; and Part B includes overarching implementation recommendations that affect all components of Part A.

S66 Task Force Vision and Recommendations

Vision for Arts Education

The S66 Task Force created the following vision to frame its recommendations for the development of a Comprehensive Arts Education Plan:

Vision for Arts Education

In today's globally competitive world, innovative thinking and creativity are essential for all school children. High quality, standards-based instruction in the arts develops these skills and effectively engages, retains, and prepares future-ready students for graduation and success in an entrepreneurial economy. Dance, music, theatre arts, and visual arts, taught by licensed arts educators and integrated throughout the curriculum, are critical to North Carolina's 21st century education.

Comprehensive Arts Education Plan: Components

The S66 Task Force recognizes a Comprehensive Arts Education Plan to include the following components:

- Arts as core, academic subjects (Arts Education)
- Arts as a catalyst for learning across curriculum (Arts Integration)
- Exposure to arts experiences (Arts Exposure)

The first component, arts as core, academic subjects, relates to the importance of school-based instruction to develop proficiency in the arts. **Arts Education** is a collective term referring to a comprehensive and sequential education in four separate and distinct disciplines: dance, music, theatre arts, and visual arts. Arts Education is defined in North Carolina in the Basic Education Program (115-C-81) and the arts are also defined as core, academic subjects in the federal Elementary and Secondary Education Act. K-12 Arts Education is delivered during the regular school day by licensed arts educators using the *NC Standard Course of Study*, as specified in the *Arts Education Essential Standards*. (Some arts educators teach in Pre-K settings).

The second component, arts as a catalyst for learning across the curriculum, relates to the use of **Arts Integration** in all areas of learning. In addition to offering a rigorous course of study in their distinct disciplines (dance, music, theatre arts, and visual arts), the arts are a powerful tool for learning throughout the curriculum. When teachers create curriculum that successfully integrates arts content and

concepts with that from other subject areas, students are fully engaged in a multi-sensory learning experience through the application of multiple intelligences. North Carolina's A+ Schools Program is a nationally recognized, research-based, whole-school reform model that successfully utilizes arts integration, along with arts instruction, to teach a balanced curriculum.

The third component relates to the importance of **Arts Exposure** in providing real world context to students. By experiencing the arts, either as a creator, participant, or audience member, students learn about themselves and the complex world around them. In-school programming by professional artists reinforces the arts curriculum, while showcasing career paths. Artists also provide an aspirational model of the discipline, skill, and perseverance required to achieve excellence. Off-site student visits to art museums, theatres, or other arts venues demonstrate that the world outside school provides countless opportunities for discovery and active learning, encouraging students to become life-long learners engaged in their communities. The interface between the arts sector and a school is an essential component to a comprehensive arts education and sustains a community culture of well-rounded citizens who value the arts.

**Recommendations of
the Task Force:
Organization**

The recommendations of the Task Force are classified in two parts. **Part A includes recommendations that address the specific charges of S66:**

“...to specifically consider policies to implement arts education in the public schools as defined in the existing Basic Education Program under G.S. 115C-81, to include:

- (iv) a requirement of arts education in grades K-5,
- (v) availability of all four arts disciplines in grades 6-8, with students required to take at least one arts discipline each school year, and
- (vi) availability of electives in the arts at the high school level.”

The Task Force was further charged to consider a high school graduation requirement in the arts and the further development of the A+ Schools Program. Part A of the recommendations also includes the category of “Arts Exposure” as the third component the Task Force identified as part of a comprehensive arts education.

Part B includes overarching implementation recommendations that affect all areas of Part A, which are classified under the categories of:

- Professional Development,
- Accountability,
- Funding,
- Staffing, and
- Resources.

**Recommendation
A.1: Basic Education
Program (BEP)**

A.1.1 Implement K-12 Arts Education as defined in the Basic Education Program:

- **required K-5;**
- **all four arts available in grades 6-8 with students required to take at least one each year;**
- **available as electives at the HS level.**

A.1.1 Implementation Strategies:

FUNDING

- a. Designate funding for implementation of the arts education components of the BEP:
 - Provide designated allotments for arts education positions.
 - Specify designations for grade spans K-8 and high school.
- b. Require a qualified Arts Education Coordinator to be designated in every Local Education Agency (LEA).
- c. Grant taxation authority to local school boards. (*Move to B.3 funding recommendations?*)
- d. Develop three- to five-year phase-in options for implementing the BEP which includes certified arts educators to deliver instruction.

STAFFING

- a. Appropriately licensed arts educators should deliver all arts education classes.
- b. Explore options for alternative licensure programs.

PROFESSIONAL DEVELOPMENT

- a. Promote the BEP requirements for arts education within the education system in NC.
- b. Make the BEP visible and relevant to administrators, teachers, and parents.

**Recommendation
A.2: High School
Graduation
Requirement**

A.2.1 Encourage NC colleges and universities to require an arts unit for admission.

A.2.2 Restore the arts education requirement to the NC Scholars Program.

A.2.3 (Unresolved) Establish a high school graduation requirement in the arts.

<p><i>A.2.3 Discussion for Task Force:</i></p> <p>A proposed high school graduation requirement has elicited both support and concerns from S66 Task Force members.</p>	
<i>Support</i>	<i>Concerns</i>
With all we know about the power of the arts, how can an education be considered complete without an arts course?	One required course doesn't change the way we teach/think/learn.
A high school requirement is a positive, logical continuation of the early arts requirements outlined in the BEP.	The General Assembly needs to look more broadly than a one-course requirement.
Already 75% of NC high school students are taking at least one arts credit. Serving the remaining 25% will not stress the system as much as it is feared.	A mandate could cause unintended consequences such as: <ul style="list-style-type: none"> • Larger class sizes • Fewer opportunities for higher level courses for students (Honors, Advanced Placement, etc.). • Loss of K-8 programs (arts education positions re-assigned to the high school level).
Because the arts are not currently required for high school graduation or admission to NC colleges or universities, and do not have designated funding at any level, K-12, they are dangerously vulnerable to cuts.	

A.2.3 Implementation Strategies:

- a. *If implemented, need to have phase- in plan.*
- b. *If implemented, policy to allow middle school students to take a high school level course to meet the requirement.*

**Recommendation
A.3: A+ Schools
Program**

A.3.1 Broaden the footprint of the A+ Schools Program as part of whole school reform.

A.3.1 Implementation Strategies

- a. Create a pilot program to serve under-represented/under-served areas (Tier I, Title I, etc.).
- b. Provide funding for full implementation of the A+ Schools Program, including A+ Schools Program network support.
 - Add permanent staff for the A+ Schools Program at the school and state levels.

**Recommendation
A.4: Arts Exposure**

A.4.1 Use state and local arts resources, education programs, and highly qualified teaching artists to increase exposure to the arts for teachers and students both within and outside the classroom.

A.4.2 Strengthen ties between schools and community arts programs.

Note: no specific strategies have been brought forth by the groups; there was some discussion of examples of how these recommendations could be implemented.

**Part B: Overarching
Implementation
Recommendations**

The following recommendations and strategies brought forth by the groups cut across all recommendations of components A.1-4 above (BEP, A+ Schools, High School Graduation Requirement, and Arts Exposure).

**Recommendation
B.1 Professional
Development**

B.1.1 Provide professional development to administrators, classroom teachers, arts teachers, and other school personnel about arts education/standards, arts integration, and the development of creativity.

B.1.2 Use arts teachers as resources and consultants within schools and across Local Education Agencies (LEAs).

B.1.3 Require arts integration as a component of teacher and administrator preparation/licensure.

B.1.4 Consider an arts integration requirement for teacher renewal credit/teacher certification. *(combine 1.3 and 1.4)?*

**Recommendation
B.2 Accountability**

B.2.1 Emphasize the need for accountability in the arts which are defined as core subjects in the Elementary and Secondary Education Act (ESEA).

B.2.2 Establish arts education accountability incentives for schools under the accountability component of the Accountability and Curriculum Reform Effort (ACRE):

- **for providing arts education AND arts integration,**
- **for completing concentrations in an arts education discipline, and**
- **for completing an arts requirement for the NC Scholars Program.**

B.2.3 Use a demerit system for schools until the BEP is implemented (award incentive points from ACRE for BEP implementation).

B.2.4 Develop consistent performance evaluations for all teachers that assess the use of arts integration.

**Recommendation
B.3 Funding**

B.3.1 Identify additional funding sources for arts education (supply fees, foundations, local businesses, arts councils, PTA funds, Title I funds, RttT, School Improvement funds, etc.). Educate LEAs about these resources.

Funding concerns brought forth by working groups:

- *Recommendations and requirements need to come with suggestions for additional funding/support or other LEA positions will be cut.*
- *If funding issues are not addressed, there will be ramifications for the General Assembly to consider.*

**Recommendation
B.4 Staffing**

B.4.1 Hire “integration” staff at DPI to provide the manpower to facilitate cross-curricular integration. This is in addition to the discipline-specific arts education consultant jobs.

B.4.2 Hire additional A+ positions at the state level.

Recommendation

B.5.1 Use A+ Schools to serve as an example and resource for LEAs

B.5 Resources

for whole school reform with arts central to student learning and integrated throughout the curriculum.

B.5.2 Identify innovative scheduling practices for arts education. Educate LEAs about these models.

B.5.3 Recognize the role the arts play in remediation, rather than pulling students out of arts classes.

B.5.4 Encourage cooperation between K-12 schools and Institutions of Higher Education (IHEs) for arts education.

DRAFT

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009**

**SESSION LAW 2010-34
SENATE BILL 66**

AN ACT TO PROVIDE A COMPREHENSIVE ARTS EDUCATION PLAN.

Whereas, North Carolina's economy needs a workforce that is not only educated but able to excel in 21st century skills, including innovation and creativity; and

Whereas, arts education has been demonstrated to increase the motivation and engagement required to obtain the skills and knowledge necessary for high school graduation; and

Whereas, arts education can close achievement gaps and improve academic skills in math and science, reading and language development, and other areas of the curriculum; and

Whereas, arts education accelerates student performance, teaches discipline and teamwork, improves self-esteem, and gives students a reason to stay in school; and

Whereas, arts education is an essential component of a comprehensive, rigorous, and balanced education for all children in North Carolina's schools; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall appoint a task force of members from the Department of Public Instruction and the Department of Cultural Resources to create a Comprehensive Arts Education Development plan for the public schools in North Carolina. In addition to members appointed by the State Board of Education, the task force shall include at least one member of the House of Representatives appointed by the Speaker and at least one member of the Senate appointed by the President Pro Tempore.

SECTION 2. The task force shall specifically consider policies to implement arts education in the public schools as defined in the existing Basic Education Program under G.S. 115C-81, to include (i) an arts requirement in grades K-5, (ii) availability of all four arts disciplines in grades 6-8, with students required to take at least one arts discipline each school year, and (iii) availability of electives in the arts at the high school level. The task force shall further consider a high school graduation requirement in the arts and the further development of the A+ Schools Program. The task force shall submit its recommendations, including any proposed legislation, to the Joint Legislative Education Oversight Committee no later than December 1, 2010.

SECTION 3. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 24th day of June, 2010.

s/ Marc Basnight
President Pro Tempore of the Senate

s/ Joe Hackney
Speaker of the House of Representatives

s/ Beverly E. Perdue
Governor

Approved 9:08 a.m. this 1st day of July, 2010

