

THE COVID-19 PANDEMIC continues to have a profound impact on teaching and learning in our schools. Teachers continue to reach students both in-person and remotely, become fluent in new technologies, reimagine modes of student-teacher interaction, and prioritize essential learning goals. Now, more than ever, the Arts—which foster perseverance, analysis, communication, and personal conceptualization—play an integral role in strengthening social-emotional wellness and empathy for students and families; yet the arts are often mistaken as extra when decisions are made about essential learning. It is with this in mind that we stress that schools need both Federal and State funding to keep Arts programs alive. **Tell Legislators to supplement—not supplant—State funding with Federal relief monies.**

As State and local school districts develop their budgets, education leaders and community stakeholders face difficult choices that could have long-term repercussions on a well-rounded education, which includes the Arts. There are State and Federal requirements for Arts Education because engagement in the Arts develops a range of essential habits of mind not emphasized elsewhere in schools, but that are critical to success as adults. Even in the face of challenging circumstances, school districts have a responsibility to make quality educational decisions on behalf of students and to uphold their commitment to provide equitable access to learning in the Arts for all students.

NYS ARTS EDUCATION REQUIREMENTS

The Regulations of the Commissioner of Education Part 100 specify that public school students are to receive instruction in the arts including Visual Arts, Dance, Music and Theater in grades PreK-K (CR 100.3(a)), grades one through six (CR 100.3(b)), and one-half unit of credit in both Visual Arts and Music over grades seven and eight (CR 100.4). Additionally, students in grades nine through twelve must have the opportunity to complete a unit of credit in the Arts; which may include Visual Arts, Music, Dance, or Theater to satisfy Regents diploma requirements (CR 100.5(a)3(v)). Students should also have the opportunity to begin a sequence in the Arts in grade nine, and to access advanced coursework needed to complete a sequence in the Arts (100.2(h)). <http://www.p12.nysed.gov/part100/>

THE U.S. DEPARTMENT OF EDUCATION

The US Department of Education approved New York’s Every Student Succeeds Act (ESSA), which demands that all students be provided with a well-rounded education, including the Arts, providing equitable access to an enriched curriculum and educational experience for every student. <https://www.ed.gov/essa?src=rn>

WHY THE ARTS ARE ESSENTIAL

The Arts prepare students for school, work, and life. Through Arts education, children learn to solve problems and make decisions, think creatively, build self-confidence and self-discipline, articulate a vision, develop the ability to imagine what might be, and accept responsibility to complete tasks from start to finish. A comprehensive Arts education fosters the creativity and innovation needed for success in a competitive workforce. <https://www.artsareeducation.org/toolbox>

High school students from under-resourced environments who are highly involved in the Arts have better grades, are less likely to drop out, and are more likely to go on to college. <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

Nationally, 673,656 Arts-related businesses employ 3.48 million people. In New York State, 50,337 Arts-related businesses employ 396,666 people.

- In Western NY, the Arts generate \$352.1 million, resulting in \$40.3 million in local and state government revenues and 10,160 jobs.
 - In Kings County, 5,556 Arts-related Businesses employ 26,974 people.
 - In New York County, 15,620 Arts-related businesses employ 218,794 people.
 - In Suffolk County, 4,300 Arts-related businesses employ 33,804 people.
- <https://www.artsactionfund.org/new-york>



arts

ADVOCACY GUIDE

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