

Arts Education Inequalities in the Puget Sound

Jed Kim – Leader of Arts and Equity
Advocacy





A Little Bit About Me:

- Junior Violinist in Interlake Chamber Orchestra
- Loves Baroque (17th-18th century) music
- Civic Engagement
 - Active in Arts Advocacy
 - Founder, Amplify the Sound
 - Founder, Bellevue Baroque
 - DECA WA Advisory Council

The Current Arts Education Situation:

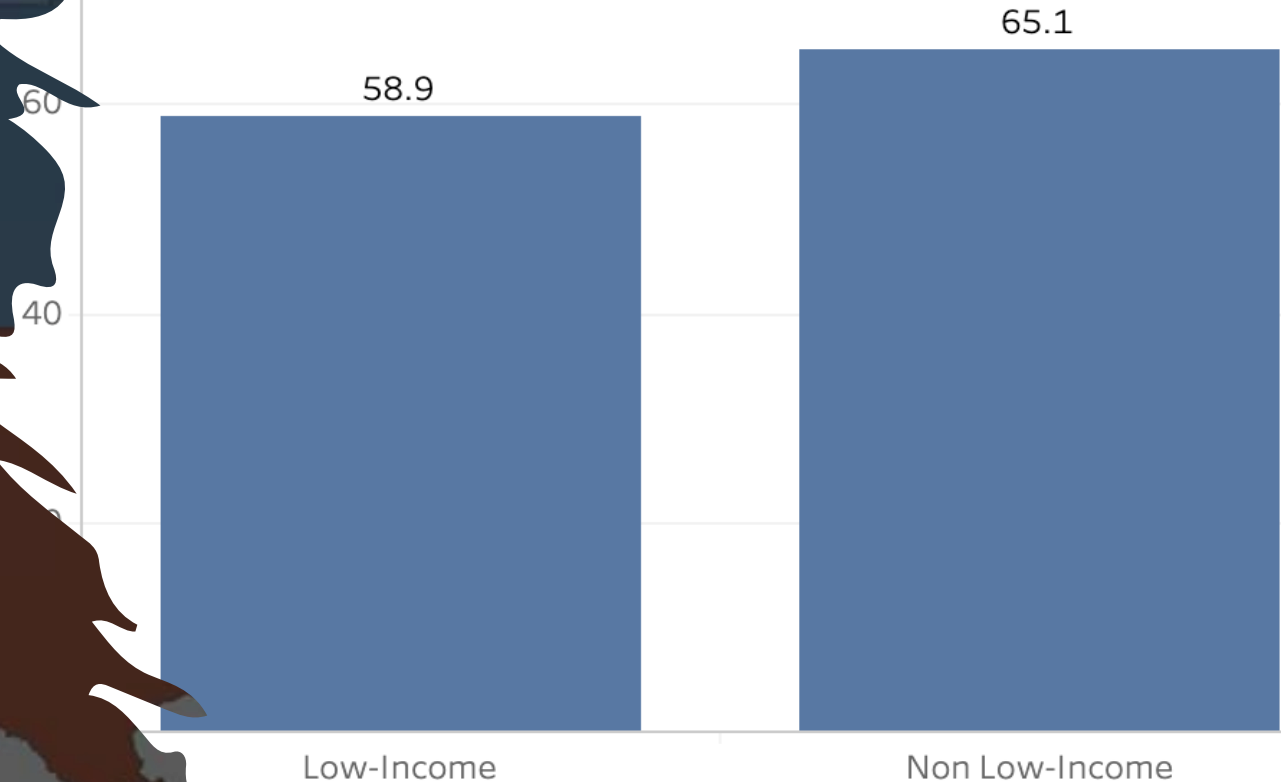
Locally

Statewide

Nationwide

The Current Arts Education Situation: Locally

- 62.8% of King County high school students are enrolled in an arts course
- School Districts serving rural and low-income communities disproportionately have lower arts education rates for high school students
 - Highline School District: 51%
 - Enumclaw School District: 36%
 - Bellevue School District: 70.8%
 - Seattle School District: 64.1%
 - Within some districts, low income and non low-income rates of enrollment are the same, despite having high low income populations
- Enrollment by Discipline:
 - Visual Arts: 89.4
 - Music: 66.4
 - Media Arts: 69.9
 - Theatre: 51.3
 - Dance: 13.3



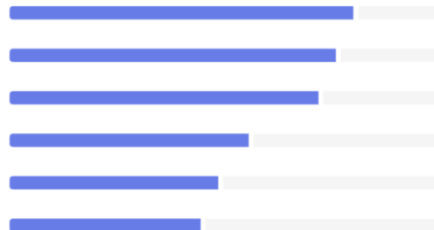
Survey of Arts Access in Local Schools

- Confidence in Finding Music Resources (1-10): 6.94
- Extent of Financial Barriers Impacting Education (1-10): 3.22
- Largest Barriers to Your Development as a Musician (in order):
 - Lack of opportunities to meet professionals for musical and career advice (44% listed as first choice)
 - Finding a quality teacher (28% listed as first choice)
 - Buying an Instrument (22% listed as first choice)
- Playing Satisfaction is a huge factor in continuing music education through all of middle and high school:
 - 28% say they will quit their instrument in high school, 50% listing not enjoying playing their instrument as the primary factor
 - 33% do not get private lessons as they do not have enough time, but almost every respondent that didn't was also not satisfied with their playing

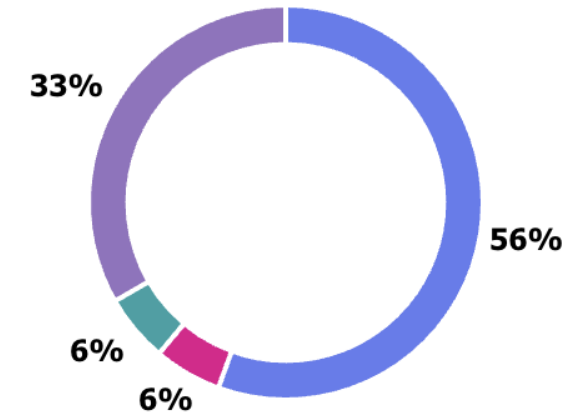
10. Rank these in order based on how much of a barrier they are to your development as a musician:

[More details](#)

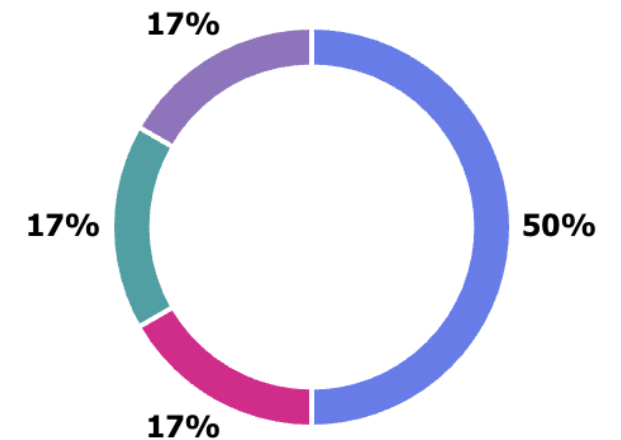
- 1 Finding a quality teacher
- 2 Lack of opportunities to meet professionals for both career and musical advice outside of private...
- 3 Buying an instrument
- 4 Finding affordable lessons
- 5 Access to supplies (sheet music, rosin, shoulder rests, strings etc...)
- 6 Renting an instrument



Private Lessons:



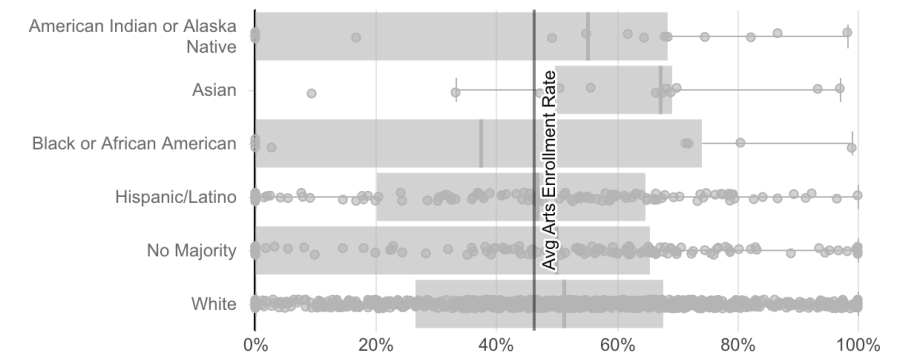
Primary Reason for Quitting:



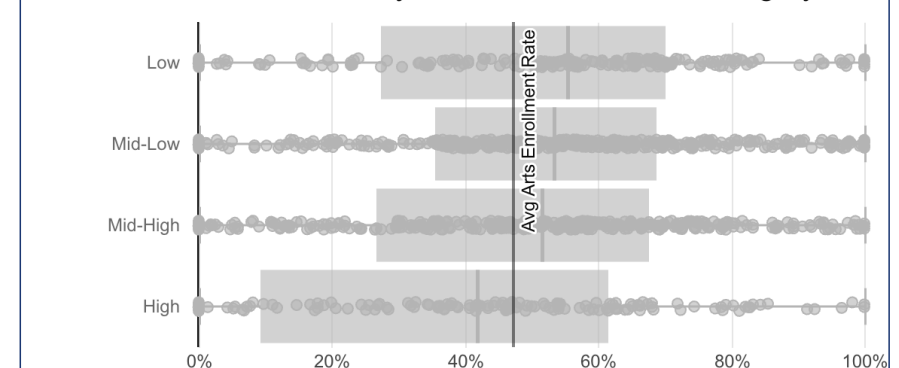
The Current Arts Education Situation: **Statewide**

- Minority Groups such as American Indians, Black/African American, Hispanic/Latino, have lower averages of arts enrollment rates and higher percentages of no access at all
- School-Level Free and Reduced Price Meal Categories have decreasing enrollment averages with higher categories
- Significant Enrollment Drop from Middle to High School

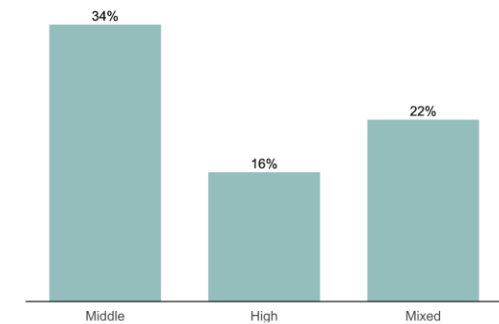
Arts Enrollment Rate by School-Majority Race/Ethnicity ⓘ



Arts Enrollment Rate by School-Level FRPM Category



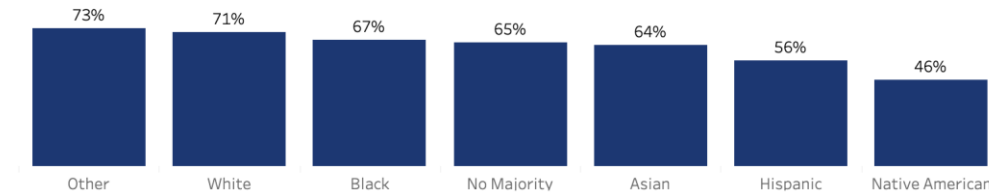
School Grade Level ⓘ



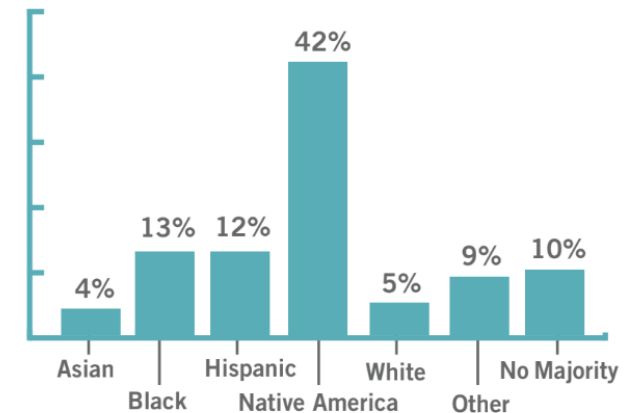
The Current Arts Education Situation: **Nationwide**

- Some of the same participation issues are seen on the national level on the same metrics:
 - White People have the most access
 - Hispanic and Native American students have the lowest enrollments
 - Enrollment by FRPM Eligibility shows the same downward trend
 - Huge enrollment drop from Elementary to Middle to High
- However, some numbers change as well:
 - Black/African American has a higher nationwide access percentage compared to our state
 - Asians rank lower nationally than the state level
- This is reflected in symphony orchestras nationwide:
 - predominantly white (75.8%)
 - only 2.1% identifying as Black and 4.1% as Hispanic

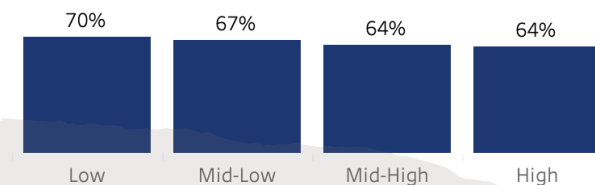
By School-Majority Race/Ethnicity

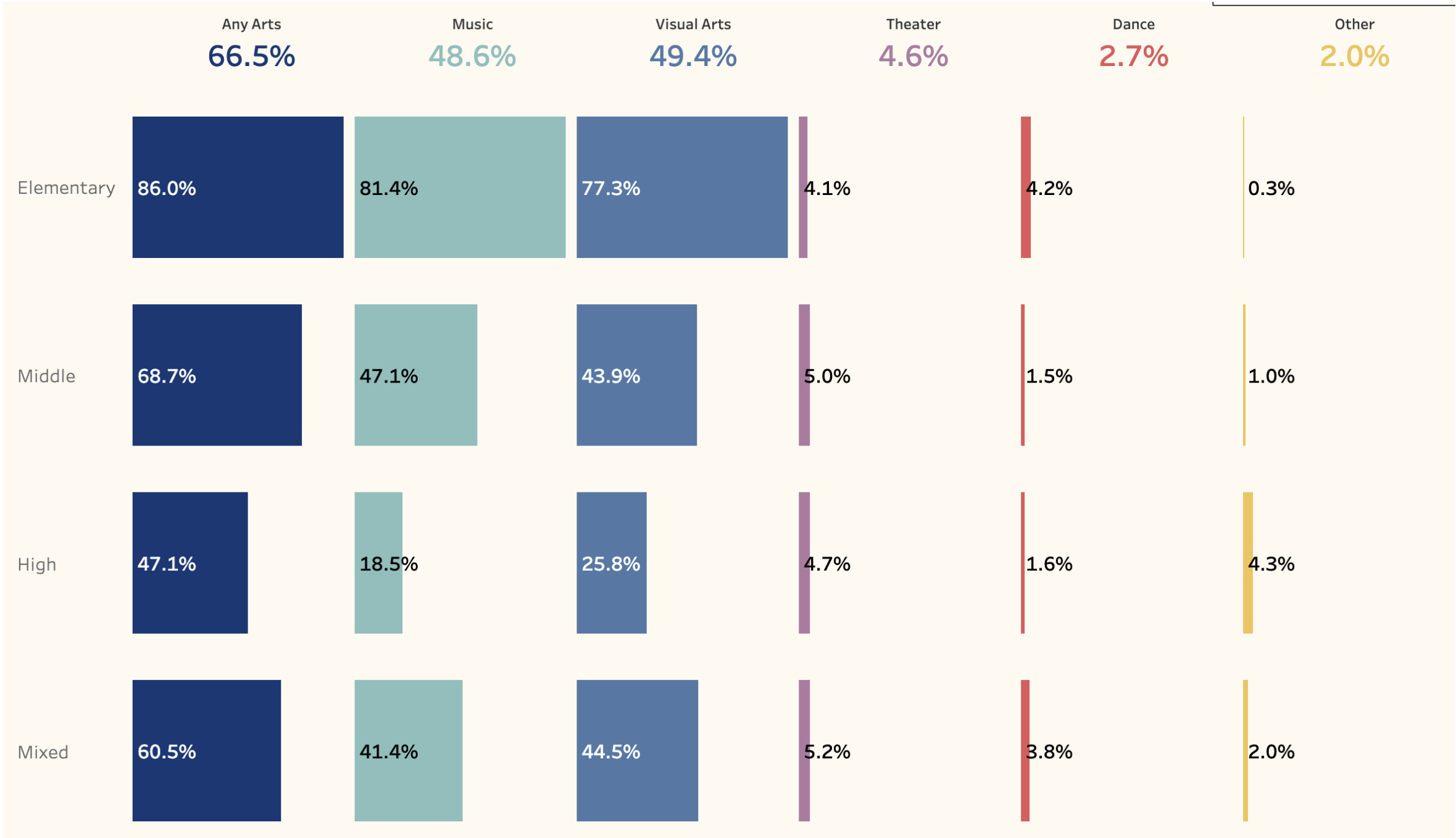


% of Students w/o Music by School Majority Race/Ethnicity



By School-Level Free or Reduced Price Meals Eligibility





Historical Trends and the Changing Dynamics of Arts Education

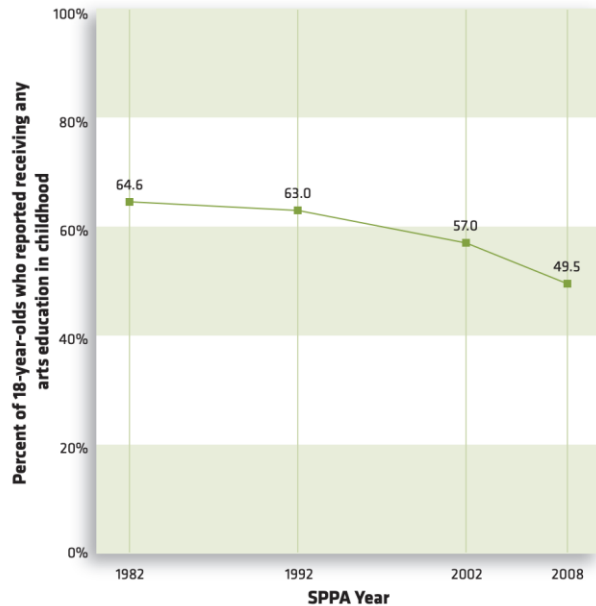
Historical Trends

Changing Dynamics

Historical Trends:

FIGURE 2

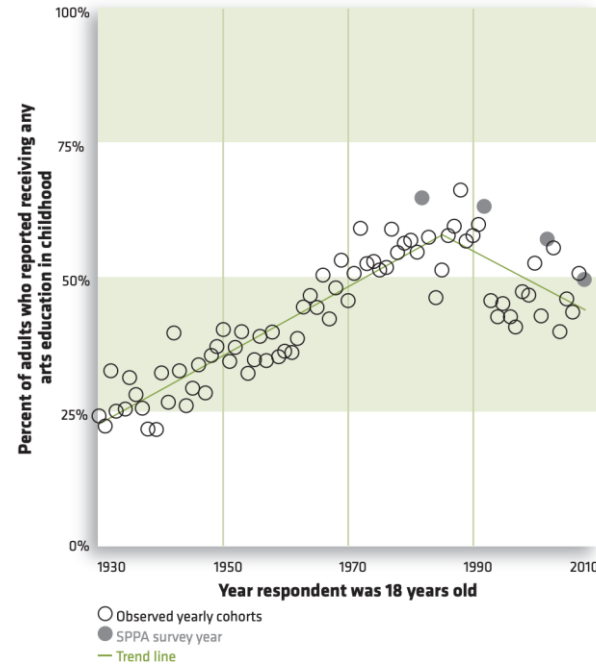
Percent of 18-year-olds who received any arts education in childhood, by SPPA year



Source: 1982, 1992, 2002, and 2008 waves of the Survey of Public Participation in the Arts.

FIGURE 3

Percent of Americans who received any arts education in childhood over the past 77 years

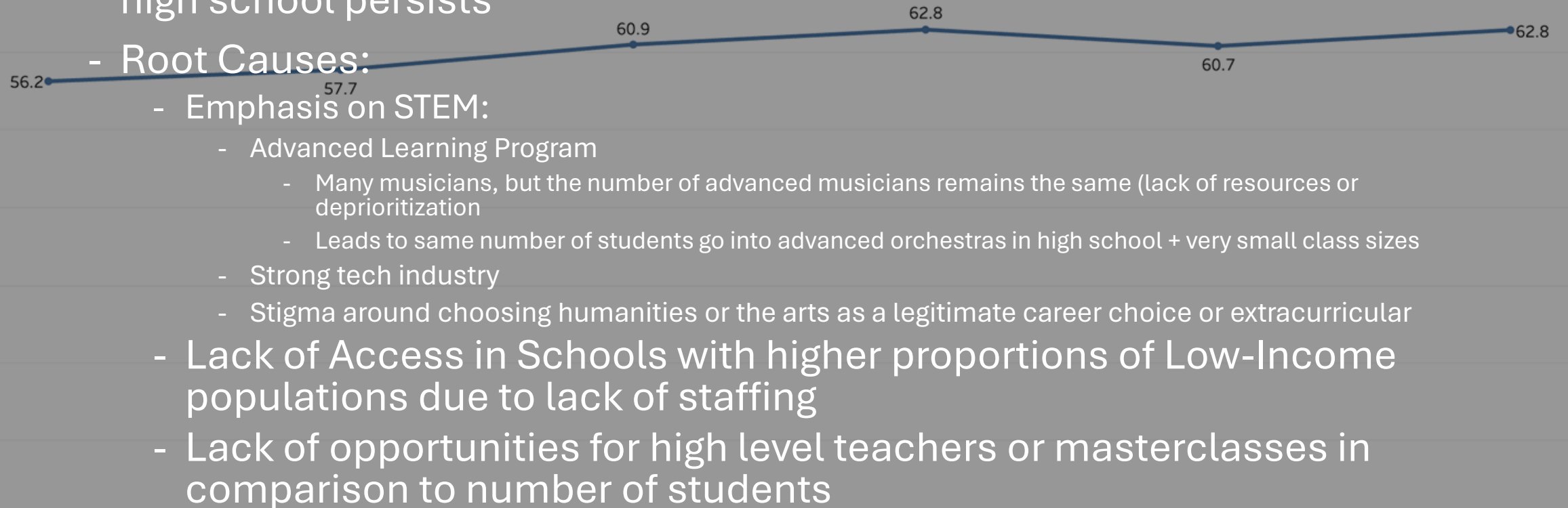


Source: 1982, 1992, 2002, and 2008 waves of the Survey of Public Participation in the Arts.

- Zooming out from 5 years ago to 40 years ago, the popularity of classical music performances have significantly dropped despite education trends increasing the past 5 years
 - Despite a rebound in increasing education in the past couple years, the overall enrollment since 1980 has significantly dropped, especially among minority groups
- 4% decrease in music courses offered and 1 % decline in visual arts courses from 1999-2008
- Cuts in learning opportunities have been more severe at schools serving high proportions of lower income, Black, Hispanic, and immigrant populations
 - Lower percentages of full time arts teachers (25-30% lower)
 - Declines in 18-24 years olds who received any arts education severely declined

Changing Dynamics:

- King County Enrollment Rates have been increasing from 2016-2022
- Despite the increase, the enrollment drop from elementary to middle to high school persists



What is being done now?

Current Solutions

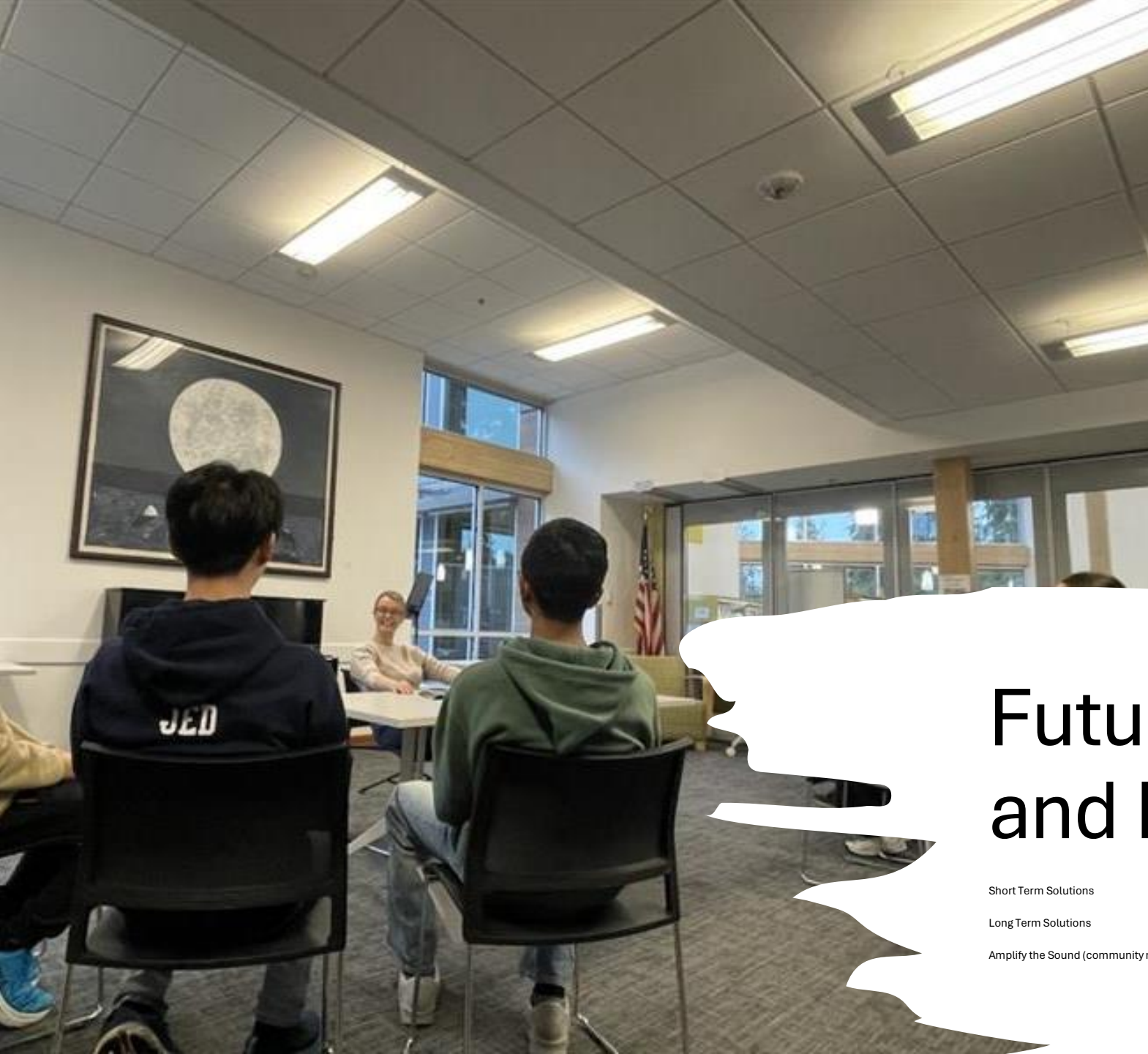
Areas of Improvement

Current Solutions

- Washington State Senate Bill 5878 (passed in 2022)
 - Requires public school districts with over 200 students to provide regular visual and performing arts instruction as a basic part of education
- King County (4Culture) 2023-2025:
 - Doors Open Program:
 - Voter approved 0.1% sales tax funneled to regional youth arts
 - 10% of all funding goes to organizations in under-resourced communities in King County

Areas of Improvement

- Washington State is looking to eliminate the art graduation requirement
 - As mentioned before, only 18 % of high school students take an arts class compared to 34% in middle school
 - The State Board of Education is reviewing a comprehensive proposal into an optional choice
 - STEM emphasis is causing severe declines in music education especially in the Eastside Area
- Emphasizing Importance of Arts Education early on
 - Supporting those in Title I elementary schools to continue arts education into middle and high school
 - Increasing high level teaching opportunities
 - Changing the emphasis of arts education as filling a requirement to meaningful development



Future Solutions: Short and Long Term

Short Term Solutions

Long Term Solutions

Amplify the Sound (community music project)

Short Term Solutions

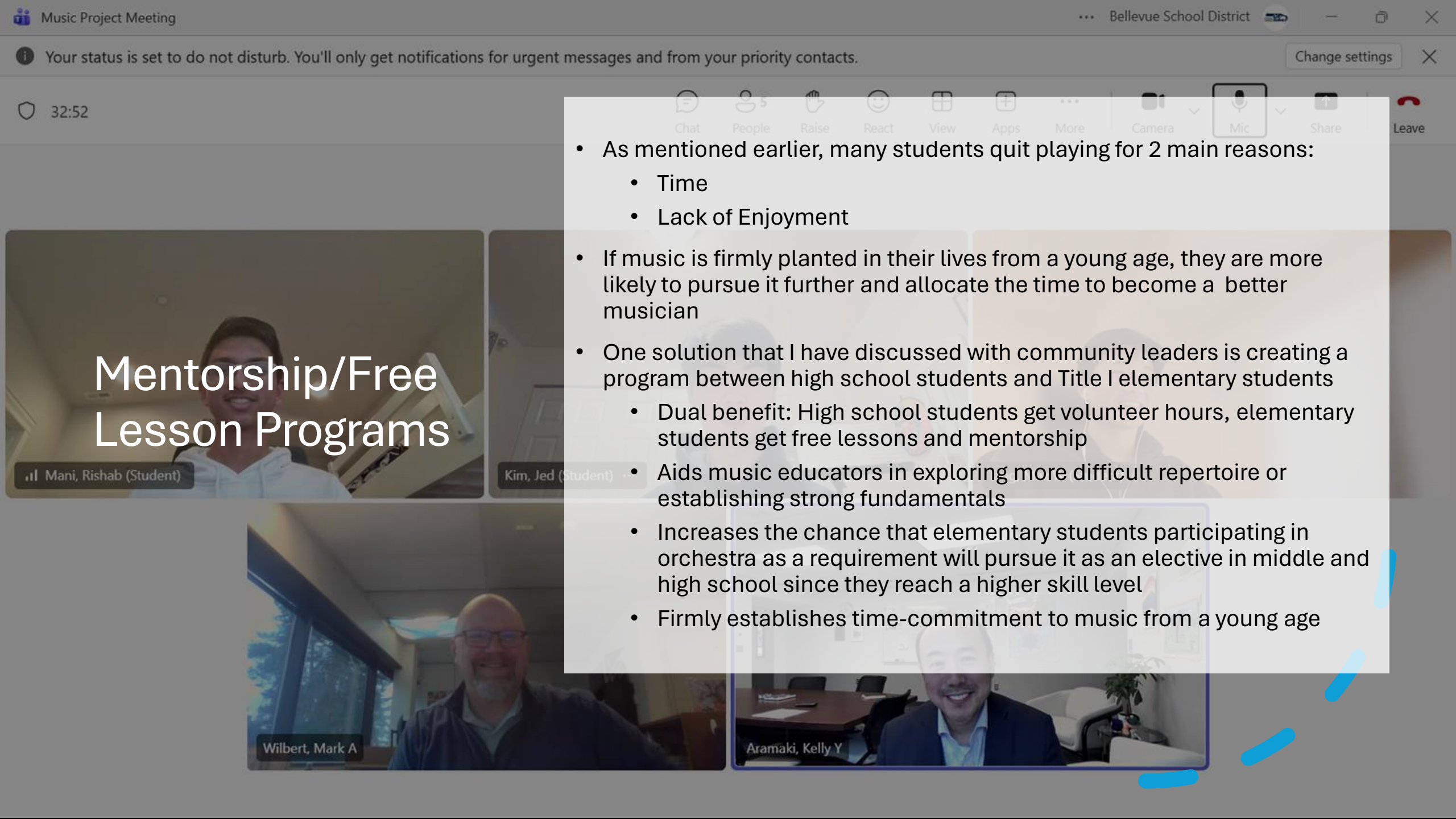
- Increasing Masterclass/Career Workshop Opportunities for music students
 - Listed as main barrier to developing as a musician for 44% of respondents
 - Only opportunities exist through paying to get into extremely selective programs or short coaching in competitions
- Creating more comprehensive resources shared by High School Students for finding quality, affordable teachers
- What can you do?
 - Joining student led arts organizations to gain performance experiences
 - Donating to local arts organizations that provide music education:
 - BYSO, SYSO
 - Key to Change
 - Music Center of the Northwest





Long Term Solutions

Locally: Mentorship/Free Lesson Programs
Legislation



Mentorship/Free Lesson Programs

- As mentioned earlier, many students quit playing for 2 main reasons:
 - Time
 - Lack of Enjoyment
- If music is firmly planted in their lives from a young age, they are more likely to pursue it further and allocate the time to become a better musician
- One solution that I have discussed with community leaders is creating a program between high school students and Title I elementary students
 - Dual benefit: High school students get volunteer hours, elementary students get free lessons and mentorship
 - Aids music educators in exploring more difficult repertoire or establishing strong fundamentals
 - Increases the chance that elementary students participating in orchestra as a requirement will pursue it as an elective in middle and high school since they reach a higher skill level
 - Firmly establishes time-commitment to music from a young age

Legislation: Fighting Against Legislation Reducing Arts Education Resources

- Board of Education reviewing a proposal removing arts credits for graduation requirements:
 - Public Comment to the Board:
<https://sbe.wa.gov/FutureReadyPublicComment>
 - Contacting Local Representatives or testifying (written/in-person/virtual) if this passes the vote in the Board of Education and is sent to the State Legislature for voting



Thank You For
Listening!

Sources:

- <https://www.tandfonline.com/doi/full/10.1080/10632913.2023.2240929>
- <https://www.arts.gov/sites/default/files/2008-SPPA-ArtsLearning.pdf>
- <https://artslab.tamu.edu/fast-facts/>
- <https://www.arts.wa.gov/arts-in-education/wa-arts-ed-data-dashboard/>
- https://artseddata.org/national_report_2019/
- <https://public.tableau.com/app/profile/illuminate/viz/KingCountyArtsEducationData/KingCountyOverview>