California State PTA Initiative Study Report:
California Art and Music K-12 Education Funding Initiative

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Title of Ballot Measure (as circulated): California Art and Music K-12 Education Funding Initiative (#21-0036)

Also called the “The Arts and Music in Schools – Funding Guarantee and Accountability Act.”

RECOMMENDATIONS
After study and analysis, the strength of relevant organizational authorities, and given the fact that California State PTA has strongly and actively advocated for a full curriculum that includes the arts for more than a decade, the study committee recommends a support position on the “California Art and Music K-12 Education Funding Initiative.”

The committee further recommends:
● California State PTA authorizes the campaign to include our organizational name and support position in campaign materials while retaining our right to review those materials before publication.
● California State PTA informs and educate our members about the initiative and the positive impact it will have on schools.
● California State PTA urges its constituent associations to work for the passage of the initiative
● California State PTA work with other agencies and/or organizations that also have a support position to ensure the passage of the initiative.

OVERVIEW
The “California Art and Music K-12 Education Funding Initiative” would require the state to provide funding to increase arts instruction and programs in schools. Funding is allocated based on the enrollment of the prior year for PreK-12 public school students, with 70 percent distributed to schools based on their share of statewide enrollment and 30 percent based on each school’s share of low-income students statewide. The majority of the funding is to be used to hire new staff (80 percent) and for arts education programs. The initiative would also require schools to publish reports showing how the money was used to directly benefit students.

Background and History
There are 6 million students in California’s public schools. Approximately 60 percent of the students are low-income, as defined by their eligibility for free or reduced-price meals under the federal nutrition program, according to the Legislative Analyst’s Office (LAO).
The Education Code requires schools to provide, in grades 1-6, instruction in the subjects of dance, music, theater, and visual arts. Ed.Code 51210 (a)(5). For middle school and high school students, the Education Code requires schools to offer elective courses in those subjects but does not specifically require students to take the courses. However, the state requires at least one year of either (1) visual or performing arts, (2) a foreign language, or (3) career technical education (CTE) in order to graduate from high school. Currently, 51 percent of high schools require a visual and performing arts class for graduation according to a 2017 Public Policy Institute of California survey.

In 2003-04, despite a then-increase in student enrollment in California, student enrollment in arts education classes decreased by 24.4 percent with enrollment in Music Education classes decreasing by 46.6 percent and representing the greatest decline according to the Sound of Silence: The Unprecedented Decline of Music Education in California Public Schools, p. 8, September 2004.

Arts and music education have many benefits to students including cognitive development and spatial reasoning, reading comprehension, school attendance, and a viable pathway to a job in California’s creative economy according to the ballot measure.

- Per the Executive Summary of the Data Project results in 2016, only 12 percent of schools are at the level of quality arts instruction that’s mandated by the state. Additionally, only 88 percent of schools are not offering mandated levels of arts instruction.
- According to Arts Ed Navigator by Americans for the Arts, all students who receive an arts education are:
  - 3x more likely to win an award for school attendance.
  - 3x more likely to be elected to class office.
  - Twice as likely to graduate.
- Information from the NEA 2012 reports that students from low-income backgrounds who had “arts-rich” instruction in school were:
  - 5x less likely to drop out of school.
  - 10 percent more likely to take a calculus course.
  - 3x more likely to get a bachelor's degree.
  - 30 percent more likely to pursue a professional career.
- Americans For The Arts, 2018 states:
  - 9 in 10 Americans believe that art spaces improve quality of life.
  - 72 percent of Americans believe that the arts unify our community.
- According to the ACLU SoCal 2020 report:
  - 50 percent of students say they’re in need of mental health support right now, an increase of 30 percent since before the pandemic.
- CA Creative Economy creates 2.7 million jobs and contributes $174.6 billion according to the Otis Report.
- 85 percent of business leaders are looking for creativity and innovation according to a student by the Americans for the Arts.
● As quoted from Kirwan Institute for the Study of Race & Ethnicity The Ohio State University - “Particularly, African American, Latinx, and Indigenous students experience significant barriers to access, participation and success in arts learning that are directly linked to pervasive racial inequities in our educational system.”

**FISCAL IMPACT SUMMARY**
Beginning in 2023-24, the measure would require additional spending likely in the range of $800 million to $1 billion annually for arts education in schools. Because the measure requires this funding to be in addition to the Proposition 98 minimum guarantee, it would result in a corresponding reduction in General Fund resources available for non-Proposition 98 programs. Over time, funding would fluctuate based on changes in the minimum guarantee for schools and community colleges.

This measure would have the following major fiscal effect:

● Increased spending is likely in the range of $800 million to $1 billion annually, beginning in 2023-24, for arts education in schools.

**PTA AUTHORITIES**

California State PTA Resolution: ARTS EDUCATION
*Adopted by Convention Delegates May 6, 1998, Reviewed by Board of Managers March 2009*

RESOLVED, That the California State PTA and its units, councils and districts support the goal established by the California State Superintendent’s Task Force on the Visual and Performing Arts that “All students in California public schools have high-quality arts education programs from pre-kindergarten through grade twelve;” and be it further

RESOLVED, That the California State PTA and its units, councils and districts support measures that would guarantee funding for high-quality arts education programs from pre-kindergarten through grade twelve and require that such programs be included in the school curriculum; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to promote public understanding of the importance of the study of arts to high academic achievement and to a vibrant, productive society.

California State PTA Position Statement: ARTS IN EDUCATION
*Adopted March 1985 – Reviewed and deemed relevant April 2015 – Education Commission*

California State PTA believes visual and performing arts should be a basic and integral part of a balanced curriculum for all students.
California State PTA believes the visual and performing arts can:

- Enhance students’ academic performance in all curricular areas;
- Teach a common core of knowledge that will encourage students to appreciate human history and cultures;
- Enable students to develop higher order thinking skills;
- Enable students to discover and to express their own creativity; and
- Help students to develop a life-long appreciation of the arts.

California State PTA believes a quality arts program should be:

- Structured, sequential, and standards based;
- Offered as an integral part of the regularly scheduled instructional program K-12;
- Taught by qualified teachers who have received appropriate training and in-service programs;
- Enhanced by specialists in the arts who lend their expertise to the arts program;
- Provided to students in facilities specially designed for arts programs;
- Supported by high-quality materials and resources;
- An opportunity to explore careers in the arts; and
- A high school graduation requirement.

National PTA Resolution: THE ARTS IN EDUCATION

RESOLVED, That PTAs continue to be strong advocates of improved arts education programs; and

RESOLVED, That PTAs emphasize the value of the arts in the schools as useful tools for everyday living; and be it further

RESOLVED, That PTAs encourage school districts, educators, and other interested sources to integrate the arts in the school curriculum as essential elements; and be it further

RESOLVED, That this resolution shall be in full force and effect until the last day of June 2028.”

National PTA Position Statement: ARTS IN EDUCATION
Adopted December 2002 - This position statement was written to update and combine resolutions and position statements concerning “Cultural Arts”. The original resolutions and position statements will be archived in the Historical Records as reference on this issue.”
National PTA believes that the arts, music, literature, dance, drama, and visual arts are central to learning. Infusion of the arts in elementary, secondary, and continuing education curricula is key to the development of students.

National PTA supports:
- Programs that promote public awareness of the arts and arts education.
- The integration of the arts in the school curriculum.

**ARGUMENTS IN FAVOR**
- Increases funding for arts and music education in all Pre-K-12 public schools without raising taxes.
- New funding dedicated to arts and music education in public schools without raising taxes. Funding equivalent to 1 percent of existing Proposition 98, PreK-12 Annual state education budget investment. Approximately $800 million to 1 billion per year, which cannot be touched by politicians.
- Protects existing Prop 98 funding – the proposed new funding for arts and music education would be in addition to existing Prop 98 funding.
- Provides increased funding to all public schools K-12 statewide, with an additional allocation for schools serving students in low-income communities, making changes to address the lack of equitable access to arts and music education.
- Schools serving students from low-income communities will receive more money. Black and Hispanic students make up more than 77 percent of enrollment in low income. 77 percent of low-income students are Black and Hispanic.
- Includes strong accountability and transparency measures, including requiring school districts to submit annual, public reports to verify the funds are spent effectively as intended.
- Provides new jobs by allocating 80 percent of the new funds towards hiring teachers and staff, a 50 percent increase of arts and music educators in classrooms in California.
- Besides traditional Visual and Performing Arts (VAPA) programs, funds will be used to pay for instruction in computer graphics, animation, coding and costume design.
- Will open opportunities for students to have careers in media and technology.
- Provides for artistic outlets and encourages artistic expression.
- Promotes more resources and equitable access for students.
- Students with art education are 5x less likely to drop out of school.
- Students with arts education are 4x more likely to be recognized for academic achievement.
- Students with arts education are 4x more likely to receive a bachelor’s degree.
- Students with arts education are 30 percent more inclined to pursue a professional career.
• This measure will increase access and equity by providing increased resources for all schools as well as additional amounts to schools that serve students from families who are struggling to get by, particularly students of color.

Supporters
• LAUSD.
• California Music Educators Association.
• CreateCA.
• The Screen Actors Guild and the American Federation of Television and Radio Artists (SAG-AFTRA).
• California IATSE Council.
• Actors’ Equity Association.
• Associated Administrators of Los Angeles (AALA).
• The Recording Academy.
• Boys & Girls Clubs of Metro Los Angeles.

ARGUMENTS AGAINST
From the LA Times Editorial Board article published November 14, 2021:
• “This is a bad idea. Right now, state coffers are flush. But when revenue becomes tight in the future, the governor and Legislature need as much flexibility in the budget as possible to make sure that critical needs are funded. What happens if the student population plummets in future years while the number of disabled elderly people grows?"
• The measure does not actually generate new money, only earmarks existing revenue.
• Money for the initiative comes from the state’s General Fund which is also used to pay for other vital services such as transportation, housing, health and human services, etc.
• Schools must use the funding to pay for the arts, but the initiative may not actually result in increased access to a full arts education curriculum. Schools could use the “new money” and then reallocate the funding they were spending on the arts to something else.

COMMENTS
Our state has long been described as an incubator of the new, whether it’s the digital revolution bred in Silicon Valley or now the emerging bio-tech revolution. Artistic endeavor, by its nature, asks both that you bring the best of yourself to a task and that you seek creative new ways to engage the world. These are, as a growing number of business leaders have begun to acknowledge, precisely the skills California needs in its workforce, if it is to continue to point the way to the future.

A study titled Unfinished Canvas commissioned by the William and Flora Hewlett Foundation cites, “Over the last decade, California policy-makers have paid increasing attention to the importance of the visual and performing arts in public education. However, beyond developing rigorous standards and calling for instruction in the arts as part of the required course of study, California historically has done little to develop, implement, and sustain comprehensive arts
programs that provide all students with access to and opportunities in the arts. Although some California schools have excellent arts programs in place, with well-trained teachers, standards-aligned curricula, and high-quality facilities and materials, most do not. Instead, arts education in California is plagued by a lack of funding, underprepared elementary-level teachers, and inadequate facilities. It suffers from uneven implementation and is often crowded out by other curricular demands. As a result, most students in California do not receive instruction at the level required under state policy.”

Additionally, California State PTA has taken an active leadership role in advocating for a full curriculum that includes the arts for decades. In 2000, California State PTA established arts education as a PTA priority and initiated the “SMARTS – Bring Back the Arts’’ campaign to bring arts back to the schools, the community and to children. The organization sponsored legislation to bring arts back to the schools.

Since then, the organization has demonstrated a commitment to arts education through numerous internal and external actions including establishing our own Arts Education Committee on the state Board of Managers, adopting the Declaration of the Rights of All Students to Equity in Arts, joining the Public Will Campaign for the Arts and by holding leadership positions with Create CA and other statewide arts advocacy organizations.

Additionally, California State PTA designed the Parents’ Guide to Arts Education in Public Schools in partnership with CreateCA and has produced numerous informational pieces designed to engage and inform parents about arts and the LCFF/LCAP process. California State PTA was also among other statewide leaders in launching the Arts Education Data Project with the California Department of Education.

Most notably has been our multi-year partnership with the Hewlett Arts Foundation - which has invested more than $2 million into our organization over 10 years to develop and build the School Smarts Parent Engagement Program.

**MOTIONS**

**Motion 1.** The Art and Music Initiative Study Committee recommends and I move that California State PTA take a support position on the “California Art and Music K-12 Education Funding Initiative.”

**Motion 2.** The Art and Music Initiative Study Committee recommends and I move that California State PTA authorize the “California Art and Music K-12 Education Funding Initiative” campaign to include our organizational name and support position in campaign materials; and authorize the California State PTA president to sign any ballot arguments to support passage of the ballot initiative.

**Motion 3.** The Art and Music Initiative Study Committee recommends and I move that California State PTA urge its constituent associations to work for passage of the initiative by
informing and educating members about the positive impact the ballot initiative will have on students in California.

**Motion 4.** The Art and Music Initiative Study Committee recommends and I move that California State PTA works with other agencies and/or organizations that also have a support position to ensure the passage of the initiative.

**Resources:**
- [https://lao.ca.gov/BallotAnalysis/Initiative/2021-036](https://lao.ca.gov/BallotAnalysis/Initiative/2021-036)
- [https://voteartsandminds.org/](https://voteartsandminds.org/)
- [https://createca.org/ballot-measure-historic-opportunity/](https://createca.org/ballot-measure-historic-opportunity/)