

# WELCOME

## Our session is about to begin ...



CELEBRATING 25 YEARS  
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**EDUCATION COMMISSION**  
OF THE STATES

Your education policy team.

# CHANGING THE FRAME: Arts & Cultural Education as a Civil and Human Right

SEPTEMBER 17, 2020





# 2020 Arts Education Partnership Virtual Gathering

Sep 9, 2020 - Sep 18, 2020



Mary Dell'Erba



Notifications



Please submit **SESSION SURVEYS** via the app! Available for every session on the detail page.

2020 Arts Education Partnership Virtual Gathering

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## TUNE IN SEPTEMBER

9<sup>TH</sup> 11<sup>TH</sup> 15<sup>TH</sup> 17<sup>TH</sup>



## ABOUT THE EVENT

Welcome to the 2020 Arts Education Partnership Virtual Gathering! AEP was founded in 1995, making 2020 our 25th anniversary. While we never anticipated celebrating AEP's 25th anniversary in any way other than being in San Diego with all of you in person, we're so happy that we'll be spending time together over the next two weeks.

The virtual gathering sessions are arranged around three themes: arts education policy in

# SPEAKER



**Quanice G. Floyd**

**EXECUTIVE DIRECTOR**

Arts Education in Maryland  
Schools Alliance



# SPEAKER



**Jeff M. Poulin**  
**MANAGING DIRECTOR**  
Creative Generation



# SPEAKER



**Amir Whitaker**

**STAFF ATTORNEY**

ACLU of Southern California



# AGENDA

Introductions

Global Perspectives on Human Rights

U.S. Perspective on Civil Rights

Case Studies:

- Maryland
- California

Finding Alignments

# INTRODUCTIONS



# Session Objectives

Participants will ...

- Gain an understanding of international doctrine and American cultural policy connecting arts education to civil and human rights.
- Explore policy language and examples of reframing arts education within the larger fight for human rights, dignity and equality.
- Apply their learnings by cross-walking policy language supportive of a human and civil rights approach to their own work and individual context.

# CORE VALUES

- Art is culture, culture is art.
- Art inequalities are long standing and have roots in cultural suppression.
- Art is speech, and everyone's voice should be heard.

# AGREEMENTS

- I am/we are here to support conversation and use existing content to spur dialogue and deepen knowledge.
- Please try not to speak on behalf of a community that you are not a part of.
- Assume best intentions but impact.
- If you feel something, name it.
- Aim for two other people to speak before you speak again.
- Impact supersedes intention.

# INTRODUCE

[ in the chat box ]

Name

Organization

City, State

# CONTRIBUTE

[ using the link ]

Visit [www.Menti.com](http://www.Menti.com)

Use code 30 29 32 0

How do you describe your mission (personal or organizational) to support arts education?

# GLOBAL PERSPECTIVES ON HUMAN RIGHTS



**What are the narratives we have  
built about arts education?**



# Dominant Narratives (in the U.S.)

- Students with a high participation in the arts have a **lower dropout rate**, particularly for low SES learners.
- Students with an arts-rich education earn higher grade point averages and **scored higher on standardized tests** than students without arts education.
- Low-income students who are highly engaged in the arts are twice as likely to **graduate college** as their peers with no arts education.

# Focus Group Findings

- Demonstrative correlation narratives established by gate-keepers
- **Not** what's actually happening in arts/cultural programs
- A desire to re-write the narratives of their own programs

UNIVERSAL  
DECLARATION OF  
HUMAN RIGHTS

*Adopted and proclaimed by the General Assembly  
of the United Nations on the tenth day of  
December 1948*



FINAL AUTHORIZED TEXT



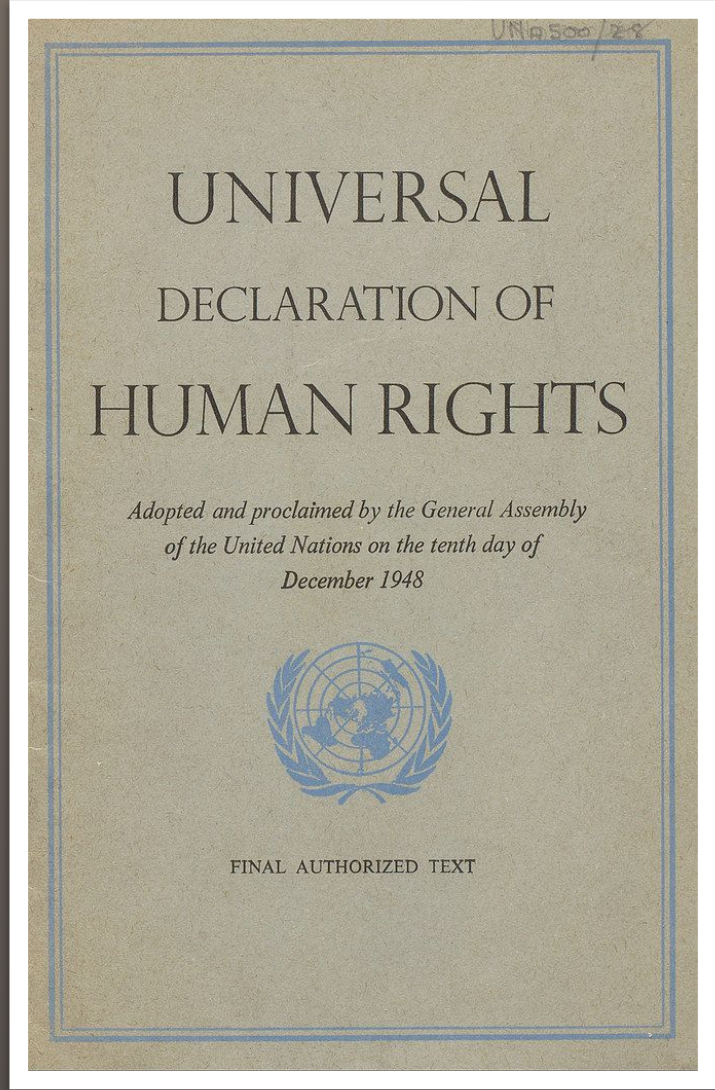
**CONVENTION**  
ON THE RIGHTS OF THE CHILD

unicef  
Uzbekistan

**CRC@25**  
CONVENTION ON THE  
RIGHTS OF THE CHILD

# Human Rights Basics

- Date back to England's *Magna Carta* in 1215, *Habeus Corpus* in 1679
- Human Rights Theory involved negative and positive human rights
  - Negative – how people are protected from government
  - Positive - what people can and should do
- “By naming and ensuring rights, a nation showcases how it values humanity”



- All have the right to be equal before the law and entitled to no discrimination (UDHR, Article 7)
- The right to education (UDHR, Article 26)
- The right to freedom of expression (UDHR, Article 19)



# CONVENTION

ON THE RIGHTS OF THE CHILD

unicef  
Uzbekistan

CRC@25  
CONVENTION ON THE  
RIGHTS OF THE CHILD

- Children specifically have the right to education (CRC, Article 28)
- The right to participate freely in cultural life and the arts (CRC, Article 31)
- The right to form his or her own views, and the right to express those views freely in all matters affecting the child (CRC, Article 12)

# U.S. PERSPECTIVES ON CIVIL RIGHTS

# The Right to Art

- Art = Free Speech and Self Expression
- Limits to Art = Limits to Free Speech
- Students have state rights to arts education
- ESSA: Arts as essential to a “well-rounded” education
- Right to creative potential and economy
- Broad non-compliance across nation

LOOK UP LAWS & POLICIES IN YOUR STATE AT:  
[www.aep-arts.org/artscan-state-profiles/](http://www.aep-arts.org/artscan-state-profiles/)



# Arts Education as a Civil Rights

- Unequal Art Access by Communities and School
- Art Gaps Perpetuate Separate, Unequal Education
  - Perpetuate achievement gaps
- Perpetuate Historical Cultural Inequity
- Part of the Continued Struggle (freedom, equality)
- Arts Educators = Freedom Fighters
- Arts: The Antidote to the School-to-Prison Pipeline
- Students Suspended for Dancing, Singing, Dress
- Right to College Access and Evidence, Best Practices
- Right to Competency

# CLARIFYING QUESTIONS

**5 minutes**

Type your question in the  
chat

# CASE STUDIES

# MARYLAND

# Who Is Quanice?

- Introduced into music at a young age
- Elementary Music Educator
- Wanted to create a systemic change in the arts
- Passionate about the arts serving students who look like me or who have shared experiences as mine



# Who Is AEMS?

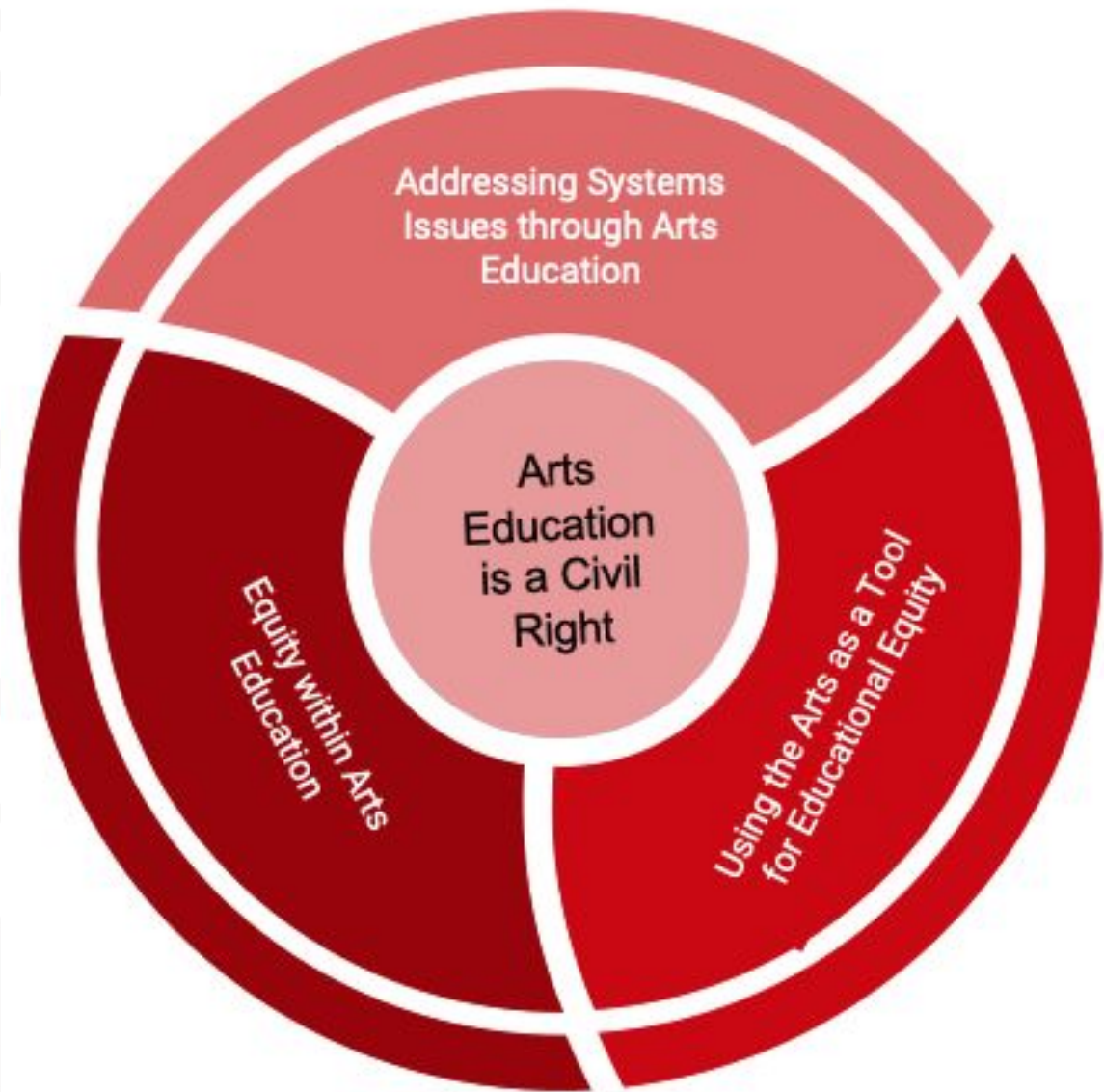
## Mission (simplified)

Arts Education in Maryland Schools is committed to ensuring that all students in the state of Maryland have access to high quality arts education by **mobilizing power to communities** through advocacy programs, professional and leadership programs, and resource building and sharing.

## Vision

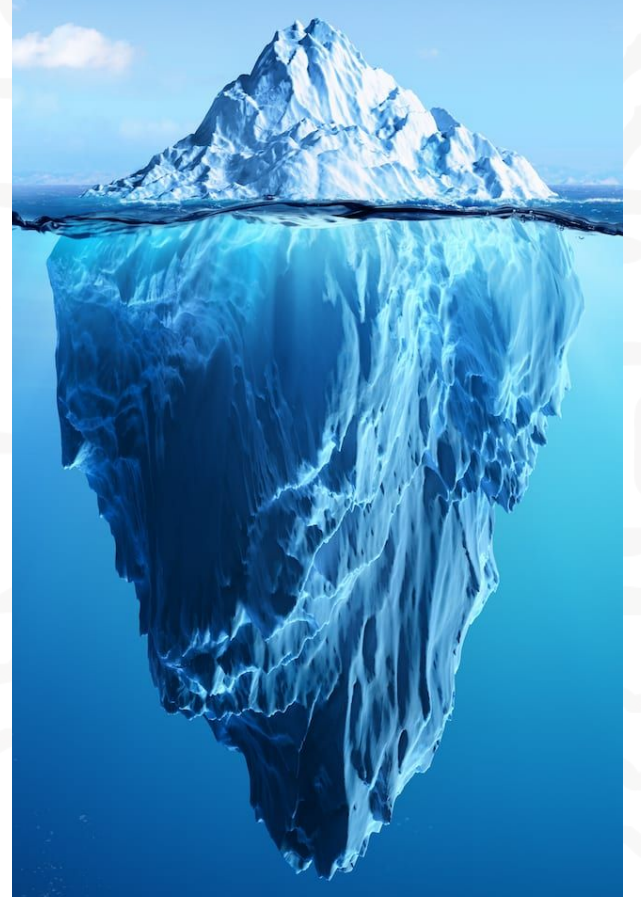
We envision a public education system in Maryland that supports, cultivates, nurtures, and uplifts ALL students' creativity through a robust arts education experience so that they can thrive in a healthy society.

# AEMS' Story



# Addressing Systemic Issues Through Arts Education

- Reckoning With History
- How Have the Arts and Arts Education Played a Part?
- Supporting Outside the Arts
- Coalition Building





# Using the Arts as a Tool for Educational Equity

- The Power of the Arts
- The Arts Are a Core Subject in Maryland (COMAR)
- Arts & ...



Social Impact Explorer,  
Americans for the Arts

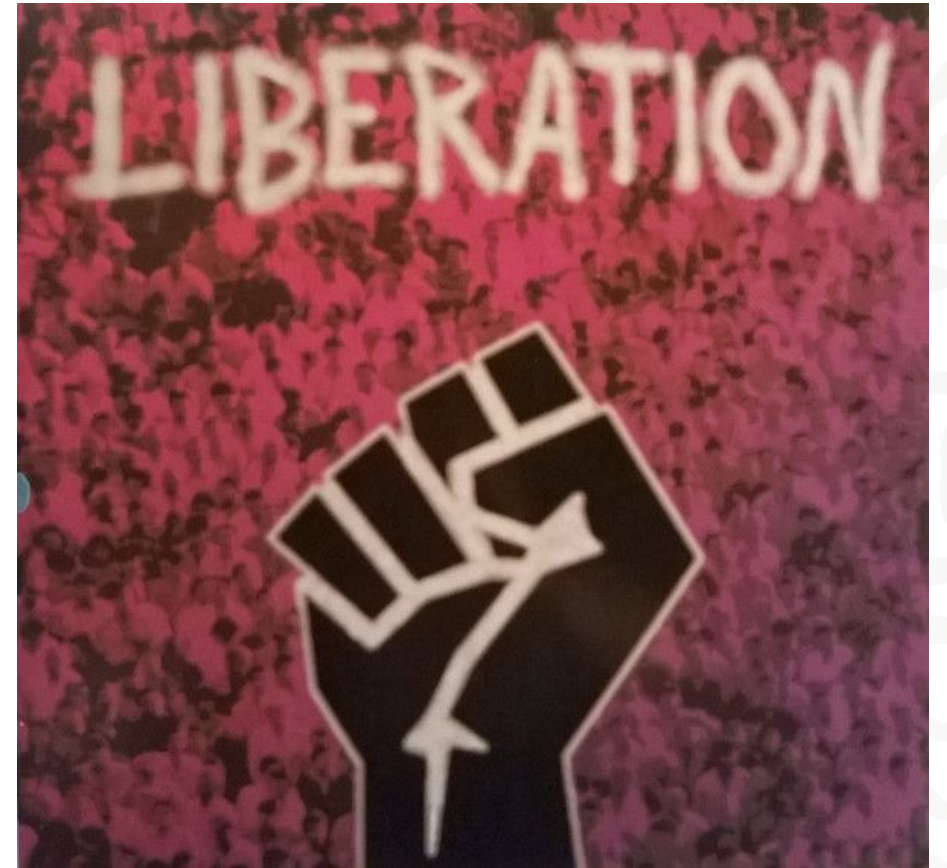
# Equity Within Arts Education

- Access
- Curriculum
- Teacher Recruitment
- Higher Education Programs
- K-12 Pathways
- Interpersonal Conversations

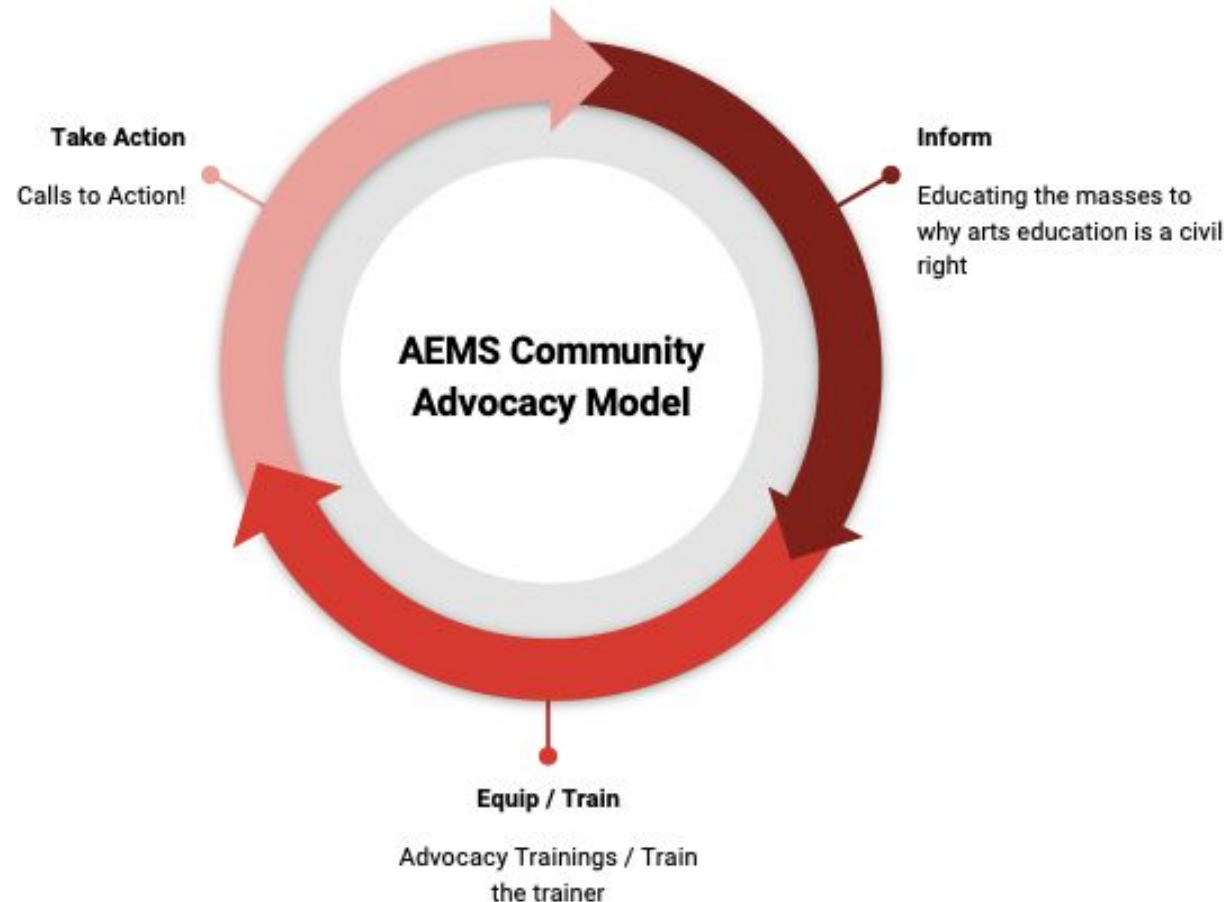


# The AEMS Shift:

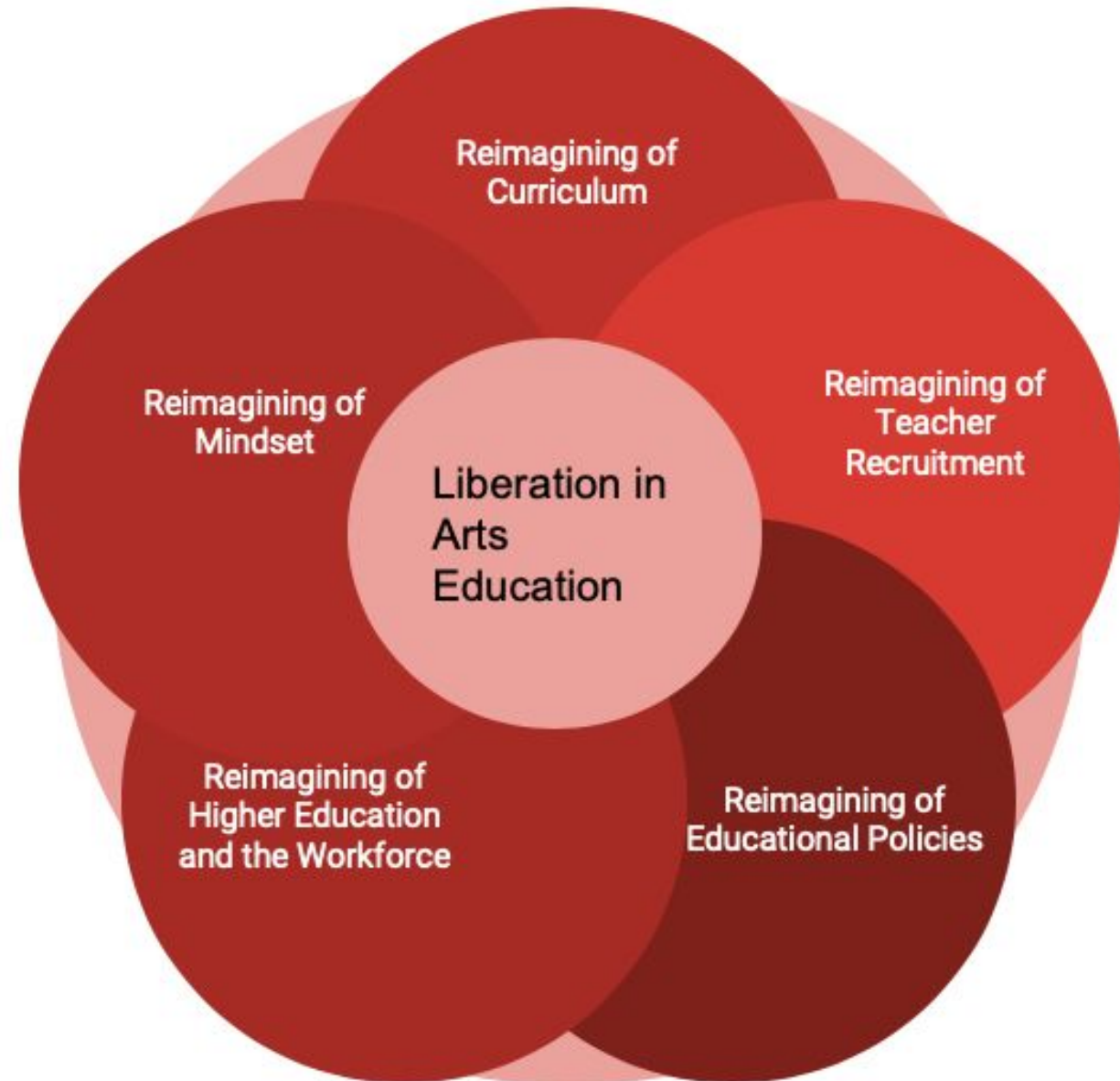
- Mission-Centered Through a People-Centric Lens vs People-Centered With a Mission Lens
- Systems Change
- New Program
- Board Development
- Racial Equity



# AEMS Community Advocacy



# AEMS' Systemic Approach



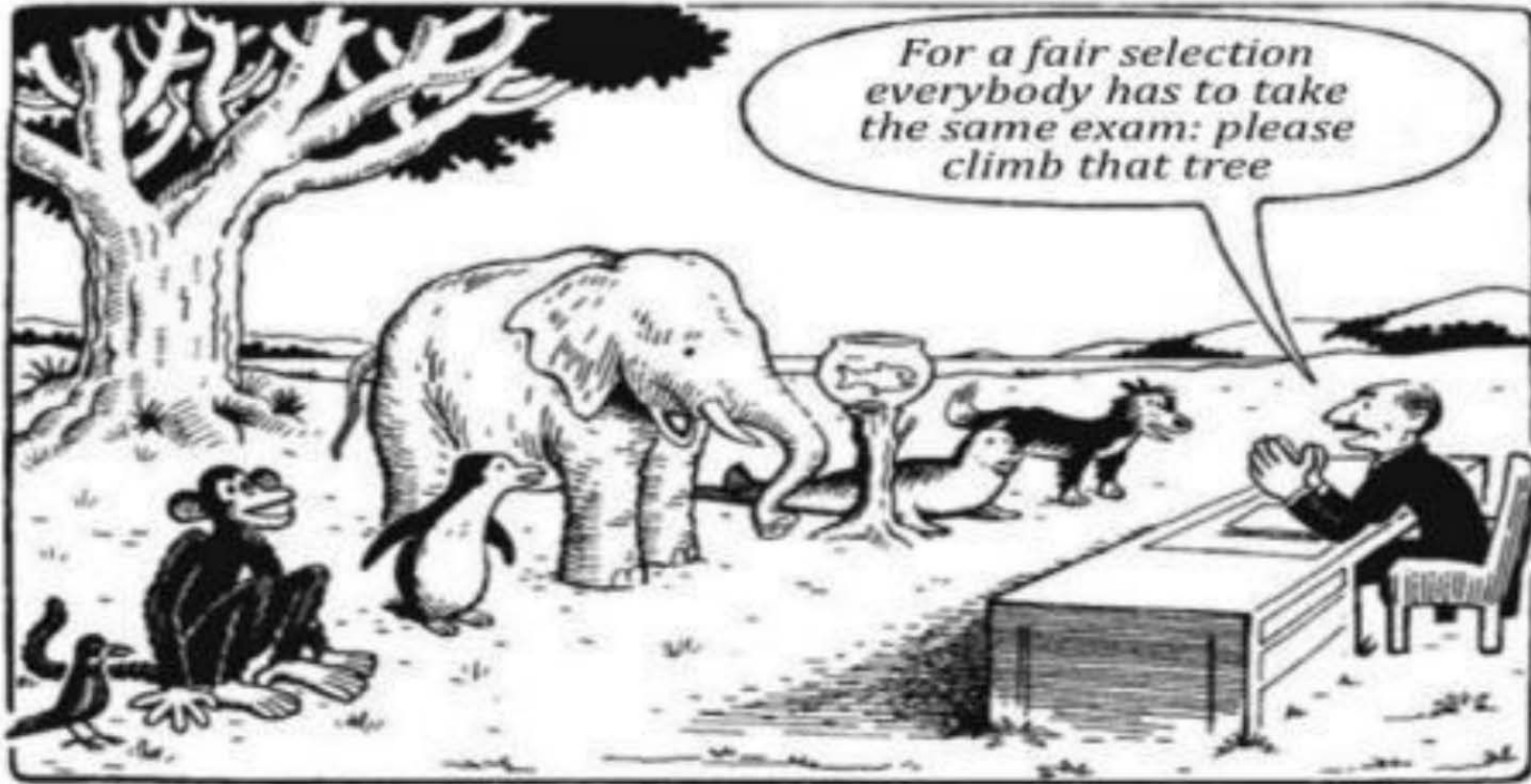
# CALIFORNIA

## CALIFORNIA'S EDUCATION CODE/LAW AND ART ACCESS

**Section 51210(a)**- Visual and Performing Arts (VAPA) shall be included in the school curriculum for all students in grades 1-6

**Section 51220(g)**- VAPA shall be offered to all students in grades 7 through 12. Arts is a “course of study,”

**Section 51050**- “The governing board of every school district shall enforce in its schools the courses of study”.

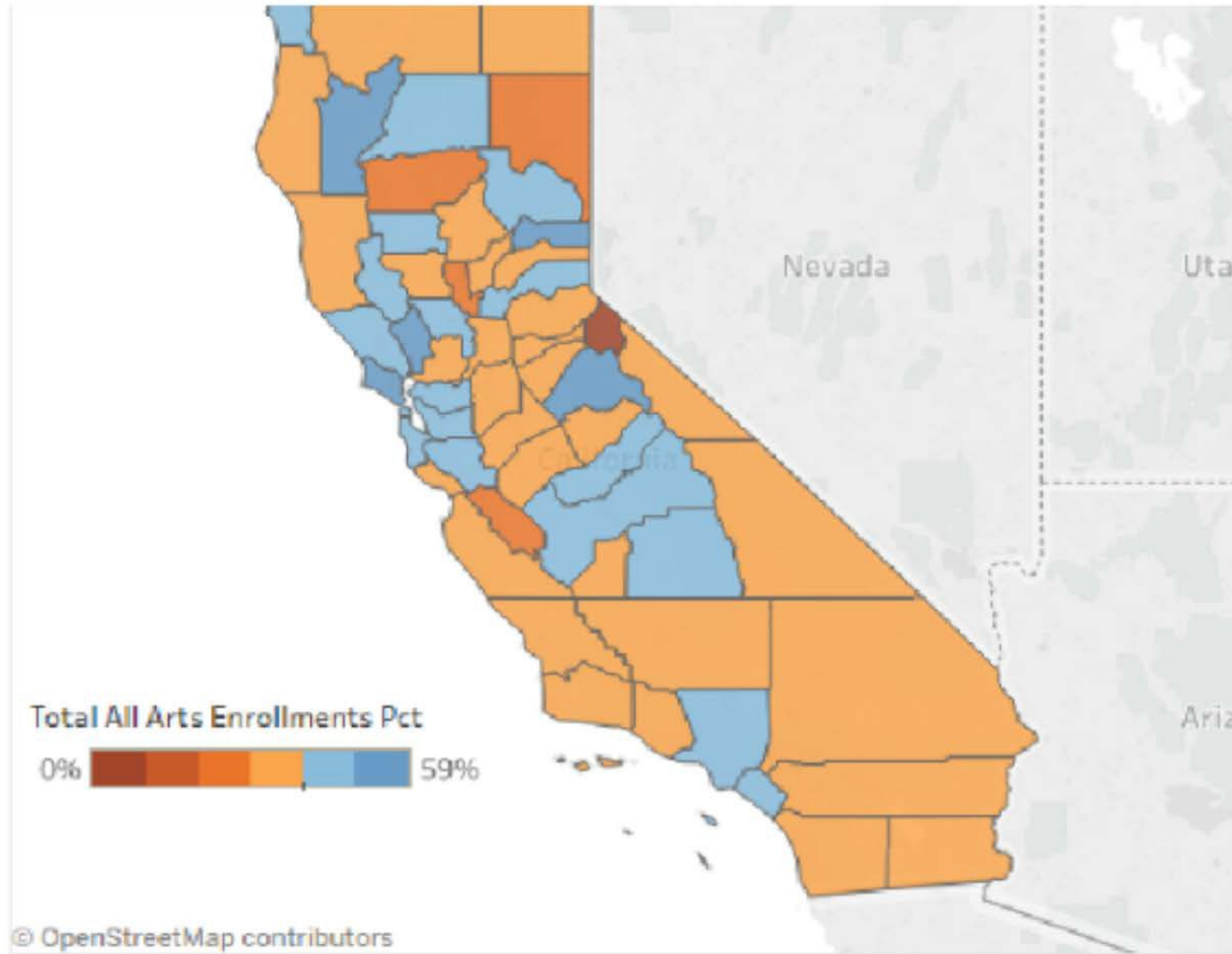


## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

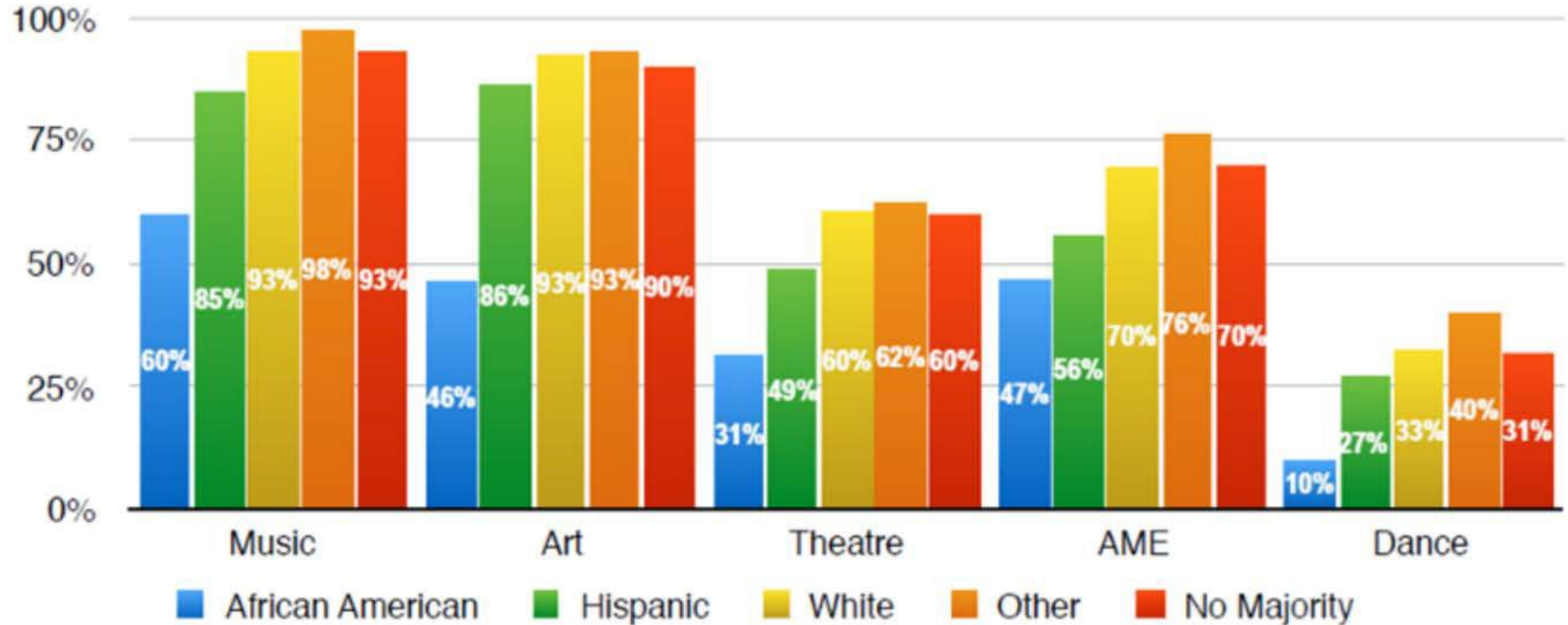




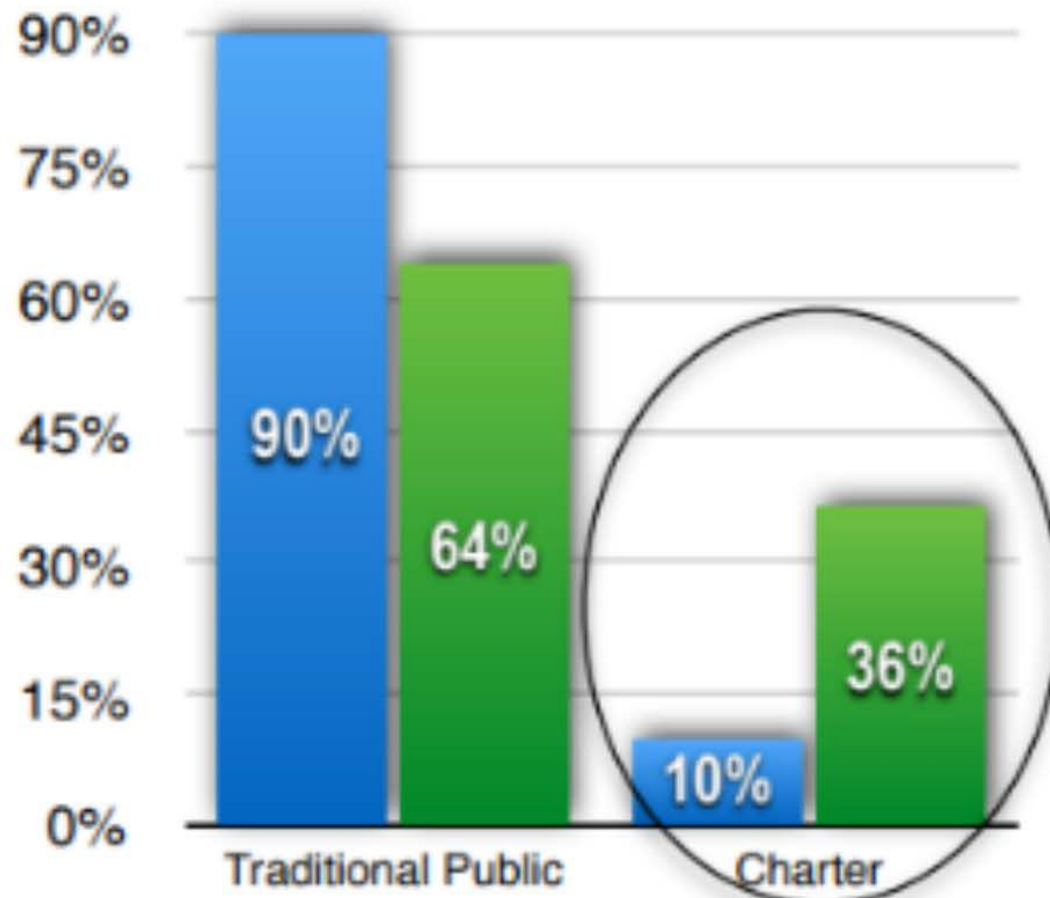
| Arts Enrollment | School Enrollment | % Arts | No Arts Enroll |
|-----------------|-------------------|--------|----------------|
| 1,201,206       | 3,077,229         | 39%    | 84,712         |

In school in L.A. counties where half of the enrollment is **WHITE**(52%)

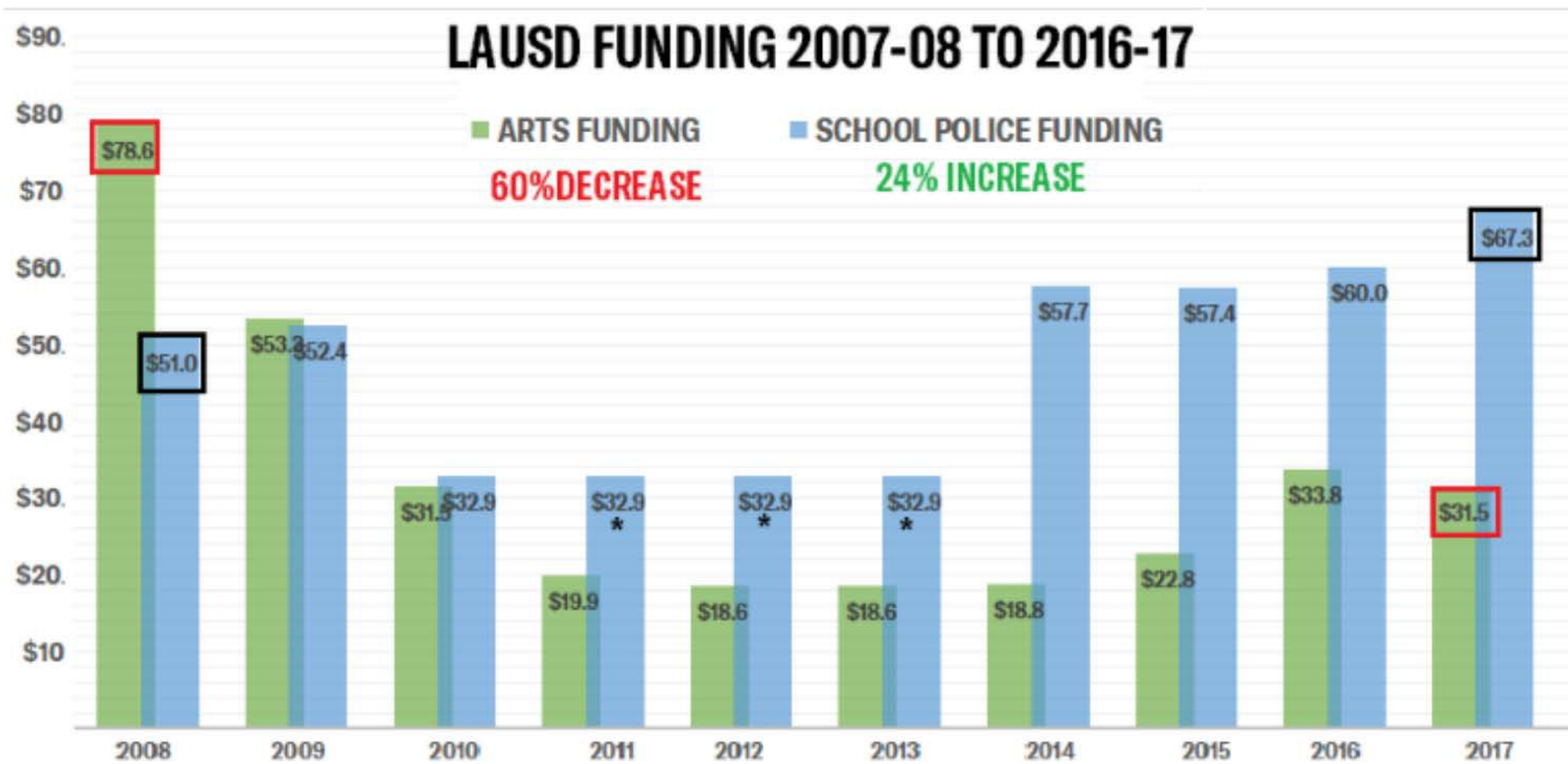
# STUDENT ACCESS TO ART DISCIPLINE BY RACE



# CHARTER SCHOOLS



Discipline Access by Free/Reduced Price Lunch

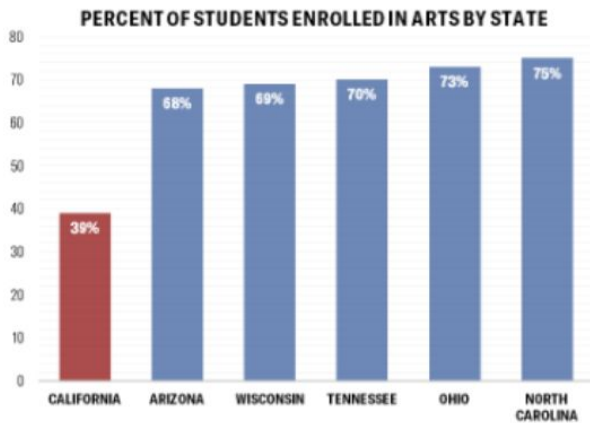
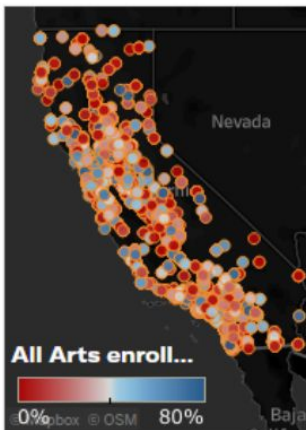


## CULTURE OR CRIMINALIZATION?

MORE POLICE THAN DANCE + THEATRE TEACHERS?!

### ARTS JUSTICE:

Students in California are significantly less likely to have access to the arts. Mouse over the schools to view arts access by different disciplines. Use the filters to view schools by race, income, or school type (charter, continuation, juvenile court, etc.). SEARCH by district or school and view student-to-art teacher ratios as well. To sort or rank a category below, put your mouse over the category title and click the arrow that appears in the bottom right corner.



FILTER THE DATA BY SCHOOL TYPE, RACE, INCOME

School Type: (All) ▼

Charter?: (All) ▼

% Low Income: 0% — 100%

% Asian: 0% — 91%

% Black: 0% — 100%

% Filipinx: 0% — 45%

% Latinx: 0% — 121%

% Pac. Islander: 0% — 25%

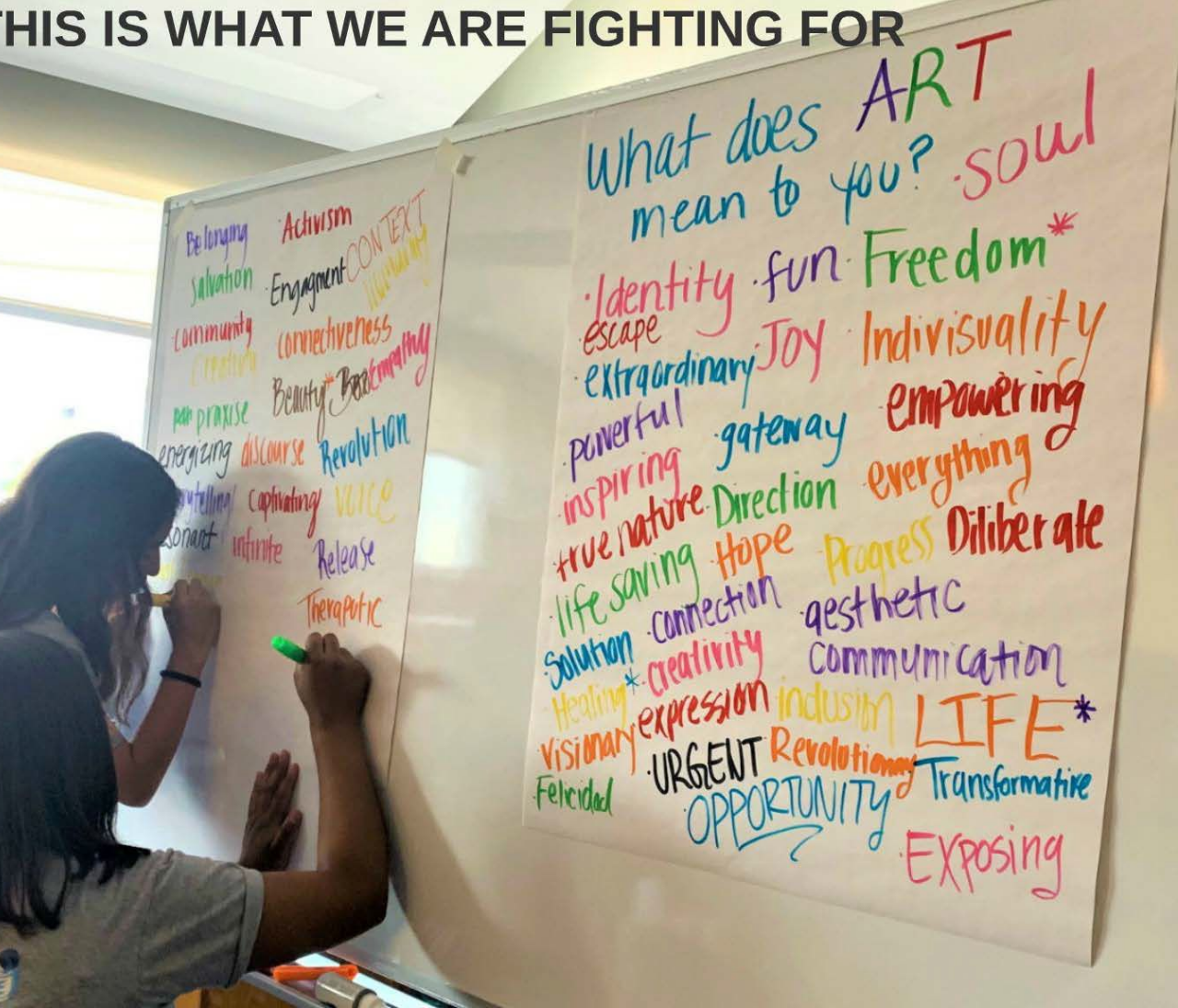
% Native American: 0% — 100%

% White: 0% — 77%

| District                 | School                       | All Arts enrollment % | Visual Art enrollment % | Music enrollment % | Arts Media and Entertainment % | Dance enrollment % | Theater Drama enrollment % | % Students of Color |
|--------------------------|------------------------------|-----------------------|-------------------------|--------------------|--------------------------------|--------------------|----------------------------|---------------------|
| ABC Unified              | Artesia High                 | 85%                   | 17%                     | 16%                | 52%                            | 0%                 | 0%                         | 96%                 |
|                          | Gahr (Richard) High          | 62%                   | 31%                     | 12%                | 10%                            | 0%                 | 10%                        | 92%                 |
|                          | Tracy (Wilbur) High (Cont..) | 56%                   | 36%                     | 0%                 | 21%                            | 0%                 | 0%                         | 91%                 |
|                          | Ross (Faye) Middle           | 55%                   | 28%                     | 18%                | 0%                             | 0%                 | 9%                         | 93%                 |
|                          | Whitney (Gretchen) High      | 45%                   | 15%                     | 19%                | 8%                             | 0%                 | 3%                         | 98%                 |
|                          | Haskell (Pliny Fisk) Middle  | 41%                   | 0%                      | 24%                | 0%                             | 0%                 | 17%                        | 92%                 |
|                          | Cerritos High                | 40%                   | 12%                     | 16%                | 7%                             | 0%                 | 5%                         | 94%                 |
|                          | Tetzlaff (Martin B.) Middle  | 32%                   | 0%                      | 26%                | 0%                             | 0%                 | 5%                         | 91%                 |
|                          | Fedde (Pharis F.) Middle     | 29%                   | 12%                     | 17%                | 0%                             | 0%                 | 0%                         | 99%                 |
|                          | Carmenita Middle             | 27%                   | 4%                      | 19%                | 0%                             | 0%                 | 5%                         | 94%                 |
| Acalanes Union High      | District Office              | 0%                    | 0%                      | 0%                 | 0%                             | 0%                 | 0%                         | 87%                 |
|                          | ABC Secondary (Alternat..)   | 0%                    | 0%                      | 0%                 | 0%                             | 0%                 | 0%                         | 89%                 |
|                          | Campolindo High              | 74%                   | 17%                     | 37%                | 16%                            | 0%                 | 4%                         | 38%                 |
| Acton-Agua Dulce Unified | Acalanes High                | 64%                   | 14%                     | 22%                | 20%                            | 0%                 | 9%                         | 29%                 |
|                          | Acalanes Center for Inde..   | 63%                   | 63%                     | 0%                 | 0%                             | 0%                 | 0%                         | 29%                 |
| Assurance Learning Aca.. | Las Lomas High               | 56%                   | 24%                     | 14%                | 12%                            | 0%                 | 7%                         | 86%                 |
|                          | Miramonte High               | 55%                   | 24%                     | 14%                | 12%                            | 0%                 | 7%                         | 86%                 |
| Assurance Learning Aca.. | Assurance Learning Aca..     | 37%                   | 35%                     | 1%                 | 1%                             | 0%                 | 0%                         | 96%                 |

[www.aclusocal.org/edjustice](http://www.aclusocal.org/edjustice)

# THIS IS WHAT WE ARE FIGHTING FOR



## ABOUT OUR JUDGE FOR THIS EDITION:



ALYSHA BOONE  
12th Grade, Foshay Learning Center

Alysha Boone is a rising senior with a passion for art. With the lack of output and resources being given in her school in the community, she took the initiative to implement art courses in her school with the help of a local college through petitioning and with the help of her peers to spread the message. She uses her art to represent underrepresented communities in the prominent media and wishes to become a director

## EDITION ONE NOTE: BLACK LIVES MATTER BLACK ARTS MATTER



In light of recent events taking place around our country, including the deaths of Ahmaud Arbery, Breonna Taylor, Tony McDade and George Floyd, this edition was inspired by the voices of hope that students want to share. Students have been fortunate enough to look at many adult

# CLARIFYING QUESTIONS

**5 minutes**

Type your question in the  
chat

# FINDING ALIGNMENTS



# Take a Moment to Reflect

- Use a sticky note or piece of paper
- Write or draw the way you/your organization currently approaches support for arts education
- PONDER: How might this change to align with human and civil rights language?

# FINAL QUESTIONS

Type your question in the chat

# CONTACT

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in Maryland Schools Alliance

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