

## Introduction

It's been said that while history shapes the hand a state is dealt, public policy determines how the hand is played. State policy for K-12 education—and, by extension, for arts education—is shaped through the actions of various state governmental entities—governors, legislatures, courts, and commissioners and boards of education—in response to specific issues or concerns that arise in their states. The status and condition of arts education in public elementary and secondary schools are best understood at the state level through an examination of the policy actions taken by individual states and through an analysis of education policy priorities and trends across states.

Since 1999, the **Arts Education Partnership** (AEP), a part of the **Council of Chief State School Officers** (CCSSO), has tracked state policies for arts education in the 50 states and the District of Columbia. CCSSO is a nationwide, nonpartisan, and nonprofit membership organization representing the top leaders of state education agencies. AEP has served since 1995 as a resource to state education leaders and other arts and education stakeholders on the role and contribution of the arts in preparing all students for success in college, careers, and citizenship.

This research and policy brief summarizes the results of a 2014 analysis of current state policies for arts education. The brief provides the background for the study and reports the findings in several policy areas, including requirements for standards, instruction, assessment, accountability, and teacher certification. What the analysis reveals is a strong public policy consensus across states that the arts are an important curricular area that contribute to a quality K-12 education, but also that there's considerable variation in how states address specific arts education policy areas.

For purposes of this brief, state policy for arts education refers to the system of laws and regulatory measures that pertain to the provision of arts education. In addition to state policy found in state statute or law, the administrative regulations or "code" that implement or interpret it also hold the weight of law and, thus, are considered a part of a defined policy. Only those policies that refer to the arts explicitly are included in this analysis. That is, broad policy that covers all or most subjects and that does not reference the arts explicitly is not addressed here.

“There's a strong public policy consensus across states that the arts are an important curricular area that contribute to a quality K-12 education, but there's also considerable variation in how states address specific arts education policy areas.”

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## ArtScan: A 50-State Clearinghouse for Arts Education State Policy

Prior to 2013, the Arts Education Partnership gathered information about state policies for arts education annually or semi-annually through a survey of state education agency arts education staff. In states where there was no designated arts education staff in the agency at the time of the survey, AEP contacted the arts education manager at the state arts agency to help provide the requested data. For more than 15 years, the AEP Arts Education State Policy Database, located on the AEP website, has served as a vital and reliable source of detailed and up-to-date comparative state level information for the nation.

In 2013, AEP, with the cooperation of the Education Commission of the States (ECS), merged its State Policy Database with the ECS database, ArtScan.

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Although organized along similar policy areas as the AEP State Policy Database, ECS’ ArtScan, developed in 2004 and intermittently updated, drew its initial information directly from primary web-based sources. ECS’ ArtScan provided a summary of the actual language found in a state’s education statutes and administrative codes, where it existed, for each state policy area.

The revised and updated 2014 AEP edition of ArtScan, now located on the AEP website, is an easy-to-use and searchable database that provides the most current

information on 14 combined policy areas related to K-12 arts education. The new structure for the 2014 ArtScan allows users to explore the data in multiple ways, including a state level profile for all policy areas, a comparison of selected states and policy areas, and several types of 50-state reports.

To update the information for the 2014 edition of ArtScan, AEP staff conducted a comprehensive search of state education statutes and codes on each state’s relevant websites. (Note: For purposes of this brief, the District of Columbia is counted as a “state.”) While AEP sought to capture the most up-to-date information as of mid-March 2014, it should be noted that state governments vary widely in how frequently they refresh the content of their websites and the ease with which

the information is accessible to users. Therefore, readers are asked to notify AEP directly if any omissions or errors in state statutes or code contained in ArtScan are identified.

Additionally, two new 50-state resources are included in AEP’s

2014 edition of ArtScan to give users an even more complete and comprehensive picture of arts education in their states and across the nation. One new resource in ArtScan is a link to the most recent publicly available state level survey report, where one exists, on the status and condition of elementary and secondary arts education in that state. Currently, 24 states have conducted such a survey. Another new resource provides a set of descriptive education indicators for each state, drawn from data compiled annually by the U.S. Department of Education, National Center for Education Statistics.

## The Arts as a Core Academic Subject

Defining the arts as a “core” or “academic” subject in state policy puts the arts on equal footing with other core subjects for support and assistance. In some cases, this status also allows the use of federal funds for arts education purposes. As of March 2014, 27 states defined the arts in this manner in state statute or administrative code.

The inclusion of the arts as a core or academic subject in state policy is also consistent with current federal education policy. The Elementary and Secondary Education Act (also known until its reauthorization as the *No Child Left Behind Act of 2001*) defines “core academic subjects” as “English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography.”

Current federal law does not include a definition of what the “arts” encompass as an academic discipline, which is also the case for most states with a policy in this area. The majority of the 27 states with the arts in their core subject definition refer to the arts in general terms,

such as “the arts,” “the fine arts,” or “the visual and performing arts.” Only Georgia lists the four traditional arts disciplines of dance, music, theatre, and visual art in its statutory definition of core academic subjects.

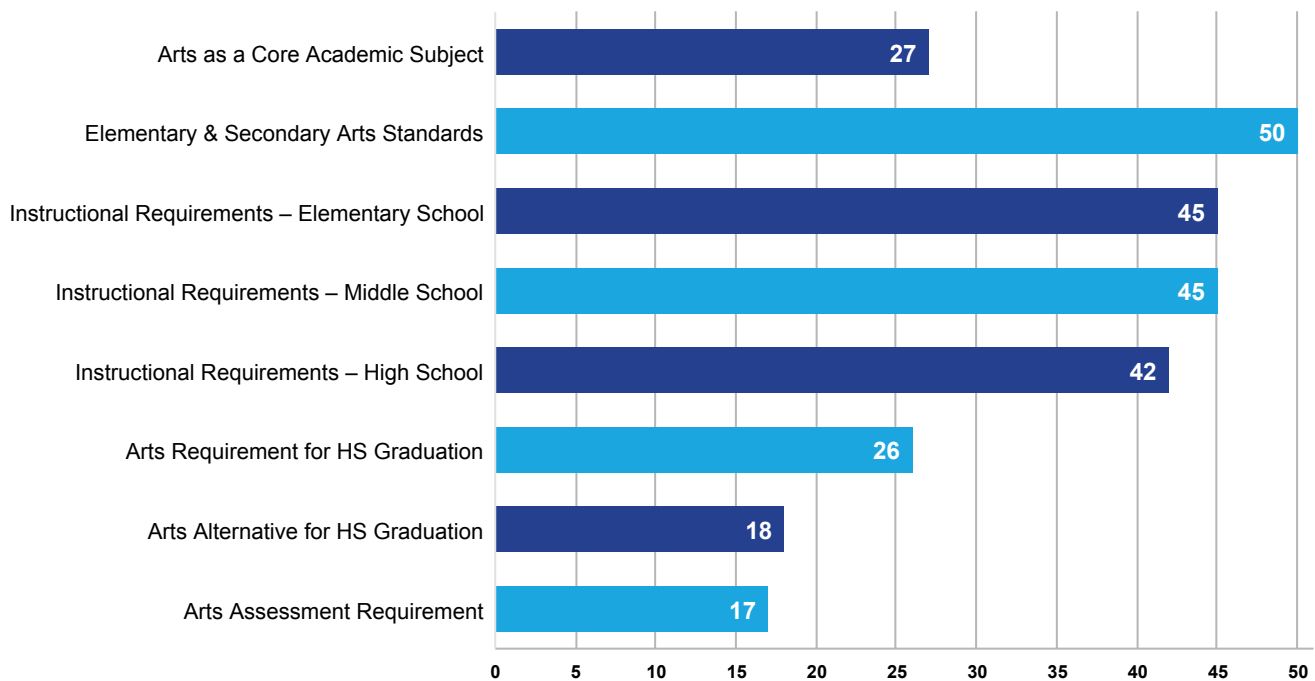
## State Standards for Arts Education

In the early 1990s, states and the nation embraced the concept of standards—published statements that defined what students should know and be able to do in different subject areas at various points in their education—as the basis for education reform. Standards-based education continues to shape the structure and design of our nation’s current education system. As part of the early “standards movement,” discipline associations developed national standards for grade levels K-12, which, in some cases, served as the basis for the development and adoption of state standards.

In 1994, a consortium of organizations representing teachers of dance, music, theatre, and visual art published the Voluntary National Standards for Arts Education for those four arts disciplines. Although voluntary, the national standards provided guidance

### SELECTED ARTS EDUCATION STATE POLICY AREAS

Number of States with Policies in Statute or Code



to many states, while other states developed their standards independently. All but one state—Iowa—have established elementary and secondary arts education standards. Most recently, the Nebraska State Board of Education on March 4, 2014 adopted the state’s first-ever K-12 Fine Arts Standards that include “media arts, music, dance, visual arts, and theatre.”

Despite concerted efforts in Iowa over the years to

“Almost every state has policies related to arts instruction, but they vary widely by discipline and grade level; content, frequency, and duration; and qualifications for delivery of instruction.

adopt state standards in the arts—most recently in January 2014—the “Iowa Core” currently includes standards in only five content areas: literacy, mathematics, science, social studies, and 21<sup>st</sup> Century Skills. As for the arts, the Iowa Department of Education published in January 2014 four Iowa Core Companion Documents that encompass (1) drama and theatre, (2) general music, (3) instrumental-vocal music, and (4) visual arts. They were written to “illustrate how fine arts teachers can align their instruction to the universal constructs from the Iowa Core.”

Periodically, states revise their existing standards in various subject areas or adopt new ones as expectations for student learning change. The most significant period of revision for state standards began in 2010, when the Council of Chief State School Officers and the National Governors Association launched the state-led Common Core State Standards Initiative in mathematics and English Language Arts (ELA). Since their introduction, 45 states and the District of Columbia have fully adopted the standards. (Minnesota adopted only the ELA standards.)

Likewise, states also periodically amend or revise their state standards for the arts. Of the 50 states with arts standards currently in place, two-thirds (33 states

or 66 percent) either revised their existing standards or adopted them for the first time since 2006. Of this number, 11 states have revised or adopted their arts standards since 2010, the same year in which the Common Core State Standards in mathematics and ELA were launched. Only three states have standards adopted prior to 2000 (Connecticut, Massachusetts, and New York).

Consistent with the voluntary national standards, 45 of the 50 states with arts standards include separate standards for each of the traditional arts disciplines: dance, music, theatre, and visual art. Two states—Missouri and Nevada—exclude dance, and one state—Oklahoma—excludes dance and theatre. Minnesota, Nebraska, and South Carolina are at present the only states to adopt standards for media arts in addition to the traditional four. Two states—Alaska and Oregon—have general arts standards that do not include separate standards for different arts disciplines at any level.

The National Coalition for Core Arts Standards (NCCAS), a consortium of national arts and education organizations, is completing a revision of the 1994 voluntary national arts standards that include the four original disciplines (dance, music, theatre, and visual art) as well as new media arts standards. (The National Dance Education Organization updated the standards in dance in 2005 and these have been incorporated into the current NCCAS effort.) Current plans call for the National Core Arts Standards to be released in mid-2014, at which time they will be available for state review and adoption.

State adoption of standards for early childhood education has been on the rise since 2006, when many states began increasing state funding in an effort to provide universal pre-kindergarten for their youngest citizens. Of the 45 states that have early childhood or pre-K standards that include the arts, 41 (or 91 percent) of the states adopted their standards in 2006 or later. Definitions of the age range encompassed by the term early childhood vary across states and include (1) birth to the start of school, usually at about age five or (2) birth to grade three, usually at about age eight.

Commensurate with the adoption of early childhood standards that include the arts, many states have specified in statute or code arts-specific requirements for certification of early childhood teachers. For example, Illinois’ policy states, “The competent early childhood teacher understands the content, function, and achievements of dance, music, drama, and visual arts as primary media for communication, inquiry, and insight and promotes the abilities of children from birth through grade three as they express themselves through the arts.”

## Instructional Requirements for the Arts

Most states with standards in the arts also have policies related to public instruction in the arts. Forty-five states have instituted some sort of instructional requirement for arts education at the elementary and middle school levels and 42 states have them at the high school level. Only five states have no instructional requirements at any level: Alaska, Colorado, Hawaii, Michigan, and the District of Columbia.

In many cases, instructional requirements for the arts are incorporated into the state’s system for the accreditation of its public schools and school districts. Accreditation refers to a state’s mandatory, and often minimum, requirements for the legal operation of public schools and may include specifications for grade levels, instruction, programs, curriculum, and assessment. Simply put, if schools and school districts meet the requirements, then they may be classified as accredited.

Although almost every state has policies related to arts instruction, there is—as is the case with nearly every policy area—considerable variation among states in terms of details and specificity. State policies vary widely with regard to discipline types and grade levels of instruction; content, frequency, and duration of instruction; and qualifications for delivery of instruction. The specific wording used in policy also has important implications as to whether arts instruction is treated as an offering or as a requirement, particularly at the elementary and middle school levels.

- **Discipline Types and Grade Levels of Instruction:** At the elementary level, some states refer to the arts only in general terms in their instructional policies. Among states that do make distinctions by discipline type at the elementary level, 27 specifically mention visual art, 27 mention music, and 11 mention theatre and dance. However, even when all four disciplines are included, instructional requirements may differ by type and grade level. For example, in Minnesota, “Public elementary and middle schools must offer at least three, and require at least two, of the following four arts areas: dance, music, theater and visual arts.” New Hampshire specifies for grades K-12: “Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre...”
- **Content, Frequency, and Duration of Instruction:** Many state policies specify that instruction be aligned with state or local standards. Especially at the elementary level, some states specify either how often the arts should be taught or the amount of time that should be allocated to arts instruction, occasionally combining the arts with other subject areas. For example, Vermont specifies, “Each elementary school...shall provide students with programs at least twice weekly, or the equivalent thereof, in both the arts and physical education.” Missouri’s policy states, “Each elementary student will receive regular instruction in art, music, and physical education for a minimum of 50 minutes in each area each week.”
- **Qualifications for Delivery of Instruction:** A few states specify the qualifications of those permitted to teach the arts. Missouri, cited above for its policy on the amount of instructional time, also specifies the qualifications of those who can teach art and music at the elementary level: “These classes shall be taught by teachers with appropriate certification.” Wisconsin’s policy is broader and requires that art and music instruction in elementary schools must be “by or under the supervision of certified art and music teachers.”

The actual wording used in state policy can matter greatly when interpreting whether instruction in the arts, especially at the elementary and middle school levels, is discretionary or mandatory. Consider the language differences of these state examples [emphasis added]: “Each public school in the state *is strongly encouraged to provide* courses in visual arts and in performing art” (Colorado); “Instruction *must be provided* in at least the following subject areas...basic communication skills including reading and writing, literature, and fine arts” (Minnesota); or “All public school students in each grade 1 to 6 *shall be enrolled* in a visual and performing arts program” (Delaware). The actual wording can mean the difference between simply ensuring that all students are provided with access to arts instruction versus ensuring that all students are required to receive arts instruction.

Arkansas’ Act 245, passed in 2005, offers among the greatest specificity of any state for elementary level arts instruction. The law states, “...every public elementary school in the state shall provide [weekly] instruction for no less than forty (40) minutes in visual art and no less than forty (40) minutes in music based on the state visual art and music frameworks.” It also requires that every student in grades one through six “shall participate in the visual art and music class” and that instruction “shall be provided by a licensed teacher certified to teach art or music.”

## High School Graduation Requirements Pertaining to the Arts

Twenty-six states mandate that high school students obtain course credits (also commonly called Carnegie Units) in the arts as a requirement for graduation. Generally, one course credit or unit is equivalent to one academic year or two semesters. Most states with arts requirements for high school graduation specify that students acquire the equivalent of either one half-unit or one full unit in the arts. Many do not distinguish among arts disciplines, referring only to “the fine arts” or “visual and performing arts.” Utah, however, requires high school students to take “1.5 units of credit from any of the following performance areas: visual arts, music, dance [and] theater.”

Additionally, 18 states allow students to select from among a range of subjects, including the arts, to fulfill graduation requirements. Within the various electives, the arts are most often included with world languages or career and technical education. Other alternatives include competencies of speech (Oklahoma), R.O.T.C. training (North Carolina), and courses in world language, physical education or health, and/or technology (Rhode Island).

While difficult to determine exact numbers because of state level differences in postsecondary education structure and governance, individual colleges or systems of higher education in some states may require arts credits for admission to their respective institutions, although the requirement may not appear in state statute or code. The University of California and California State University Systems, along with public colleges and universities in Arizona, Minnesota, and South Carolina, are examples of statewide systems that require completion of one year of arts for admission. Connecticut is an example of a state that has taken a systemic approach, requiring one credit in the arts both for high school graduation and for admission to the Connecticut State University System.

## Assessment and Accountability in the Arts

Current federal law requires states to use standardized assessments to test every student in mathematics and ELA in grades three through eight, and once in high school. Beyond these two subjects, it is left to the discretion of states to establish assessment policies and practices for other subjects. In addition to the statewide assessments required for mathematics and ELA, some states, like Kentucky, also require statewide assessments for science and social studies at designated grades. For subject areas not covered in a statewide assessment, states typically assign school districts broad responsibilities to develop and implement local assessments.

Seventeen states have policies in statute or code that pertain specifically to the assessment of student learning in the arts. Most require school districts to develop and implement ongoing assessments aligned

with state or district arts standards or curriculum that will adequately measure student progress or learning outcomes. For example, Montana's Administrative Rules state, "Local school districts shall ensure their curriculum is aligned to all content standards [one of which is the arts] and the appropriate learning progression for each grade level. School districts shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area."

In 2009, Kentucky's General Assembly passed Senate Bill 1 that, according to the Kentucky Department of Education website, "established the implementation of a program review to be included as part of a new assessment and accountability model." The law revised Kentucky's previous program that was unique among states, such that it included an annual statewide assessment of "student skills" in the arts. In its place, the state's current assessment program now requires state and local program reviews and audits in three areas: arts and humanities, practical living skills and career studies, and the writing programs.

The state's revised statutes define Program Review as "*...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring.*"

The law instructs every local district to require that each school conduct an annual "arts and humanities" program review. Additionally, the law requires the Kentucky Department of Education to conduct a review of every school's program within a two-year period. Findings from the program reviews are to be analyzed by the school's decision-making council, who are then required to address recommendations for improvement.

Only Oklahoma and New Jersey specify in their arts assessment policies either reporting requirements or details of assessment activities in a manner comparable to Kentucky. Oklahoma requires school districts to "...administer to each student in the school district in grades three through eight an assessment designed

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to assess the student in the fine arts area in which the student has received instruction." Additionally, "Each school district shall prepare an annual report for approval by the State Board of Education outlining the fine arts assessment strategies used by the district, when the assessments were administered, how many students were assessed during the previous year, and the results of the assessments."

New Jersey requires that school districts not only assess, but also publicly report "the progress of all students in developing the knowledge and skills specified by the Core Curriculum Content Standards," which includes standards in the visual and performing arts. The Department of Education is directed to report annually to the State Board and the public by publishing and distributing the Department's annual New Jersey School Report Card. In January 2014, the Department released School Performance Reports for the 2012-13 school year, which included for the first time the percentage of students in each high school who were enrolled in courses that would help them fulfill arts credits required for graduation.

### Teacher Certification or Licensure Requirements that Include the Arts

All states have requirements for the certification and licensure of their teacher workforce. However, the exact rules and procedures for each can vary by state, and not all states codify their requirements in state statutes or administrative regulations. Six states (Alaska, Arkansas, Hawaii, Mississippi, West Virginia, and Wyoming) do not mention the arts at all in statute or code for the certification and licensure of either arts or non-arts educators. Before delving deeper into an

analysis of states that do have arts requirements for one or both types of educators, it's helpful to begin with a clarification of terms.

Certification generally means that an individual has met minimum requirements of competence; licensure refers to a legal process that allows a person to teach once he or she has met the certification requirements. Endorsements typically identify the subjects or grade levels a license holder is authorized to teach. State departments of education usually, but not always, have regulatory authority over these areas.

Forty-two states have arts-specific language in education statute or administrative code that pertain to certification or licensure requirements for arts teachers (sometimes referred to as arts specialists). States may specify the number of credit or semester hours, coursework required, or competencies needed for various types of certificates or for different grade levels. Most states refer to one or more specific arts disciplines in their requirements.

Of the 42 states with arts-specific language, music and visual art are referenced in 41 states, theatre in 32 states, and dance in 26 states. Utah refers to the arts only in general terms in its requirements. Additionally, although exact figures are not available for this analysis, some states, like California, credential theatre teachers in English and dance teachers in physical education in lieu of state certifications in those specific arts disciplines.

Thirty-four states specify arts requirements for their non-arts teachers. Of those 34 states, 17 refer to the arts only in general terms. For the 17 states that identify one or more arts disciplines, 16 reference visual art, 15 reference music, 11 reference theatre, and 10 reference dance. Most state policies pertain to elementary level teachers, while some also include the same or similar requirements for pre-K or kindergarten level teachers.

A few states specify credit hours or coursework requirements. Most, however, apply general requirements related to basic principles, concepts, and methods for teaching the arts. For example, Alabama requires prospective teachers to “know and implement

the core academic content and the performance indicators of the four art forms (dance, music, theatre, and visual art) as the primary means of communication of ideas, inquiry-based learning, developing creativity and imagination, and engaging elementary students.”

North Carolina is currently the only state to include specific references to arts integration in its policies for the preparation of general elementary level educators. In North Carolina, House Bill 23, which the General Assembly passed in 2013, directed the State Board of Education, in consultation with the Board of Governors of The University of North Carolina, to ensure students preparing to teach in elementary schools are prepared “to integrate arts education across the curriculum.”

## Summary of Observations

While the analysis shows a strong public policy consensus across states that the arts are an important curricular area that contribute to a quality K-12 education, there's also considerable variation in the degree to which states have addressed specific arts education policy areas. A few key findings and observations:

- **The measure of a state's commitment to arts education should not be based solely on the number of mandates it has in place.** Simply counting the number of policies a state has adopted is not always an accurate reflection of a state's support for arts education. Some states, like Colorado and Pennsylvania, have historic or constitutional commitments that allow local school districts to exercise control over decisions for such areas as instruction, curricula, assessments, accountability, and graduation requirements.

Additionally, some states may undertake substantive initiatives in particular policy areas without legal mandates to do so. For example, Connecticut, Maine, and North Carolina provide districts and schools with extensive support and resources for the assessment of student learning in the arts even though there's no arts assessment requirement in state statute or code. The point is, context matters: state education policy is shaped



(or not shaped, as the case may be) by multiple factors, including a state’s political, economic, and social environment.

- **State policy for arts education is best positioned when it is framed within the context of state goals and priorities for K-12 education more broadly.** State goals and priorities for K-12 education can impact how states consider and develop policies for arts education. The vast majority of states are currently focused on implementing higher college and career standards, adopting new ways to assess these standards, and re-envisioning their accountability systems. While most states recognize that mastery of the Common Core subjects of mathematics and ELA is integral to achieving college and career readiness, many recognize that for success in today’s rapidly changing world, students also need a complete and competitive education that includes the arts. Defining the arts as a “core” or “academic” subject in state policy, as 27 states currently do, puts the arts on equal footing with other core subjects considered essential to ensuring all students receive a well-rounded education.

Minnesota, New Hampshire, and New Jersey not only define the arts as a core subject; they also have put in place an aligned system of policies for the arts that is consistent with that of other core curricular areas. These three states include in statute or administrative code requirements for (1) elementary and secondary content standards; (2) instruction at elementary, middle, and high school levels; (3) course credits for high school graduation; and (4) assessment of student learning in the arts. Additionally, all three states have undertaken statewide surveys in recent years to assess the status and condition of arts education in their public schools, thereby providing the state with pertinent information about the implementation of and compliance with its policies for arts education.

- **Good policy starts with good data, but it shouldn’t end there: Avoiding the “policy paradox.”** Every state but one has adopted elementary and secondary standards for the arts and 45 states require that elementary schools provide instruction in the arts. Given these figures, how does one account, then, for the millions of elementary school students each year who receive no specific arts instruction as part of their regular education? According to the most recent federal survey of our nation’s public elementary and secondary schools (2009-2010), these students disproportionately attend high-poverty schools—the same schools that are more likely to serve English-language learners and students with special needs. These are the very students research shows could benefit most from an education in and through the arts.

How does one explain this “policy paradox” of strong policies for arts education at the state level and weak implementation of those same policies at the local level? States have the legal authority and responsibility to hold school districts and schools accountable for meeting state goals. However, without state, district, and school level information on the status and condition of arts education, it is nearly impossible to monitor compliance with state policy requirements. Since 2000, 24 states as well as several large school districts have conducted such surveys and publicly reported the results. The promise of an equitable and high quality education that includes the arts for every student depends upon the combination of strong policies at the state level, adequate resources and support to implement them at the local level, and mechanisms in place to hold all parties accountable for compliance.



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## About the Arts Education Partnership (AEP)

The Arts Education Partnership, a part of the Council of Chief State School Officers, is a national network of organizations dedicated to advancing the arts in education through research, policy, and practice. Established in 1995 through a unique interagency agreement between the National Endowment for the Arts and the U.S. Department of Education, AEP aspires to ensure that every student in America succeeds in school, work, and life as a result of a high quality education in and through the arts. For more information, visit AEP at [www.aep-arts.org](http://www.aep-arts.org).

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	Arts as a Core Academic Subject	Elementary and Secondary Arts Education Standards		Arts Education Instructional Requirement – Middle School		Arts Education Instructional Requirement – High School		Arts Requirements for High School Graduation	Arts Education Assessment Requirements	Licensure Requirements for Non-Arts Teachers		State Arts Education Grant Program or School for the Arts	
		Early Childhood Arts Education Standards	Arts Education Instructional Requirement – Elementary School	Arts Education Instructional Requirement – Elementary School	Arts Education Instructional Requirement – High School	Arts Education Instructional Requirement – High School	Arts Alternatives for High School Graduation		Arts Education Requirements for State Accrediation	Licensure Requirements for Arts Teachers	Licensure Requirements for Arts Teachers		
Alabama	•	•	•	•	•	•		•		•	•	•	•
Alaska		•	•										
Arizona	•	•	•	•	•	•		•	•		•	•	
Arkansas			•	•	•	•	•			•			•
California	•	•	•	•	•	•		•			•	•	•
Colorado		•	•						•				
Connecticut		•	•	•	•	•	•	•			•	•	
District of Columbia		•	•				•				•	•	
Delaware		•	•	•	•	•							•
Florida		•	•	•	•	•	•				•	•	•
Georgia	•	•	•	•	•	•		•				•	•
Hawaii		•	•					•	•				
Idaho			•	•	•	•		•	•		•	•	
Illinois	•	•	•	•	•	•		•			•	•	•
Indiana		•	•	•	•	•		•		•	•	•	•
Iowa		•	•	•	•	•				•	•	•	
Kansas		•	•	•	•	•	•			•		•	
Kentucky	•	•	•	•	•	•	•		•			•	•
Louisiana	•	•	•	•	•	•					•	•	•
Maine	•	•	•	•	•	•	•			•	•	•	•
Maryland	•	•	•	•	•	•	•			•		•	
Massachusetts	•	•	•	•	•	•			•	•	•	•	
Michigan		•	•				•				•		
Minnesota	•		•	•	•	•	•	•	•		•	•	•
Mississippi	•	•	•	•	•	•	•						•
Missouri			•	•	•	•	•					•	
Montana		•	•	•	•	•	•		•	•	•	•	
Nebraska	•	•	•	•	•	•					•	•	
Nevada		•	•	•	•	•		•				•	
New Hampshire	•	•	•	•	•	•	•		•	•	•	•	
New Jersey	•	•	•	•	•	•	•		•		•	•	•
New Mexico	•	•	•	•	•	•				•	•	•	•
New York		•	•	•	•	•	•				•	•	•
North Carolina	•	•	•	•	•	•		•			•	•	•
North Dakota	•	•	•	•	•	•		•		•	•	•	
Ohio			•	•	•	•	•	•	•		•	•	
Oklahoma	•	•	•	•	•	•		•	•	•	•	•	•
Oregon	•	•	•	•	•	•		•			•	•	
Pennsylvania		•	•	•	•	•			•		•		
Rhode Island	•	•	•	•	•	•		•	•			•	
South Carolina	•	•	•	•	•	•					•	•	•
South Dakota		•	•				•					•	
Tennessee		•	•	•	•	•	•				•	•	
Texas	•	•	•	•	•	•	•			•		•	
Utah	•	•	•	•	•	•	•				•	•	•
Vermont		•	•	•	•	•	•		•		•	•	
Virginia	•	•	•	•	•	•		•			•	•	
Washington		•	•	•	•	•	•		•			•	
West Virginia	•	•	•	•	•	•	•						
Wisconsin		•	•	•	•	•				•	•	•	
Wyoming	•	•	•	•	•	•	•		•	•			
<b>TOTAL</b>	<b>27</b>	<b>45</b>	<b>50</b>	<b>45</b>	<b>45</b>	<b>42</b>	<b>26</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>34</b>	<b>42</b>	<b>19</b>

The *State of the States 2014* summarizes state policies for arts education identified in statute or administrative code for all 50 states and the District of Columbia. Information is based on a comprehensive search of state education statute and codes on each state's relevant websites. Complete results from this review are available in an online searchable database at [www.aep-arts.org](http://www.aep-arts.org).

Note: Only those policies found in state statute, law, or administrative regulations/code that refer explicitly to arts education are included here.

<b>Arts as a Core Academic Subject</b>	<i>State defines the arts as a core or academic subject.</i>
<b>Early Childhood Arts Education Standards</b>	<i>State adopted early childhood or pre-kindergarten content or performance standards for any or all disciplines of arts education.</i>
<b>Elementary and Secondary Arts Education Standards</b>	<i>State adopted elementary and secondary content or performance standards for any or all disciplines of arts education.</i>
<b>Arts Education Instructional Requirement—Elementary School</b>	<i>State requires school districts or schools to provide or offer arts instruction in one or more arts disciplines at the elementary school level.</i>
<b>Arts Education Instructional Requirement—Middle School</b>	<i>State requires school districts or schools to provide or offer arts instruction in one or more arts disciplines at the middle school level.</i>
<b>Arts Education Instructional Requirement—High School</b>	<i>State requires school districts or schools to provide or offer arts instruction in one or more arts disciplines at the high school level.</i>
<b>Arts Requirements for High School Graduation</b>	<i>State requires course credits in the arts for high school graduation.</i>
<b>Arts Alternatives for High School Graduation</b>	<i>State does not require course credits in the arts for high school graduation but may include arts courses (among other options) as an alternative requirement.</i>
<b>Arts Education Assessment Requirements</b>	<i>State requires state, district, or school-level assessment of student learning in the arts.</i>
<b>Arts Education Requirements for State Accreditation</b>	<i>State specifies arts education as a requirement for schools to be accredited.</i>
<b>Licensure Requirements for Non-Arts Teachers</b>	<i>State specifies arts requirements for initial licensure or certification of non-arts teachers.</i>
<b>Licensure Requirements for Arts Teachers</b>	<i>State specifies requirements for endorsement, initial licensure, or certification of arts teachers or arts specialists in one or more arts disciplines.</i>
<b>State Arts Education Grant Program or School for the Arts</b>	<i>State provides funding for an arts education grant program or a state-funded school for the arts.</i>



ArtScan, a project of the Arts Education Partnership, is an easy-to-use and searchable database that provides the most current information on 14 combined policy areas related to K-12 arts education. ArtScan allows users to explore the data in multiple ways, including a state level profile for all policy areas, a comparison of selected states and policy areas, and several types of 50-state reports. [www.aep.arts.org](http://www.aep.arts.org)