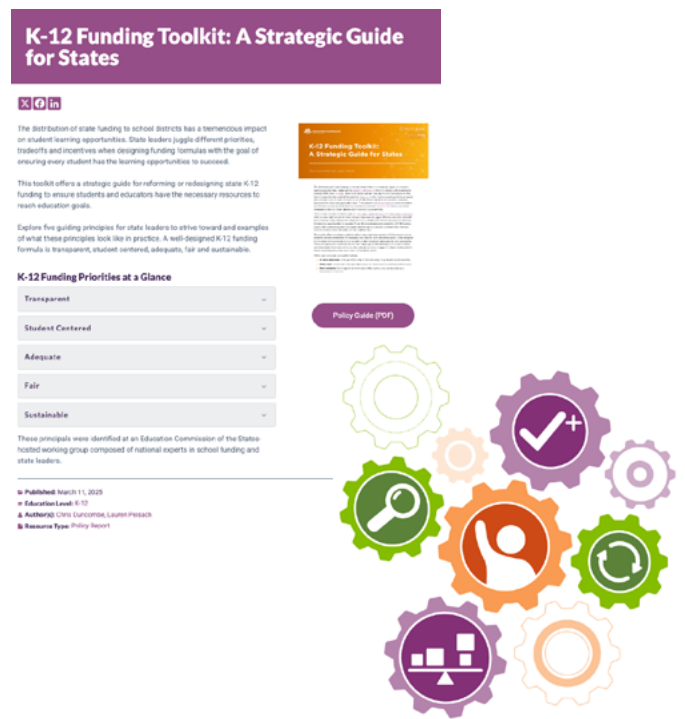


Statewide Programs & Funding

AEP worked diligently in its research process to reorganize the policy information that was captured in the “other” category. As a result, this year’s iteration now captures schools for the arts and statewide programs within the same issue area. It also separates state policies related to arts education funding as its own policy category. These policy areas outline crucial state policy information related to kindergarten through 12th grade arts education access and quality across the country.

AEP is aware that there are many nuances around funding policies that can be difficult to navigate and understand fully for folks who do not have expertise in this area. The Education Commission of the States released a [K-12 Funding Toolkit](#) to offer states strategic guidance in reforming or redesigning their state education funding landscapes. This resource helps clarify the distribution of state funds, design elements for creating funding formulas, and establish components that create more comprehensive funding models.



K-12 Funding Toolkit: A Strategic Guide for States

Key Findings

The distribution of state funding to school districts has a tremendous impact on student learning opportunities. State leaders juggle different priorities, interests and incentives when designing funding formulas with the goal of ensuring every student has the learning opportunities to succeed.

This toolkit offers a strategic guide for reforming or redesigning state K-12 funding to ensure students and educators have the necessary resources to reach education goals.

Explores five guiding principles for state leaders to strive toward and examples of what these principles look like in practice. A well-designed K-12 funding formula is transparent, student centered, adequate, fair and sustainable.


K-12 Funding Priorities at a Glance

Transparent	▼
Student Centered	▼
Adequate	▼
Fair	▼
Sustainable	▼

These principles were identified at an Education Commission of the States hosted working group composed of national experts in school funding and state leaders.

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Policy Guide (PDF)



School for the Arts/Statewide Programs

Although state schools for the arts and statewide programs for arts education may be authorized in state statute or administrative code, it does not necessarily mean that the state is implementing the outlined policy. [New Jersey](#), for example, authorizes the state board of education to establish the New Jersey School for the Arts to support the workplace readiness skills of students in the performing, literary and visual arts. It also authorizes the commission of education to administer the Arts Create Excellent Schools (ACES) Pilot Program to explore model schools that incorporate innovative arts-infused curriculum into the student learning process. However, the state is not currently enforcing either existing statute.

Occurrences like this one, which exist in multiple across states, make it difficult to thoroughly outline the reality of how and where arts education is being provided in states.

Funding for Arts Education

School funding is comprised of federal, state and local sources. The split between each funding bucket looks different from state to state and how these funds are allocated greatly impacts the quality of services students receive. There are a few states, like California ([Prop 28](#)) and Illinois ([Chicago Creative Schools](#)), who allocate funds for arts education in their state or local budget line items.

Federal Funding:
10-20%
(e.g. Title 1 funds)



State and Local:

80-90%

(e.g. state arts council funds,
local property tax)



State Highlight: Kentucky's TranspARTation Grant Program

[Kentucky](#) has unique statute language that prompts the department of education to administer the [Ride to the Center for the Arts Program](#), also known as the TranspARTation Grant Program. This grant provides transportation for students to arts centers and other arts-specific organizations. The program is currently managed by the Kentucky Arts Council.

ArtScan does not indicate state budget line items, but rather state statutes or administrative codes that allocate or authorize funding for arts education in some capacity. For example, [Michigan](#) allocated \$11,000,000 of state statute for grants during the 2023-24 school year to eligible districts to provide kindergarten through fifth grade instruction in music and visual arts. [Colorado](#) and [Georgia](#) also authorize state grant programs for arts education, but do not allocate the specified funds to implement the grant program within the state statute or administrative code language. In this instance, the funds to implement an authorized grant program may be distributed by a state agency, like a state arts council. There are also a handful of states who have authorized specialized license plates for education which motor vehicle registrants can purchase. The funds are collected from the purchase of these license plates and then distributed to specified districts, schools or programs to provide arts education experiences.

Other State Arts Education Policies

ArtScan's "other" state arts education policy area captures state statute and administrative codes that do not fit within any of the 13 specified policy areas in the resource. Examples of language included in the "other" category are:

- Establishes general support for arts education
- Leadership development for arts education teachers
- Policies related to arts education accountability processes
- Establishment of arts education advisory panels/councils



State Highlight: Florida's Art in the Capitol Competition

The [Florida](#) state statute creates the [Art in the Capitol Competition](#). This is a voluntary statewide visual arts competition that allows students in grades six to eight to showcase their artistry. Students who win the competition in their district will have their artwork displayed by the Department of Management Services at the State Capitol for a full legislative session.