

FUNDING THE ARTS IN EDUCATION PROGRAM AT THE U.S. DEPARTMENT OF EDUCATION

IMPROVING ACCESS TO ARTS EDUCATION FOR ALL STUDENTS

ACTION NEEDED

We urge Congress to:

- **Appropriate \$30 million for the Arts In Education (AIE) programs in the FY 2016 Labor-HHS-Education appropriations bill. The Arts In Education program is authorized under the Elementary and Secondary Education Act.**
- **Retain the Arts In Education program as a distinct grant competition in FY 2016 appropriations.**

Arts in Education Annual Funding, FY 2002 to present (in millions of dollars)

Fiscal Year	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15
Funding	30.0	33.8	35.1	35.6	35.3	35.3	37.3	38.1	40	27.5*	25	25*	25	25

*FY 2011 funds administered were slightly higher than the \$25.5 million recommended under a continuing resolution.

**FY 2013 funds were reduced to \$23.6 mil. through sequestration under the Balanced Budget and Emergency Deficit Control Act as amended by PL 112-240.

TALKING POINTS

- **Restored funding would support the Arts In Education program at the U.S. Department of Education and emerging education models that improve arts learning in high-poverty schools.** The program includes:
 - **Model Development and Dissemination (AEMDD) grants** strengthen student learning through standards-based arts education and integration of arts instruction into other subject areas. The program has funded a total of 184 projects, including rigorous evaluation of arts education strategies that can impact schools and communities nationwide. *Promise and Progress*, the U.S. Department of Education's 10-year review of the program, found that grantees produce valuable research-based models for improving student achievement.
 - **Professional Development for Arts Educators (PDAE) grants** identify innovative models to improve instruction for arts specialists and classroom teachers. The PDAE grants program has supported a total of 82 projects that serve as national models for effective arts education professional development.
 - **Evaluation and National Dissemination** multiplies the impact of this federal investment. State and local education agencies can adapt these models to provide rigorous arts instruction for all students.
 - **A National Program Competition** supports national level, high-quality arts education projects and programs for children and youth, with special emphasis on serving students from low-income families and students with disabilities.
- **A reduction below the current level of Arts In Education funding would result in under-funding multi-year projects that are midstream.** Arts In Education funds provide unique federal support, leveraging the capacity of the arts to sustain and enhance creativity and innovation in learning. Grant awards support projects over the course of up to four years. Cuts to funding would place these projects in extreme jeopardy.
- **U.S. Department of Education direct grants through the Arts In Education program are a critical form of federal leadership—strengthening the arts as a core academic subject of learning.** This federal commitment to improving equitable access to arts education should not be compromised by consolidation in an appropriations bill. Any major restructuring of the Arts In Education programs should be carefully considered in the context of Elementary and Secondary Education Act (ESEA) reauthorization.
- **Arts In Education programs create model initiatives and partnerships that are significantly impacting large numbers of students and educators. Arts in Education grants have served more than 230 congressional districts in 33 states, including these examples.**
 - Dance Art, in partnership with Chicago Public Schools and Northwestern University, completed the four-year \$1.1 million FY 2010 grant project, Cultural Arts of the Americas Transforming Education (CAATE). Based on the southwest side of the city in five schools, the project was designed to strengthen standards-based arts education in dance, music, drama, and the visual arts through professional development that included 45 teachers working in collaboration with 10 teaching artists. The partnership increased teachers' professional skills in integrating the arts into the core curricula and students' academic performance in reading, mathematics, and the social sciences through authentic and inquiry-based arts curricula.

TALKING POINTS (CONTINUED)

- The Tennessee Arts Commission's FY 2010 Model Dissemination Grant of \$1 million brought together teachers as learners, collaborators, facilitators, and reflectors in order to improve instruction and impact student achievement by making arts-based and arts integrated learning a critical component of every child's educational experience in four Knoxville Pre-K–5 elementary schools. The Arts360° initiative included year-round professional development and mentoring structured around inquiry-based reflection strategies that deepened and improved collaboration among 62 generalist teachers, arts specialists, and teaching artists working with more than 1,000 students.
- The Saint Paul (Minnesota) Public Schools' district-wide initiative, DigitalWorks: Engaging the Common Core through Media Arts, is designed to advance understanding of effective ways to integrate media arts into core academic curricula in alignment with Common Core standards. Through DigitalWorks, the district is implementing a four-year, FY 2013 Model Dissemination Grant to create and deliver a cohesive series of a research- and standards-based curriculum units, formative and summative assessment tools, and corresponding professional development modules that integrate media arts into existing Math and Writing/English Language Arts (ELA) curricula in grades three through eight.
- The Arts Impact Dissemination and Expansion (AIDE) project's FY 2010, four-year \$1.1 million grant increased and strengthened arts education in 20 schools across the state of Washington. The AIDE project raised student achievement in math and reading; expanded and replicated the state's Arts Impact model in three regions of the state; strengthened K–5 standards-based arts education; improved student academic performance associated with the arts, including the achievement of rural students and those in groups traditionally identified as low performing; and developed evaluation tools and project results for further replication statewide and nationally.
- The most recent Arts in Education National Program Competition awarded a three-year grant to the John F. Kennedy Center for the Performing Arts to provide arts education programs and resources focusing on pre-K–12. The programs and resources are in three areas: Teaching, Learning, and Partnerships; Performances for Young Audiences and Related Events; and Career Development for Artistically Talented Young People.
- **As reauthorization of the Elementary and Secondary Education Act (ESEA) is pending, immediate action by the U.S. Department of Education can improve arts learning opportunities.** The U.S. Department of Education and the Obama administration are urged to:
 - ***Provide leadership in support of arts education*** through policy action and public statements confirming the value of the arts and arts education, with particular emphasis on the benefits of arts learning for students from disadvantaged circumstances and those needing remedial instruction in other subjects.
 - ***Maximize the impact of the direct federal investment in arts education*** by immediately disseminating information about the outcomes of projects funded by the Arts In Education grant programs, which cultivate innovation and spur increased local support for equitable access to arts education.

BACKGROUND

The Arts In Education (AIE) program at the U.S. Department of Education has survived intense funding challenges, ultimately winning congressional support annually. For instance, during the prolonged budget negotiations of FY 2011, the Arts In Education program was at one point eliminated, along with many other smaller programs of the U.S. Department of Education, and was the *only* program of its kind to be reinstated in the final congressional budget. In FY 2015, the Senate Appropriations Committee recommended \$25 million to support continued program activities, which was ultimately approved in the final omnibus appropriations bill.

President Obama's FY 2016 budget requests \$25 million for the Arts In Education program. This is a strong indicator of renewed political support for this program and a significant improvement over prior Obama budget requests that proposed consolidating the AIE program into a broader funding pool entitled "Effective Teaching & Learning for a Well-Rounded Education."

At a public forum, U.S. Secretary of Education Arne Duncan has said, "The biggest complaint I've heard from students, themselves, from teachers, and from parents, was the narrowing of the curriculum in No Child Left Behind. So, yes, reading and math are hugely important, but science, social studies, foreign language, fine and performing arts, environmental literacy, financial literacy, PE—our children deserve a lot more than what they're getting today."