



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.

Senate Bill 66 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 with:

A) 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) 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) considering a high school graduation requirement in the arts, and

C) further considering development of the A+ Schools Program.

As the Task Force took on this charge, it identified two additional areas beyond those it was asked to examine which members felt should be included as part of a comprehensive arts education plan. These include:

D) Arts Integration, and

E) Arts Exposure.

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 three components:

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

The recommendations are classified in five parts (A-E). Parts A-C include recommendations that address the specific charge of S66. Parts D and E address the two additional components of a Comprehensive Arts Education Plan: arts integration (D), and arts exposure (E).

From September 22 through November 10, 2010, the Task Force developed its vision statement and comprehensive arts education plan recommendations that comprise this report. The Task Force further identified items that should be addressed for implementation of the recommendations and recommends that it, or a sub-group of its members, further develop these items into strategies for a *Comprehensive Arts Education Implementation Plan* to assist stakeholders with fulfilling the recommendations. This implementation plan would be submitted to the Joint Legislative Education Oversight Committee no later than March 1, 2011.

Comprehensive Arts Education Plan Task Force Membership List

Helga Fasciano

Co-Chair

Section Chief, K-12 Programs
NC Department of Public Instruction
6349 Mail Service Center
Raleigh, NC 27699-6349

Mary B. Regan

Co-Chair

Executive Director, NC Arts Council
North Carolina Arts Council
Department of Cultural Resources
4632 Mail Service Center
Raleigh, NC 27699-4632

Speaker of the House of Representatives Appointee

Representative Becky Carney
300 N. Salisbury Street, Room 1221
Raleigh, NC 27601-1096

President Pro Tempore State Senate Appointee

Senator A.B. Swindell
300 N. Salisbury Street, Room 629
Raleigh, NC 27603-5925

Task Force Members Appointed by the NC State Board of Education

Jane Austen-Behan

LEA Arts Coordinator
Pitt County Schools
1717 West Fifth Street
Greenville, NC 27834

Rebecca Bailey

Facilitator
Department Head, Art Department
Meredith College
3800 Hillsborough Street
Raleigh NC 27607

Tony Baldwin

Superintendent
Buncombe County Schools
175 Bingham Road
Asheville, NC 28806

Reed Colver

UNC System Representative
Office of the Executive Director for the Arts
University of North Carolina
Carr Building, 3rd Floor, CB3233
Chapel Hill, NC 27599-3233

Jeffrey A. Cox

Superintendent
Alleghany County Schools
85 Peachtree Street
Sparta, NC 28765

Senator Katie Dorsett

Co-Chair, Joint Select Committee on
Arts Education
North Carolina Senate
16 W. Jones Street, Room 2106
Raleigh, NC 27601-2808

Genevieve Farmer

Member, Joint Select Committee on
Arts Education
2113 Lyndhurst Drive
Raleigh, NC 27610

Noel Grady-Smith

Discipline Representative, Dance
Arts Education Coordinator
Davie County Schools
220 Cherry Street
Mocksville, NC 27028-2206

Gordon Hensley

Discipline Representative, Theatre Arts
Theatre and Dance Department
Appalachian State University
PO Box 3123
Boone, NC 28608

Jan King

Elementary Principal
Glenn C. Marlow Elementary School
1985 Butler Bridge Rd.
Mills River, NC 28759

Katherine Demcio

A+ Schools Representative
Douglas Elementary School
600 Ortega Road
Raleigh, NC 27609

Pierce Egerton

State Organization Representative
Egerton and Associates
222 Commerce Place
Greensboro, NC 27401

Barbara Geer

Discipline Representative, Music
1196 Pine Knolls Road
Kernersville, NC 27284

Laura Hudson Hamre

Business Representative
Fidelity Investments
North Carolina Region Corporate Affairs
5411 Page Road, NCD1B
Durham, NC, 27703

Debra Horton

Parent Representative
North Carolina PTA
3501 Glenwood Avenue
Raleigh, North Carolina 27612-4934

Martin Lancaster

Former President,
NC Community College System
Smith, Anderson, Blount, Dorsett, Mitchell &
Jernigan, L.L.P
PO Box 2611
Raleigh, NC 27602-2611

Cheryl Maney

Discipline Representative, Visual Arts
Arts Education Department
Charlotte-Mecklenburg Schools
Walton Plaza Suite 506
700 East Stonewall Street
Charlotte, NC 28202

Greg Monroe

Middle Grades Principal
Greene County Middle School
485 Middle School Drive
Snow Hill, NC 28580

Edgar D. Murphy, III

Business Representative
Edgar Murphy and Associates
204 Barrington Overlook Drive
Durham, NC 27703

Alan Parker

High School Principal
Southwest Guilford High School
4364 Barrow Road
High Point, NC 27265

Dan Strickland

Reviewer
Superintendent
Columbus County Schools
PO Box 729
Whiteville, NC 28472

Authorizing Legislation

GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2009
SESSION LAW 2010-34 SENATE BILL 66

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.

Committee Proceedings

The S66 Task Force held four face-to-face meetings and one virtual meeting.

September 22, 2010

Welcome and Purpose of Task Force

June Atkinson, Superintendent, NC Department of Public Instruction
Linda Carlisle, Secretary, NC Department of Cultural Resources

BEP History

Rebecca Garland, Chief Academic Officer
NC Department of Public Instruction

Budget and School Funding

Alexis Shauss, Assistant Director, Division of School Business
NC Department of Public Instruction

Arts Education Essential Standards

Helga Fasciano, Section Chief, K-12 Program Areas
NC Department of Public Instruction

A+ Schools

Mary Regan, Executive Director
NC Arts Council

Small Group Discussions and Next Steps for Task Force

Task Force Members
Helga Fasciano and Mary Regan (Co-Chairs)

October 5, 2010

School District Models

Dan Strickland, Superintendent
Columbus County Schools

Kelly Jones, Arts Education Coordinator
Columbus County Schools

Jane Austen-Behan, Task Force Member and Arts Education Coordinator
Pitt County Schools

Cheryl Maney, Task Force Member and Arts Education Coordinator
Charlotte-Mecklenburg Schools

Integration Models Overview

Helga Fasciano, Section Chief, K-12 Program Areas
NC Department of Public Instruction

A+ Schools Program

Vicki Vitiello, Senior Program Director, Arts Participation and Learning
NC Arts Council

Katie Demcio, Task Force Member and Kindergarten Teacher
Douglas Elementary School, Wake County

Noel Grady-Smith, Task Force Member and former A+ Teacher
Alan Parker, Task Force Member and former A+ Principal

Accountability and the Arts

Angela Quick, Deputy Chief Academic Officer
NC Department of Public Instruction

Race to the Top (RttT)

Rebecca Garland, Chief Academic Officer
NC Department of Public Instruction

Requested Statewide Data

Alexis Shauss, Assistant Director, Division of School Business
NC Department of Public Instruction

Basic Education Program Discussion and Next Steps

Task Force Members
Helga Fasciano and Mary Regan (Co-Chairs)

October 21, 2010

Overview of Additional Research

Becky Bailey, Task Force Facilitator, Department Head, Art Department
Meredith College

Vision Statement

Task Force Members
Mary Regan (Co-Chair)

Drafting Recommendations and Next Steps for Task Force

Task Force Members (Small Group Work and Large Group Discussion)
Helga Fasciano and Mary Regan (Co-Chairs)

November 10, 2010

Clarifying Draft Report and Reaching Consensus on Recommendations and Vision

Task Force Members (Small Group Work)

Helga Fasciano and Mary Regan (Co-Chairs)

Group Reports, Large Group Discussion and Consensus, Next Steps

Task Force Members

Helga Fasciano and Mary Regan (Co-Chairs)

November 18, 2010 (held via GoToMeeting)

Review of feedback from Task Force members to Draft Report

Approval of Final Report

Task Force Members

Helga Fasciano and Mary Regan (Co-Chairs)

Summary of Committee Proceedings

S66 Comprehensive Arts Education Plan Task Force

September 22, 2010 – 10:00 a.m. – 3:00 p.m. - Room 150, Education Building, Raleigh, NC

Welcome and Purpose of Task Force

The Superintendent of the Department of Public Instruction, June Atkinson, and Secretary of the Department of Cultural Resources, Linda Carlisle, welcomed the Task Force members and discussed the purpose of the meeting. The Task Force members were appointed by the State Board of Education with legislative members designated by the General Assembly to represent a broad cross-section of those who have a stake in education, including legislators, superintendents, parents, arts teachers, classroom teachers, central office staff, community colleges, universities, the PTA, the business community and other arts leaders. The Task Force was to specifically consider policies to implement arts education in the public schools as defined in the existing Basic Education Program under GS.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 was to further consider a high school graduation requirement in the arts and the further development of the A+ Schools Program. The Task Force was to submit its recommendations, including any proposed legislation, to the Joint Legislative Education Oversight Committee no later than December 1, 2010. Four meetings were planned for the S66 Task Force: September 22, October 5, October 21, and November 10, 2010.

BEP History

Rebecca Garland, Chief Academic Officer for Academic Services and Instructional Support, provided an overview of the Basic Education Plan. Key points highlighted included:

- multi-dimensionality, including support services, facilities, staffing and staff development,
- emphasis on content integration and the importance of concepts and processes,
- a customized approach to education in an attempt, in part, to address the drop-out rate.
- requirement of arts education for grades K-5 and 6-8 and availability for grades 9-12 in all four arts disciplines: Dance, Music, Theatre Arts, and Visual Arts, and
- since 1994, Local Education Agencies (LEA) have offered electives at their discretion as reflected in the local control part of the ABCs.

Budget and School Funding

Alexis Schauss, Assistant Director of School Business Services, presented information about the current 2009-2010 budget allotment formulas and what constitutes each school district's budget. Information was provided on classroom teacher allotments, funding for classroom teachers, generating enhancement teachers, maximum class sizes, and how appropriations are made for schools. "For fiscal years 2009-2010 and 2010-2011 notwithstanding G.S. 115C-301 or any other law, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement in grades 4-12."

Arts Education Essential Standards

Helga Fasciano presented an overview of the Arts Education Essential Standards, giving background on the work that has been done on the new standards that will be implemented in the 2012-2013 school year. Writers from across the state, representing all levels of educators and discipline-specific specialists, developed the Arts Education Essential Standards. There are four distinct disciplines of study in the Arts: Dance, Music, Theatre Arts, and Visual Arts.

A+ Schools

Mary Regan presented a brief history of the inception of A+ Schools, which began in North Carolina. The Program began in 1995 with twenty-five pilot schools. There are now forty-five schools in the A+ Network. Over a three-year period, educators in Oklahoma were trained by the North Carolina A+ Schools Program. Oklahoma now has sixty schools, including five high schools. Tennessee has developed its own arts integration model, "Value Plus Schools," that derived some components from the A+ model. A handout of the A+ Schools across NC was distributed. Of the schools, thirty-six of forty-three met their expected growth for the ABC's. All but three of the thirty-two Title I schools met expected growth and eighteen exceeded that growth. According to Federal "No Child Left Behind" guidelines, twenty-six out of forty-three schools achieved 100% of yearly expected progress and twenty out of the thirty-two Title I schools achieved 100%.

Small Group Discussions and Next Steps for Task Force

The Task Force was divided into workgroups to consider important issues related to the Task Force charge, to determine what additional information was needed, and to prioritize next steps. The major themes as reported by the work groups were summarized as follows: 1) Develop a vision for arts education; 2) Restore and fund arts education per the BEP; 3) Explore models for integration, scheduling and articulation, A+ Schools, and STEM plus Art (STEAM); and, 4) Obtain research data and other information. An S66 Task Force Google site was created for members to house important documents, announcements, communication, and reports.

S66 Comprehensive Arts Education Plan Task Force

October 5, 2010 – 10:00 a.m. – 3:00 p.m. - Room 150, Education Building, Raleigh, NC

School District Models

Columbus County Superintendent, Dan Strickland, and Arts Education Coordinator, Kelly Jones, presented an overview of the arts education program in the Columbus County school system. Columbus County Schools has had an arts education graduation requirement since 1992. The overview provided information on demographics, funding (state, local, and student fees) and which of the arts disciplines are provided at each level, K-12.

Jane Austen-Behan, Pitt County Arts Education Coordinator, shared strategies used to implement the Pitt County Schools arts education graduation requirement, including an example of shifting from a traditional to block high school schedule, and describing the support of the superintendent, the community, and grassroots efforts.

Cheryl Maney, an arts education coordinator for Charlotte-Mecklenburg Schools, described the system's previous arts education graduation requirement which was implemented in 2003. When the requirement was rescinded, the need for arts classes neither increased nor decreased. She outlined current district funding, staffing, and the importance of community partnerships for arts education.

There were questions from Task Force members and some discussion around the various issues and presentations. Key discussion and questions included the possible impact on K-8 programs when implementing a high school graduation requirement, impact of local funding on per pupil expenditures, and discussion of the current budget situation and the potential loss of arts programs in the public schools.

Representative Carney asked the Task Force to look at the bigger picture beyond a high school graduation requirement, and to focus on how every child going through North Carolina public schools can receive a core curriculum in the arts.

Accountability and Curriculum Reform Effort (ACRE)

Angela Quick, Deputy Chief Academic Officer with NCDPI, presented information on the Accountability and Curriculum Reform Effort (ACRE), which has three components: Essential Standards, Assessment, and Accountability. The model will have an incentive system which could include the arts as incentives.

There were questions from Task Force members and some discussion around the various issues and presentation.

Race to the Top (RttT)

Rebecca Garland, Chief Academic Officer with NCDPI, shared information on the Race to the Top grant award and the potential impact on arts education. North Carolina will receive \$400 million in federal grants designated for increasing creativity, innovation, and capacity-building in the public schools, including improving data systems and data infrastructure. Teacher impact on student learning evaluation instruments will be developed for the 65% of teachers not currently impacted by statewide student achievement tests, which includes arts educators. Funding can be used for professional development for teachers to build capacity to do a better job in their field and to develop common formative and benchmarking assessments.

There were questions from Task Force members and some discussion around the various issues and presentation.

Requested Statewide Data

Alexis Schauss, Assistant Director of School Business with NCDPI, presented additional analysis as requested by the members at the September 22 meeting. She explained that the allotment formula is implemented by districts as they see fit to meet their needs and resources. This is part of local control of individual schools and school systems.

There were questions from Task Force members and some discussion around the various issues and presentation, including differences in a region's cultural climate, size, and poverty levels

impacting what is offered. The most consistent factor impacting arts education offerings was school size. Small schools face staffing and funding challenges because of the low student numbers.

Integration Model Overview

Helga Fasciano, Co-Chair of the Task Force, presented information on arts integration and curriculum models supporting the implementation of a balanced curriculum. She reviewed information requests from the September 22 meeting, providing handouts and/or links to information for the afternoon group discussion, which included arts participation summaries and trends analysis, licensure requirements and teaching standards, and arts education policy and law.

A+ Schools Program

Michelle Burroughs, A+ Schools Program Director at the NC Department of Cultural Resources, presented information about the A+ Schools Program, which included an overview of the program, numbers of schools, and distinct practices embraced by the A+ philosophy. Following her presentation, three Task Force members provided insight into their experiences with the A+ Schools Program.

Katie Demcio, Kindergarten teacher at Douglas Elementary School in Wake County, described how she collaborates with arts teachers in her school to teach multiple subject areas, including math with drama, the alphabet with dance, and characters with music. Katie noted that arts integration utilizes Multiple Intelligence Theory, which capitalizes on students' strengths. She emphasized the need for professional development in order to integrate the arts in the general education classroom.

Noel Grady-Smith, Arts Education Coordinator for Davie County Schools, commented on her experience with the formation of the first A+ middle school in North Carolina. She was an A+ Fellow and emphasized how important the arts integration summer institutes are because they expose participants to different ways of teaching and thinking that can be utilized in the classroom.

Alan Parker, Principal at Southwest Guilford High School in Guilford County, is a former A+ elementary school principal. He said that the complexity of the arts teachers' role can be difficult for classroom teachers to understand. He commented on the strengths of utilizing Multiple Intelligence Theory as a positive communication model for conversation with parents by stressing strengths rather than weaknesses.

There were questions from Task Force members and some discussion around the various issues and presentations.

Basic Education Program

Mary Regan, Co-Chair, facilitated the afternoon work of the Task Force, which focused on developing the vision framework for their recommendations. Task Force member Noel Grady-Smith presented her initial draft of a vision framework for discussion. Task Force members continued to develop this document online at the Task Force Google site for the October 21 meeting.

Conclusion

The Task Force identified two tasks to be completed:

- 1) development of the overall vision, and
- 2) the components of the report (recommendations and policy implications).

S66 Comprehensive Arts Education Plan Task Force

October 21, 2010 – 10:00 a.m. – 3:00 p.m. - Room 308, Archives and History Building, Raleigh, NC

Helga Fasciano thanked the Department of Cultural Resources for hosting the Task Force. The Task Force spent their time working on draft recommendations for the report to the General Assembly as charged in S66, which would be shared with the State Board of Education at their November meeting in order to receive their input or questions in response to the recommendations.

Helga Fasciano welcomed Secretary of Cultural Resources Linda Carlisle to the meeting. Secretary Carlisle expressed her appreciation for the work and effort that the Task Force is contributing to this important endeavor.

Requested Statewide Data

Becky Bailey shared additional data and information that had been requested by the Task Force at their meeting on October 5, 2010.

Vision Statement for Arts Education in North Carolina

The Task Force resumed work on their vision statement for arts education, which was begun at the meeting on October 5, 2010. After reading the two draft mission statements that had been crafted by Task Force members, discussion followed suggesting that these two vision statements were too long. Members gave input and staff was asked to merge their suggestions into a third draft for review.

Drafting of Recommendations

Staff from the Department of Public Instruction and the Department of Cultural Resources provided guidance for the small group work to follow, using key ideas from the Task Force to date and providing a template for groups to use to capture their recommendations and strategies to answer the charge of S66.

Group Reports and Conclusion

Groups reconvened to re-examine the vision and to report their recommendations to the Task Force as a whole. The Task Force members crafted a shorter, more concise vision statement.

Helga Fasciano discussed the summaries of recommendations from the groups with their consensuses noted. The Task Force still had not reached consensus on a graduation requirement. Staff from the Department of Public Instruction and the Department of Cultural Resources was asked to synthesize the work of the three groups into a draft report which would be shared with the Task Force members for their review and also with the State Board of Education for their information and discussion at their November board meeting. The draft recommendations were to be finalized for the report to the General Assembly at the final Task Force meeting on November 10, 2010.

S66 Comprehensive Arts Education Plan Task Force

November 10, 2010 – 10:00 a.m. – 3:00 p.m. - Room 150, Education Building, Raleigh, NC

November 2010 State Board of Education Meeting

Jan King reported that the State Board of Education (SBE) was pleased with the preliminary report of the Task Force and impressed that the meetings had a 90% attendance record.

Tasks and Small Group Work

Mary Regan explained that the Task Force would work in three small groups through the morning and early afternoon concerning points in the draft that needed discussion and resolution including: clarifying the draft report, strategies regarding arts exposure and the A+ Schools Program, and reaching consensus within each group on the Arts Education Graduation Requirement. Groups were also asked to reach consensus on the final vision statement.

Groups worked with the draft report that was presented to the State Board of Education, November 3 and 4, 2010, which included all comments/suggestions received from Task Force members indicated with tracked changes in the document. Staff members captured Task Force members' discussion and decisions on the draft documents using computers and projectors.

Group Reports

Helga Fasciano welcomed Secretary Linda Carlisle to the meeting. Secretary Carlisle expressed her appreciation for the continued work of the Task Force. Each groups' work was captured electronically, printed, and distributed to the Task Force as a whole for the afternoon discussion and finalization of recommendations for the report. The Task Force reached consensus on the following items:

1. The Task Force recommends an Arts Education Requirement for High School Graduation with an implementation year beginning with incoming freshman in the 2013-14 school year with: designated funding allotments for arts education positions at the high school level (categorical funding), establishment of procedures and a timeline for a phased-in implementation, and establishment of equitable staffing allocations to address small and low-wealth school systems.
2. The Vision Statement: 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.

3. The Task Force, or a sub-committee of the Task Force, will develop by March 1, 2011, an Implementation Plan for the Comprehensive Arts Education Plan to address all components and issues related to these components, including the BEP, Graduation Requirement, A+ Schools Program, Arts Integration, and Arts Exposure recommendations and strategies.

Next Steps

Task Force members were asked to review the incorporation of their decisions in a final draft, which was emailed to all members and posted on the Google site by the close of business on Monday, November 15, 2010. They were asked to respond to the draft, indicating their approval for submission or raising their concerns/issues either electronically or via their participation in a webinar, planned for Wednesday, November 18, 2010, at 4:00 p.m. Once approved by all members of the Task Force, the final draft was submitted to the State Board of Education, preceding their December 2010 board meeting and submission of the report to the Joint Legislative Education Oversight Committee of the NC General Assembly.

S66 Comprehensive Arts Education Plan Task Force

November 18, 2010 – 4:00 – 4:45 p.m. – via GoToMeeting

The task force met virtually via GoToMeeting and, following discussion, consented to the final report for the NC General Assembly.

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:

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

Components

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

The first component, **Arts Education**, relates to the arts as core, academic subjects and 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 (ESEA). 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 Integration**, refers to using the arts as a catalyst for learning across the curriculum and 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 education** (instruction in all four arts disciplines) and **arts integration** 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 inspirational 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 of a comprehensive arts education and sustains a community culture of well-rounded citizens who value creativity.

Recommendations

A: Basic Education Program (BEP)

A.1 Implement K-12 Arts Education as defined in the Basic Education Program (BEP):

- **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 high school level.**

A.2 Establish the BEP with:

- **designated additional, categorical funding allotments for arts education positions at elementary, middle, and high school grade spans,**
- **establishment of procedures and a timeline for a phased-in implementation, and**
- **establishment of equitable staffing allocations to address small and low-wealth school systems.**

A.3 Ensure that appropriately licensed arts educators deliver all arts education classes.

A.4 Require an Arts Education Coordinator to be designated in every Local Education Agency (LEA).

A.5 Use arts teachers as resources and consultants within schools and across Local Education Agencies (LEAs).

A.6 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, and
- the completion of concentrations in arts education.

The BEP component of the *Comprehensive Arts Education Implementation Plan* will include, but not be limited to, the following items identified by the Task Force:

- three- to five-year phase-in options
- designated allotments for arts education positions
- funding sources
- licensure options
- awareness, relevance, and context of the BEP for administrators, teachers, and parents
- availability of all four arts disciplines across the K-12 spectrum
- innovative models and scheduling
- cooperation and collaboration between K-12 schools and Institutions of Higher Education (IHEs)

**B : High School
Graduation
Requirement**

B.1 Establish a high school graduation requirement in the arts beginning with entering freshmen during the 2013-14 school year with:

- designated additional, categorical funding allotments for arts education positions at the high school level,
- establishment of procedures and a timeline for a phased-in implementation, and
- establishment of equitable staffing allocations to address small and low-wealth school systems.

B.2 Require an arts unit for admission to the UNC System of colleges and universities.

B.3 Restore the arts education requirement to the NC Scholars Program.

The High School Graduation Requirement component of the *Comprehensive Arts Education Implementation Plan* will include, but not be limited to, the following items identified by the Task Force:

- best practices in regards to arts education learning expectations and models of delivery
 - course availability and enrollment
 - student data tracking
 - staffing and facilities
 - documentation and assessment
 - awareness and relevance for administrators, teachers, and parents
 - cooperation and collaboration between K-12 schools and Institutions of Higher Education (IHEs)
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C : A+ Schools Program

C.1 Expand the nationally recognized, research-based A+ Schools Program as a model for whole school reform with arts instruction central to student learning and integrated throughout the curriculum.

C.2 Use A+ teachers as resources and consultants within schools and across Local Education Agencies (LEAs).

The A+ Schools Program component of the *Comprehensive Arts Education Implementation Plan* will include, but not be limited to, the following items identified by the Task Force:

- A+ Schools as a model and resource
 - phase-in plans for expansion of the A+ Schools Program
 - priority given to under-served and under-represented areas
 - funding and staffing for full implementation and expansion
 - innovative models and scheduling
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D: Arts Integration

D.1 Prioritize arts integration as a primary component of education reform.

D.2 Require arts integration as a component of teacher and administrator preparation and licensure.

D.3 Use the NC Educator Evaluation System (NCEES) to assess teachers' use of arts integration.

D.4 Use arts teachers as resources and consultants for arts integration within schools and across Local Education Agencies (LEAs).

The Arts Integration component of the *Comprehensive Arts Education Implementation Plan* will include, but not be limited to, the following items identified by the Task Force:

- professional development in arts integration, curriculum standards, and creativity
 - licensure requirements
 - teacher and administrator preparation and evaluations
 - staffing and funding
 - arts integration connections with Science, Technology, Engineering, and Math (STEM)
 - innovative models and scheduling
 - cooperation and collaboration between K-12 schools and Institutions of Higher Education (IHEs)
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E: Arts Exposure

E.1 Use state and local arts organizations, education programs, highly qualified teaching artists, and other resources to increase exposure to the arts for teachers and students both within and outside the classroom.

E.2 Strengthen ties between schools, parent and school organizations, and community arts programs.

The Arts Exposure component of the *Comprehensive Arts Education Implementation Plan* will include, but not be limited to, the following items identified by the Task Force:

- live performances, exhibitions, artist residencies and teacher workshops throughout the state
 - funding and staffing for model arts in education programs such as those offered through the Department of Cultural Resources and its agencies
 - roles of parent and school organizations, such as the North Carolina Parent-Teacher Association (NCPTA) and other key partners in building awareness for stake-holders
 - after-school and summer arts in education programs
 - professional development for teaching artists
 - cooperation and collaboration between K-12 schools and Institutions of Higher Education (IHEs)
 - cooperation and collaboration between K-12 schools and the Department of Cultural Resources and its agencies
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