ARTS EDUCATION IS A RIGHT.

Washington state law requires school districts teach and measure student progress in the arts.

What if the only time your child received math was when there was an assembly? Or reading was taught by a parent volunteer once a week?

What if the first time they took science was in middle school?

... tracked on Washington State report cards

... available for more than an hour to only half of all elementary students

... offered in 1 out of 10 schools

... a CORE subject next to math, reading, and science

... dance, media arts, music, theatre, and visual arts

... the LAW in Washington State

source: 1, 4

source: 6, 14
LOW-INCOME STUDENTS HIGHLY ENGAGED IN THE ARTS...

ACCORDING TO THE BASIC EDUCATION ACT, THE GOALS OF EACH SCHOOL DISTRICT SHALL BE TO PROVIDE OPPORTUNITIES FOR EVERY STUDENT TO DEVELOP THE KNOWLEDGE AND SKILLS ESSENTIAL TO KNOW AND APPLY THE CORE CONCEPTS AND PRINCIPLES OF THE ARTS. WASHINGTON STATE ALSO MANDATES TWO CREDITS OF ARTS FOR HIGH SCHOOL GRADUATION.

ARE 2x AS LIKELY TO GRADUATE COLLEGE

HAVE A 5x LOWER DROP OUT RATE

SCORE 100 POINTS HIGHER ON THEIR SATs
WASHINGTON STATE IS
45TH IN STATE ARTS FUNDING
2ND IN CHRONIC ABSENTEEISM, AND
39TH IN EDUCATION FUNDING.

Washington public school management is largely conducted by locally elected school board representatives.

Laws exist, but ultimately superintendents, school boards, and principles decide the importance of the arts in schools.

Art education varies school to school due to varying priorities and economic limitations.

SCHOOLS WITHOUT ARTS PERPETUATE EDUCATION INEQUITIES AND DENY STUDENTS PROVEN PATHS TO SUCCESS.

source: 11, 14, 17
93% of Americans believe the arts are vital to well-rounded education.

Students involved in the arts are 4x as likely to be recognized for academic achievement.

2/3 of public school teachers believe that the arts are getting crowded out of school days.

72% of business leaders say that creativity is the number one skill they are seeking out.

Black and Indigenous students had almost 10% less art than white and Asian peers.

42% of high school students were not in any arts courses.

One district had 34% of seniors graduate without any arts credit.

Only 1.6% of students are in Dance courses.

Low income students have 19% less art than their peers.

source: 6, 8, 13

In King county, 2017-2018. source: 15
Schools that build their art capacity:

- Have improved student engagement!
- Arts create collaborative learning environments with other core subjects, too!
- To give our children the highest quality education... we must demand investment... in all core subjects!
- Including the arts!
- And increased academic success!

When arts are consistently provided in schools, we see...

- A boost in student engagement!
- And they're so much more likely to stay in schools!
- And greater motivation!

I know, right?

It also really boosts family and community involvement.

It has life-long value!
FIGHT FOR THE ARTS
FOLLOW US ON FACEBOOK
@ facebook.com/ArtsEdWashington

FOLLOW US ON TWITTER
@ ArtsEdWA

FOLLOW US ON INSTAGRAM
@ artsedwashington

VISIT OUR WEBSITE
@ artsedwashington.org

THE ARTSED PLAYBOOK

ENLIST YOUR REPRESENTATIVES:
EVERY PHONE CALL COUNTS. IF YOU NEED MORE IDEAS ON HOW TO MAKE YOUR OWN VOICE HEARD, COME TO OUR ARTS, SCIENCE & HERITAGE DAY IN FEBRUARY TO GET YOUR FEET WET IN CHANGE AT THE LEGISLATIVE LEVEL.

DEMAND DATA:
SCHOOLS ARE REQUIRED BY LAW TO ALLOCATE FUNDING TOWARD ARTS EDUCATION. IS IT HAPPENING? MAYBE, MAYBE NOT. WE NEED CLEARLY COMMUNICATED, ACCESSIBLE DATA TO FIND OUT.

RECOGNIZE INEQUITIES:
IF YOUR SCHOOL HAS A ROBUST, FULLY FUNDED ARTS PROGRAM, YOU KNOW HOW INTEGRAL IT IS TO PROVIDE A WELL-ROUNDED AND ENGAGING EDUCATION. GEOGRAPHY, RACE, SPECIAL EDUCATION STATUS, AND INCOME ALL AFFECT ACCESS. BY WORKING TOGETHER TO CHANGE THE SYSTEM, WE CAN MAKE SURE THAT EVERY STUDENT GETS THE ACCESS THEY DESERVE.

FIX THE SYSTEM:
HELPING YOUR LOCAL SCHOOL IS THE FIRST PART OF HELPING MAKE SYSTEMATIC CHANGE.

GET TRAINING:
WE’RE HERE TO HELP. ATTEND AN ADVOCACY TRAINING SESSION AND LEARN HANDS-ON WAYS YOU CAN TAKE ACTION. WHETHER YOU NEED STRATEGIES ON HOW TO TALK TO TEACHERS AND PRINCIPALS, IDEAS ON HOW TO BEST TO EFFECT CHANGE AT YOUR SCHOOL, OR IF YOU’RE NOT SURE WHERE TO START, ARTSED HAS YOU COVERED!
**Do An Assessment**
Find out what is or isn’t being taught and who is teaching it. There should be standardized instruction in dance, media arts, music, theatre, and visual arts.

**Gather a Support Team:**
Whether it’s a group of friends, teachers, or the PTA, it’s easier to ask for a change when you have partners. Start by finding one like-minded parent or teacher, and together you can take action in whichever ways make the most sense for your school.
ASK STUDENTS

YOUNGER STUDENTS CAN BE ASKED:

Are you learning art?

What is your favorite part of the school day?

What do you wish you could do more?

OLDER STUDENTS CAN SHARE THEIR INSIGHTS:

Are there ways that you think the arts and creativity could be incorporated into your daily assignments?

Have you had the opportunity to learn about things that interest you?

Is there an artistic skill you wish you could learn?

Then it's time to talk to the people in charge!

Write up a script:

- What is your current concern?
- What is the problem you are trying to solve?
- What is your proposed solution?
- Why are you concerned about these issues?

Call to action:

- Prepare a one minute version of your personal story.
- Ask for what you want.
- Say thanks!

Revise and Repeat:

- Was your proposal accepted? If so, celebrate and share your success with us!
- Was your proposal denied? If so, you can go up the ladder to the next person in charge and try again.
- Either way, don't give up and share your learnings with us!
### SOURCES

11. NAÄ page

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ADDITIONAL READING

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- Project Aristotle, Google, https://rework.withgoogle.com
- Edutopia, www.edutopia.org
- Teaching for Black Lives, Dyan Watson, Jesse Hagopian, Wayne Au
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