



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Comprehensive Arts Education Bill
JLEOC Report
SL 2020-78, sec. 2.5.(a & b)

Date Due: December 15, 2022
DPI Chronological Schedule, 2021-2022

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JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE REPORT REQUIREMENTS

ARTS EDUCATION GRADUATION REQUIREMENT SL 2020-78 (S681)

SECTION 2.5.(a) The State Board of Education shall modify the State graduation requirements to include one required credit in arts education to be completed by each student at any time in grades six through 12.

The State Board of Education shall implement the arts education graduation requirement beginning with students entering the sixth grade in 2022. The State Board shall include an exemption from the arts education graduation requirement for students transferring into a North Carolina public school beginning in the ninth grade or later, if such requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

SECTION 2.5.(b) The State Board of Education shall do the following:

- 1) Establish procedures and a timeline for a phased-in implementation of the arts education graduation requirement.
- (2) Establish the minimum criteria to meet the arts education graduation requirement.
- (3) By December 15, 2022, report to the Joint Legislative Education Oversight Committee on the following:
 - a. The statewide implementation of the three interdependent components of comprehensive arts education (arts education, arts integration, and arts exposure).
 - b. The graduation requirement set forth in subsection (a) of this section.

IMPLEMENTATION

A. Comprehensive Arts Education

In 2010, SL2010-34, commonly referred to as SB66, mandated the creation of a task force to create the Comprehensive Arts Education plan. Recognizing the important role that Arts Education plays in fostering innovation and creativity in today's students for tomorrow's workforce, representatives from NCDPI, the NC Arts Council, teachers, and community members met to research best practices in arts education, innovation, and creativity. Today, we teach within this Comprehensive Arts Education (CAE) framework; The Three components of CAE - Arts Education, Integration, and Exposure - are interdependent and were found by the Comprehensive Arts Education Task Force to all be necessary. Arts Education is the instruction of an arts discipline according to the Standard Course of Study to develop the student as an artist. Arts Integration is instruction designed to show students how non arts content connects to arts content in both areas. Arts Exposure gives students the opportunity to experience the arts as presented by professionals on a stage, in a gallery, or as a teaching artist in residence.

The following chart identifies what has been achieved during this implementation.

A. (1) Arts Education	
Implement K-12 Arts Education as defined in the Standard Course of Study (SCOS): <ul style="list-style-type: none">● 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.	CEDARS: <ul style="list-style-type: none">● 98% of K-12 students have access to at least one art form● 96% of schools have at least one art form● Participation by grade:<ul style="list-style-type: none">○ 90% of elem○ 71% of MS○ 36% of hs

	<ul style="list-style-type: none"> ○ 58% of mixed (K-12 or 6-12)
Ensure that appropriately licensed arts educators deliver all arts education classes.	<p>SY20-21 Data</p> <ul style="list-style-type: none"> ● 78.9% of the Arts Ed Teaching force holds K-12 in-field licenses <ul style="list-style-type: none"> ○ Dance - 85.4% ○ Music - 84.0% ○ Theatre - 83.0% ○ Visual Arts - 72.3% ● 10.5% teach K-6 Arts Ed on a K-6 License ● 10.6% teach out-of-field
Require an Arts Education Coordinator to be designated in every Local Education Agency (LEA).	<p>District Arts Education Leaders (DAEL) list</p>
Establish a high school graduation requirement in the arts beginning with entering freshmen during the 2022-2023 school year with: <ul style="list-style-type: none"> ● 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. 	<p>SL2020-78</p> <p>Fully implemented. Defined "one credit" as <i>passing the course</i> for grades 6-8 per the grade scale outlined in SBOE Policies, and have assigned AE course codes representing courses which teach the entirety of the SCOS to powerschool for automation.</p>
A (2) Arts Integration (in partnership with A+ Schools and the NC Arts Council)	
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.	<p>Since 2011, A+ had added 39 new A+ schools in North Carolina where there are now a total of 67 A+ schools in 38 counties, serving approximately 2600 teachers and administrators and more than 20,000 students across the state. A+ staff have grown from 1 full-time staff member in 2011 to 4 full-time staff members and a cohort of more than 40 A+ Fellows (consultants) who provide A+ training across the state.</p>
Use A+ teachers as resources and consultants within schools and across Local Education Agencies (LEAs).	<p>In addition to supporting teachers across the 67 schools in 38 LEA's, A+ has partnered to provide a wide range of training and resources outside of the network of A+ Schools including:</p> <ul style="list-style-type: none"> B. Providing arts integration courses across a variety of content areas at NCCAT in Cullowhee and on Ocracoke for teachers across the state C. Developing lessons based on selected works of art in collaboration with the NC Museum of Art D. Designing lesson plans for the African American Heritage Commission E. Crosswalking SEL Competencies and Arts standards in collaboration with NC DPI

	<ul style="list-style-type: none"> F. Developing a series of online modules for Comprehensive Arts Education in collaboration with DPI G. Creating and facilitating a STEAM-based educator intensive for the Vollis-Simpson Whirligig Park in collaboration with the Kenan Fellows Program H. Creating a series of STEAM-based field trip experiences for the Vollis Simpson Whirligig Park I. Presenting sessions on arts integration at conferences for a wide variety of state-based arts and education organizations J. Providing arts integration training for Davie County
<p>Require arts integration as a component of teacher and administrator preparation and licensure.</p>	<p>Connected with the EPP coordinators to understand how SL2012-77 is being carried out</p> <ul style="list-style-type: none"> ● EPP EOY Reports
<p>A. (3) Arts Exposure (in partnership with NC Symphony and the NC Museum of Art)</p>	
<p>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.</p>	<p>NC Symphony: <u>2021/22 School Year</u></p> <ul style="list-style-type: none"> ● 180,000 students reached through in-person and online programming ● 76 counties served through in-person and online programs ● 516 teachers served <p>By Comparison – <u>2009/10 School Year</u></p> <ul style="list-style-type: none"> ● 67,000 students served ● 35 counties served ● <p>2021-2022 School Year Statistics for the North Carolina Museum of Art</p> <p>Virtual Field Trips: 5059 students served Online courses offered through NCVPS: 453 students served Teacher PD: 1167 teachers served (estimating these teachers impact at least 106,000 students) Tours: 5700 –Caveat that this number reflects reduced field trips due to COVID NCMA Learn visitors: 96,000 users</p> <p>Since the implementation of the Comprehensive Arts Education plan, the NCMA has broadened its range of programs from mostly in-person to a solid reach of in-person and virtual programs to reach as many teachers and students as possible. In looking at the numbers of students and teachers served by the North Carolina Museum of Art, it is important to note how many of the programs offered did not exist or were just beginning to be developed</p>

	<p>in 2010. For example, online courses for educators were first offered in 2015 and Virtual Field Trips were introduced in 2016. Visitation to our teacher resource website (NCMA Learn) has increased nearly fivefold since 2010. In the last several years, the NCMA has consistently served teachers and students in at least 90 North Carolina counties.</p>
<p>Strengthen ties between schools, parent and school organizations, and community arts programs.</p>	<p>Council, A+ Schools and Arts NC as part of AFTA’s State Policy Pilot Program (SP3)</p> <p>North Carolina was selected, after applying on a competitive basis, to be one of ten (10) pilot states to participate in Americans for the Arts’ comprehensive national campaign to advance arts education, the State Policy Pilot Program (SP3).</p> <p>NC SP3 Project Participants: NC Arts Council, A+ Schools of NC, NC DPI, ArtsNC</p> <p>NCSP3 Project Goals:</p> <p>YEAR ONE Messaging to Key Stakeholders</p> <ul style="list-style-type: none"> ● Identify stakeholder needs, motivations, and influences. ● Develop strategies for engaging and guiding stakeholders and increase communication with consistent messaging and multifaceted networking. ● Cultivate and nurture existing statewide partnerships (not take these relationships for granted). <p>YEAR TWO Messaging to the Broader Constituency</p> <ul style="list-style-type: none"> ● Design awareness tools for CAE. ● Implement a strategic effort to compel the Senate to pass H138, establishing a graduation requirement for the arts. <p>YEAR THREE Responding to Change and Issues; Continuing the Work</p> <ul style="list-style-type: none"> ● Continue the awareness campaign for CAE, including investment in the Vance County CAE pilot. ● Secure an expansion budget for the Arts Council that supports A+ Schools. ● Support efforts to amend the recent budget provision by the General Assembly that impacts funding for arts education. ● Ensure that the state’s ESSA plan includes CAE. <p>NC SP3 Case Study: https://www.americansforthearts.org/sites/default/files/SP3_CaseStudy_NC_Web.pdf</p>

	NC SP3 Abstract:
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	https://www.americansforthearts.org/sites/default/files/NC_FullStory_Formatted.pdf
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2. Arts Education Graduation Requirement

S681 passed in June of 2020 and became [Session Law SL2020-78](#) in July.

This law directed the State Board of Education (SBE) to modify graduation requirements, which previously included an *option* to include an arts education credit, to require one credit of arts education to be completed at any time during grades six through twelve. The new requirement begins with students entering Grade 6 in 2022-23 and, subsequently, in Grade 9 in 2025-26.

Updated SBE Policy (GRAD-004)

The NC Department of Public Instruction has been working diligently to ensure the systems are in place to support districts and schools with the implementation of this legislation.

The updated language for NC SBE Policy [GRAD-004](#) is reprinted below. Please note: The total number of credits required to graduate ***is not changing***. The new requirement is embedded as part of the 6 elective credits of the 22 required credits for graduation.

8. Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12.
 - a. Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. After school activities or partial courses do not fulfill this graduation requirement.
 - b. Students who transfer into a public school unit beginning in the ninth grade or later may be exempt, if such a requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.