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King County Cultural Education Study

A Countywide Analysis of K-12 Students Access to Cultural Education and Community Assets

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Contents

Executive Summary

4Culture, the cultural funding and support agency for King County, is launching the Cultural Education Initiative to determine how to support and invest in public school systems to improve cultural educational opportunities for students in the arts, Washington State and Pacific Northwest heritage, science, and technology, with a focus on racial equity and economic justice. The long-term goal of this initiative is to develop and implement a new program that will support cultural education in every King County school district.

To understand the current status of cultural education in King County and to guide investments, the King County Cultural Education Study analyzed quantitative data from King County's 19 public school districts as well as community partners who provide cultural education for King County schools. The study's key findings point to feasible, practical actions that will support equity in students' access to cultural education.

King County Cultural Education Study Design. Using a mixed-methods study design, the study integrated quantitative and qualitative data from interviews with representatives of King County public school districts, the Office of Superintendent of Public Instruction (OSPI), and community partners who support cultural education; surveys of community partners; and OSPI data on course offerings and course taking. Additional public data and literature informed the study, and an 11-person task force provided input and guidance.

This study was conducted while King County public schools were providing remote instruction in response to COVID 19, and cultural organizations had temporary closures, furloughed staff, reopened on a limited scale following public health guidelines, and worked to develop online resources and virtual experiences. However, both groups participated fully in the study, and all data is from the 2018-19 school year, which represents a full year of onsite instruction.

The Status of Cultural Education in King County. A key focus of this study is the status of cultural education in King County, and particularly the extent to which there is equitable access to cultural education. All King County districts are committed to providing education in all core content areas, although policies, requirements, and priorities differ across districts and at the elementary, middle, and high school levels. Typically, cultural education is driven by district core values such as equity, culturally-responsive teaching, or social-emotional learning. Many districts have or are developing robust equity statements, plans, and practices. Progress in those areas provides a strong foundation for equitable access to cultural education. A few districts have taken clear steps to improve equity in cultural education and can serve as models for other districts. In addition, districts reported that partnerships with community members and community organizations are a growing priority for school boards, district leaders, and teachers. However, no district has developed a comprehensive framework for cultural education across all areas of focus in this study.

Data to inform access to cultural education is limited. Course enrollment data, K – 8, is not valid due to reporting issues. Further, most districts do not track partnerships between schools and cultural organizations because many are initiated at the school or teacher level.

This makes it difficult to fully understand access to cultural education. Collecting reliable data is critical to ensure cultural education is equitable and prioritized.

However, 9 – 12 course enrollment data are available, which provides some information at the high school level. Analyses of King County high school course enrollment data revealed differences based on certain student demographics (race/ethnicity, gender), programs they may be enrolled in (ELL, special education), school, and district characteristics. Findings showed:

- Students in ELL or special education programs were less frequently enrolled in cultural education courses, compared to non-ELL and non-special education students.
- Students identified as Asian, Two or More Races, and White, generally had higher enrollment rates in science, the arts, and social studies, while Asian students had the highest enrollment rates in technology. In contrast, American Indian/Alaskan Native, Black/African American, and Hispanic/Latino of any race(s) had the lowest enrollment rates across all subject areas.
- Fewer gender X students enrolled in social studies or science compared to males and females. Further, fewer males enrolled in the arts and fewer females in technology compared to the other groups.
- Across all subject areas, schools with a lower percentage of high school students receiving free and reduced lunch had higher cultural education course enrollment rates, compared to schools with a greater percentage of students receiving free and reduced lunch.
- Non-traditional schools, such as alternative schools or Open Doors schools, had fewer students enrolled in cultural education courses.

District Barriers to Equity in Cultural Education. In spite of the variations across districts, barriers to cultural education and needs to ensure equitable opportunities are remarkably similar and include:

Barriers to establishing comprehensive cultural education programming

- lack of dedicated funding,
- difficulties establishing and maintaining partnerships,
- lack of documentation of cultural education activities necessary for monitoring access, and
- challenges related to field trips.

District-level implementation barriers

- lack of diversity among school and district staff members,
- lack of cultural diversity in course offerings and cultural activities,
- lack of information about student and community priorities, and
- challenges related to district size.

Educator-level implementation barriers

- inconsistent buy-in among staff at all levels,
- lack of knowledge and resources for integrating cultural education, and
- competing priorities.

District Needs for Equity in Cultural Education. Districts have similar needs for increasing equitable student access to cultural education. They are:

- A statewide or regional definition of and vision for cultural education,
- District-led vision, commitment, and leadership for cultural education,
- Funding models that support equitable access to cultural education,
- District-led cultural education needs assessments,
- Cultural education course offerings reflective of the diversity and interests of the students,
- Mechanisms to collect input from students and the community,
- Consistent professional development for educators and partners,
- A diverse range of community partnerships, and
- A user-friendly, centralized repository of cultural education partners and resources.

Community Partnerships and Assets. Districts prioritize community partnerships that expand the breadth and depth of student learning, align with standards, bridge cultural gaps between students and teachers, build educator capacity, and address practical needs. In many districts, partnerships are initiated by teachers for the specific purpose of engaging students and increasing relevance.

Across King County, community partnerships provide a wealth of unique opportunities for students and educators. They vary on many dimensions, including the area of focus (arts, social studies/heritage, science, technology), the nature of the activity (in/out of school, frequency, duration of activities), longevity of the partnership, and extent of collaboration with educators. Of the 130 organizations and 80 individuals who completed the study's survey, 77% of the organizations and 80% of the partners and practitioners worked with King County public schools in 2018-19 and reported that working with King County public schools is a priority. Of the individual partners and practitioners surveyed, 52% identified as persons of color.

Overall, partners worked with 84% of schools in 19 King County districts, providing more activities during the school day and through field trips, rather than before/after school programming. Generally, districts closer to the greater Seattle region had a higher ratio of students working with cultural education partners. However, schools in improvement and non-traditional schools had fewer partnerships with cultural organizations.

Establishing and Maintaining Community Partnerships. Most districts do not have a department that does outreach to potential partners, and no district has a systematized method for identifying potential partners in all four cultural education areas. Community partners with sufficient resources may reach out to districts, but this is not highly effective. In addition, the process of bringing a partner into a school can be complex and confusing.

Sustaining a partnership requires effort, and several factors contribute to enduring partnerships, such as ongoing collaboration toward common goals, clear vision on both sides about how the activities align with school goals and learning standards, having

leadership support within the school or district, and a school-partner liaison. Barriers to partnership activities occur for educators and for community partners.

Barriers for teachers, schools, and districts

- inequitable distribution of funding to support partnership activities,
- difficulties identifying and developing appropriate partnerships,
- resources to maximize the impact of partnerships, and
- reliance of partners to provide core instruction in some subject areas at the elementary level.

Barriers for community partners

- difficulties identifying and communicating with partners in education and
- being fully prepared to align with education goals.

Recommendations. The aggregated findings of the King County Cultural Education Study suggest the following recommendations.

At the county level

- develop a regional definition, vision, and network for cultural education;
- create a cultural education database; and
- align community partner data collection.

At the district and school level

- establish a vision, framework, and leadership for cultural education;
- incorporate diverse voices in planning; utilize multiple cultural education activities;
- diversify partnerships;
- provide professional development for educators; establish an equitable, sustainable funding model; and
- increase and support partnership opportunities for organizations that are small, diverse, and/or new to education.

Chapter 1: Introduction

King County Cultural Education Study

A Countywide Analysis of K-12 Students' Access to Cultural Education and Community Assets

Chapter 1: Introduction

4Culture, the cultural funding and support agency for King County, is launching their Cultural Education Initiative to determine how to best support and invest in public school systems to improve cultural educational opportunities for students in the arts, Washington State and Pacific Northwest heritage, science, and technology, with a focus on racial equity and economic justice. ***The long-term goal of this initiative is to develop and implement a new program that will support cultural education in every King County school district.***

Terminology

For the purpose of this study, we used the following definitions:

> ***Cultural education*** includes arts, heritage and natural history, science, or technology.
> ***Culture organizations*** support the "advancement and preservation of science or technology, visual or performing arts, zoology, botany, anthropology, heritage or natural history."[1]
> ***Individual cultural works*** include freelancers, contractors, and self-employed individuals, such as teaching artists, historians, conversation educators, and others.

Research Objectives and Questions

The King County Cultural Education Study is designed to provide information about the state of cultural education in the 19 school districts across King County to inform the Cultural Education Initiative. The objectives of this study are to:

- Document elementary, middle, and high school cultural education offerings and feeder patterns (the sequence of offerings, requirements, and pre-requisites within districts) in 19 public school districts in King County. (Chapter 2)
- Identify instructional gaps in cultural education based on Washington State standards for arts education. (Chapter 3)
- Document community-based cultural education activities that interact with public schools. (Chapter 4)
- Document gaps in access to supplemental community-based arts education activities that interact with public schools. (Chapter 5)

[1] Definition from State Bill 5792: Making statutory requirements and policies for cultural access programs the same in all counties of the state.

- Identify public school district clusters and opportunities for systems change. (Chapter 6)
- Understand the impacts of race, income, and geography on the availability of and access to cultural education. (Chapters 3, 5, and 6)
- Determine individual district priorities, needs, and barriers for investments in cultural education. (Appendix E)

The research questions guiding this study include:

1. What are the priorities, needs, and barriers to implementing cultural education across King County Districts? Within individual districts?
2. What policies support cultural education within King County Districts? Within individual districts?
3. What courses are offered in King County School Districts, K-12?
4. What courses do students take in King County School Districts, K-12?
5. To what extent does course taking align with Washington State requirements?
6. What differences emerge based on school and district characteristics?
7. What differences emerge based on student demographics?

Data Sources

We utilized a mixed-methods study design, using both qualitative and quantitative data to triangulate findings and add breadth to the study. To align with the objectives and address the research questions this study draws upon the following sources:

Task Force. A Task Force was established with 11 representatives, who bring different perspectives to the cultural education field, to provide input and guidance throughout the study. At the onset of the study, Task Force members participated in a focus group to identify priorities and barriers for cultural education and to inform the development of surveys. Task Force members also reviewed preliminary data and provided insights and feedback. The Task Force will continue to provide expertise on student access to cultural education. Task Force members and their affiliations are listed in Appendix A.

Interviews. We conducted interviews and gathered input from a variety of stakeholders representing the 19 school districts in King County, Office of Superintendent of Public Instruction (OSPI) leaders, as well as a cross-section of representatives supporting cultural education in King County. Interview and information were obtained from:

- 65 district and school representatives from the 19 King County public school districts,
- 7 leaders from OSPI, and
- 22 cross-sector representatives, from 20 organizations, supporting cultural education. See Appendix A for a list of organizations and the sectors represented.

Surveys. Two parallel surveys were administered to: (1) Cultural Organizations, and (2) Individual Partners and Practitioners working within cultural education. In total:

- 143 Organization Surveys were completed representing 130 different organizations.
- 80 Individual Practitioner/Partner surveys were completed.

Data. We analyzed two data sources provided by OSPI: (1) Course Enrollment and Course Catalog Information – grades K-8; and (2) Student Grade History File – grades 9-12. The Course Enrollment and Course Catalog Information data for grades K-8 was aggregated by grade level for school, while the Student Grade History File for grands 9-12 included de-identified student level data. Analysis of grades K-8 data showed there were a number of reporting errors in the dataset, which will be described in *Chapter 2*, so this data is not reported. However, analyses for grades 9-12 are included in this report.

Public Data and Literature. To inform the study, we reviewed literature and data from School's Out Washington,[2] data collected from the previous Cultural Access Survey, previous research sponsored by 4Culture (e.g., Cornerstones of Creative Capacity),[3] and Elevate Washington's Youth Program Directory[4] to identify cultural organizations that may partner with King County public schools. These organizations were sent a link to the survey.

School District Demographics

King County contains 19 public school districts, 6 charter schools, and the Muckleshoot Tribal School, which served a total of 301,887 students in 2018-19, and represents 26.6% of the statewide student population. The districts vary greatly by enrollment, race and ethnicity, concentration of low-income students and English language learners (ELL), and geography. Exhibit 1.1 shows demographics for the 19 public school districts, arranged by district size. The Exhibit is arranged in this way to show differences in demographics between districts.

[2] See https://roadmapproject.org/wp-content/uploads/2019/01/Out-of-School-Time-Landscape-Scan-Sept-2017.pdf.
[3] See https://artsedwashington.org/wp-content/uploads/2016/05/4-Culture-ArtsEdWA-C3-FINAL-REPORT_FINAL.pdf.
[4] See: https://elevatewashington.org/.

Exhibit 1.1. **King County Demographics by District**

King County Demographics by District				
District	**Enrollment**	**% Students of Color**	**% Low-Income**	**% ELL**
Seattle	55,337	53.2%	33.7%	12.5%
Lake Washington	31,267	51.2%	11.2%	10.0%
Kent	27,226	67.1%	53.1%	20.8%
Federal Way	23,566	75.4%	66.1%	21.8%
Northshore	23,577	43.9%	14.8%	7.6%
Bellevue	21,750	66.7%	18.7%	14.3%
Issaquah	20,965	48.6%	9.2%	6.5%
Highline	19,288	79.1%	68.9%	28.8%
Auburn	17,580	63.3%	58.5%	19.5%
Renton	16,340	74.8%	52.2%	17.4%
Shoreline	9,821	47.6%	29.0%	8.0%
Tahoma	8,885	29.0%	15.2%	2.9%
Snoqualmie Valley	7,242	22.8%	11.1%	3.2%
Mercer Island	4,522	38.6%	4.2%	3.9%
Enumclaw	4,151	23.0%	33.3%	6.3%
Riverview	3,467	21.6%	14.5%	5.0%
Tukwila	3,046	87.5%	75.8%	33.7%
Vashon Island	1,592	24.0%	24.3%	4.9%
Skykomish	57	24.6%	87.7%	0.0%
Total	**299,679**	**56.9%**	**34.6%**	**14.0%**

The districts vary greatly by the percent of students of color. Across King County public school districts, the largest groups of students of color include Asian (19%), Hispanic/Latinx (17%), Two or More Races (9%), and Black/African American (8%). However, there are different patterns by district (see Exhibit 1.2). For example, 25% or more of the student body in Bellevue, Lake Washington, Issaquah, Tukwila, and Renton school districts identify as Asian; 25% or more of the student body in Highline, Federal Way, Tukwila, Auburn, and Renton identify as Hispanic/Latinx. Furthermore, Tukwila, Highline, Federal Way, Seattle, Renton, and Kent have a large proportion of Black/African American students.

Exhibit 1.2. **Race and Ethnicity Distribution by District**

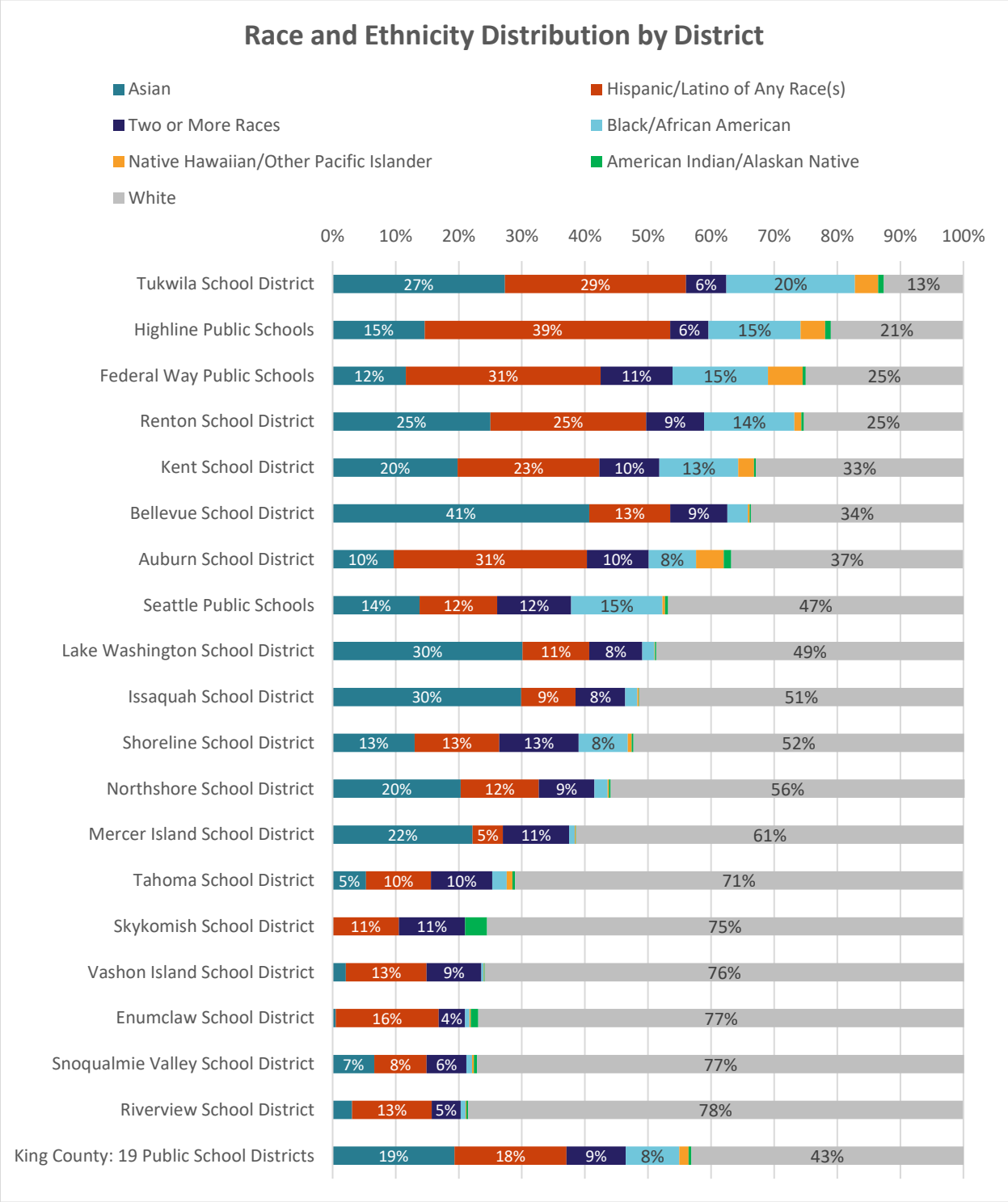
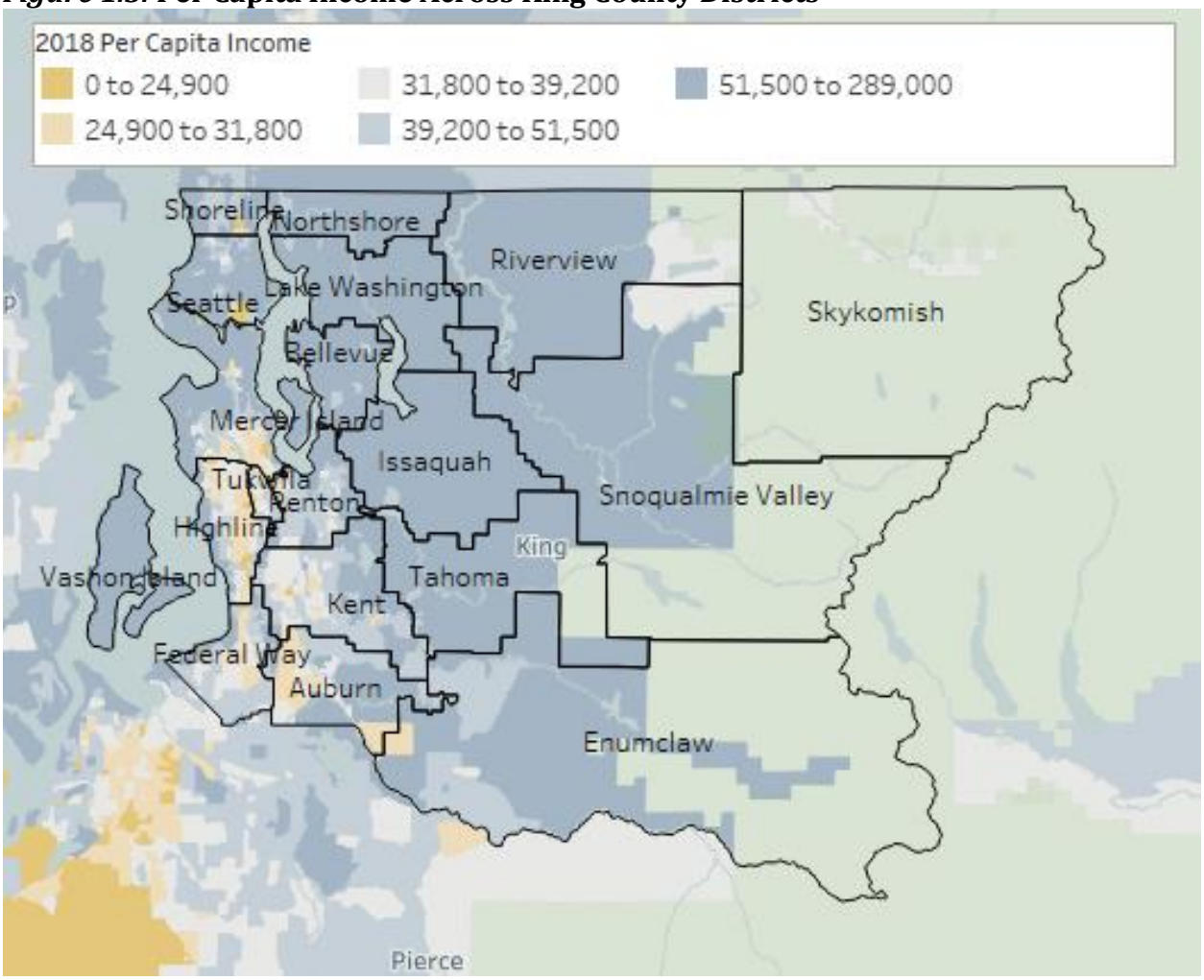


Exhibit 1.3 shows the 2018 per capita income by census block group. Generally, districts in the Southwest region of King County have more blocks earning below $39,200. However, there are blocks in the northern part of Seattle, Shoreline, and some of the more rural

districts with similar income levels. Further, nearly all districts have areas where residents earn $39,200 or less.[5] The areas in green are very rural and do not have enough information to identify per capita income.

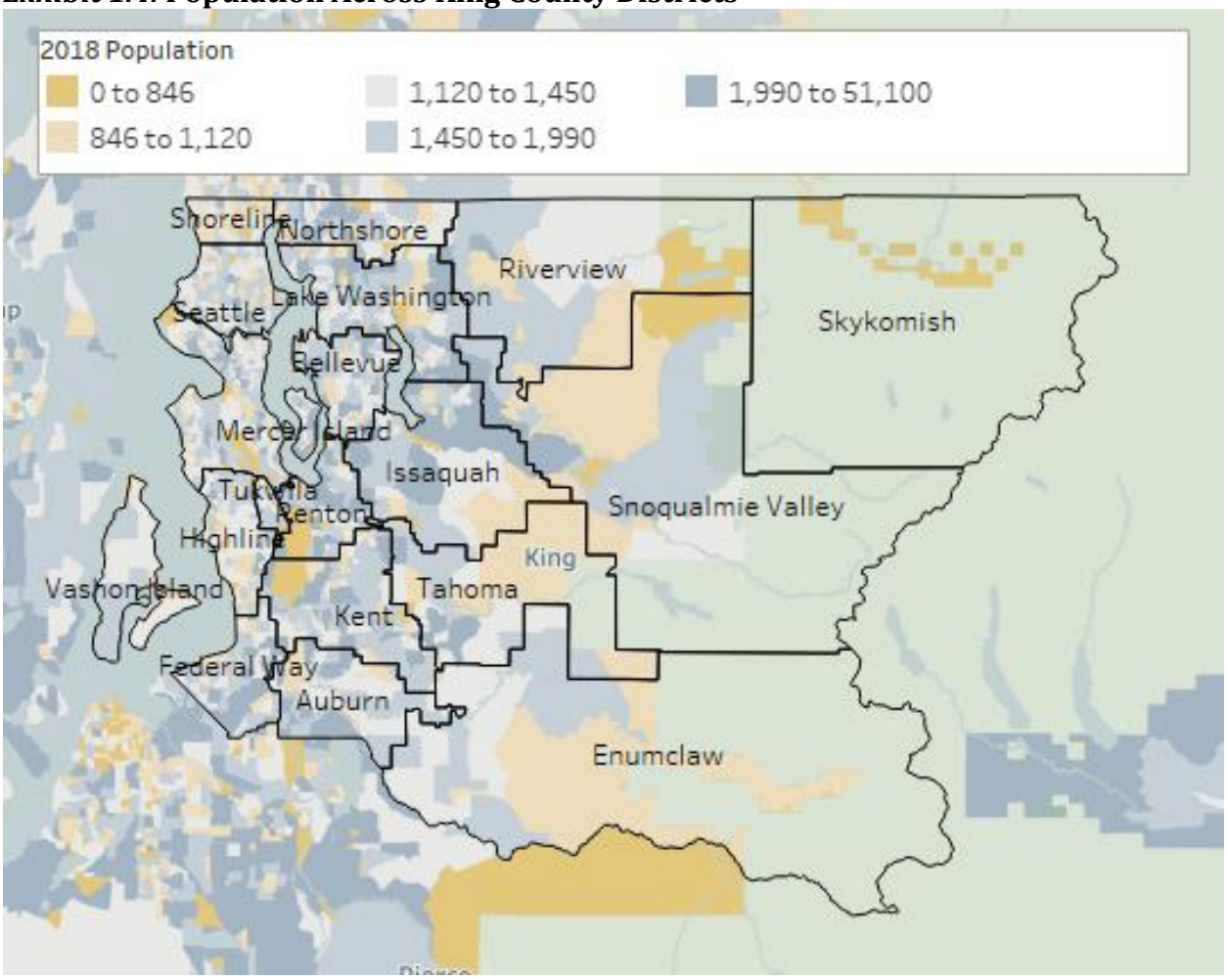
Figure 1.3. **Per Capita Income Across King County Districts**



[5] Based on estimates from the U.S. Census American Community Survey (ACS) Data.

Population density by census block varies as well across the districts. Generally, districts in the western and central parts of King County have a greater population density compared to districts in the eastern part of King County (see Exhibit 1.4).

Exhibit 1.4. **Population Across King County Districts**



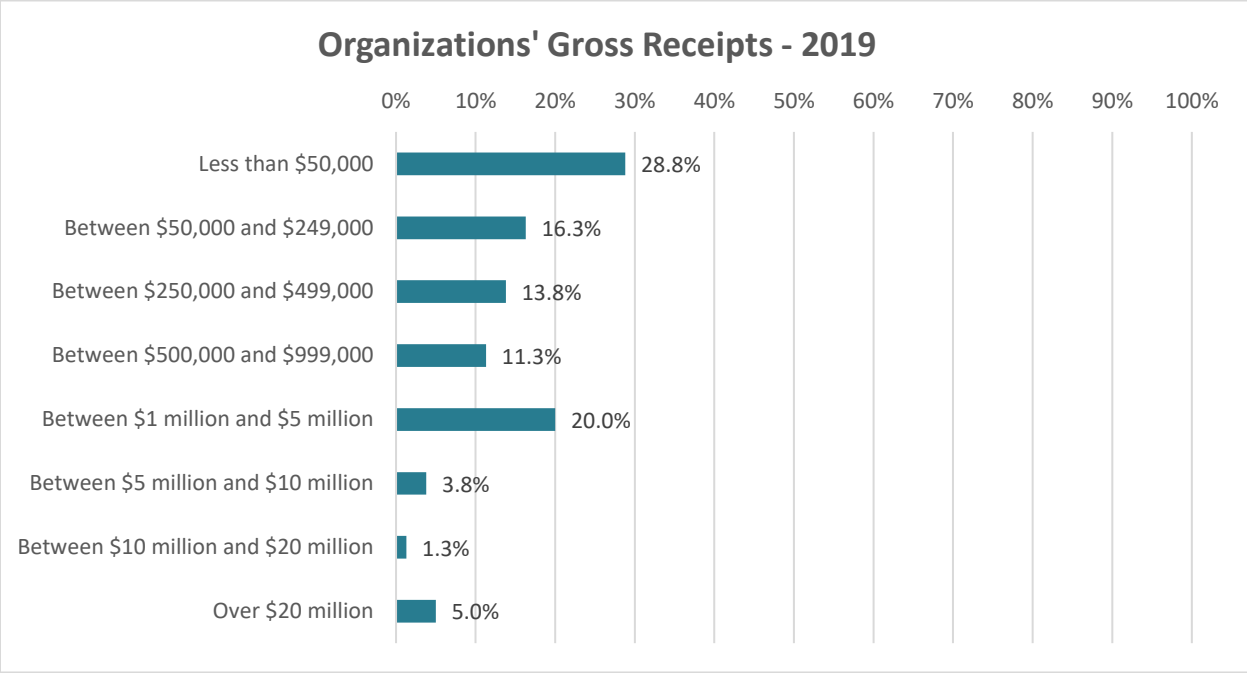
Cultural Organizations and Individual Partners and Practitioners Demographics

The following sections include the demographics of the Organizations and Individual Partners and Practitioners completing the King County School and Cultural Partnerships Survey.

Organizations. In total, 130 different organizations completed the King County School and Cultural Partnerships Survey. Of these, 76% of respondents reported that they worked with King County public schools in 2018-19, and 54% partnered with public schools outside of King County, as well. The Organization Survey was often completed by upper management including Executive Directors and Education Directors.

Of the organizations working with King County, 89% are non-profit organizations, 7% are businesses, 2% are government agencies, and the other 2% reported "other." Exhibit 1.5 shows the gross receipts for 2019. It is notable that over 25% of organizations had gross receipts of less than $50,000. Across organizations, 32% of their budget is allocated for outreach and education, with a range of 0% to 100%.

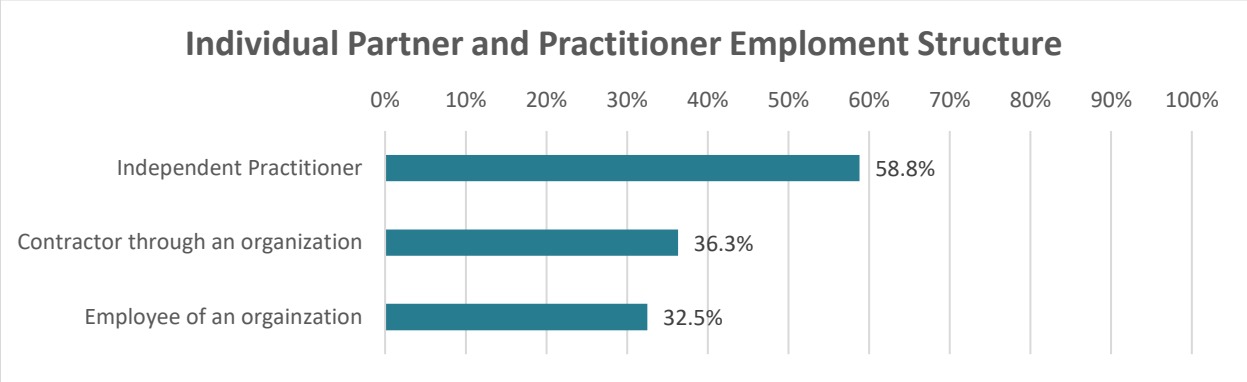
Exhibit 1.5. **Organizations' Gross Receipts, 2019**



Individual Practitioners and Partners. Overall, 80 individual practitioners and partners completed the King County School and Cultural Partnerships Survey. Of these respondents, 80% provided cultural education services and activities to King County public schools, and 45% provided services to public schools outside of King County.

Individual practitioners and partners served as freelance teaching artists, historians, and conservation educators, among other roles. Exhibit 1.6 shows their employment status, with the majority serving as independent practitioners. Respondents were welcome to select all that applied, and many served in multiple roles. Respondents noted that approximately 55% of their income is generated by their work in cultural education, with a range of 0% to 100%.

Exhibit 1.6. **Individual Partner and Practitioner Employment Structure**



Demographics of the individual partners and practitioners are included in Exhibit 1.7. The majority of partners and practitioners are female, and they represent a diverse population with 52% identifying as persons of color compared to 348% of King County overall (census population estimate, July 1, 2019).

Exhibit 1.7. **Demographics of Partners and Practitioners**

Demographics of Individual Partners & Practitioners	
Demographic	Percent
Gender	
Female	77.4%
Male	16.2%
Prefer not to answer	6.5%
Age	
25 to 44	25.8%
45 to 64	51.6%
65+	22.6%
Race/Ethnicity	
American Indian/Alaskan Native	6.5%
Asian	9.7%
Black/African American	22.6%
Native Hawaiian/Other Pacific Islander	0.0%
Two or More Races	6.5%
White	48.4%
Prefer not to Answer	6.5%

Chapter 2: District Study – Instructional Systems and Offerings

Chapter 2: District Study – Instructional Systems and Offerings

Chapter 2 addresses instructional systems and offerings for cultural education. It begins with OSPI guidance and requirements for cultural education, which provides the state context. It then focuses on King County school district priorities/guidelines, barriers, and needs related to cultural education and concludes with an analysis of the aggregated King County course-taking data.

OSPI Guidance and Requirements for Education

OSPI provides guidance to schools, in alignment with the *Every Student Succeeds Act* and state laws. According to the *Every Student Succeeds Act,* students should have access to a "well-rounded education" which includes:

> *courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local education agency, with the purpose of providing all students access to an enriched curriculum and educational experience.* (ESSA, Section 117-298)

Basic education. In Washington state the Legislature (RCW 28A.150.210) defines:

> *Basic education as an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:*
>
> *(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.*
> *(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;*
> *(3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and*
> *(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.*

To support these, OSPI adopted the Washington State K-12 Learning Standards for each subject area, provides guidance for implementation of the learning standards, and oversees assessments required by federal and state laws. OSPI also provides resources, professional learning opportunities, and grants to support districts and schools.

Instructional requirements. The state laws outline the instructional requirements for districts, and districts have local control of the courses and curricular materials used. However, OSPI requires that districts have policies and procedures in place that guide their selection and adoption of instructional materials for use in classrooms to ensure that sequencing and content support skill development in alignment with the Washington State K-12 Learning Standards. A toolkit is available to assist with this process. Therefore, while all courses and course sequences should align with the standards, courses and curriculum vary across districts.

Field trips and partnerships. OSPI does not provide guidance for field trips or partnerships with cultural organizations, and according to OSPI leaders, these opportunities vary greatly by district priorities, funding, and location. While guidance is not provided, OSPI leaders noted that if aligned with the curriculum, field trips and partnerships play an important role in the education process. One person shared,

> *Residencies really help with the modeling and hands-on-experience, and to have a real musician or artist there, particularly a person of color working face to face with the students - that is a powerful opportunity. If you go on a field trip, don't just see the play. Talk to the person behind the scenes, do pre-learning. Don't just consume but provide opportunities for students to vision the future and see the roles.*

Subjects: Heritage (Social Studies), Science, Arts, and Technology

The sections below provide more information around the content areas of focus in this study and guidance provided by OSPI. Please note: throughout the report, the term social studies is used rather than heritage to align with OSPI terminology used in the K-12 education system.

Social Studies. The K-12 Social Studies Learning Standards were revised in 2019, and they are organized around five standards. The umbrella is social study skills, in which students apply reasoning and use evidence and inquiry through the four other standards: civics, economics, geography, and history. OSPI suggests the following course sequence (see Exhibit 2.1), which progresses through time. Tribal history is also included, and OSPI has developed the *Since Time Immemorial* curriculum. In high school, students are required to complete three social studies credits, as part of the 24-Credit Career and College Graduation Requirements. See Appendix B for a full description of these requirements.

Exhibit 2.1. **Recommended Scope and Sequence for Social Studies**

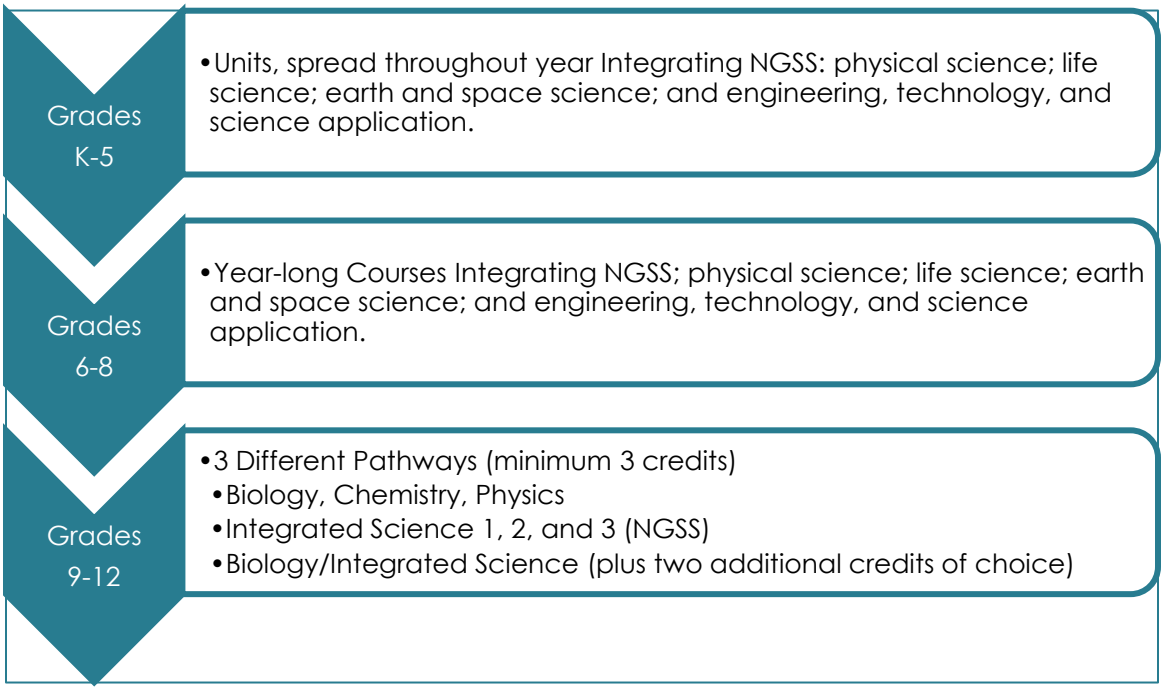
Recommended Scope and Sequence: Social Studies	
Grade Level	**Content and Focus**
K	Self (near & far; now & then)
1	Families (near & far; now & then)
2	Community (near & far; now & then)
3	Culture: People, Places, and Environment
4	Washington State History (including Tribal History)
5	US History (pre-colonial to Constitution)
6	World Geography & World History (Ancient Civilizations – 1450)
7	Washington State History (including Tribal History)
8	US History & Government (primarily 19th Century)
9 or 10	World History (1450 to Present)
11	US History & Government (primarily 20th and 21st Centuries)
12	Contemporary World Problems & Civics

Social studies is currently not a tested subject. However, districts are required, per Washington state law, to submit a verification report, beginning in the 3rd grade, indicating that they assessed students in social studies. OSPI provides several curriculum-based assessments at each grade level that districts and schools may use, or they may use their own assessments.

Science. The Washington State K-12 Science Learning Standards, adopted in 2013, are the Next Generation Science Standards (NGSS). The standards identify what students should know in four domains of science: physical science; life science; earth and space science; and engineering, technology, and science application. While there is not a recommended subject area each year, focus and coherence is a priority, and curriculum should build upon ideas and knowledge across domains, giving students the opportunity to learn more complex material in high school.

Beginning with the class of 2019, students are required to graduate with three science credits, including two lab credits, in alignment with the 24-Credit College and Career Requirements. However, some districts received a one- or two-year waiver, and in those districts, students may graduate with two credits. There are several Career and Technical Education (CTE) courses that can be cross credited with science. Despite the standards, in high school most students take science courses that focus on the life and physical sciences, partly because of college admission requirements, which according to an OSPI representative, align with the approved courses through the National College Athletic Association (NCAA) for potential college athletes. Exhibit 2.2 depicts the K-12 science pathway as described by district and school representatives.

Exhibit 2.2. **Science Pathways**



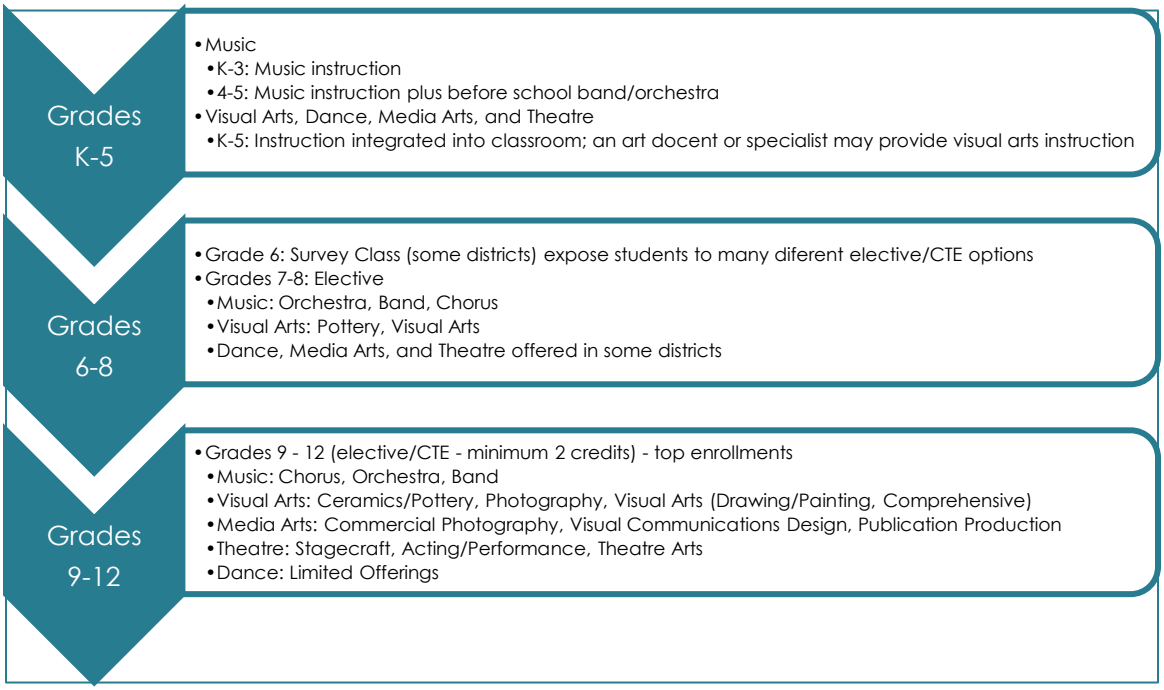
Students are currently assessed on science standards in the 5th, 8th, and 11th grades using the Washington Comprehensive Assessment of Science. This fulfills the federal requirement in the *Every Student Succeeds Act*.[6, 7]

Arts. The Arts K-12 Learning Standards were adopted in 2017 for Dance, Media Arts, Music, Theatre, and Visual Arts. The standards provide a framework to build students' knowledge and skills at each grade level around Anchor and Performance standards and include suggested activities to help educators to identify ways to show proficiency.

In high school, beginning with the class of 2019, students are required to graduate with two arts credits, and some CTE courses are cross credited in arts. However, some districts received a one- or two-year waiver, and in those districts, students may graduate with one credit. Exhibit 2.3 shows the K-12 arts pathway, as described by districts.

[6] See https://www.ed.gov/essa?src=rn/ for information on the Every Student Succeeds Act.
[7] See https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation for information on implementation at OSPI.

Exhibit 2.3. **Arts Pathways**

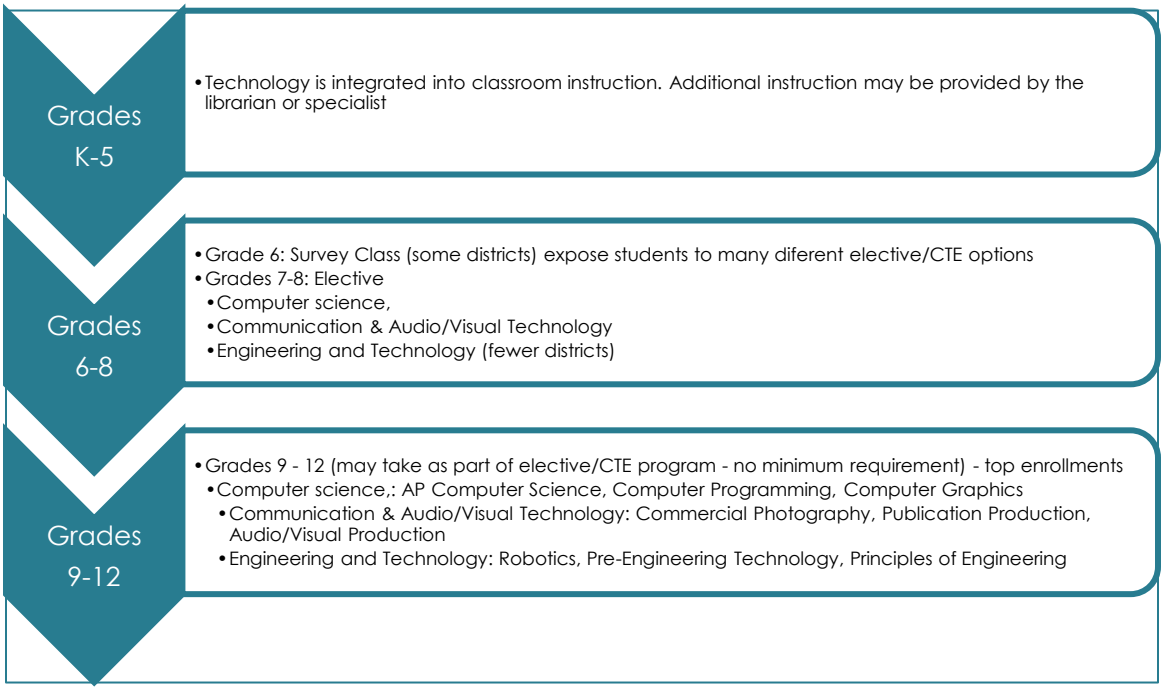


The arts is not a tested subject, but districts are required to submit a state verification report to ensure students have the opportunity to learn the arts. OSPI also provides performance assessments for the arts, across all grade levels and across the different standards in each content area (e.g., dance, media arts, music, theatre, and visual arts) to assess students understanding of the standards.

Technology. Technology is a very broad term, and it includes several areas. OSPI has adopted the K- 12 Educational Technology Learning Standards in 2018 based on the 2016 Technology Standards for Students released by the International Society for Technology and Education. These standards are designed to help educators integrate technology across the curriculum and to help determine what students should know.

In addition to educational technology, which is integrated across all content areas, there are several CTE subject areas that align with the technology field, including computer science, communication & audio/visual technology, and engineering and technology, as well as other classes. Computer science is a formal subject area, and the Washington State Computer Science standards were revised in 2018, and this year, OSPI created a new publication, Guidance on Teaching Computer Science in K-12 Public Schools providing more guidance on courses and documentation. The other two areas, communication & audio/visual technology and engineering and technology, are organized around state course codes, and these subject areas are included in this study based on conversations with OSPI leaders. Students can choose to take these courses as part of their CTE or elective credits. Exhibit 2.4 depicts the K-12 technology pathway, as described by district and school personnel.

Exhibit 2.4. **Technology Pathways**



Technology is not a formally assessed subject. However, per state law, districts are required to submit a verification report on assessment in educational technology. OSPI provides several educational technology assessments. Beginning in 2020, districts will also begin reporting in computer science, providing information about the total number of computer science courses offered; the number and percentage of students enrolled; disaggregated information by gender, race/ethnicity, special education status, ELL status, eligibility for free/reduced lunch, and grade level; and number of instructors at each school by certification, gender, and degree.[8]

Districts Priorities/Guidelines for Cultural Education

District priorities and practices for cultural education vary considerably and are at different stages of development. Several have defined their approach to the arts, social studies, science, or technology. For example, Seattle Public Schools has developed Creative Advantage to increase access to arts and Snoqualmie Valley School District supports technology specialists in the elementary schools. However, at this time, no district has reported developing a comprehensive framework for cultural education, as defined by the legislation. There is greater evidence of districts addressing equity, in general, through mission and vision statements, equity departments or committees, professional development, and other actions.

[8] See: https://www.k12.wa.us/sites/default/files/public/computerscience/pubdocs/Publication%2020-0014_Guidance_on_Teaching_Computer_Science_ADA.pdf.

Typically, cultural education is driven by district core values such as equity, culturally-responsive teaching,[9] or social-emotional learning. For example, a district with considerable diversity reported a commitment to understanding students, embracing their cultures, and ensuring incoming staff understand the history of the local Native community. They provide new teachers with instruction and a tour of the community the district serves. Interviewees in several districts reported that discussions and/or program reviews around cultural education are underway in anticipation of revising mission and vision statements and equity policies. Along with this, several are specifically considering ways to incorporate student voice and more diverse perspectives from families and the community. In addition, district representatives reported that partnerships with community members and community organizations are a growing priority for school boards, district leaders, and teachers.

A very few districts have taken clear steps to improve equity in cultural education by developing a district-wide model to reduce disparities, creating budget guidelines, ensuring students are not pulled from cultural education classes for supplemental services, or including benchmarks in the district improvement plan and collecting data on key indicators in their annual review. An example of this is in Seattle Public Schools where they have accomplished through the Creative Advantage to ensure equitable access to sequential, predictable arts education for all students. Some, like Seattle Public Schools, have established departments committed to developing community partnerships. In the overall analysis, few districts currently have explicit policies or strategic plans that comprehensively address cultural education. However, many have or are developing robust equity statements, plans, and practices, and progress in those areas provides a strong foundation for equitable access to cultural education.

Overview of Cultural Education Instruction in Elementary, Middle, and High Schools

All King County districts are committed to providing education in all core content areas as described in *Every Student Succeeds Act*. Policies and requirements around instruction in the arts, social studies, science, and technology differ at the elementary, middle, and high school levels. At the secondary level, a combination of state and district requirements, along with school-level approaches, govern offerings and access. For high schools specifically, state graduation requirements ensure some degree of equity in each of the four areas. Districts may augment these requirements. More information about high school course enrollment is included in the section below, as well as in Chapter 3.

At the elementary level, the amount of instructional time and the approach to cultural education vary within and across districts. Factors that influence the amount and type of

[9] For information on culturally-responsive teaching, see: https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Appendix%20I%20Culturally%20Responsive%20Practices%20Brief%20Appendix%20I.pdf; https://www.k12.wa.us/sites/default/files/public/socialstudies/pubdocs/AntiRacist%20Content%20and%20Practice%20Definitions%20SDS%20ES.pdf.

instruction are district and school priorities, district minimum requirements for frequency and minutes of instruction, teacher preparedness, and the availability of specialists. In most cases, elementary schools have a music specialist, but in other areas, the classroom teacher is responsible for integrating other subject areas. Further, several respondents noted that there is more of an emphasis on English language arts and math because they are tested subjects. One person said, "We focus on math and reading, with science and social studies jockeying as a third and fourth priority." Because of this, several people questioned whether elementary students are exposed to the intensity and rigor necessary to develop skills and knowledge in these core areas, which ultimately impacts learning at the middle and high school levels. One person shared,

> *There is an over-emphasis on math and language arts, and that has prevented our youngest learners from having science experiences early. There is minimum instruction, K-3, then grades 4 to 5, they struggle to catch up. That shifts responsibility to middle school, and we cannot be as rigorous as we would like.*

Exhibit 2.5 details how districts offer cultural education courses at the elementary, middle, and high school levels. Implementation also aligns with state graduation requirements for the high school level, as described previously. See Appendix C for a summary of the OSPI requirements, pathways, and implementation strategies.

Exhibit 2.5. **Cultural Education Course Offering Implementation**

Cultural Education Courses Offering Strategies	
Elementary School	
Arts	Most districts offer music instruction for all elementary school students on a weekly basis, ranging from 60 to 100 minutes a week, with a certificated teacher. In the upper elementary grades, students can take instrumental music (band/orchestra). Visual arts is often integrated into core instruction by the classroom teacher; however, some districts provide instruction through an art docent program, community provider, or an arts specialist. Theatre, dance, and media arts varies across districts. These options may be integrated into the core instruction. Many students participate in a dance unit as part of the PE program.
Social Studies	Social studies is usually embedded into the school day. It is offered daily or on a rotating schedule with science, either every other day or by unit, and students receive approximately 60 to 90 minutes of instruction a week. In one district, social studies is also integrated into the English language arts program.
Science	Science is usually embedded into the school day. It is offered daily on a rotating schedule with social studies, either every other day or by unit, and students receive approximately 60 to 90 minutes of instruction a week.
Technology	Technology is integrated across content areas by the classroom teacher. In addition, most districts also offer instruction from the librarian or technology specialist.
Middle School	
Arts	Across districts, students have opportunities to take music and/or visual arts as part of their elective program. Depending on district, students may also

	have opportunities to choose electives in media arts, theatre, and dance. Many districts offer 6th grade students a survey class, in which they participate in different units, covering a variety of electives including arts, so students can make informed choices in the 7th and 8th grades.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core instruction, and students have opportunities to take different technology classes as electives throughout middle school. Many districts offer 6th grade students a survey class, and students take computer science as part of that class.
High School	
Arts	Students are required to take 2 credits of arts as defined by the 24-Credit Career and College Ready Graduation Requirements, though some districts did receive a waiver from this requirement for 2018-19, and some students may graduate with one credit. Course offerings vary across districts, but most offer courses in visual arts, music, media arts, and theatre, with a few also offering courses in dance.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional Social Studies credits as part of their elective program.
Science	Students are required to take 3 credits of science as defined by the 24-Credit Career and College Ready Graduation Requirements; however, some districts received a waiver in 2018-19 for this requirement, and some students may graduate with 2 credits. Students can take additional science credits as part of their elective program.
Technology	Students have opportunities to take different technology classes as a part of their required CTE credit or as part of their elective program. Technology is also integrated into other subjects.

Course Enrollment Patterns – High School

OSPI provided data on course offerings K-12 for the 2018-19 school year. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

Data for grades K-8 are not reported because of data quality concerns. In the data, researchers identified reporting variations across and within districts, and in some cases, courses were reported as being taken that were not offered at that level (e.g., Advanced Placement courses at the elementary school). In addition, during interviews, some district representatives reported that teachers indicated students were enrolled in a course if a standard or subject area was covered, resulting in more enrollments than actual students. Because of these issues, only results for grades 9–12 are reported below.

Finally, these data may underreport the percent of students who actually received credit, particularly science. Because state course codes were used, if students took a CTE course,

and it was cross credited as a science course (e.g., agriculture), then it is not included in these analyses. Because of this, enrollment in science may be underreported. In addition, some technology courses overlap with media arts courses, and these are counted in both subject areas.

Exhibit 2.6 shows the top five courses high school students enrolled in by social studies, science, arts, and technology in 2018-19. Appendix D includes all enrollments across King County.

Exhibit 2.6. **Cultural Education Course Offering and Enrollments –High School**

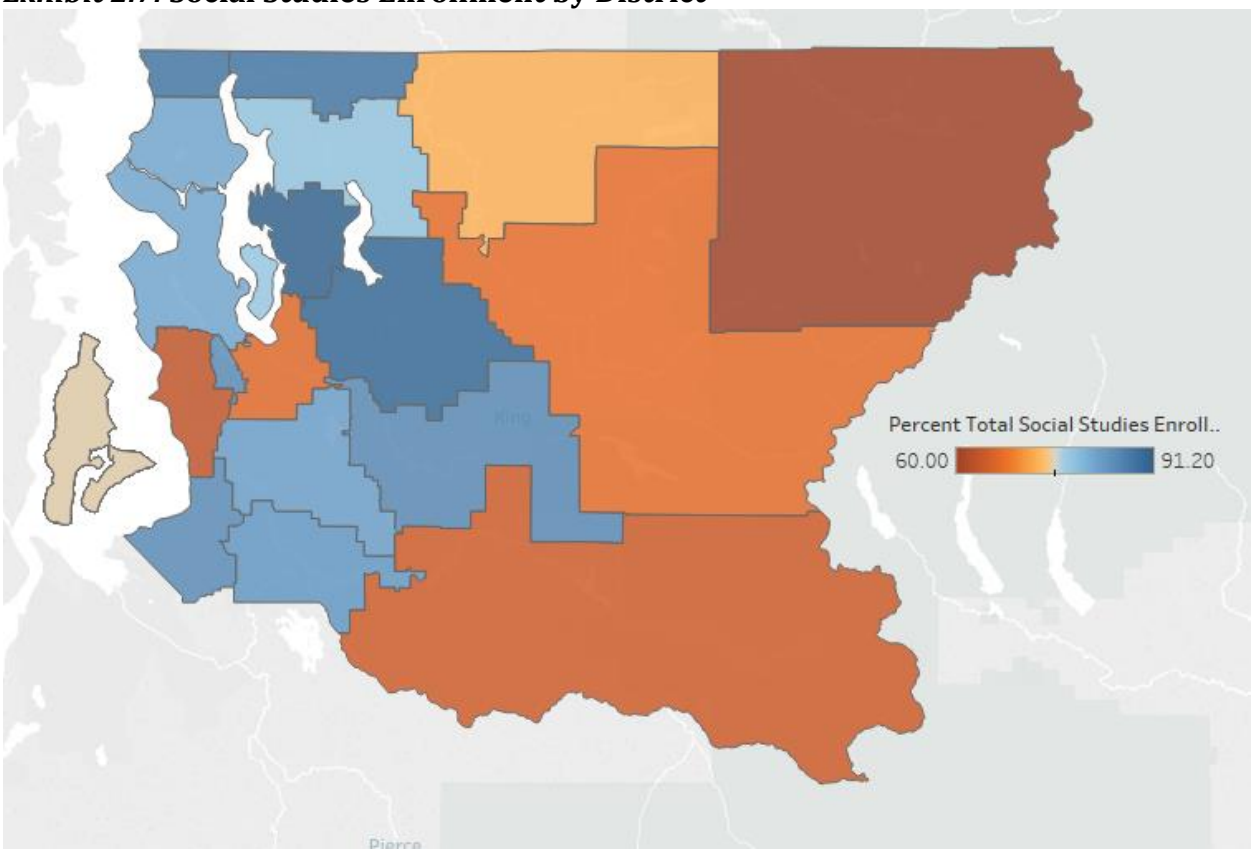
Courses and Students Enrolled	
Course	**# of Enrollments**
Social Studies	
World History-Overview	15,152
U.S. History-Comprehensive	14,974
Modern World History	8,737
Modern U.S. History	7,764
Contemporary World Issues	7,137
Science	
Biology	29,696
Chemistry	29,404
Physics	12,315
Physical Science	4,300
AP Biology	3,756
Arts	
Ceramics/Pottery	9,033
Chorus	5,620
Orchestra	4,989
Photography	4,861
Visual Arts—Drawing/Painting	4,821
Technology	
Commercial Photography	3,329
AP Computer Science A	2,604
Computer Programming	2,480
Publication Production	2,025
Audio/Video Production	1,696

Social Studies. Overall, ***82.4%*** of King County public school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

There is some variation in enrollment by district in 2018-19, with between 60% to 91% of students taking social studies (see Exhibit 2.7). The results show that districts in the Eastern part of King County generally have fewer students taking social studies. However, this is likely a result of normal fluctuations that may occur in enrollments, as all *students*

are required to complete three credits for high school graduation.

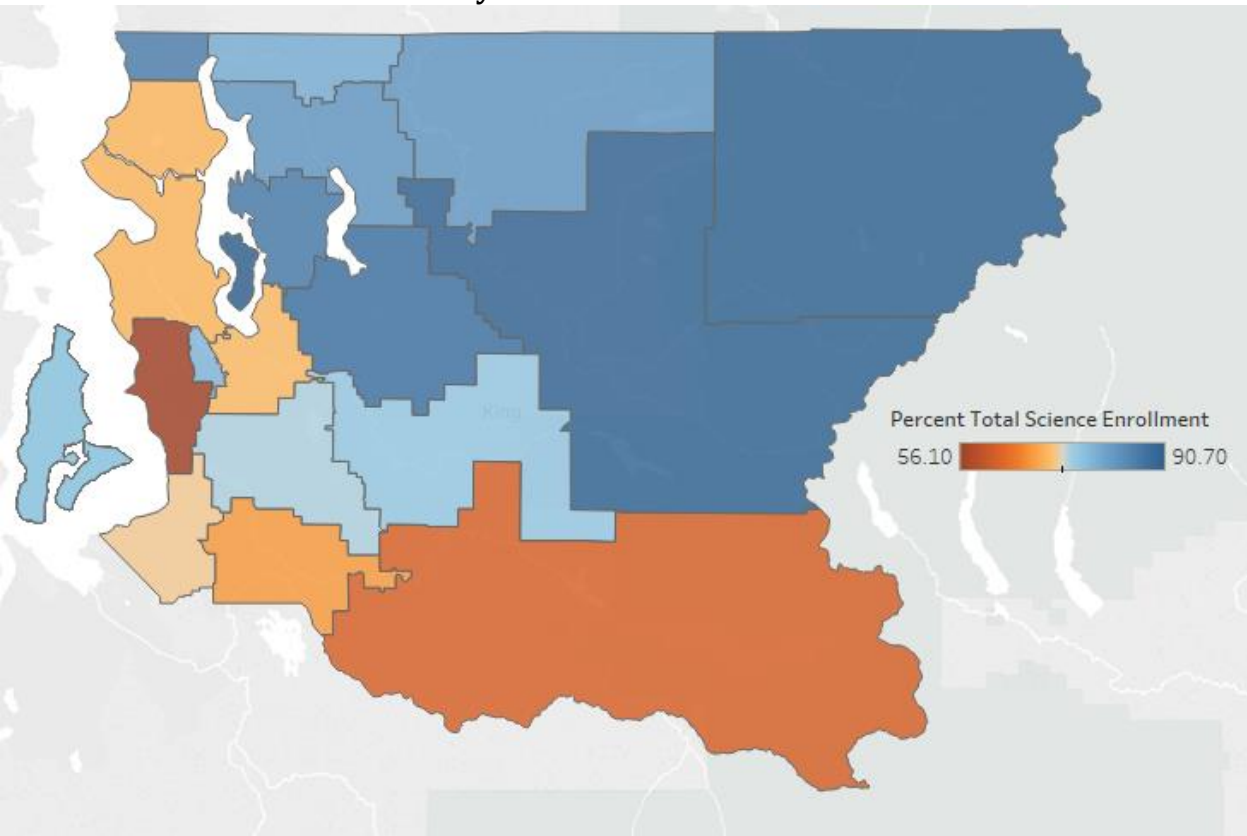
Exhibit 2.7. **Social Studies Enrollment by District**



Science. Overall, ***76.8%*** of King County high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. However, some districts have a waiver of this requirement for the 2018-19 school year, and some students may graduate with two credits. Students may take additional credits based on their personalized pathway requirements and electives.

Again, there appear to be some variation by district, with a range of 56% to 91% of students in each district enrolled in science in the 2018-19 school year (see Exhibit 2.8). As described above, graduation requirements recently increased from two to three credits, and districts were given a one or two-year waiver to increase the courses and staffing necessary to meet these requirements. For the most part, the districts with fewer students enrolled in science requested the waiver to meet this requirement.

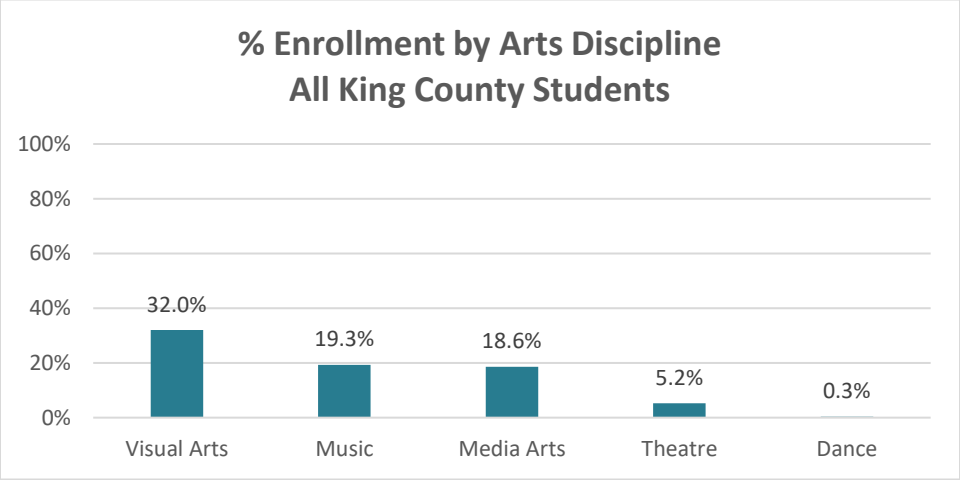
Exhibit 2.8. **Science Enrollment by District**



Arts. Overall, ***60.9%*** of King County high school students enrolled in an arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. However, some districts have a waiver of this requirement, and students may graduate meeting one credit. Students may take additional credits based on their personalized pathway requirements and electives.

The arts consist of five different disciplines. Across King County, far more students enroll in visual arts, music, and media arts, compared to theatre and dance (see Exhibit 2.9).

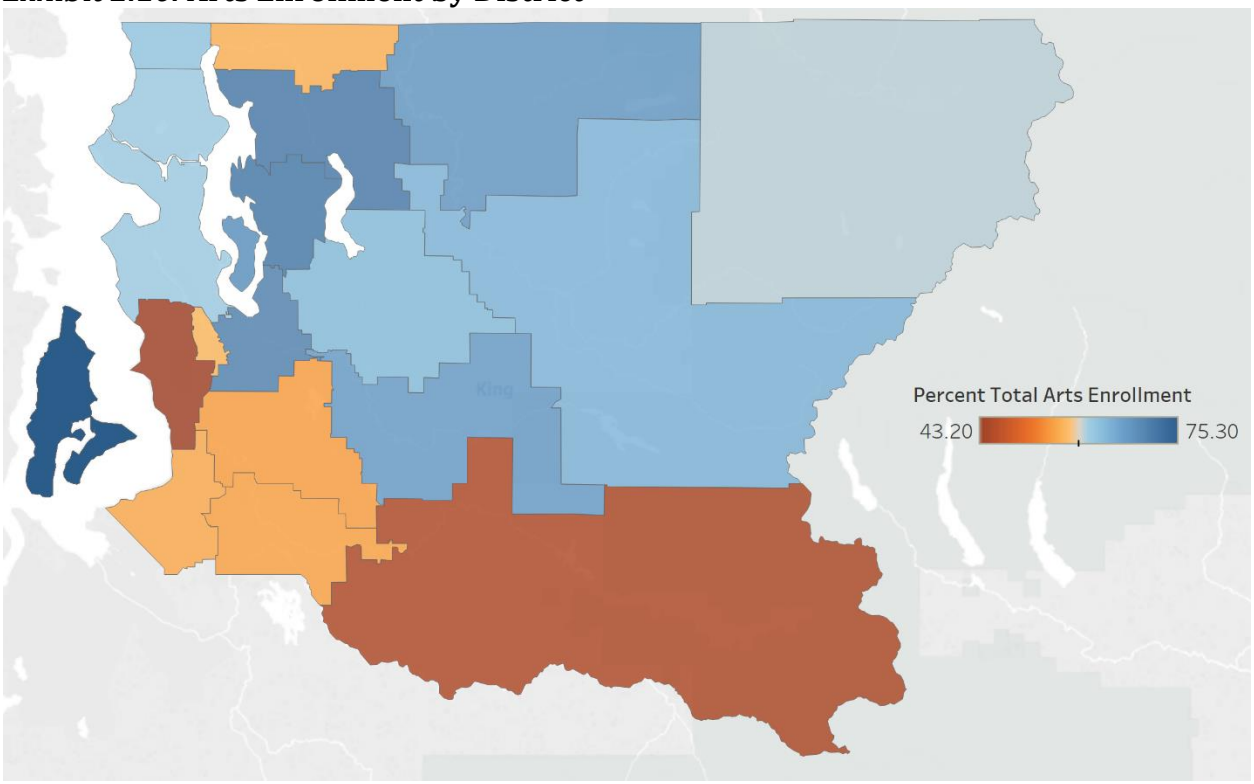
Exhibit 2.9. **Percent of Students Enrolled by Arts Discipline**



By district, the results show some interesting patterns. Notably, districts in the southern part of King County appear to have fewer high school students enrolled in the arts in the 2018-19 school year (see Exhibit 2.10). Districts range from 43% of high school students to 75% of high school students enrolled in the arts in 2018-19. Again, as described above, while students are required to complete 2 credits of arts for high school graduation, districts may have received a waiver to this requirement. Many of the districts with fewer students enrolled did receive the waiver.

Additional analyses showed that of the 2019 graduates, **43%** completed two or more arts credits for graduation, and **78%** completed one or more arts credits. Students may also receive arts credits through cross-crediting, and that is not reflected in these analyses.

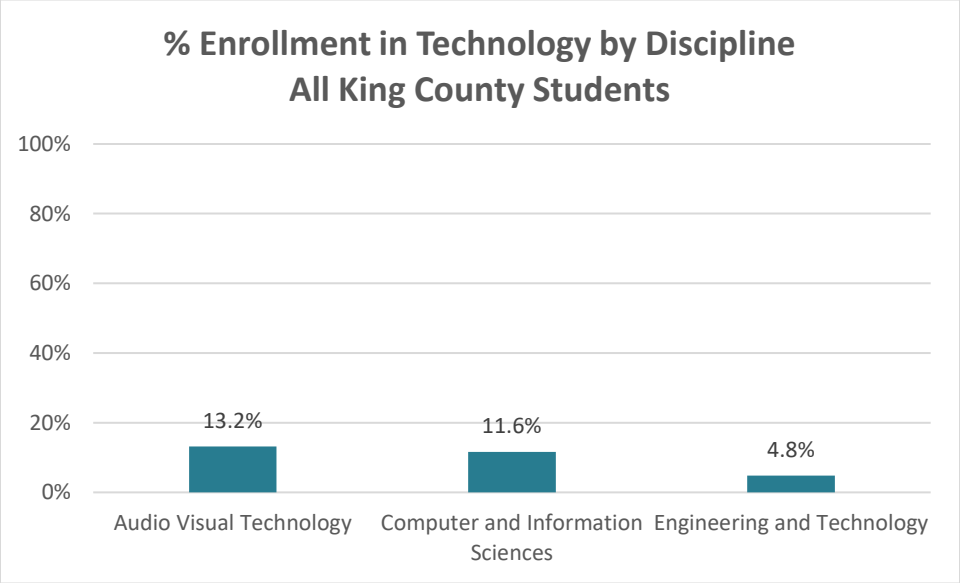
Exhibit 2.10. **Arts Enrollment by District**



Technology. Overall, ***26.8%*** of King County high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives.

Three subject areas were included in technology. Across King County, more students enroll in communication & audio/visual technology and computer science compared to engineering and technology (see Exhibit 2.11). Additional information about enrollment in all subject areas by district is included in Appendix E.

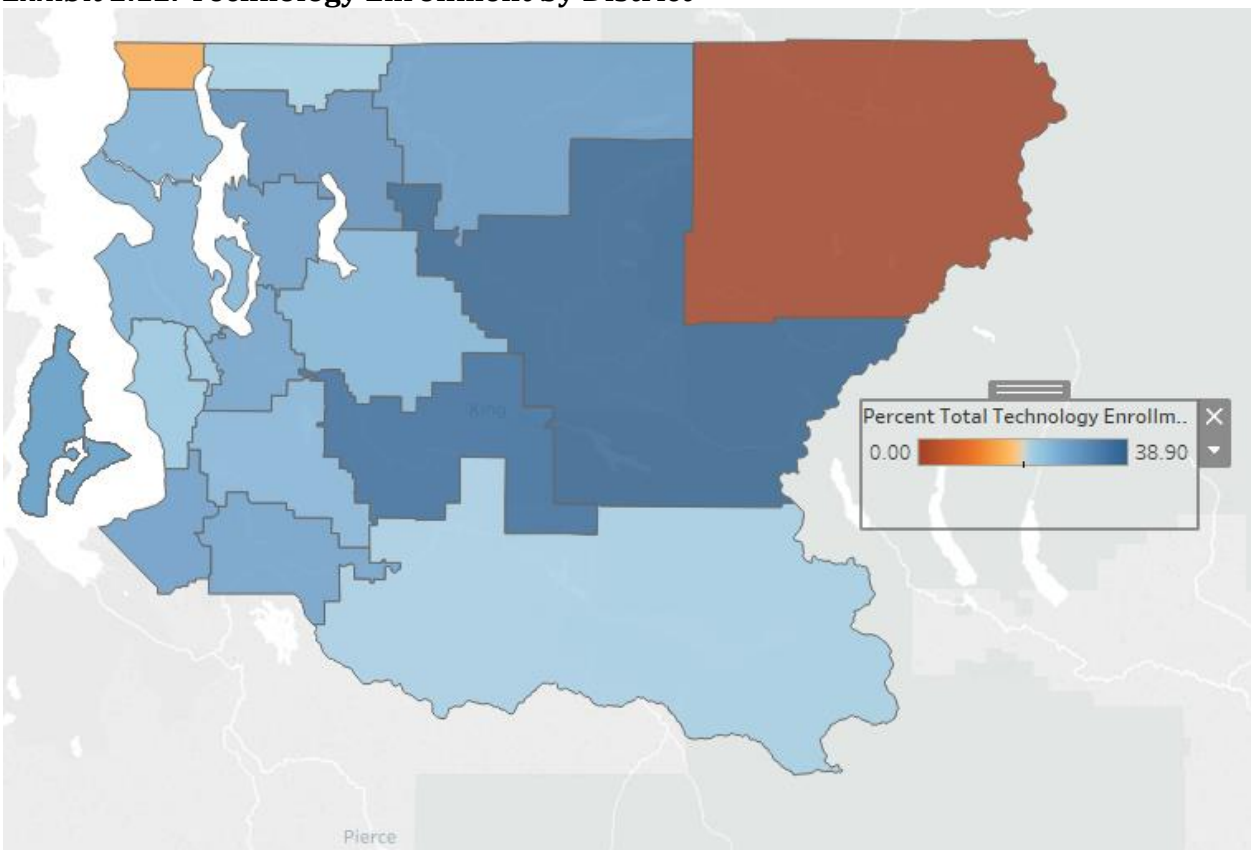
Exhibit 2.11. **Enrollment in Technology by Discipline**



Again, there is variation by district, ranging from 0% to 39% of students enrolled in technology (see Exhibit 2.12). Technology courses are considered an elective, and students *may* take a technology course as part of their CTE program. However, this is not required. That said, students do appear to take technology, and the data does show some patterns. Notably, Snoqualmie Valley has a large population of parents who work for Microsoft, and the district representative noted that their community requests a broad technology program, which they are building from elementary school through high school. Skykomish, on the other hand, is a very small district, and to meet the breadth of graduation requirements, they offer different courses each year. Thus, while none of the students took technology in 2018-19, they do have access to technology courses, and the district has a one-to-one computer program.

Additional analyses showed that of the 2019 graduates, **35%** completed at least one technology course for graduation.

Exhibit 2.12. **Technology Enrollment by District**



Additional Cultural Education Activities

In addition to instruction in cultural education during the school day, there are many other opportunities for students to engage with the arts, social studies, science, and technology. These occur during the school day, outside the school day, and through teacher professional development.

Assemblies and field trips. Cultural education during the school day includes assemblies, field trips, and an array of classroom activities through teachers using integrated instruction and through community partnerships. Assemblies often focus on culture, heritage, and performing arts. Some schools have successfully engaged students in planning and leading these events. Field trips occur in all four areas of cultural education and provide students with exposure to ideas and/or hands-on learning. However, interviewees reported that access to field trips is not equitable across students. Integrated instruction is typically at the discretion of teachers and may be done individually or in collaboration with other teachers or community partners. Examples of integration include combining art and civics to understand social issues or learning about natural resources from a Native perspective. Community partners expand the types of activities brought into the classroom and are explored further in Chapter 4.

Clubs. In all districts, there are clubs where students can pursue their interests in the arts, heritage and culture, science, and technology. Clubs are generally student-driven. Clubs may be sponsored or supported by educators, school foundations, booster clubs, Parent Teacher Student Associations (PTSAs), and community partners. High schools have the widest variety offerings, followed by middle schools. There are far fewer clubs at the elementary level. Smaller districts, and some schools, reported difficulty sustaining clubs. Clubs allow students to more deeply explore areas of special interest, augmenting their learning and experience. However, most meet outside of school hours, which presents transportation problems for some students, and some require fees. Additionally, there is not a requirement or expectation that clubs are aligned with Washington State standards.

Teacher training. Some districts or schools seek out professional development to enhance teachers' capacity to provide cultural education. This includes opportunities to increase content knowledge, develop integrated lessons, and align lessons with standards. Professional development may also focus on culturally-responsive teaching: helping teachers understand the experiences of students and families and increase relevance for students.

Barriers to Providing Cultural Education

All districts are committed to cultural education and equity to some degree, as evidenced in equity statements, mission statements, and/or curricular approaches. However, they encounter several barriers to ensuring equitable student access.

Barriers to Establishing Comprehensive Cultural Education Programming

Lack of dedicated funding. Funding models for cultural education are unique to each district. Funding for cultural education activities often comes from district and school budgets, school foundations, booster clubs, PTSAs, and Title funding. School foundations and booster clubs may focus on specific subject areas, such as music or technology, and use a variety of mechanisms to distribute funds, such as grant programs teachers apply for. These sources often provide significant support but may contribute to inequities depending on allocation processes. In addition, when teachers are required to apply for grants, student access to those resources is dependent on individual teacher initiative. Cultural education that is reliant on PTSAs often contributes to inequities in access, as PTSAs in affluent communities typically raise significantly more funding. Further, some schools do not have a PTSA. Educators also reported that students in less affluent communities often cannot pay for additional activities, such as field trips, materials fees for clubs, or transportation home following afterschool activities. Finally, lack of funding for substitutes limits field trips and teacher participation in professional development.

Difficulties establishing and maintaining partnerships. Across districts, interviewees said it takes time and considerable effort to develop, fund, and maintain community partnerships. Many partnerships are initiated by individual teachers, although some are developed by schools. As a result, not all students have access to the benefits of these

partnerships, and the partnerships may disappear when an individual teacher leaves the school. Further, some partnerships, such as field trips or assemblies, are often one time experiences, and unless teachers work with and collaborate with the partners, these may not align with or support the school-day instruction.

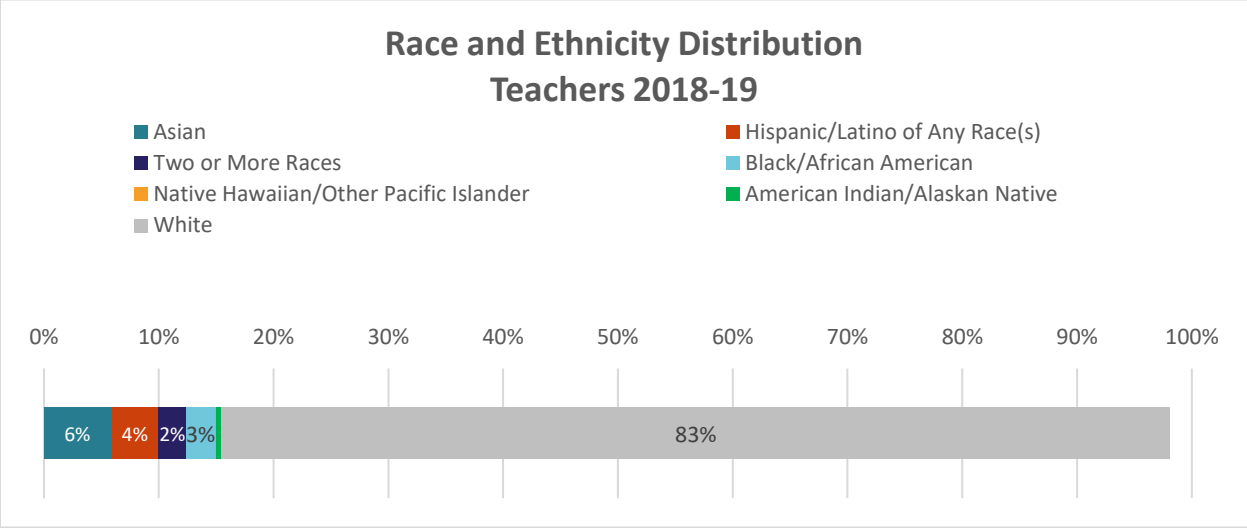
Minimal documentation of cultural education activities. When asked about district data reflecting cultural education activities beyond course offerings, district personnel acknowledged that most planning and partnerships occur at the school or teacher levels. Principals are likely to be aware of the highly visible activities, such as field trips, assemblies, student art shows, and long-term partnerships, but have less information about activities at the classroom level. District diversity and equity offices are aware of cultural activities under their purview, but only a few districts track cultural education activities. Because of this issue, district personnel could not provide comprehensive information on cultural education activities within the districts, and they could not identify differences in implementation at the school or classroom level.

Field trip challenges. Districts often point to field trips as evidence of cultural education, and it is true that students can benefit from visiting cultural institutions and engaging in field experiences. However, there are several challenges in depending on field trips for cultural education, primarily due to transportation. Transportation is costly, whether using the school system's buses, public transit, or hiring transportation. In addition, district bus schedules limit the hours when buses are available. This can be a particular problem for rural districts, which have longer travel times to access cultural sites. Finding enough chaperones can be challenging, particularly in districts where most parents work during the day, and field trips have been cancelled because of lack of chaperones. Finally, setting up field trips and obtaining permissions slips is time consuming for educators.

District-level Implementation Barriers

Lack of diversity among school and district staff members. Contributing to the challenge of providing cultural education is the lack of diversity among educators. Rarely does a school's staff represent the demographics of the student body. For example, an analysis of the 2018-19 teacher demographic file from OSPI shows that 75% of all teachers are female, and only 17% are persons of color (see Exhibit 2.6). In contrast, 57% of students in King County were identified as persons of color (see Exhibit 1.2)

Exhibit 2.6. **Race and Ethnicity Distribution: Educators 2018-19**



Lack of specialists in elementary schools. There is a lack of funding to hire specialists at the elementary school level. While there are some exceptions, most districts use funding for specialists in the areas of music, physical education, and library. The librarian may provide technology instruction. Because of this, the classroom teacher is responsible for integrating cultural education into instruction. While districts are providing professional development to integrate technology into the classroom and to increase culturally responsive instruction, respondents noted a need for additional funding for specialists or for professional development to support teachers.

Lack of cultural diversity in course offerings and cultural activities. Educators often reported a lack of diversity in course offerings and cultural activities. Some larger districts are beginning to develop classes and curriculum for ethnic studies, but smaller districts lack staffing for these classes. Further, there is often a Eurocentric focus that lacks relevance to some students. For example, students in one district requested ukulele or mariachi instruction, but were offered orchestra. In another, Muslim parents requested that students be pulled out of music because of religious reasons, and they would prefer visual arts, but the district did not have access to specialists for these other courses. Further the lack of diverse content limits the education of all students because it omits the wide range of human societies. As one person shared,

> *In terms of how cultural education shows up in the classrooms, it doesn't show up explicitly in ways teachers are adequately trained for, and that doesn't invite unique cultural experiences, except for the White, middle, and upper class dominant norm. This is bad for the marginalized groups, particularly our Black and Latinx students who don't see [their] culture show up.*

Lack of information about student and community priorities. Interviewees reported that course offerings, curricula, and cultural education activities are determined by educators at the district, school, and/or classroom levels. While there have been some

opportunities for students and the community to offer input for a specific program or initiative, such as when Seattle Public Schools began Creative Advantage, overall, there is little input from students or the school community about programming. As a result, there may be a disconnect between students' interests and what the schools offer.

District size. In smaller districts, it is difficult to offer a full breadth of cultural experiences. They may lack teachers or specialists in specific fields, such as technology or visual art. Funding resources are limited in smaller communities, and rural districts often have less access to cultural partners and resources, such as museums. Field trips in rural districts also require more travel time and costs are higher. On the other hand, in large districts, schools may unknowingly duplicate efforts and form individual partnerships that would be more beneficial and affordable if consolidated.

Educator-level Implementation Barriers

Inconsistent buy-in among staff at all levels. According to interviewees, buy-in for cultural education varies at the district, school, and teacher levels. Partnerships and field trips are offered based on school priorities or individual teacher interest. Cultural activities may disappear when priorities shift or a teacher leaves a school.

Lack of knowledge and resources for integrating cultural education. Integrated instruction provides opportunities for meaningful cultural education, even without external partners. Interviewees reported that teachers often wish to integrate cultural education into their instruction but do not know how to connect it to their content area and lack confidence in addressing cultural topics. Siloing at the secondary level, with limited opportunities for teachers to meet with cross-content teachers also limits opportunities for collaboration and integration across content areas.

Competing priorities. Educators acknowledged that districts and schools are focused on the tested subjects of English language arts, math, and science. In some schools, the instructional time committed to these areas leaves little time for other content or activities. This is particularly true for schools that are identified as in improvement status based on state and federal accountability processes.[10] In some districts, cultural education also competes with sports for funding, student time, and parent support.

District Needs to Increase Access to Cultural Education

Although districts vary considerably in the extent to which they provide cultural education opportunities, they share similar needs for increasing equitable student access to cultural education.

A statewide or regional definition of and vision for cultural education. While this study is focused on King County, several interviewees believe there is a need for the state

10 Schools and school districts identified by the Washington School Improvement Framework as needing and eligible for support to improve student performance, student growth, and other aspects of student success.

or the region to define cultural education and provide a vision. Districts can then use the definition and vision to develop cultural education priorities and plans.

District vision, commitment, and leadership for cultural education. Across interviewees, there was broad interest in increasing cultural education and ensuring equitable access. As noted above, many districts support the arts, social studies, science, and technology individually but without a "cultural education" lens. Although districts may have cultural educators and diversity offices or teams, few have designated leadership for cultural *education* comprehensively. To ensure equity, interviewees believe districts need to develop a vision and definition for cultural education and demonstrate commitment through measurable priorities that are incorporated into the district strategic plan, include funding that aligns with the objectives, and provide support for teachers to integrate instruction or for students to have access to specialists. Further, committed time for district leadership is needed. Given the differences among cultural education content areas and the diversity of cultural interests, a team or task force at the district and/or county level was recommended.

A funding model that supports equitable access to cultural education. Cultural education, whether field trips, a scientist in residence, professional development, or classroom resources, requires funding. Some districts have foundations or booster clubs that sponsor grant programs and provide support, often focused on specific priorities, such as music. Although PTSAs provide support to individual schools, the resources vary with community affluence. There is a need for a funding model that creates equity across schools and communities, such as a tiered approach that supports schools with the greatest need. For example, a potential framework could take free and reduced lunch rates, community support, and community resources into account. In addition, sustained funding allows schools to develop long-term cultural education plans, as well as enduring partnerships. Transportation funding for field trips is often overlooked and needs to be addressed in any funding model. Finally, financial support to cover participation fees or transportation home following afterschool activities would enable a wider range of student participation.

Cultural education needs assessment. A district needs assessment documents the status of cultural education, including existing activities, gaps in access and resources, educator needs, student and community priorities, and existing partners. Findings from a needs assessment can be used to guide planning and allocation of resources. A locally-adaptable template for a needs assessment, developed at the district, county or regional level, would support schools and ensure all questions are addressed and data is collected consistently across schools. If developed by individual districts, a mechanism for sharing templates among districts would support implementation across the county.

Equitable cultural education offerings. Course offerings and cultural education activities need to reflect the diversity and interests of the students and the community and need to provide opportunities for students to learn about their own cultures. This will mean a shift from an exclusively Eurocentric focus in some communities. Focusing on in-school partnerships, compared to field trips or afterschool programs, will allow all students to

participate and increase equity in access. It will also allow teachers to take advantage of the limited class time.

Input from students, families, and the community. For equitable cultural education, there is a need to obtain input from students, families, and the community about course offerings and additional cultural education activities. Input could be obtained through the needs assessment or through separate efforts, such as surveys or focus groups. Reaching out to the community for input will increase community-school connections and may reveal potential partners. Interviewees communicated a strong and consistent message: students need to see themselves as a part of cultural education.

Professional development. School and district personnel said there is a need for professional development to build teachers' capacity to integrate cultural education into core subject areas. Specific areas for professional development include culturally-responsive teaching strategies, cultural education content and methods, and alignment of cultural education with standards. Preparing teachers to align activities with Common Core State Standards and/or integrate cultural education across content areas will reduce tensions around competing priorities for content coverage and increase student interest and engagement. To integrate, teachers will need a firm foundation in the concepts of each content area, will need to develop the skills and understanding of integration, and will need ongoing support to ensure teachers have the proper tools and resources.

A range of community partners. Educators said there is a need to engage diverse partners to expand cultural offerings. In particular, there is a need to move beyond a Eurocentric focus and beyond the demographics of a given school. Teachers wished they could create partnerships with organizations or individuals that would allow students to work with and learn from more people of color that represent the diversity of their communities. To this end, educators need support in finding and developing partnerships that align with district priorities and needs. One suggestion is described below.

A user-friendly, centralized repository of cultural education partners and resources. Across districts, identifying appropriate cultural education partners and activities is challenging. Educators may be interested in incorporating cultural education into their classrooms and schools, but do not know how to find appropriate partners. To reduce the burden on teachers and administrators, there were many suggestions for creating a database with cultural education options. To make it easier to identify and arrange opportunities, educators identified specific variables for the database, including:

- Organization/individual practitioner name and contact information
- Cultural education focus (arts, social studies, science, technology) and programs offered
- Alignment with standards and curricula
- Type and location of activity (in-school, out-of-school, field trip, professional development) and whether transportation is provided by the organization
- Frequency and duration of activity

- Number of students served at a time
- Number of students that can be served or "slots" available during the year
- Costs and options for funding support
- Type of engagement required by teacher or school
- How the program serves special populations such a ELL and special education
- Open ended item for organization/individual practitioner to offer information about racial/ethnic/cultural affiliations or representation

Community partners should update their information in the database annually in early summer to allow teachers to plan for the coming year. While a district-level database can be tailored to the local community, there are potential benefits for a county-wide repository. For example, districts will have access to comprehensive listings, including smaller, less well-known community partners. For community organizations that partner with multiple districts, it will be easier to update one county-wide database than multiple district databases. In addition to information about community partners, educators suggested the repository include exemplars and other resources for working with different cultures and for incorporating cultural education into their classrooms. This could include cultural needs assessment templates.

Summary

All King County districts are committed to providing education in all core content areas. Policies and requirements for cultural education differ at the elementary, middle, and high school levels. In addition, district priorities and practices for cultural education vary considerably. Currently, no district has developed a comprehensive framework for cultural education. Most have defined an approach to a subset of the areas within cultural education and/or are in process of revising mission and vision statements and equity policies. A few districts have taken clear steps to improve equity in cultural education and can serve as models for other districts. In spite of the variations across districts, their barriers to cultural education and needs to ensure equitable opportunities are very similar. OPSI data show enrollment in cultural education courses varies according to requirements. According to educators, availability of teachers in each area influences course offerings and therefore enrollment. There are very few opportunities for students, family, or community members to influence course offerings.

Chapter 3: District Study – Instructional Gaps and Inequities

Chapter 3: District Study – Instructional Gaps and Inequities

Chapter 3 focuses on instructional gaps and inequities in cultural education access. Disaggregated course taking data for King County students provides insight into inequities and areas for improvement.

Instructional Gaps

As mentioned previously, course taking data are limited and not reliably available at the elementary and middle school levels. While district interviewees noted that there may be differences across schools, they did not believe there would be as many gaps within schools.

For example, at the elementary schools, district personnel noted that there is greater intentionality to ensure that students are not pulled out of core instruction, which includes the arts, to receive interventions, and most believed that their elementary school students were accessing cultural education opportunities offered at the schools. At middle schools, all students are required to take social studies and science each year. However, district personnel noted that there would be differences in the arts and technology because of student choice. For example, one district representative said, "We have a hard time getting kids to sign up for the performing arts. There just isn't the demand." Another commented, "Many of our kids request technology classes. Their parents work at Microsoft, and there is a big push in our community for technology."

The one area that respondents perceived would show differences are schools that have been identified for improvement (e.g., Comprehensive and Targeted) by state and accountability processes. Despite evidence that cultural education, such as the arts, benefit students of low socioeconomic status,[11] schools identified for improvement tend to have more focused efforts on reading, math, and science; professional development focused on supporting these areas; and supplemental funding usually focused on providing services, both in-school and out-of-school, to support improvement in reading and math. Unfortunately, because the majority of schools identified for improvement are elementary and middle schools, there is limited data to assess if there are differences in cultural education course access in these schools.

Despite this, there is information about differences at the high school level. These differences are described below.

District and School Characteristics

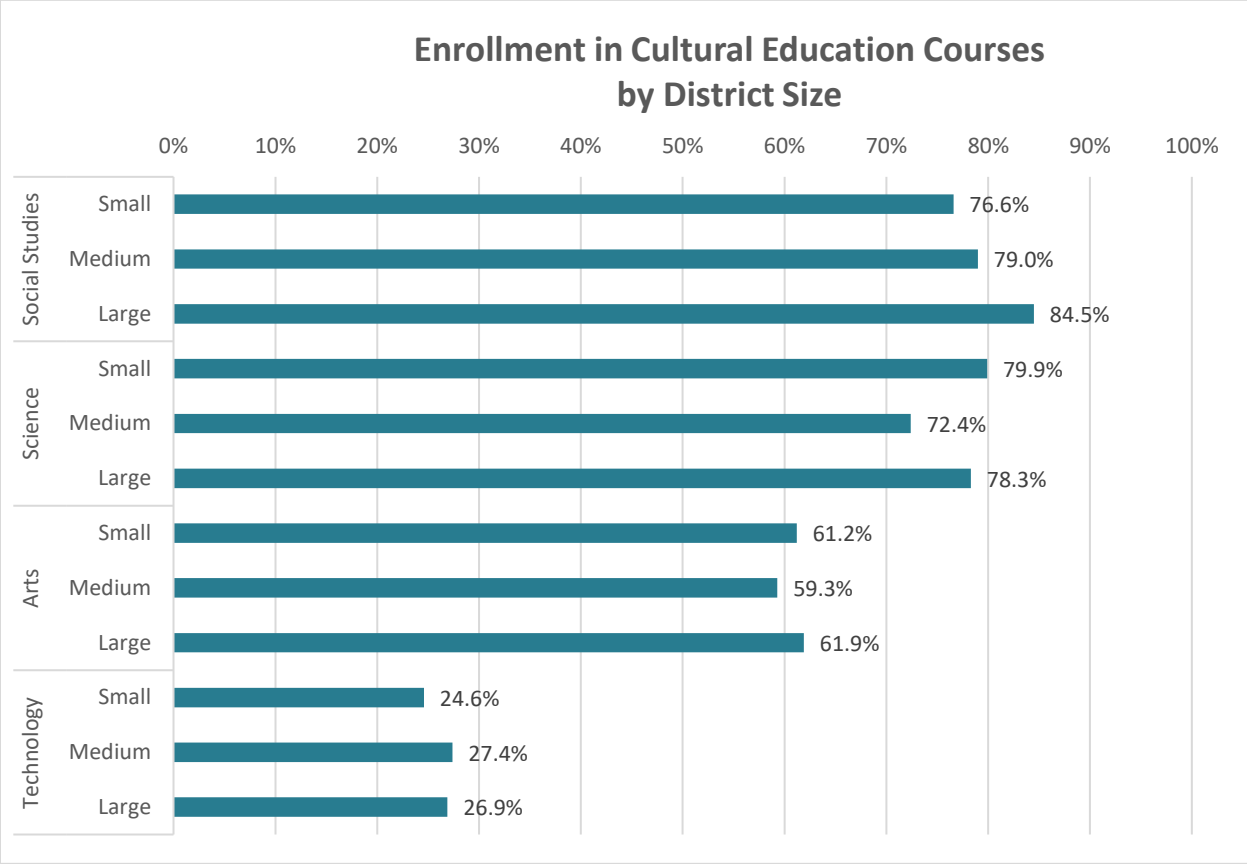
The following sections describe differences in course enrollment at the high school level based on district and school characteristics. Most of the analyses focus on school-level rather than district-level characteristics, because there is a wide variation of schools across

[11] For example, https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf.

districts. In total, these analyses include de-identified course enrollment data for 76,623 King County public high school students.

District size. Districts were grouped by size: small (less than 5,000 students), medium (5,000 to 20,000 students) and large (greater than 20,000 students) to determine if there were differences in course taking patterns by district size. While the results show some variation by district size across different course types, there is no consistent pattern (see Exhibit 3.1). This is likely because the 24-Credit Career and College Ready requirements drive course taking patterns. However, a review of the types of courses offered by district size showed more unique and varied course offerings in larger districts. Further example, respondents from larger districts noted that they were working on course development, such as creating ethnic studies courses (e.g., Seattle Public Schools, Bellevue and Lake Washington school districts). Smaller districts, because of limited staffing offered less variety in their courses, and they tended to be more traditional.

Exhibit 3.1. **Enrollment in Cultural Education Courses by District Size**

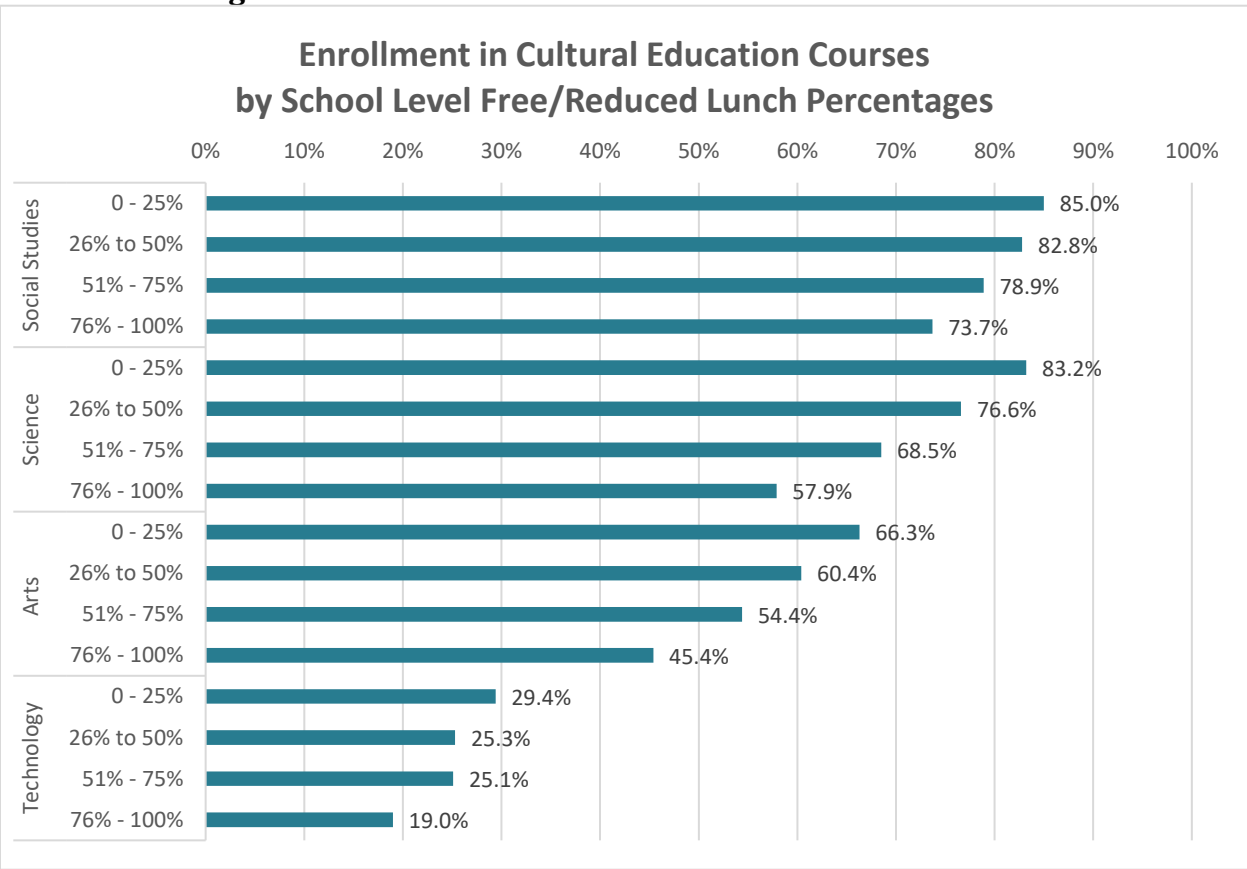


School-level free and reduced lunch rates. This analysis focused on school level free and reduced lunch rates because there was a wide variation within districts. ***These results show a decrease in the percent of students enrolling in cultural education courses, across all subject areas, as school-level free/reduced lunch increases*** (see Exhibit 3.2).***The gaps are substantial, with the biggest gaps evident in science and the arts.*** For

example, in schools with 0% to 25% of students receiving free/reduced lunch, 83% of students enrolled in a science course. In contrast, in schools with 76% to 100% of students receiving free/reduced lunch, only 58% enrolled in a science course, a gap of 25 percentage points. Similarly, in the arts, for schools with 0% to 25% free and reduced lunch, 66% enrolled in the arts, and for schools with 76% to 100% free and reduce lunch, 45% enrolled in the arts, a gap of 21 percentage points.

While it is not fully known why this pattern exists, several respondents noted that students' early experiences may predict enrollment in high school. For example, if a student was not exposed to music or band in elementary school, they are less like to enroll in the course in high school. Similarly, if students do not have exposure, or see themselves as successful in the sciences or technology, they may not have interest in enrolling in these courses beyond the minimum requirements in high school.

Exhibit 3.2. **Enrollment in Cultural Education Courses by School Level Free/Reduced Lunch Percentages**

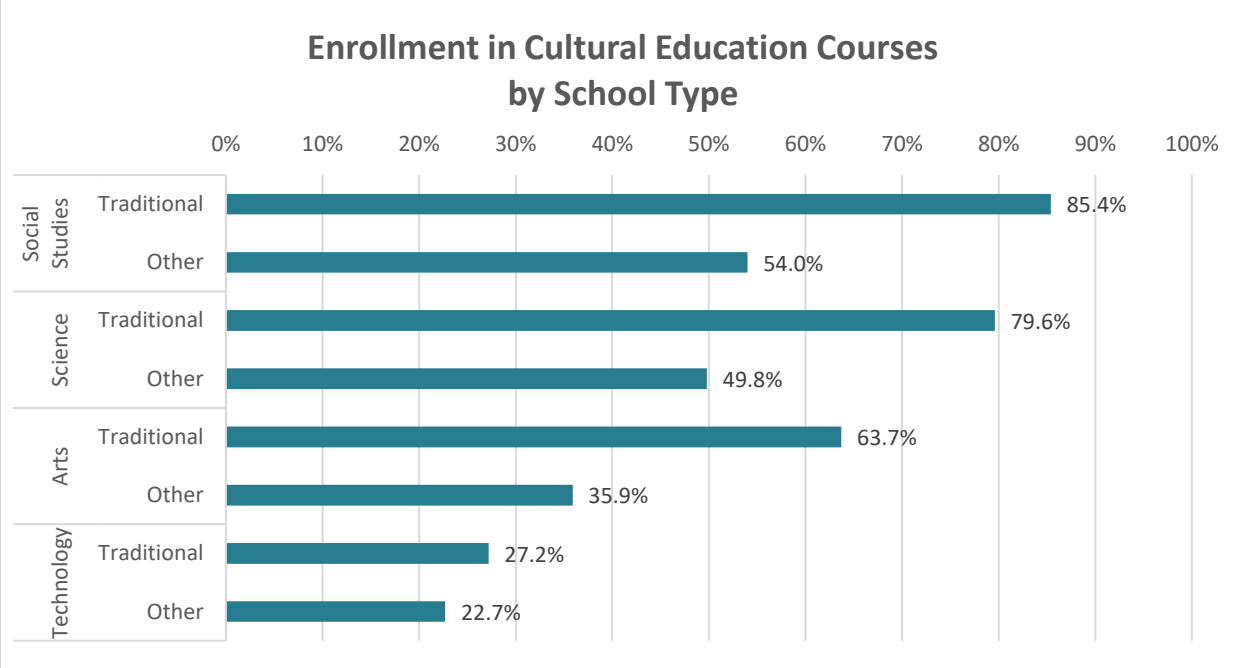


School type. For the next analysis, schools were categorized as "traditional" or "other." Schools identified as "other" include alternative, charter, choice, Open Doors, and other schools not identified as traditional. There were large differences in enrollment in cultural education courses by school type (see Exhibit 3.3). For example, there was a 31 percentage

point gap in social studies enrollment rates in traditional schools compared to other schools, 30 percentage point gap in science, and a 28 percentage point gap in the arts.

There are some notable differences between traditional versus other schools. Notably, the mean enrollment rate of traditional high schools was 1,453 students, compared to 146 students in the other schools. Because of this, there is less variation in course offerings. Further, the purpose and design of the other schools vary greatly as well. For example, some "choice" or "options" schools are highly focused on cultural education. In contrast, Open Doors schools focus is on credit retrieval and graduation, and students only take courses in which they are lacking credits. This in turn drives what courses are offered.

Exhibit 3.3. **Enrollment in Cultural Education Courses by School Type**



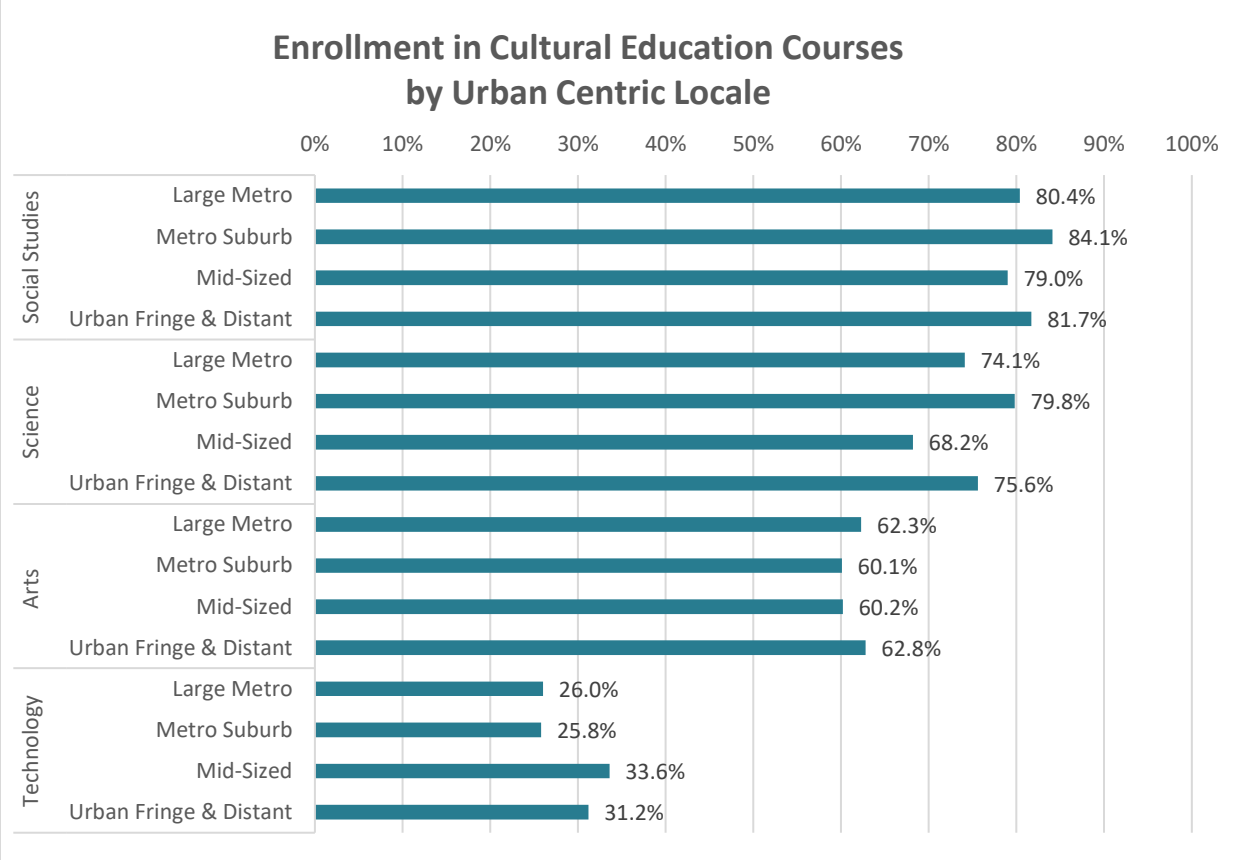
Urban-centric locale. Schools' course taking patterns were also analyzed by urban-centric locale based upon geographical setting categories identified by the National Center for Education Statistics and used by the Washington State Education Research & Data Center.[12] In this analysis, urban-fringe and distant were combined because only Skykomish School District was identified as having a distant school.

The results show small variations in course enrollment patterns based on the urban-centric locale (see Exhibit 3.4). These patterns are inconsistent across different locales and subject areas, and there is no consistent pattern favoring one locale over another. The two areas with the largest fluctuations are in science and technology. While there are only a few differences in course enrollment patterns in King County based on urban-centric local, there are important differences in access to partnerships with cultural organizations.

[12] See file:///C:/Users/cgrat/OneDrive/DOCUME~1-DESKTOP-HNVJFF5-2894-DESKTOP-HNVJFF5/Illuminate/4Culture/Arts%20Education%20Study/Data/Geography/201004.pdf.

Notably, schools outside of the greater Seattle area had fewer partnerships. This will be explored in more detail in Chapter 5.

Exhibit 3.4. **Enrollment in Cultural Education Courses by Urban Centric Locale**

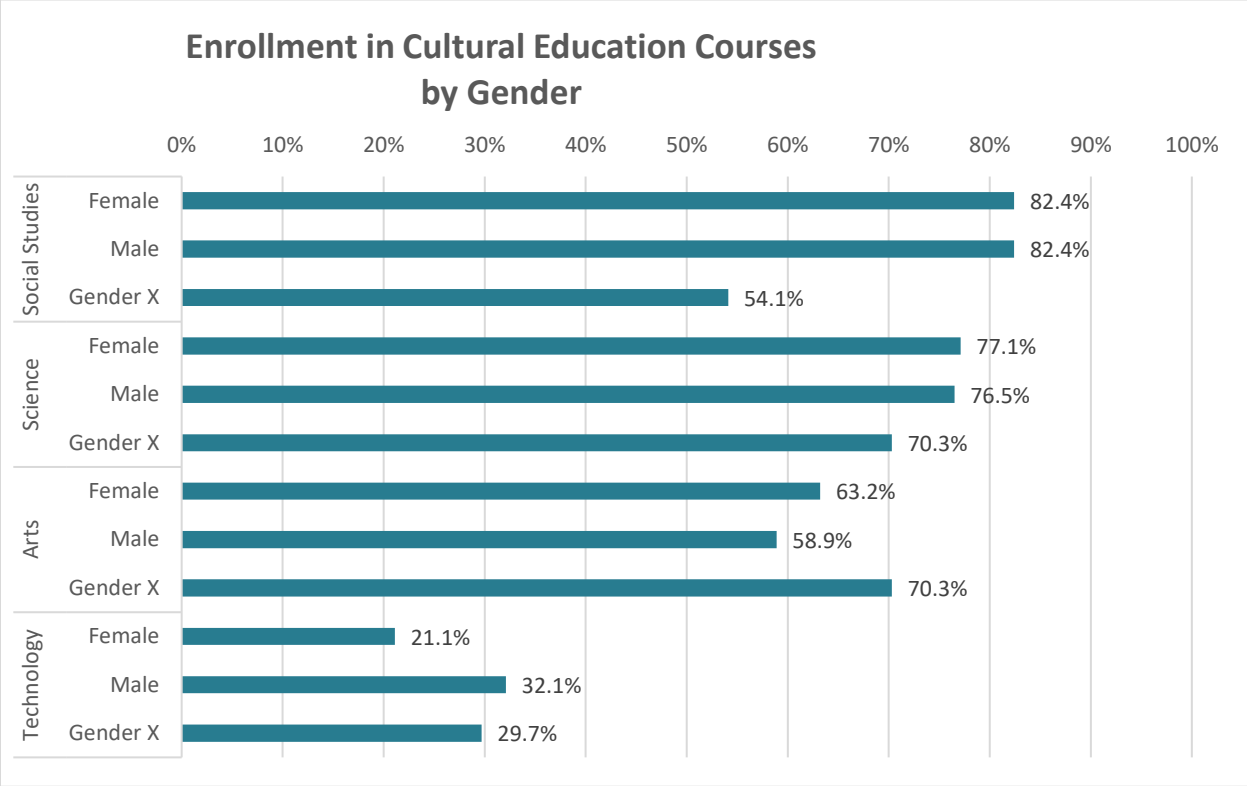


Student Characteristics

We also analyzed differences in enrollment patterns by student attribute: gender, race/ethnicity, and student program and characteristic. These are described below.

Gender. The results show interesting patterns by gender. Fewer gender X students enrolled in social studies or science, compared to males or females in which there were no gender differences and they followed expected patterns based on graduation requirements. The results showed that a greater proportion of males and gender X students enrolled in technology compared to females, while conversely, a greater proportion of females and gender X students compared to males enrolled in arts (see Exhibit 3.5). The 28 percentage point difference in social studies enrollment between gender X and males and females and the 11 percentage point difference in technology between male and female enrollment rates is substantial. District personnel discussed the trend in technology, noting that they were trying to encourage more females to enroll in technology classes, and several described partnerships focusing on this effort.

Exhibit 3.5. **Enrollment in Cultural Education Courses by Gender**



Race and ethnicity. There are differences in enrollment patterns by race and ethnicity (see Exhibit 3.6). The differences are the largest in science, the arts, and technology, with only small difference noted in social studies. Across subject areas, students identified as Asian, Two or More Races, and White, generally had higher enrollment rates in science, the arts, and social studies, while Asian students has the highest enrollment rates in technology. In contrast, American Indian/Alaskan Native, Black/African American, and Hispanic/Latino of any race(s) had the lowest enrollment rates across all subject areas. Native Hawaiian/Other Pacific Islander students had variation across subject areas, with the highest enrollment rates in social studies, but lower enrollment rates in the other subject areas.

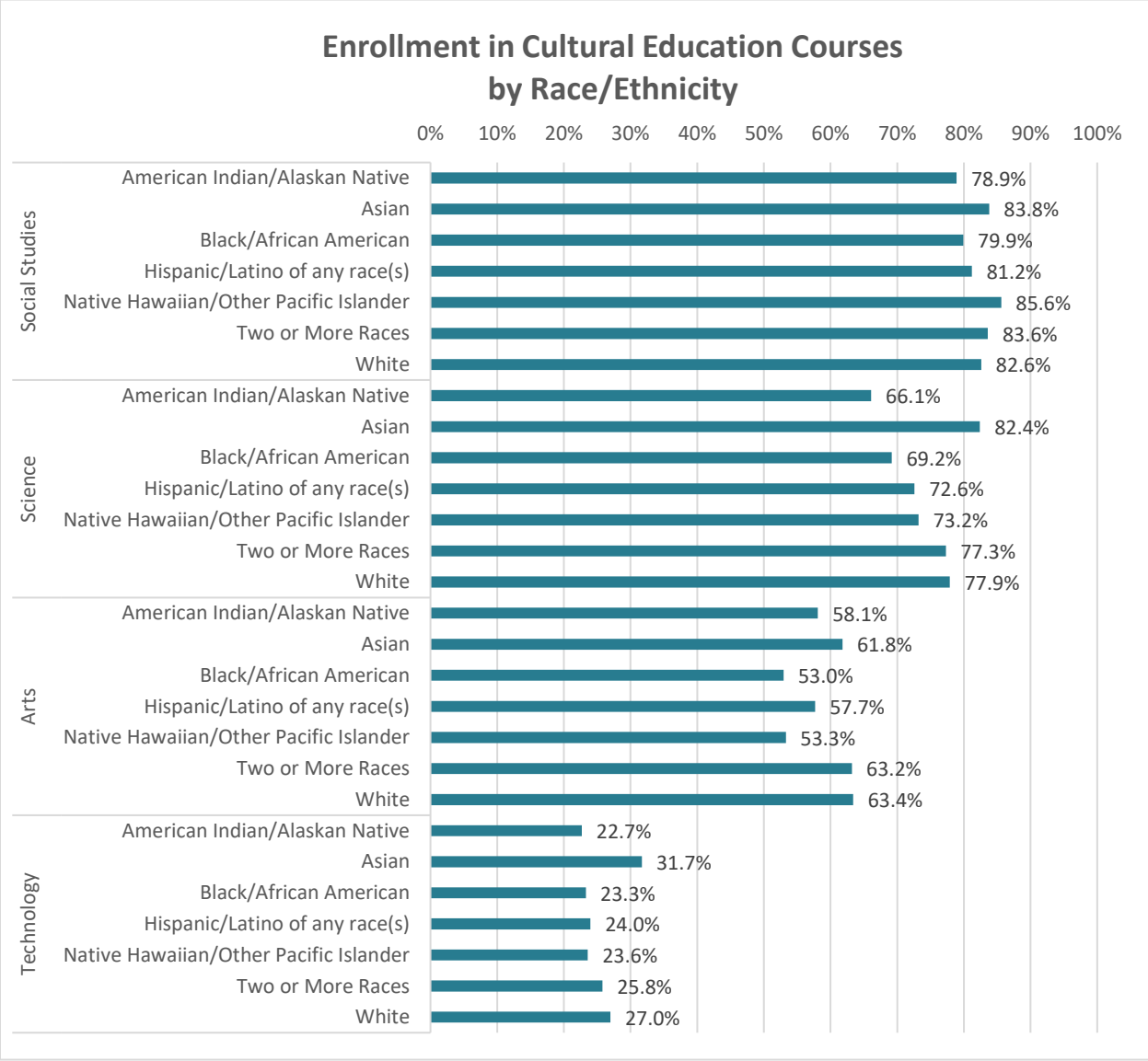
Understanding differences in enrollment rates by race and ethnicity is important, as district representatives indicated they could not always provide the diversity in courses that their diverse student body requested. Many described their programs as Eurocentric. One person said,

> *Students have classes that they have to take. Our curriculum is entirely dominated by the White, straight, male perspective, and in terms of how it shows up.*

Further, respondents also noted that because teacher diversity may not be reflective of the students, some student groups may not see themselves as scientists or computer programmers, and therefore not enroll in those classes, because there are few examples of

students seeing role models that look like themselves in these positions. Because of this, a few districts purposely engaged in partnerships where students worked with a person of color, in a field such as technology.

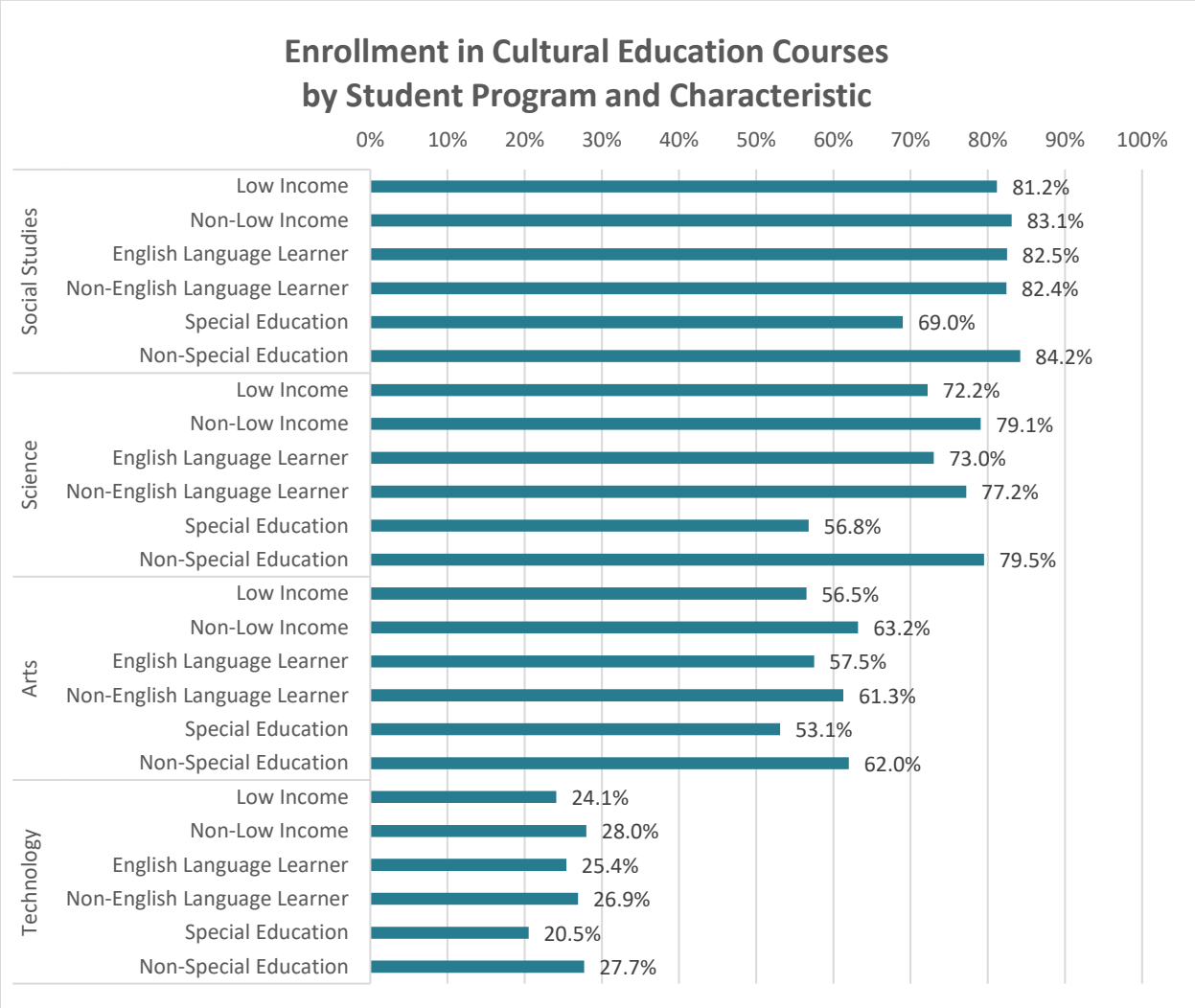
Exhibit 3.6. **Enrollment in Cultural Education Courses by Race/Ethnicity**



Student program and characteristic. Exhibit 3.7 shows the enrollment patterns by student program and characteristic. Across all subject areas, the largest gaps occurred between special education and non-special education students. The gap in enrollment rates between special education and non-special education students varied by subject area: 23 percentage points in science, 15 percentage points in social studies, 9 percentage points in the arts, and 7 percentage points in technology.

There were also enrollment gaps based on income and ELL status in science, the arts, and technology. Notably, in these subject areas, fewer low-income students and ELL students enrolled in these courses compared to non-low income and non-ELL students. There were no additional gaps in social studies. While it is difficult to know what contributes to these differences, limited access to these courses in elementary and middle school may impact students' choices in high school.

Exhibit 3.7. **Enrollment in Cultural Education Courses by Student Program and Characteristic**



Summary

Course taking data are limited and not reliably available at the elementary and middle school levels because of data quality problems. This points to a need to improve data collection at the elementary and middle school levels to fully understand course taking pathways. During interviews, district personnel noted that they had limited information in

these areas, and they suggested that OSPI could help them to improve data collection efforts.

However, high school course enrollment data point to a variety of important findings. These analyses come from de-identified enrollment records from 76,623 King County public high school students. Some highlights are identified below:

- ***District size.*** District size did not have an impact on course enrollment patterns; however, larger districts were able to offer more unique and varied course options, such as ethnic studies.
- ***School-level free and reduced lunch rates.*** Important differences emerged based on school-level free and reduced lunch rates. These results showed a decrease in the percent of students enrolling in cultural education courses, across all subject areas, as school-level free/reduced lunch increased. For example, in schools with 0% to 25% of students receiving free/reduced lunch, 83% of students enrolled in a science course. In contrast, in schools with 76% to 100% of students receiving free/reduced lunch, only 58% enrolled in a science course, a gap of 25 percentage points. Similarly, in the arts, for schools with 0% to 25% free and reduced lunch, 66% enrolled in the arts, and for schools with 76% to 100% free and reduce lunch, 45% enrolled in the arts, a gap of 21 percentage points.
- ***School Type.*** Schools identified as traditional had higher enrollment rates compared to "other" schools, such as alternative, choice, Open Doors, and other schools. For example, there was a 31 percentage point gap in social studies enrollment rates in traditional schools compared to other schools, 30 percentage point gap in enrollment rates in science, and a 28 percentage point gap in enrollment rates in the arts.
- ***Urban-centric locale.*** The results show small variations in course enrollment patterns based on the urban-centric locale. These patterns are inconsistent across different locales and subject areas, and there is no consistent pattern favoring one locale over another.
- ***Gender.*** The results showed fewer gender X students enrolled in social studies (28 percentage point) and science (7 percentage points) compared to males. The results also showed that a greater proportion of males enrolled in technology compared to females (11 percentage point difference), while conversely, a greater proportion of gender x students enroll in arts compared to males (11 percentage points).
- ***Race and ethnicity.*** Across subject areas, students identified as Asian, Two or More Races, and White, generally had higher enrollment rates in science, the arts, and social studies, while Asian students has the highest enrollment rates in technology. In contrast, American Indian/Alaskan Native, Black/African American, and Hispanic/Latino of any race(s) had the lowest enrollment rates across all subject areas. Native Hawaiian/Other Pacific Islander students had variation across subject areas, with the highest enrollment rates in social studies, but lower enrollment rates in the other subject areas.
- ***Student program and characteristic.*** Across all subject areas, the largest gaps occurred between special education and non-special education students. The gap in

enrollment rates between special education and non-special education students varied by subject area: 23 percentage points in science, 15 percentage points in social studies, 9 percentage points in the arts, and 7 percentage points in technology. There were also enrollment gaps based on income and ELL status in science, the arts, and technology. In these subject areas, fewer low-income students and ELL students enrolled in these courses compared to non-low income and non-ELL students.

To fully understand the reason for these gaps, it would be helpful to interview high school students about their enrollment choices. However, district respondents noted several factors which may contribute to the results. They cited factors, which included: Eurocentric courses, which may not be culturally relevant to all student groups; lack of early access to these some in elementary or middle school (e.g., arts or science), and limited opportunities for students seeing themselves pursuing the field (e.g., scientists or computer programmers).

Chapter 4: Community Assets – During and After-School Cultural Education Activities

Chapter 4: Community Assets – During and After-School Cultural Education Activities

Chapter 4 investigates community assets and cultural education in school and out of school, including field trips and after-school programs. It describes district priorities around partnerships, what partnerships look like, how partnerships are formed, and barriers to partnerships. It concludes with survey data from community partners that describe partnerships and barriers from the perspective of community partners. The list of organizations responding to the survey is in Appendix F.

Priorities around Engaging in Partnerships

Educators interviewed for this study said districts, schools, and school boards are committed to developing partnerships with community organizations. These partnerships expand learning and build connections within the community.

Districts prioritize community partnerships that ***expand the breadth and depth of student learning and that align with standards.*** Partners can provide expertise and field practices that bring learning standards to life for students through hands-on learning. They engage students, allow students to interact with professionals in other fields, and contribute different perspectives to the classroom. They also help students understand how the information and skills they are learning are applied "in real life." For example, students have applied technology skills to build robots and science knowledge to improve the health of a local stream. One person described, "The goal is not for students to learn about science through worksheets or kits but to become scientists."

Districts also value partnerships that help ***bridge cultural gaps between students and teachers.*** Many King County schools serve very diverse communities, while their staffs are predominantly white. Community partnerships can provide opportunities for students to engage with adults and cultural content representing their own communities. It also allows for teachers and students to interact with other communities, as well.

Building educator capacity through partnerships is also a priority. Some community organizations provide lessons, training workshops, and/or in-class support for teachers to develop skills in integrating hands-on learning into standard curricula. The effects of this investment can persist beyond the partnership.

Some community partnerships ***address practical priorities***, such as funding, facilities, or materials (e.g., musical instruments, technology, art supplies, science materials). These expand what a school can offer.

What Do the Partnerships Look Like?

Across King County, community partnerships provide a wealth of unique opportunities for students and educators. They vary on many dimensions, including the area of focus, the type of activity, the frequency and duration of activities, the longevity of the partnership, and the extent of collaboration with educators.

Area of focus. King County school districts have partnerships in the arts, Heritage (social studies), science, and technology. Partnerships provide educational experiences and hands-on learning in each of these areas, to varying degrees across districts.

Type of activity. Activities provided through community partnerships generally fall into four categories: activities embedded into the school day, after-school/supplemental activities, field trips, and professional development.

- **Embedded in the school day:** Activities occur as part of regular instruction and may include workshops or residencies. For example, students learn about music or dance from a member of a cultural community, attend an assembly focused on a cultural event, or create artwork, robots, or scientific studies. If the activities align with standards, they supplement and reinforce content learning. These activities can increase student engagement, and all students within a given classroom have access. Access is thus dependent on whether educators choose to engage in partnerships.
- **After-school/supplemental:** Students participate in interest-based activities, such as clubs or performance groups. The availability and range of interests represented varies widely, but are greatest for high schools and larger districts and least for elementary schools and smaller districts. Access may be limited where there are no activity buses or if student fees are required.
- **Field trips:** Students leave the school to engage in cultural activities. For example, students visit a museum, attend a performance, conduct field research, or do visits related to college and career. Some districts allocate a certain number of field trips per year per teacher or identify specific "signature" field trips for certain grades. Field trips require transportation and therefore are costly. Some also require fees.
- **Professional development:** Partners provide training for teachers in cultural education through workshops, residencies, and in-class support. Professional development activities may be single- or multi-session or ongoing, occur at the school or the partner's facility, and may have stipulations, such as requiring an entire grade band to participate.

District and school personnel agreed these partnerships are valuable. Exhibit 4.1 summarizes the pros and cons of each activity. When describing the value, respondents commented,

> *I love field trips because they are an opportunity for our students to translate what they learned in the classroom and see and apply it to real life. For our students, many don't have the opportunity to go out and see things that I took advantage of. I would*

love to have our students go to local universities and high schools to see art performances.

In-school partnerships increase teacher's resources and knowledge. Teachers do not have the skills to integrate all subjects or the lived experiences. Our partnerships deepen students' learning

Exhibit 4.1. ***Pros and Cons of Each Activity***

Pros and Cons of Each Activity		
Partner Activities	**Pros**	**Cons**
Embedded in the School Day	All students in a class have access Adds special expertise to regular curricula Teachers can align with standards and curricula	May require teacher training to integrate Requires partners to understand education systems, standards, etc.
After-school/Supplemental	Opportunities for students to explore a wide range of topics Responsive to student interests	Requires transportation to home May require fees Limited slots available
Field Trip	Gives access to rich learning environments that are unavailable in the building Hands-on learning	Costly transportation May require fees Long travel times for rural districts Takes students and teachers away from other classes
Professional Development	Builds educator capacity which can persist beyond the partnership Benefits all students if all teachers participate (e.g., within a grade band)	May be costly The benefit of training is lost if educator leaves the school

Frequency and duration of activities. Activities may be single events, such as a student assembly, a field trip, or a teacher workshop. Others may involve multiple sessions over short or long periods of time. For example, a theater artist may work with a class of students periodically over several weeks. Educators who participated in this study saw value in both short-term and long-term activities.

Extent of collaboration with educators. Partnerships differ in the extent of collaboration that occurs with educators. Some require very little, such as an assembly provided by the partner. However, activities that are longer in duration and embedded into lessons may require co-planning with the teacher. In a few cases, districts and partners are monitoring implementation and outcomes and have developed data sharing agreements. In fact, survey data shows 58% of organizations and 65% of partners and practitioners have explicitly stated target outcomes for participants, schools, or districts that are used to measure progress, and in most cases, these data/information are collected by the organization (see Exhibit 4.2). The outcomes typically include the number of students participating and student feedback about the experience (see Exhibit 4.3).

Exhibit 4.2. **Who Collects Information on Outcomes?**

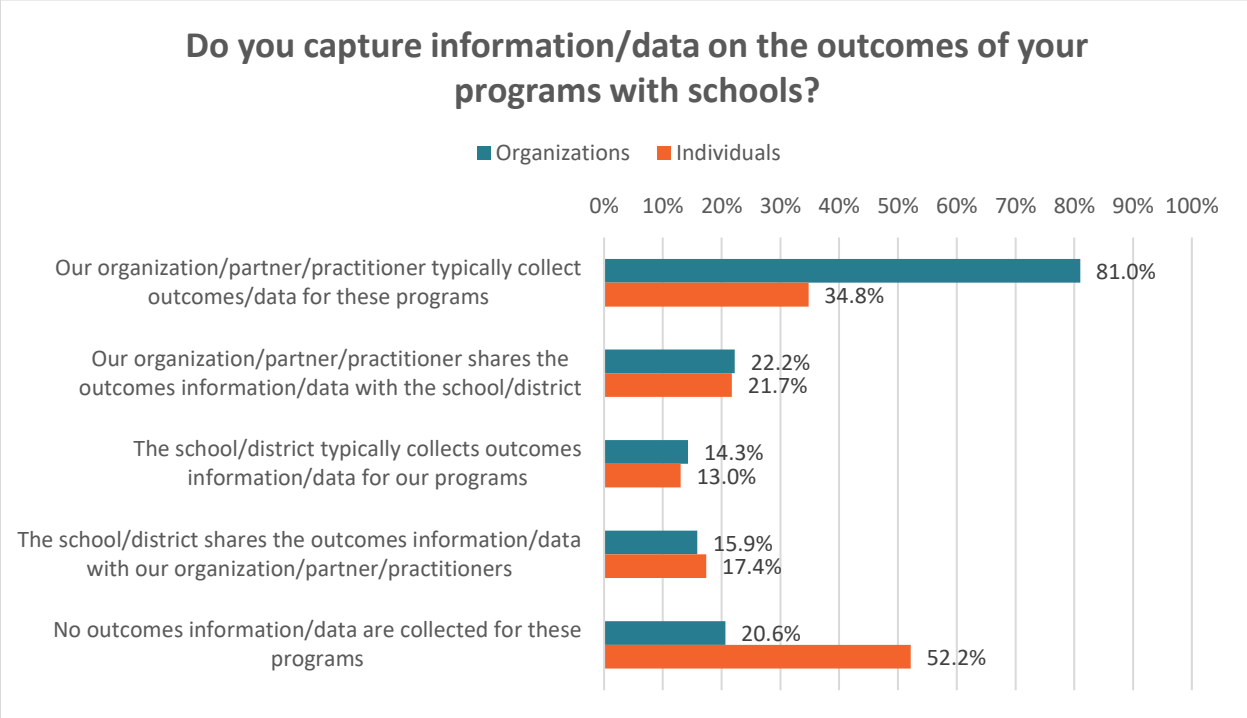
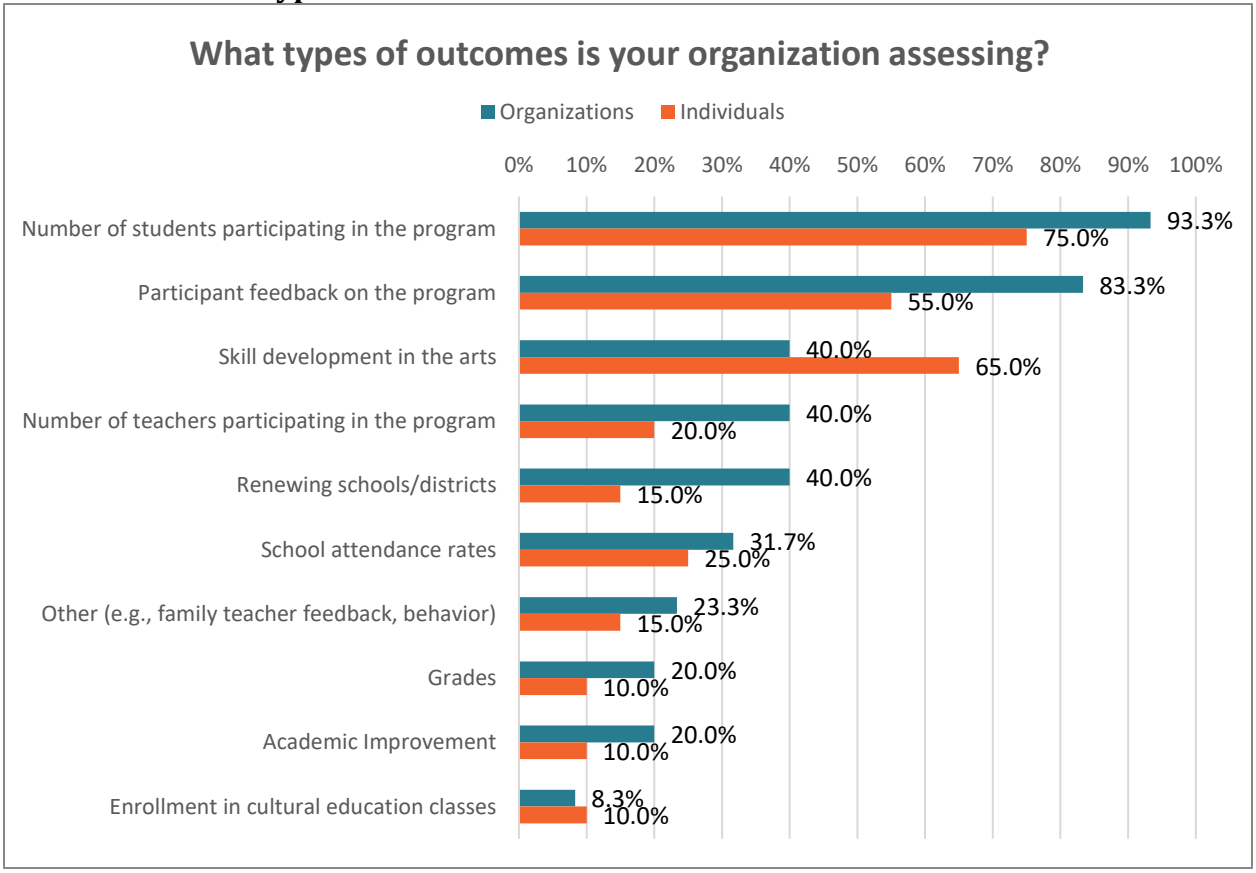


Exhibit 4.3. **What Type of Outcomes are Assessed?**

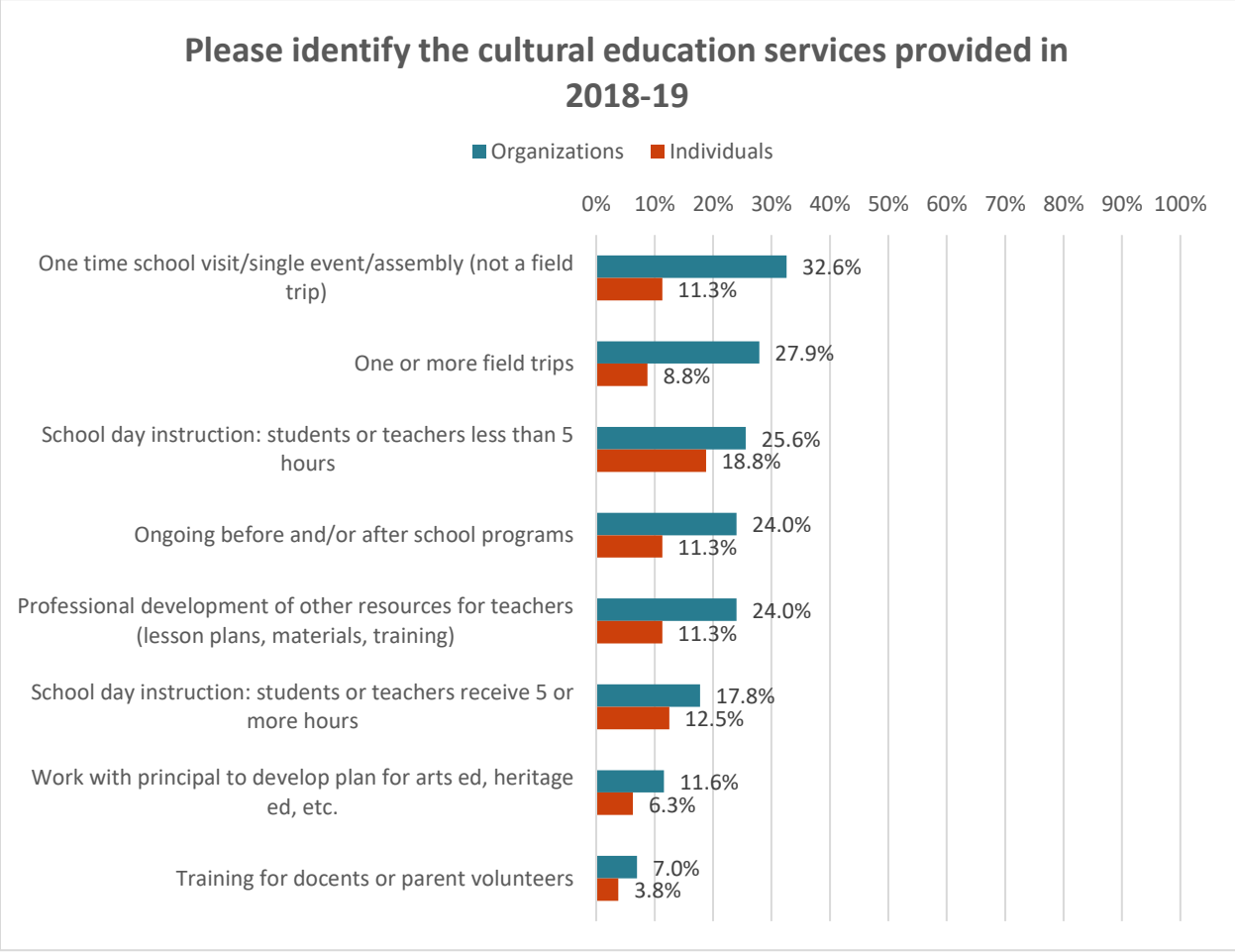


Longevity of the partnership. Partnerships may last for a single activity or for many years. While educators believe there is a role for short-term partnerships, they highly value ones that endure. Long-term partnerships allow all parties to develop more efficient contractual and administrative processes, to understand mutual needs and strengths, and to develop trust. They are also able to customize the activities to better meet students' needs. In addition, partnerships take time and effort to initiate for educators and organizations. By sustaining partnerships, they can focus more on activities and collaboration. One person shared,

> *We need organizations that can come to schools, have standards in mind, and can work around the Common Core Standards. That is sustainable, and it will keep going rather than a one-off experience.*

Exhibit 4.4 shows survey results from the cultural education services provided in 2018-19 by organizations and partners. Organizations offered one-time events or assemblies and field trips most frequently, whereas individuals offered school day instruction for less than five hours most frequently.

Exhibit 4.4. **Cultural Education Services Provided in 2018-19**



How Are Partnerships Developed?

In many districts, partnerships are initiated by teachers seeking to supplement the regular curriculum to engage students and increase relevance. School-wide partnerships are sometimes initiated by administrators. While some districts have a department that does outreach to potential partners, most do not. Instead, teachers seek partners on their own or learn about them through word of mouth. Further, no district has a systematized method for identifying potential partners in all four cultural education areas.

In some cases, community partners reach out to districts and schools. Several partners reported that this is not highly effective, and district personnel concurred, noting that they receive a number of flyers and emails from community organizations but have no way to review and vet them. Exhibit 4.5 shows survey results of the method organizations use to partner with schools, and Exhibit 4.6 shows that teachers usually serve as primarily liaison within the school.

***Exhibit 4.5*. Method Organizations Uses to Solicit Partnerships**

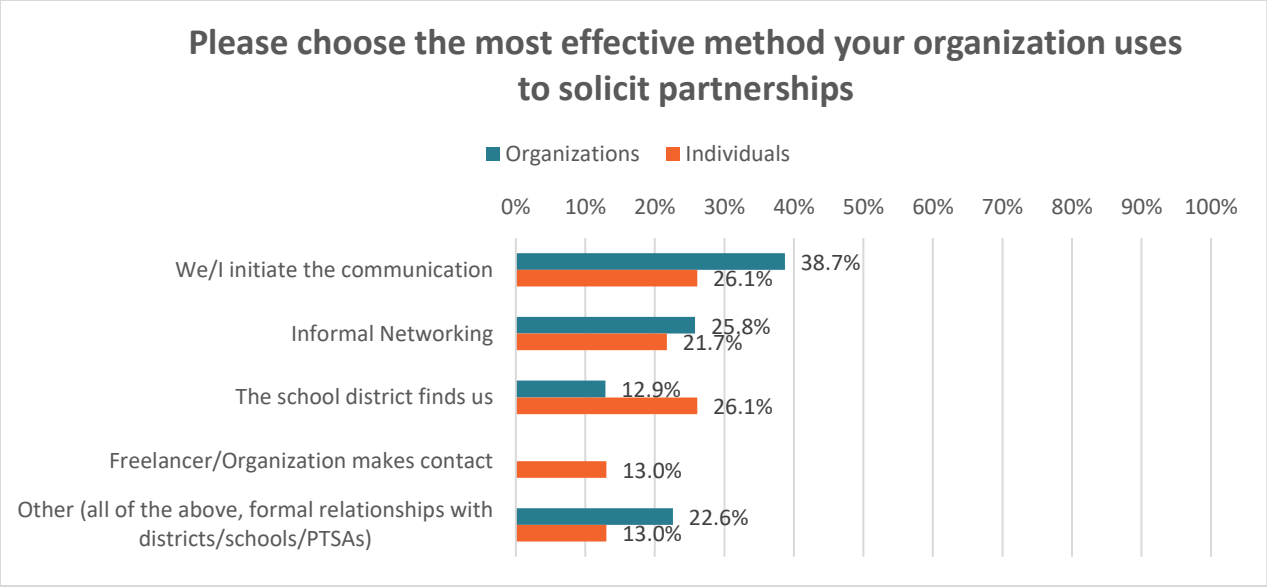
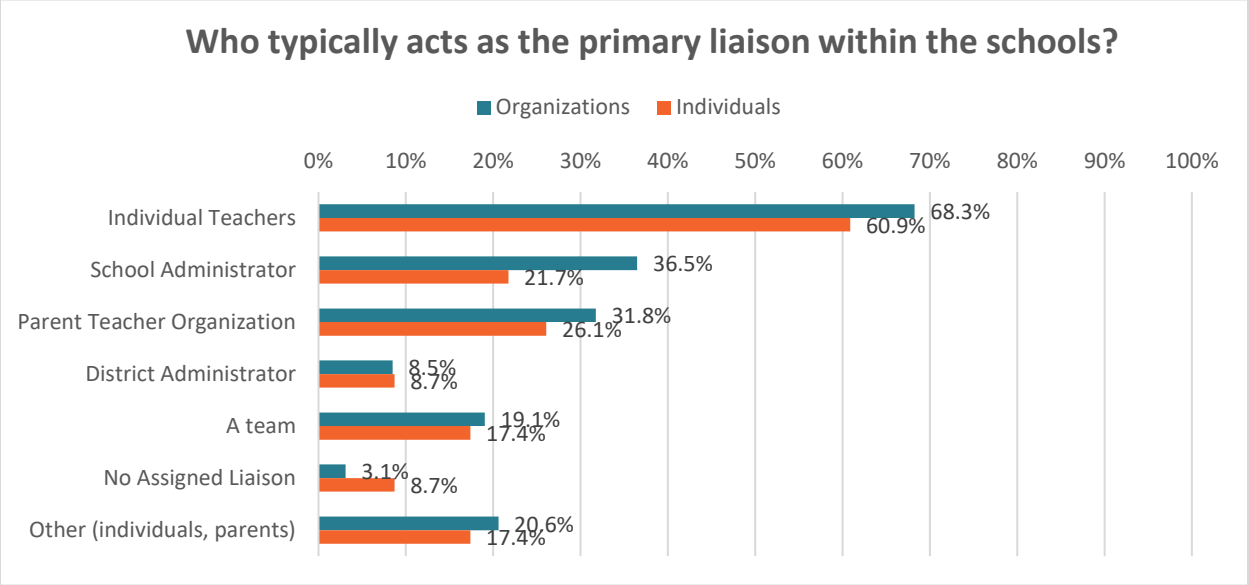


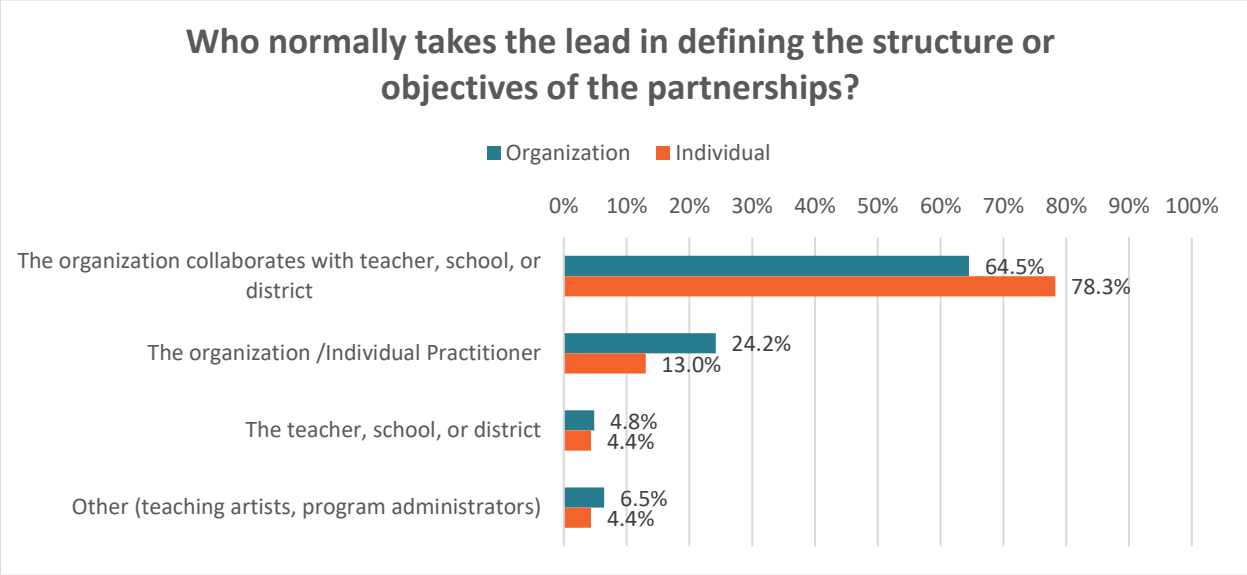
Exhibit 4.6. **Primarily Liaison Within Schools**



Once mutual interest is established, the process of bringing a partner into a school can be complex and confusing. School-level representatives and cultural organizations reported difficulty identifying partners and handling the administrative process (contracts/paperwork). Several districts have dedicated offices for this process, but many smaller districts do not. In addition, these administrative processes are easier for larger and more established partners to navigate, but smaller organizations and those new to education often find it daunting. Personnel from school districts and from community organizations noted that this may prevent important partners from collaborating with schools. They offered the examples of small, culturally-based organizations who represent the local community, would add relevance for students, and help bridge the cultural gap between students and the school.

Sustaining a partnership also requires effort, and several factors contribute to enduring partnerships, such as ongoing collaboration toward common goals, clear vision on both sides about how the activities align with school goals and learning standards, having leadership support within the school or district, and a school-partner liaison. While organizations and teachers, schools, and districts collaborate to define the structure of the partnership (see Exhibit 4.7), successful partnerships also provide time for ongoing collaboration throughout the partnership.

Exhibit 4.7. **Who Defines the Objectives of the Partnership?**



Financial support for partnerships comes from both sides. Some districts and school foundations provide small grants for teachers to work with partners, take students on field trips, or participate in professional development. PTSAs also fund some partnerships. Community partners may have need-based sliding scales for schools or scholarships for students.

What are the Barriers to Accessing Partnerships?

As noted above, identifying, establishing, and maintaining partnerships is challenging for both educators and community partners.

Barriers for Teachers, Schools, and Districts

Funding equitably-distributed partnership activities. A variety of funding sources contribute to in-school learning, after-school activities, field trips, and teacher development. Unfortunately, these sources sometimes create disparities in access. For example, PTSAs in affluent communities typically raise more funding and can support more activities, transportation options, scholarships, and fees. Remote districts may have more difficulty engaging in partnerships due to the length of travel. One person explained,

> *In the perfect world, I would like all kids to have access to cultural resources. If you are in an urban center, and your school has a PTA or more resources, your chances of access are greater than if you are in a rural area or you do not have strong access to a PTA.*

Identifying appropriate community partners. At the teacher, school, and district levels, interviewees said they lack information to easily identify partners who can provide appropriate activities and support learning goals.

Developing new partners. Some districts lack clear, user-friendly processes for bringing partners on board, and this can be a deterrent. In addition, some partners may not fit the school system's profile of typical partners, and they may be unaware of how to interact with district administrations and policies. However, this difference may be part of their value.

Maximizing the impact of partnerships. Maximizing the impact of partnerships requires collaboration time for teachers and partners around alignment with standards and optimal means of incorporating activities in the classroom or on field trips. Even with single events, such as assemblies or field trips, teachers reported additional planning efforts to ensure the event provides learning and not just entertainment. Where cultural education is a priority, teacher and school planning time are more likely to focus on meaningful use of the activities.

Relying on partners to provide core instruction. Partners play an important role in public education by expanding the breadth and depth of student learning, bridging cultural gaps, building educator knowledge, and addressing district priorities. However, in some cases, partners are providing core instruction, such as visual arts instruction, in elementary schools. Rather than relying on partners, focusing school's or district's efforts on building teachers' capacity to integrate cultural education across subject areas will likely lead to a more equitable and sustainable learning experience across the district.

Barriers for Community Partners

The issues identified above are also barriers to establishing effective partnerships for community partners.

Identifying appropriate partners in education. Similar to educators, interviewees from organizations said it can be difficult to identify partners in the education systems. Smaller organizations, in particular, do not have staff to conduct outreach. Finding the appropriate contact within a district or school is not easy, and they are not aware of any central office or database where they can provide information about their organization and activities.

Preparing for partnerships. Some well-established partners are adept at working in the classroom, collaborating with teachers, aligning curricula, integrating across content areas, and navigating district administrations. Many are not. Both educators and partners said there is a need for providing educational resources for community partners (e.g., workshops, online videos) to improve efficiency and relevance to standards and curriculum. A process for sharing among community partners was also suggested, taking the burden off schools for educating new partners.

Exhibit 4.8 shows survey results for organizations and individual partners and practitioners experience working with King County schools. These results are consistent with interviews and focus groups, and funding was identified as the primary challenge.

Exhibit 4.8. **Challenges Encountered Working with King County Public Schools**

COVID 19

COVID 19 presented a unique barrier at the end of the 2019-20 school year through the beginning of the 2021 school year. During this time, schools have closed, and students are participating in remote learning. At the same time, cultural organizations had temporary closures, have furloughed staff, and have reopened following public health guidelines.

These changes have impacted partnerships and have impacted organizations and individual partners and practitioners differently (see Exhibit 4.9). Notably, organizations have been making modifications to their programming, while more individual practitioners/partners have discontinued programming. During interviews, organizations noted that they have been able to "pivot" and they have focused on developing online videos including virtual tours, trainings, and lessons.

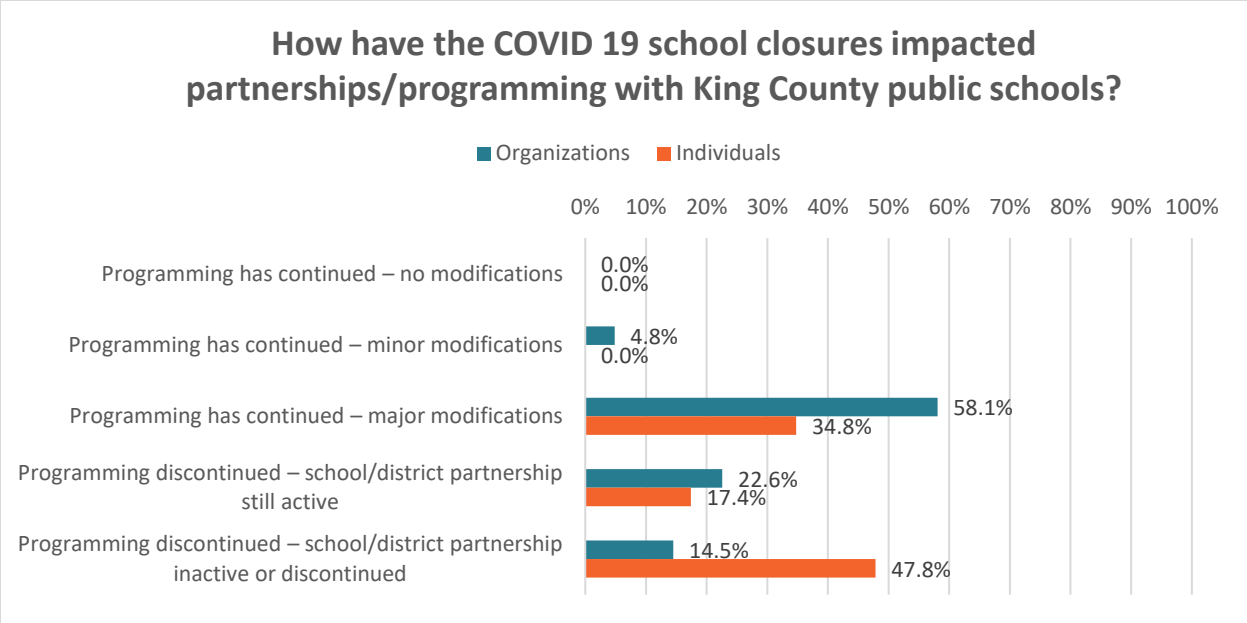


Exhibit 4.9. **How have COVID 19 School Closures Impacted Partnerships/Programming?**

Looking ahead to the 2020-21 school year, organizations generally felt confident they would have alternative programming available by fall 2020 if schools do not reopen (see Exhibit 4.10) and that they would continue providing programming for schools during the reopening (see Exhibit 4.11). However, fewer individual partners and practitioners believed they would have alternative programming or continue to have partnerships by fall 2020.

Exhibit 4.10. **Programming if Schools Do Not Reopen**

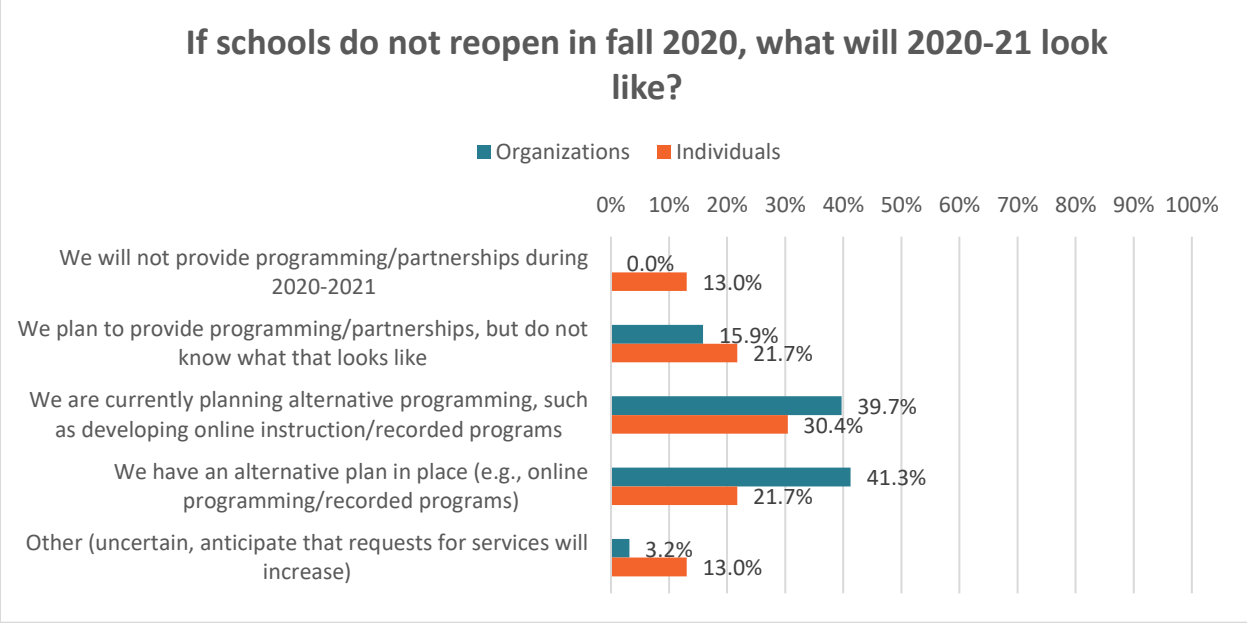
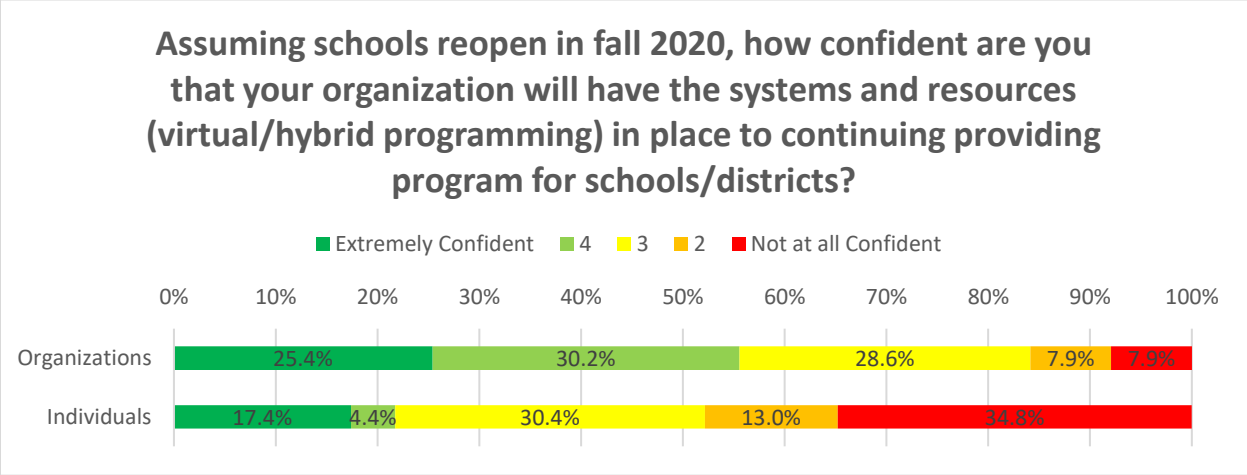


Exhibit 4.11. **Programming if Schools Reopen**



District and school personnel were aware that their partners were creating online and virtual programming, and many believed this would be useful in the future. However, they acknowledged that their current focus was ensuring that students accessed remote learning, and that teachers had the training to develop engaging lessons. Because this is new, their first priority is on reading and math at the elementary level. For example, in one district, at the elementary school level, teachers are now spending about 15 minutes a week on science or social studies lessons. Because of concerns of students spending too much time online, they are not making time for the partnerships currently. One person explained,

> *Hard to say if teachers will use the resources. Teachers are afraid and don't have the time to do what they need to do. Do they want these opportunities? Absolutely. Will it fit in the school day? No. Kids are on Zoom way too much, and it is a tough question to answer.*

Summary

Districts, schools, and school boards are committed to developing partnerships with community organizations. These partnerships expand learning, engage students, increase relevance, and build connections within the community. They help bridge cultural gaps between students and teachers. Community partnerships provide a wide variety of opportunities that vary in area of focus, the type of activity, the frequency and duration of activities, the longevity of the partnership, and the extent of collaboration with educators.

In most districts, most partnerships are initiated by teachers seeking to supplement the regular curriculum to engage students and increase relevance. Currently, no district has a systematized method for identifying potential partners in all four cultural areas. Processes for initiating and sustaining partnerships vary across districts. Both partners and education systems provide funding for activities.

Barriers to partnerships for educators include identifying appropriate community partners; funding equitably-distributed partnership activities, developing new partners, and maximizing the impact of partnerships. For community partners, barriers include identifying appropriate partners in education, and being prepared for education partnerships.

Cultural organizations most frequently offered one-time events or assemblies and field trips, whereas individuals most frequently offered up to five hours of school day instruction. Within school systems, teachers usually serve as the primarily liaison for cultural organizations, but there is collaboration among organizations, teachers, schools, and districts to define the structure of the partnership.

Chapter 5: Community Assets – During and After-School Cultural Education Access

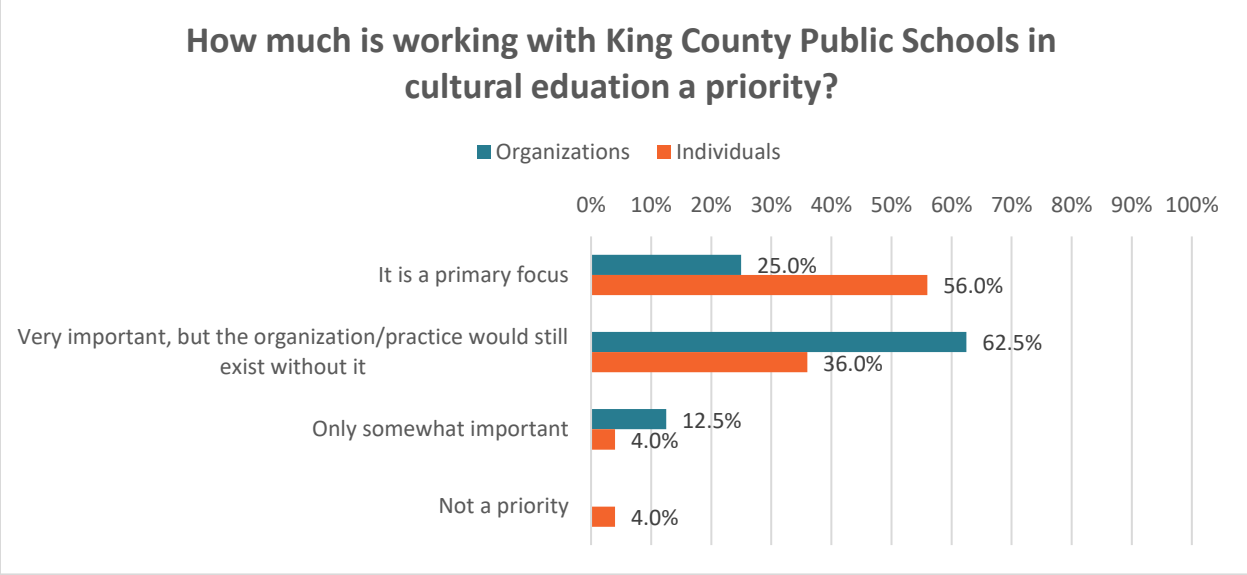
Chapter 5: Community Assets – During and After-School Cultural Education Access

Chapter 5 analyzes community assets for during and after-school cultural education access. This chapter includes a map showing the distribution of community partners and presents an analysis of access and the results of a survey for community partners and individual practitioners who partner with schools.

Community Partners – Access to Partnerships

A total of 130 different organizations and 80 partners and practitioners completed the cultural education study survey. Of these, 77% of responding organizations and 80% of the partners and practitioners worked with King County public schools in 2018-19. Further, 53% of organizations and 45% of partners and practitioners provided cultural education services to public schools outside of King County. Both groups report that working with King County public schools is a priority (see Exhibit 5.1). Most individual partners and practitioners identify it as a primary focus, while most organizations recognize the partnerships are important, but acknowledge they would exist without the partnerships.

Exhibit 5.1. **Is Working with King County Schools a Priority?**



Both organizations and partners and practitioners provided cultural education services across multiple fields. Exhibit 5.2 shows the percent of organizations and partners and practitioners providing activities or resources in each field, with the majority representing the arts. However, nearly all partners focused on one or more fields, such as the arts and technology.

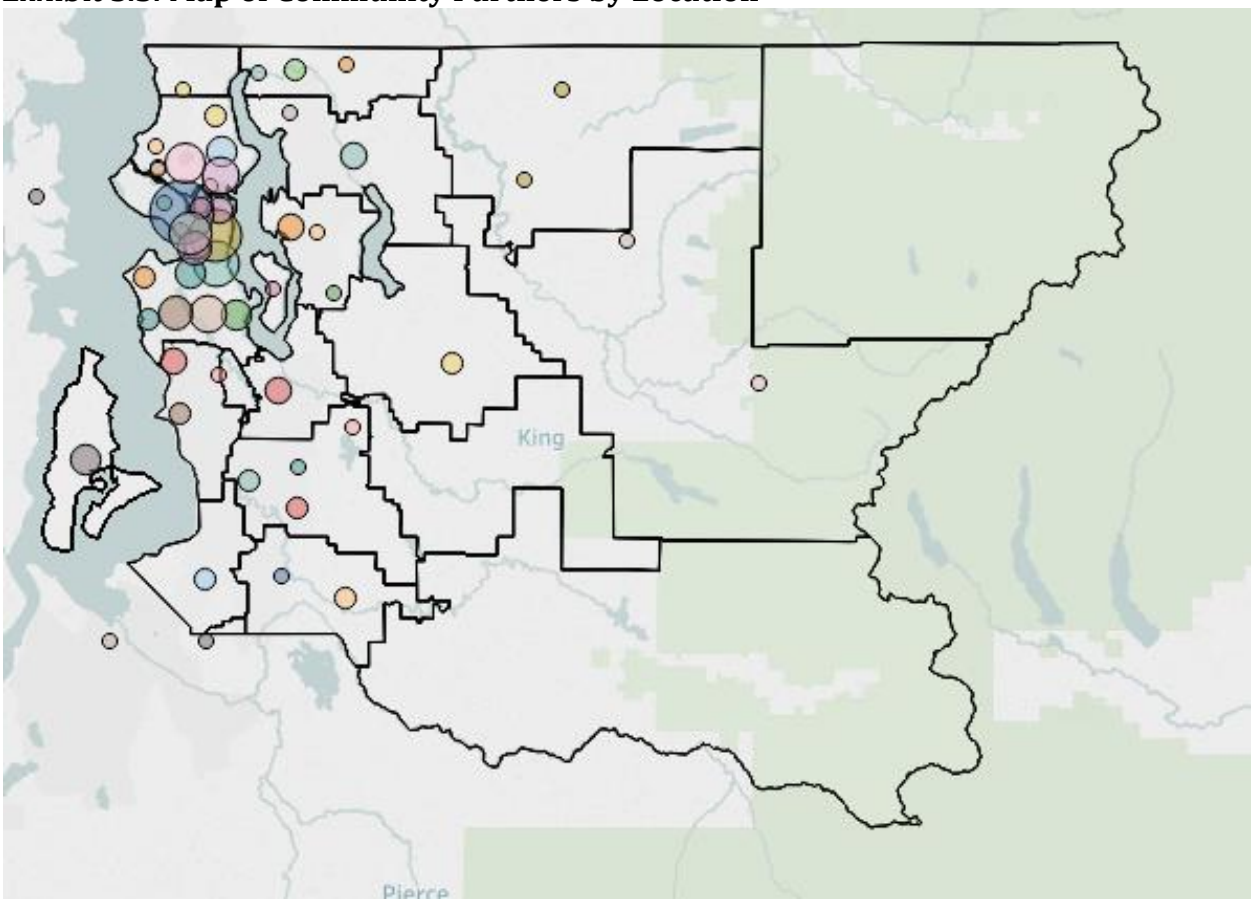
Exhibit 5.2. **Fields or Resources Provided**

Fields or ResourcesProvided		
Field	**Organizations**	**Partners and practitioners**
Arts	70.1%	92.9%
Natural History/Heritage	30.8%	19.1%
Science	26.2%	7.1%
Technology	16.8%	4.8%
Other	3.7%	0.0%

According to survey respondents, 67% of organizations and 61% of partners and practitioners reported a formal commitment to partnering with public schools as evidenced in their mission or personal statement. In total, 48% of organizations and 57% of partners and practitioners reported they have a mission to serve a specific community or population. The write-in responses showed frequently cited populations include: youth, persons in the city/service area (e.g., City of Kent), persons of color, low income students and families, and Title I schools.

The following map shows the community partners, per zip code, that worked with King County schools as reported on the survey (see Exhibit 5.3). Additional partners were included if they were known to have worked with a school district based on interview findings or a review of data on the websites. The size of the circle represents the number of community partners from each zip code, ranging from 1 to 18. This map demonstrates that the majority of community partners are in the greater Seattle area and the western part of King County. Three districts, Enumclaw, Skykomish, and Tahoma did not have any partners respond to the survey within their district boundaries.

Exhibit 5.3. **Map of Community Partners by Location**



Schools and districts with partnerships. On the King County School and Cultural Partnerships survey, respondents were asked to identify the districts, schools, and number of students and teachers they worked with. However, the data provided back varied by cultural provider. Of the respondents that worked with students in 2018-19,

- 30% provided a full data set;
- 32% provided most of the data and estimates were extracted as to the number of students they worked with;
- 8% provided information about the number of schools or total number of students they worked with but did not include enough specificity to extract schools, districts, or numbers; and
- 30% indicated they worked with schools but did not provide data.

For example, one large organization noted that that they worked with all 19 districts and estimated working with between 30,000 to 50,000 students. However, the organization also worked with students statewide and out-of-state, and they did not have the capacity to extract the data. Some smaller organizations could indicate school names or number of schools they worked with but did not keep records of the number of students. Finally, some large organizations that partnered with many districts, per district interviews, did not respond to the survey. Therefore, these results underestimate the number of partnerships

occurring across King County public schools. However, enough data were provided to show patterns of participation across districts.

In these analyses, if an individual teaching artist contracted with a larger organization (e.g., Arts Corps or Seattle Art Museum), only data from the organization were reported. However, if the teaching artist was independent, the partnerships are included in the analyses.

Organizations and individual partners and practitioners also provided data on the number of schools served, number of districts, and total students. As mentioned above, this data is incomplete, as some only reported part of the dataset. Exhibit 5.4 shows the number of schools and teachers served during the school day, before/after school and on field trips by organizations and partners/practitioner, as well as the number of teachers participating in professional development. Because this is not individual student level or school level data, schools and students may be counted more than one time. The percent shows what proportion of schools, students, and teachers were served overall. For example, partners worked with 239,500 students, during the school day or of approximately 80% of the total number of students. However, because this is not student level data, this doesn't not mean that 80% of the student body worked with a partner, but rather 80% of the total number of enrolled students worked with a partner, recognizing some students may have multiple opportunities.

These results show that more schools and students engage in during school day partnerships and field trips, rather than before/after school programming. Further these results show that only a small proportion of teachers engage in professional development activities.

Exhibit 5.4. **Number of Schools, Students, and Teachers Served**

Numbers of Schools, Students, and Teachers Served				
Type of Service	**Organizations**	**Partners and Practitioners**	**Total**	**Percent**
Number of Schools (498)				
During School Day	824	188	1,012	203%
Before/After School	154	21	175	35%
Field Trips	922	28	950	191%
Number of Students **(299,679)**				
During School Day	222,764	16,736	239,500	80%
Before/After School	8,148	355	8,503	3%
Field Trips	146,916	946	147,862	49%
Teachers Participating in Professional Development (17,910)				
Professional Development	3,160	633	3,793	21%

Exhibit 5.5 shows the number of schools and students served within the district. The results show variation across school districts, ranging from 100% of schools being served (Mercer Island, Skykomish, and Vashon Island school districts) to 58% of schools being

served (Federal Way School District). In this case, the school districts that have 100% of schools with a partnership tend to be smaller. The data also shows a range of students being served, ranging from a ratio of 284% (Vashon Island School District) of students served to a ratio of 60% of students served (Enumclaw School District). There are several interesting patterns. Specifically, districts in closer proximity to the greater Seattle area tend to have more partnerships and more students being served. However, there are exceptions. For example, Vashon Island School District has created partnerships with several local organizations focusing on the arts, science, and history.

It should be noted that while Federal Way, Auburn, and Enumclaw school districts tend to have fewer partnerships, these districts are in the southern part of King County and may have partnerships with organizations in Pierce County.

Exhibit 5.5. **Number of Schools, Students, and Teachers Served**

Numbers of Schools and Students Served – by District					
District	**Total # of Schools**	**% of Schools with Partner**	**Total # of Students Enrolled**	**# of Students Served**	**Ratio of Students**
Auburn School District	24	79.2%	17,580	10,881	61.9%
Bellevue School District	31	90.3%	21,750	20,554	94.5%
Enumclaw School District	10	60.0%	4,151	2,910	70.1%
Federal Way School District	43	60.5%	23,566	11,342	48.1%
Highline School District	34	88.2%	19,288	20,577	106.7%
Issaquah School District	26	84.6%	20,965	15,934	76.0%
Kent School District	43	81.4%	27,226	20,685	76.0%
Lake Washington School District	53	83.0%	31,267	30,042	96.0%
Mercer Island School District	6	100%	4,522	5,987	132.4%
Northshore School District	35	74.3%	23,577	15,230	64.6%
Renton School District	27	85.2%	16,340	18,907	115.7%
Riverview School District	9	88.9%	3,467	3,626	104.6%
Seattle School District	105	98.1%	55,337	99,495	179.8%
Shoreline School District	17	82.4%	9,821	20,810	211.9%
Skykomish School District	2	100%	57	57	100%
Snoqualmie Valley School District	13	69.2%	7,242	5,883	81.2%
Tahoma School District	9	88.9%	8,885	7,448	83.2%
Tukwila School District	6	83.3%	3,046	8,817	289.5%
Vashon Island School District	5	100%	1,592	4,516	283.7%
TOTAL	**498**	**84%**	**299,679**	**323,701**	**108.0%**

Note: The district level results will show a greater proportion of number of students served because some organization provided data at the district-level instead of school-level, indicating total number of students served in the district.

Across the 19 districts, cultural education partners worked with 84% of schools. These include all schools identified OSPI's 2018-19 school demographic data set, with the removal of birth to 3, Head Start, and other pre-kindergarten schools. In total, 79 of the 498 King County Public Schools, or 15.9%, did not have a partnership. Of the 79 schools without partnerships: 48 were non-traditional schools (e.g. alternative schools, re-engagement/Open Doors schools, residential programs, special services, parent

partnership programs, and juvenile justice associated schools), 17 were middle schools, 8 were elementary schools, and 6 were high schools.

The analyses show that alternative schools, followed by middle schools disproportionately had fewer partners (see Exhibit 5.6). When analyzing the number of students served within each type of school, the results show that fewer students were served in high schools, followed by middle, and alternative schools. This finding is consistent with school and district interview results. Respondents noted that partnerships were likely to be course or teacher specific, and there were fewer whole school opportunities. Similarly, field trips are more difficult in middle school and high school because if a class goes on the field trip, the student misses instruction in their other courses.

Exhibit 5.6. **Number of Schools and Students Served by School Type**

Numbers of Schools and Students Served – by School Type					
School Type	**Total # of Schools**	**% of Schools with Partner**	**Total # of Students Enrolled**	**# of Students Served**	**Ratio of Students**
Elementary Schools	274	97.2%	141,270	177,808	125.9%
Middle Schools	72	76.4%	57,087	24,867	43.6%
High Schools	55	89.1%	79,891	18,605	23.3%
K-8 Schools	13	100%	6,656	10,512	157.9%
Non-Traditional Schools	77	31.7%	11,275	7,201	63.9%

Note: The school level results will show a smaller proportion of number of students served because some organizations provided data at the district level instead of school-level, indicating total number of students served in the district.

However, community organizations and partners and practitioners reported serving all grade levels (see Exhibit 5.6). While they offer services to all grade levels, a review of the data shows they are working with smaller groups of students.

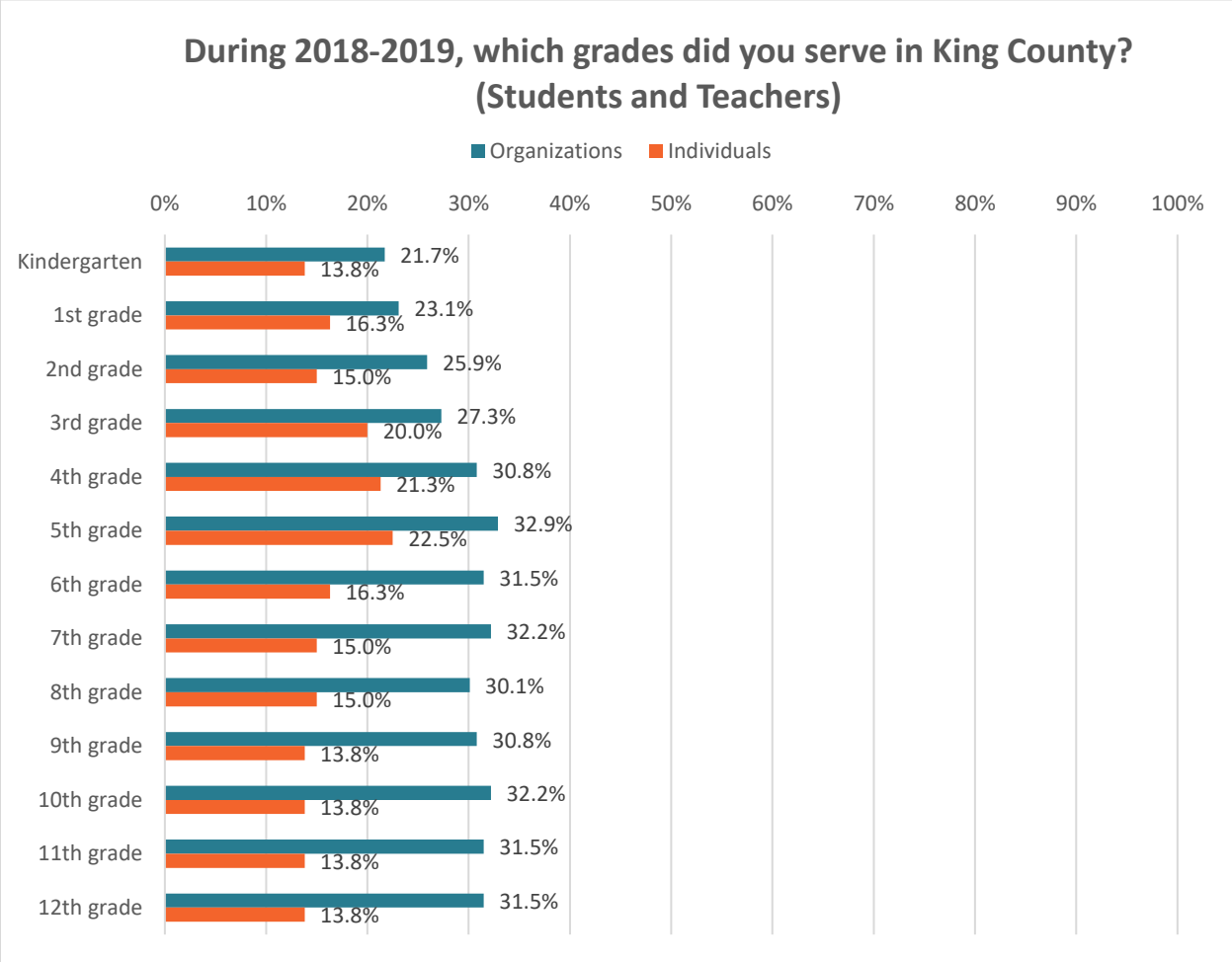


Exhibit 5.7. **Grades Served 2018-19**

The results by school type show some interesting patterns. For example, when analyzing schools by school-level free and reduced lunch rates, there is a small fluctuation in the percent of schools served within each bracket. However, when analyzing the ratio of students served, generally as free and reduced lunch rates increased the ratio of students served by partners also increased (see Exhibit 5.8). It is notable, that many partners reported that their mission involved serving low-income communities or Title I schools. Further, districts often reported providing equal funds to schools across the districts for field trips or partners. While PTSAs or booster clubs provided funding for schools with lower rates of free or reduced lunch, schools with higher free or reduced lunch rates applied for grants or scholarships to have partners. Further, while fewer schools undergoing improvement efforts had a partner, the ratio of students served by a partner for schools in and out of improvement was similar. Finally, location makes a difference, and students attending schools in large metropolitan areas had access to more partners than students outside of these areas. This is consistent with cultural organizations noting that location was one of their priority areas, and this is consistent with where most partners are located.

Exhibit 5.8. **Number of Schools and Students Served by School Characteristics**

Numbers of Schools and Students Served – by School Type					
School Characteristics	**Total # of Schools**	**% of Schools with Partner**	**Total # of Students Enrolled**	**# of Students Served**	**Ratio of Students**
Percent Free and Reduced Lunch					
0%-25%	216	86.1%	142,731	107,574	75.4%
26%-50%	106	80.2%	60,225	48,216	80.1%
51%-75%	109	83.5%	63,579	55,433	87.2%
76%-100%	63	87.3%	29,477	27,476	93.2%
Schools in Improvement					
Yes	79	73.4%	33,413	27,791	83.2%
No	419	86.2%	262,766	211,202	80.4%
Locale					
Large Metropolitan	187	92.5%	104,762	113,618	108.5%
Metro Suburban	251	80.9%	155,561	101,998	65.5%
Mid-Sized	29	74.4%	25,473	15,186	59.6%
Urban-Fringe/Distant	13	65.0%	9,679	6,755	70.0%

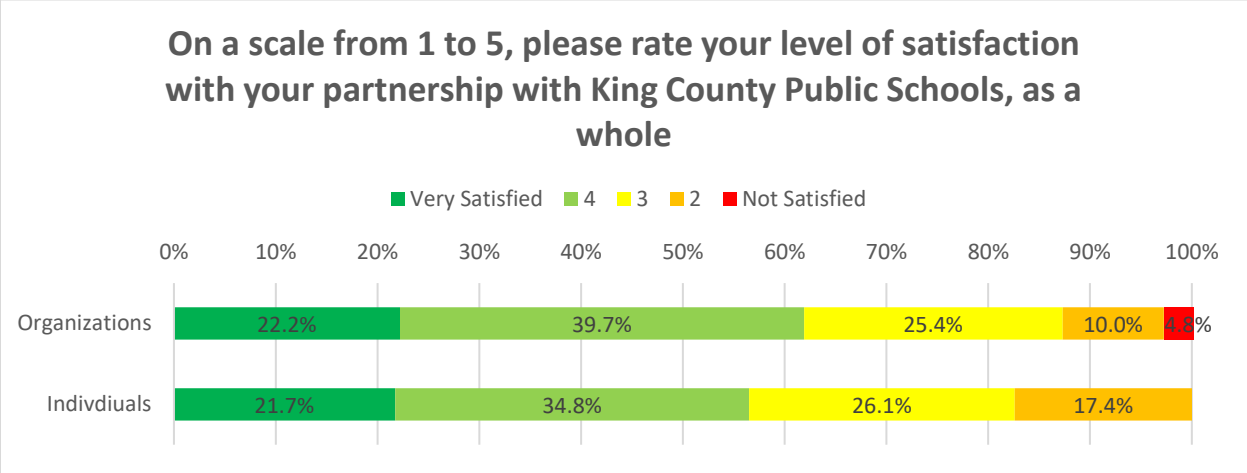
Note: The school level results will show a smaller proportion of number of students served because some organizations provided data at the district level instead of school-level, indicating total number of students served in the district.

Collectively, these results from King County cultural organizations show that most schools and a large number of students have opportunities for during school classroom experiences and field trips. In total, cultural organizations reported partnerships with 419 of the 498 schools. Proportionately, fewer "non-traditional" schools, middle schools, and high schools had partnerships compared to elementary and K-8 schools. Similarly, fewer students were served in high schools, middle schools, and "non-traditional" schools, as well. School characteristic also made a difference. While a similar proportion of schools by free or reduced lunch had partners, as free and reduced lunch rates increased, a greater proportion of students were served by partnerships. Fewer schools participating in school improvement efforts had a cultural partner; however, the proportion of students served by a partner was similar to schools not identified for improvement effort. Finally, proximity to the greater Seattle area also appears to play a role in the number of partnerships developed, and more schools and students were served in the large metropolitan areas. However, some communities have strong partnerships within their local area.

Satisfaction with Partnerships

On the King County School and Cultural Partnership Survey, partners were asked to indicate their level of satisfaction with their partnerships. The results show, overall, 62% of organizations and 57% of individual partners and practitioners are satisfied with their partnerships (see Exhibit 5.7).

Exhibit 5.7. **Satisfaction with Partnerships**



Organizations and individual partners and practitioners reported the highest levels of satisfaction when partnerships are long-term; collaboration occurs between teachers, the school, and the district; and programs align with standards and curriculum versus one-off events. A cultural organization leader described, "Partnerships should be equitable, accessible, and support the culture of that school or community. The partner needs to be of the highest quality. The partner can't be disconnected from the classroom." These are described in more detail below.

Long-Term Partnerships. Establishing a partnership takes considerable investment of time and resources. Because of this, cultural organizations, partners and practitioners, as well as educators agree that long-term partnerships are the most satisfying. Organization and school personnel learn by working together, and over time, they can modify the program based on experiences and feedback. In these partnerships, collaboration occurs, and the school and organization ensure programming aligns with curriculum and Washington State standards. Organization leaders described,

> *Our most effective partnerships are those in which there is a cohort of educators who have experienced the effectiveness of arts infused ways of teaching and learning, and advocate for it with their principals. These are generally multi-year relationships in which schools have been able to see the long-term benefits to arts integration into other core subjects in increased achievement, engagement, and 21st century skills development.*

> *Our best partnerships are ones that are sustained over time with a particular teacher or program lead, giving us time to shape and improve the program according to student need and feedback. One example are the worksite tours we've hosted with a number of schools, led by CCER. (Community Center for Education Results). Initially, these fieldtrips included a short interview workshop and then panel discussions with KUOW journalists. But based on student feedback, we created a more interactive program in which students got to actually try out recording in a professional studio.*

Collaboration. Providing time for cultural education partners and educators to collaborate is also essential. Both groups have knowledge and expertise, and by collaborating they can share knowledge to ensure lessons and activities align to the stated goals, to create hands-on activities that are appropriate to the student population, and to develop and identify any accommodations or supports that are needed to include students with disabilities and ELL status. One person described,

> *We have a very strong partnership with all local public schools in our home district. This partnership was started through teachers reaching out and requesting help from us for outdoor science and natural history instruction. Our first programs were rooted in helping teachers within their existing curriculum. As word got out, we had more requests from more teachers and so we approached the district leadership and began a more formal district-wide partnership. We check-in with teachers after each program for an evaluation and planning the next go-round. We check in annually with the district leadership to give an overview of our plans for the fall. This partnership is successful because of communication on all levels, because it is teacher driven and we are there to empower the teachers to learn to teach alongside us.*

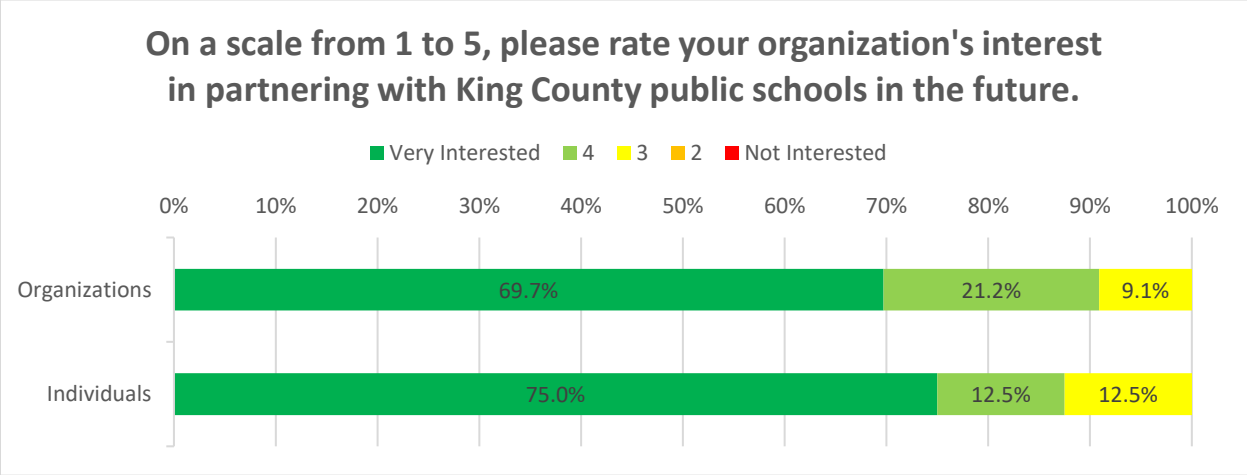
Alignment with Standards. Finally, because there is limited time in the school day, educators, in particular, need to feel confident that the program aligns with the standards. Similarly, cultural organizations feel more satisfied with the partnership when they know they are supporting student learning, rather than offering a one-off event. This ultimately leads to more long-term partnerships. Cultural organization leaders provided examples of their successful work of aligning programs. One shared,

> *We have worked with Highline Public Schools going on five years, specific to WA State history pertaining to the Japanese American incarceration. We have worked with the administrators, gotten buy-in over the years from district heads, worked annually with teachers to hone content and instruction. We now have a program that connects curriculum, museum field trip experience, and teacher-generated lessons on the subject for upwards of 1700 4th grade students annually.*

Cultural Organizations and Individual Partners and Practitioners Without Partnerships

Overall, 23% of the organizations and 20% of the individuals responding to the survey were not involved in a partnership in the 2018-19 school year. However, many had partnered with King County public schools previously. The majority of the organizations and individuals (responses combined) had a strong interest in partnering with King County public schools in the future (see Exhibit 5.8).

Exhibit 5.8. **Interest in Partnering with King County Public Schools**



Cultural Organizations' and Individual Partners' Needs to Improve or Expand Partnerships with King County Schools

Cultural organizations and partners and practitioners identified several needs for improving and expanding partnerships within King County. Although the organizations and partners and practitioners varied in how they partnered with the schools, there were several common themes, including contact information, a process to communicate with districts/schools, a clear process for establishing a partnership (e.g., setting up contracts), and sustainable funding.

Shared vision and goals for the partnership. Establishing partnerships is a complex and time-consuming process. However, when the district, school, and cultural organization share a common vision and goals, the partnership can impact student learning and building capacity within the education system and the cultural organization. This requires a commitment of time to collaborate to develop a relationship, to identify common goals, and outcomes, and to align curriculum and programming. It also requires agreements on how educators and partners work together, a common understanding of the students and their needs, and joint professional development opportunities.

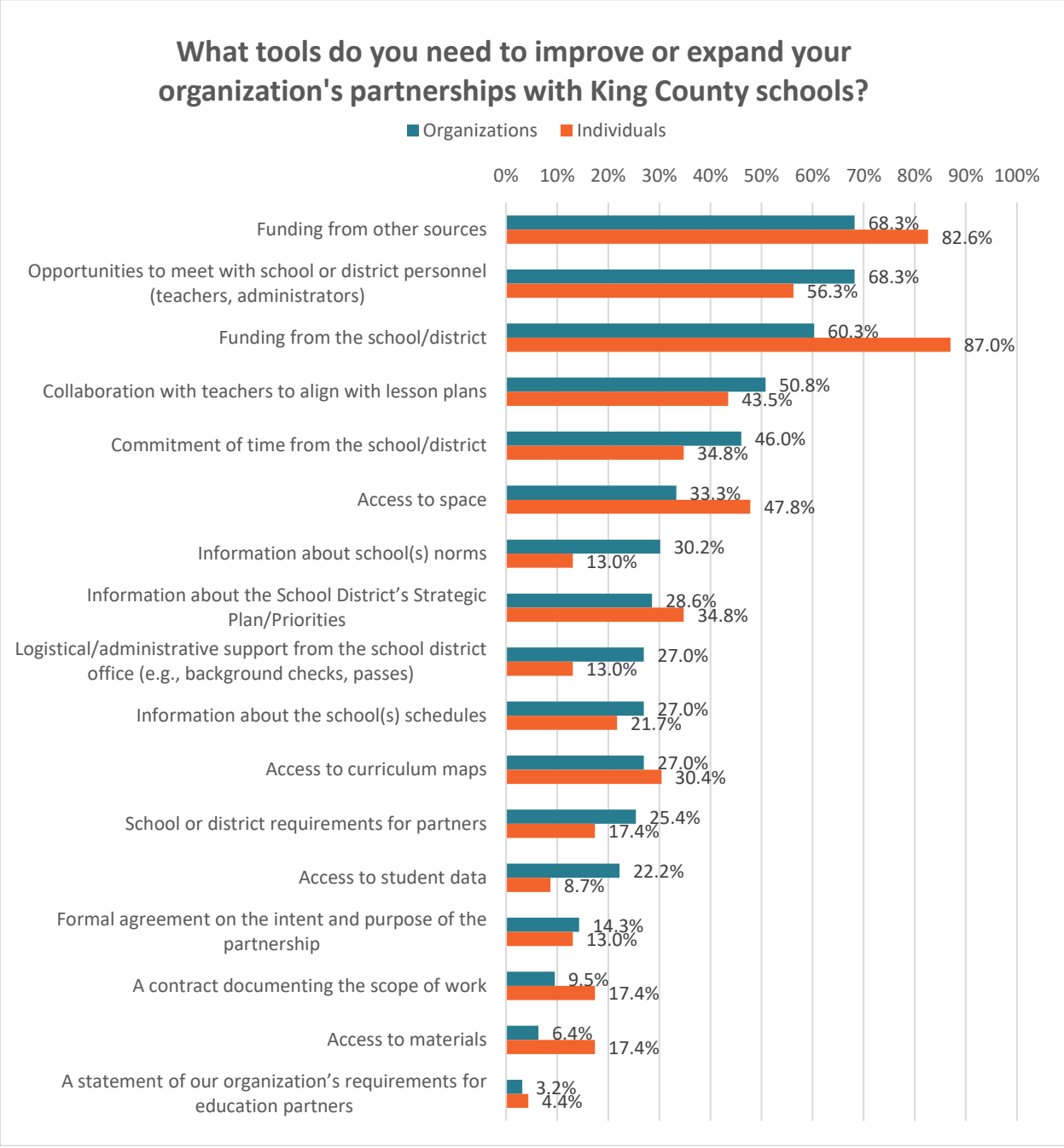
Sustained funding for long-term partnerships. Cultural education funding comes from various sources. Often funding comes from schools or districts based on their priorities, and booster clubs or PTSAs may provide funding as well. However, as stated before, this model can create inequities amongst schools. Cultural organizations also have funding, and they may provide grants or support for Title 1 schools or schools applying for the grant. This funding model, however, often results in short-term partnerships or singleton experiences. Because of these issues, similar to schools and districts there is a need for a funding model that creates equity among schools, such as a tiered approach, that is sustained long-term, allowing schools and cultural organizations time to develop cultural education plans and a long-term partnership.

Opportunities for collaboration. Cultural organizations and individual partners and practitioners agree they need time to meet with school and district personnel to ensure the school's and organization's priorities align and to understand and to collaborate with teachers to develop lessons. These opportunities are essential to ensure the partnership aligns with the district and school goals and that all participants benefit from the experience. Further, these opportunities allow teachers and cultural educators to learn from one another and to address students' individual needs. For example, while cultural educators reported that the arts are inclusive for students with disabilities, they also need to know about students' disabilities to be able to adapt the lesson beforehand. It also ensures that cultural educators work within the school norms. Providing these opportunities at the onset, with district personnel, administrators, and teachers will improve the partnership.

Commitment of time and resources. Finally, cultural organizations need a commitment of time with students, as well as an agreement on the use of space, data, and materials. Because time is limited with students, cultural organizations want a commitment of days and amount of time they can work with students during the day, as well as agreements about their access to space, materials, and data to assess outcomes.

Exhibit 5.9 shows organizations and individual partner/practitioners results from the survey about their needs to improve and expand partnerships.

Exhibit 5.9. **Tools Needed to Improve and Expand Partnerships**



Summary

A total of 130 different organizations and 80 partners and practitioners completed the cultural education study survey. Of these, 77% of responding organizations and 80% of the partners and practitioners worked with King County public schools in 2018-19, and both groups report that working with King County public schools is a priority. The majority of community partners are in the greater Seattle area and the western part of King County. Overall, they worked with 84% of schools in 19 King County districts. More schools and

students engage in partner activities during the school day and through field trips, rather than before/after school programming. The schools without partnerships tended to be "non-traditional" schools. Organizations and individual partners and practitioners reported the highest levels of satisfaction when partnerships are long-term, are collaborative, and align with standards. Cultural organizations and partners and practitioners also identified several needs for improving and expanding partnerships within King County.

Chapter 6: District Clusters

Chapter 6: District Clusters

As identified throughout the report, there are some clusters of districts, schools, and populations that have unique needs that should be considered. This section synthesizes findings and special considerations for these different populations.

District and School Clusters

In this analysis, there were more differences across school clusters than district clusters. This is largely because there are considerable differences in demographics across districts. For example, in Highline Public Schools, one elementary school has 34% of students identified as low income, while another elementary school has 89% of students identified as low income, and the needs of these schools vary greatly. The sections below include some considerations based on district and school clusters.

Geography. Geography had little impact on high school course enrollments in social studies, science, arts, and technology. This is because Washington State's 24-Credit Career and College Requirements are the same for all high school students, and because of this, there appears to be little difference in course enrollment patterns at the district level.

However, geography did appear to play a role in the number of partnerships a district had with community organizations. While there were some exceptions, districts closer to the greater Seattle region had a greater ratio of students working with cultural education partners during school, on field trips, and in before/after school activities. During interviews, representatives from some of the more distant districts noted that field trips, in particular, were difficult because buses need to be available for before- and after-school pickup, and with travel time to Seattle, students only have approximately two-hours for the field trip.

The majority of cultural organizations are in the greater Seattle area and the western part of King County, and no organizations within the Enumclaw or Skykomish school district boundaries indicated they had partnerships with a school or a school district on the survey. Further, on the survey, when organizations identified if they had a priority population, many indicated that location was a consideration in determining their partnerships. Thus, while there were strong examples of some more distant districts taking advantage of local partnerships, there do appear to be fewer opportunities.

Finally, the southern King County districts (Auburn, Enumclaw, and Federal Way) also tended to have fewer partnerships. However, because of their proximity to Pierce County, they may have more partnerships in that region.

School-level free and reduced lunch rates. The course enrollment analysis showed differences in enrollment patterns by school level free and reduced lunch rates. Across all subject areas, schools with a lower percentage of high school students receiving free and reduced lunch had higher cultural education course enrollment rates, compared to schools with a greater percentage of students receiving free and reduced lunch.

The largest gaps were in science and the arts. For example, in schools with 0% to 25% free and reduced lunch rates, 83% of high school students were enrolled in a science course. In contrast, in schools with 76% to 100% of students receiving free and reduced lunch, only 58% of high school students enrolled in a science course, resulting in a 25 percentage point gap. The second largest gap was in the arts, with 66% of students enrolled in the arts in schools with 0% to 25% free and reduced lunch rates to 45% of students enrolled in the arts in schools with 76% to 100% free and reduced lunch rates, resulting in a 21 percentage point gap.

Furthermore, income may play a role in partnerships and field trips. Results showed that schools over 80% of schools, of regardless of free and reduced lunch rates, had partnerships. As free and reduced lunch rates increased the proportion of students being served by partners increased. Several efforts, described below, appear to support this.

Many districts try to equalize access by providing a budget to all schools for partners and creating opportunities for all schools to take advantage of a field trip at a specific grade level. However, schools can also use their budgets from booster clubs or PTSAs to supplement the cost of during school partnerships and field trips, and this may lead to inequities. In addition, schools in which a large proportion of parents work during the day may not have enough chaperone volunteers to take students on field trips. Cultural organization leaders and district and school administrators shared that field trips had to be canceled because of this situation.

However, many cultural organizations offer grants or scholarships to Title I schools or low-income communities to engage in partnerships and field trips. While many schools take advantage of these opportunities, it is often time consuming to apply for these opportunities, and it requires a commitment from school leaders and educators to submit the application. Thus, while this appears to equalize opportunities, it is dependent upon personnel within the schools, and opportunities may vary year-to-year, which could lead to inconsistencies.

Non-traditional schools. The analyses also showed that non-traditional schools, such as alternative schools or Open Doors schools, had fewer students enrolled in cultural education courses. For example, there was a 31 percentage point gap in social studies enrollment rates in traditional schools compared to other schools, a 30 percentage point gap in science, and a 28 percentage point gap in the arts.

Similarly, the analysis of partnerships, reveals that non-traditional schools had fewer partnerships with cultural organizations compared to traditional schools. In fact, of the 79 schools identified without a cultural education partner, 47 were non-traditional schools,

including alternative schools, re-engagement programs (Open Doors schools), residential programs, special services, parent partnership programs, and juvenile justice associated schools. District representatives noted that non-traditional schools often partner with social service agencies. However, many students who attend non-traditional schools previously disengaged from the system and increasing cultural education partnerships may help with reengagement.

High schools and middle schools. Proportionately, fewer high schools and middle schools worked with cultural organizations compared to elementary schools. Further, far fewer students in high schools and middle schools were served by a cultural partner. According to respondents, this is predominately because of the structure of high schools and middle schools, and partnerships are largely organized by a teacher or based on a course. Therefore, only students enrolled with a particular teacher or course have access. Field trips present an additional challenge at this level, because if students attend a field trip based on a course they are taking, they miss coursework in their other subjects.

Schools in improvement. District and school representatives reported that schools identified for improvement (e.g., Comprehensive, Targeted) by state and accountability processes may have less of a focus on cultural education. These schools are predominately elementary and middle schools, so there is limited data to show differences in cultural education enrollment patterns. While Title 1 funding can be used for innovative approaches, such as arts integration, district and school representatives noted that the focus is on reading and math, and most supplemental funds for partnerships go towards supporting reading and writing improvement. While these schools still take advantage of district supported field trips, they disproportionately also have more students on free and reduced lunch, so they likely do not have additional funding sources for more field trips. However, many partners offer scholarships and grants, for which these schools are eligible, and school leaders and teachers do apply for these opportunities.

Students' Characteristics and Programs

There are a number of student characteristics that should be considered as well. In many cases, work with cultural education organizations and partners provide additional value to students with these characteristics.

Gender. Overall, there were only a few differences by gender. Generally, more females enrolled in the arts and more males enrolled in technology. The latter showed the biggest difference, and district representatives discussed this issue. Some districts have entered into partnerships to increase females' enrollment in technology, such as with Techbridge Girls. Other districts are beginning discussions on how to increase enrollments in technology.

Race and Ethnicity. The student population across King County is very diverse, with approximately 57% of students identifying as persons of color. In contrast, the King County teaching staff is 75% female, and only 17% identify as persons of color. Therefore, the majority of King County students do not work with educators who share their racial and ethnic background.

Further, there were differences in cultural education course enrollment by race/ethnicity across all areas. Across subject areas, students identified as Asian, Two or More Races, and White, generally had higher enrollment rates in science, the arts, and social studies, while Asian students has the highest enrollment rates in technology. In contrast, American Indian/Alaskan Native, Black/African American, and Hispanic/Latino of any race(s) had the lowest enrollment rates across all subject areas. Native Hawaiian/Other Pacific Islander students had variation across subject areas, with the highest enrollment rates in social studies, but lower enrollment rates in the other subject areas.

Similarly, most courses across King County were described as Eurocentric, and several examples were provided of students and families requesting more diverse or culturally-relevant courses, but districts were unable to meet those requests because of staffing and funding issues. In addition, time and a focus on statewide requirements also limits the options available within each district.

Cultural organizations provide a unique opportunity for schools and districts with diverse populations. Notably, on the survey, 52% of individual partners and practitioners were persons of color. Many of the programs offered allowed opportunities for students to learn about different cultures and focused on racial justice issues. When these partners are integrated into regular classroom instruction, they provide rich opportunities for a wider range of students.

English Language Learners and Special Education. High School students involved in ELL or special education programs had a smaller proportion of students enrolled in cultural education courses compared to non-ELL and non-special education students. There may be some differences that occur in middle and elementary schools, as well. During interviews with district and school representatives, they noted they are making efforts to ensure their ELL and special education students are not pulled out of cultural education courses for additional services. For example, Seattle Public Schools implemented a policy that students could not be pulled out of arts instruction, and Highline Public Schools is trying to offer services during intervention period. However, district personnel noted that students may be pulled out of cultural education courses occasionally at the elementary level. Further, students may receive some additional services at the middle school level instead of an elective. These issues contribute to less access to cultural education for these groups.

Cultural organizations noted that their programs are suited for students with disabilities and ELL students. For example, field trips are ADA compliant, ensuring that all students can access the program. In addition, programs such as the arts or other hands on-experiences allow all students with disabilities to engage in the program. However, cultural education

providers noted they need to have time to collaborate teachers to understand the disabilities so they can assure they have the appropriate accommodations. Finally, many of the cultural organizations have bi-lingual staff or programming in other languages. Again, to take advantage of this, it is helpful to collaborate with the teachers to determine if the organization can accommodate multiple languages.

Summary

The analyses showed there are certain factors that can be identified as clusters for consideration, such as the geography, percentage of free/reduced lunch support, type of school (traditional versus other types), and school improvement status. There are a number of student characteristics that should be considered, as well, including gender, race and ethnicity, and participation in ELL or special education programs. It may be beneficial to consider ways to address cultural education across these factors and characteristics.

Chapter 7: Recommendations

Chapter 7: Recommendations

The aggregated findings of the King County Cultural Education Study suggest the following recommendations.

Develop a county, regional, or state definition, vision, and network for cultural education. OSPI provides districts with guidance for implementation of the state learning standards and oversees assessments required for federal and state laws. However, districts have local control in how they meet the state learning standards, the courses offered, and the curricular materials used, which does create differences across districts. Several interviewees wished OPSI, PSESD, or another education oversite agency would develop a definition of cultural education and draft a vision to guide district work in this area. They also recommended establishing a network that includes but is larger than King County to support partnership development and teacher learning.

Create a cultural education database. Educators at all levels, as well as community partners, struggle to find appropriate partners and suggested creating a repository of partner information and other cultural education resources. To that end, it is recommended to create a database with cultural education options to make it easier to identify and arrange opportunities. Recommended variables for the database include but are not limited to: contact information, type of activity, length of activity, in/out of school options, number of slots for the year, costs, type of partnership required, alignment with standards or curricula, costs and funding support available, how the program serves specific populations such as ELL and special education students, and racial, ethnic, cultural affiliations or representation. The database should be renewed annually by asking partners to update their information. Ideally, this would be done via a web form or survey that inputs directly to the database. Given the need for annual updates, partners may be more likely to use a county-wide database rather than provide updates to 19 individual districts. In addition to information about community partnerships, the database could include templates or documents developed by districts for cultural education plans, equitable funding models, data sharing agreements, professional development, etc.

Establish district vision, framework, and leadership for cultural education. Educators reported that visible district leadership around cultural education is essential, and that a district-wide vision would help guide schools and teachers in their efforts. Further, no district reported developing a comprehensive framework for cultural education in all areas of focus in this study. It is recommended that districts develop a clear vision for cultural education and a framework with implementation plans, funding strategies, plans for monitoring equity in access, etc. In addition, districts should communicate priorities and incorporate them into the district's annual review. The framework should directly address gaps in access, such as those identified for ELL and special education students. Encourage district departments, schools, and teachers to incorporate cultural education into their plans.

Align community partner data collection. This study revealed significant differences in how community partners document their cultural education activities with schools (e.g., number of students served). To truly understand equity of cultural education activities across the county, it is recommended that 4Culture take a lead in moving partners toward similar ways of reporting student participation data. This will require development of data definitions and a central database. This could be part of the cultural education database described above, with password protected accounts to enter their data and update their program's profile.

Incorporate diverse voices in cultural education planning. Students need to see themselves in their education and to see its relevance to their lives. Cultural education activities can increase opportunities for this to happen. For example, as noted in the report, 52% of surveyed individual partners and practitioners were persons of color, which is similar to the demographics of the King County student population. To ensure cultural education has meaning and relevance, obtain student and family input when identifying priorities, course offerings, and opportunities. Similarly, obtain input from the local community. This has the added benefit of building relationships with the community and potentially identifying partners.

Utilize multiple cultural education activities. There are pros and cons specific to in-school, out-of-school, and educator professional development cultural education activities. It is recommended that school and district cultural education plans include a variety of activities, intentionally considering the ideal activity for meeting districts' and schools' needs. However, increasing the focus on in-school activities will promote equitable access, and district respondents believed this provided the most value.

Diversify partnerships. Many cultural education opportunities are Eurocentric, in spite of the diversity of King County. During interviews, school and district personnel noted that some populations requested courses, such as mariachi at the high school level or visual arts instead of music at the elementary level. However, they were unable to meet these needs because of staffing or funding. However, cultural partners broaden cultural experiences for educators and students, and it is recommended districts seek partners that can provide more diverse opportunities.

Provide professional development and resources. Most districts are providing educators professional development to increase culturally relevant teaching practices within their schools. However, changing practice is difficult, and educators will be more likely to include cultural education opportunities if they understand how it can be integrated into the classroom and feel confident in culturally-responsive teaching. Create a district database of exemplars and resources for teachers.

Establish sustainable funding. Teachers are interested in integrating cultural education into their curricula but lack funding, as well as time to obtain funding through grants. While districts provide some funding across schools, it has not been enough to meet the requests

of the community and students. In addition to supporting cultural education activities, sustained funding allows relationships to develop between educators and providers.

Develop a plan to eliminate funding-based inequities within the district. Several conditions contribute to inequitable distribution of funding for cultural education activities. For example, fundraising by PTSAs leads to great resources for schools in more affluent communities. It is recommended to create a funding structure to ensure equitable opportunities across the district that are not reliant on PTAs and tied to community affluence. Consider tiered funding models to reduce disparities among schools.

Increase partnership opportunities for organizations that are small, diverse, and/or new to education. Both educators and community partners observed that smaller organizations and less mainstream organizations can have difficulty developing partnerships with schools. However, these organizations may increase relevance and diversity in cultural education. Creating opportunities for them to learn how to engage with district administrations, to work in classrooms, and to align with curricula would be mutually beneficial.

Appendices

Appendix A: Participants

The following Task Force members provided input and guidance through the study (see Exhibit A.1.

Exhibit A.1. **Task Force Members**

Task Force Members	
Individual	Role, Organization
Amy Dukes	Arts Program Administrator, City of Issaquah
Corey Dunne	Education Director, Studio East
Olisa Enrico	Teaching and Performing Arts Specialist, Creative Justice, The Residency, Praxis Essentials, LLC
Rahul Gupta	Director of Education and Tours, Wing Luke Museum
Ashraf Hasham	Youth Arts Manager, Seattle's Office of Arts & Culture
Jessica Holloway	Visual Arts Coordinator & STEAM Curriculum Developer, Bellevue School District
Andy Jensen	Government Affairs Co-Chair, Inspire Washington
Tina LaPadula	Arts Education Project Manager, City of Seattle
Bernadette Merikle	Executive Director, Community Center for Education Results
James Miles	Executive Director, Arts Corps
Andrew Peterson	Independent Teaching Artists, Doctoral Student

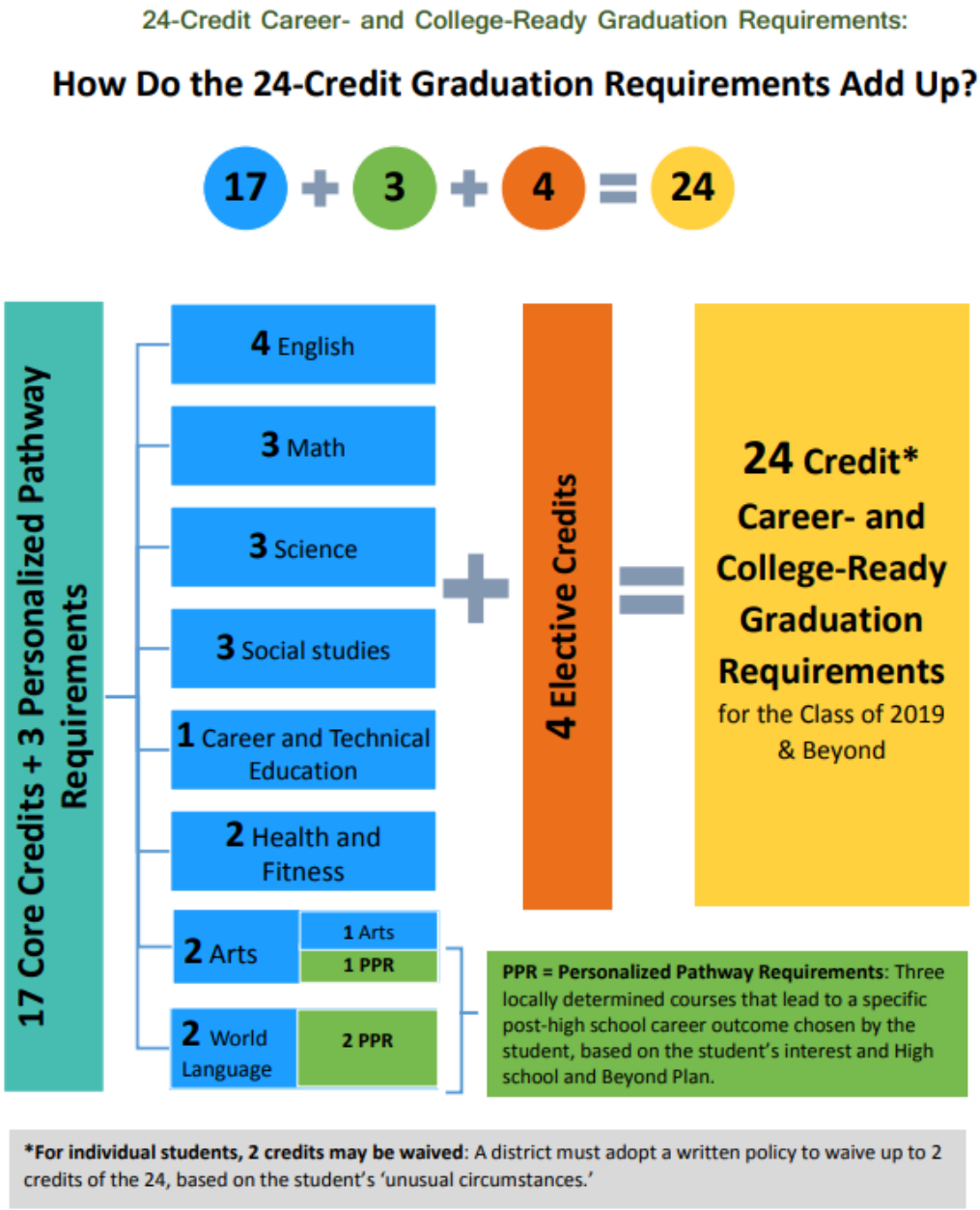
The following organizations, along with the sectors represented participated in interviews (see Exhibit A.2).

Exhibit A.2. **Cross-Sector Organization Interviews**

Cross Sector Organization Interviews	
Organization	Sector
Auburn Parks and Recreation	City Government
El Centro de la Raza	Community Organization
Carina del Rosario	Community Teaching Artist
Arts Corps	Cultural experiences: Arts
Bellevue Arts Museum	Cultural Experiences: Arts
Ocheami	Cultural Experiences: Arts
Pacific Northwest Ballet	Cultural Experiences: Arts
Seattle Opera	Cultural Experiences: Arts
Village Theatre	Cultural Experiences: Arts
Museum of History and Industry (MOHAI)	Cultural Experiences: History
Northwest Railway Museum	Cultural Experiences: History
Red Eagle Soaring	Cultural Experiences: History/Arts
Mary Olson Farm/White River Valley Museum	Cultural Experiences: Science/History
Museum of Flight	Cultural Experiences: Science/Technology
Technology Access Foundation	Cultural Experiences: Technology
Arts Impact	Education/Instruction

Appendix B: 24 Credit Career and College Ready Graduation Requirements

The 24-Credit Career and College Ready Graduation Requirements, which are required for high school graduation, are listed below.



Appendix C: Cultural Education Requirements, Pathways, and Implementation Strategies

Exhibit C.1 shows cultural course offering OSPI requirement, pathways, and implementation strategies at the elementary, middle, and high school.

Exhibit C.1. **Cultural Education Course Offering Requirements and Implementation Strategies – Elementary, Middle, and High School**

Cultural Education Requirements and Implementation Strategies		
Elementary School	**Course Offering Requirements/Pathways**	**Implementation Strategies**
Arts	Music • *K-3*: Music instruction • *4-5*: Music instruction plus before school band/orchestra Visual Arts, Dance, Media Arts, and Theatre • *K-5*: Instruction integrated into classroom; an art docent or specialist may provide visual arts instruction	Most districts offer music instruction for all elementary school students on a weekly basis, ranging from 60 to 100 minutes a week, with a certificated teacher. In the upper elementary grades, students can take instrumental music (band/orchestra). Visual arts is often integrated into core instruction by the classroom teacher; however, some districts provide instruction through an art docent program, community provider, or an arts specialist. Theatre, dance, and media arts varies across districts. These options may be integrated into the core instruction. Many students participate in a dance unit as part of the PE program.
Social Studies	• *Grade K* - Self (near & far; now & then) • *Grade 1* - Families (near & far; now & then) • *Grade 2* - Community (near & far; now & then) • *Grade 3* - Culture: People, Places, and Environment • *Grade 4* - Washington State History (including Tribal History) • *Grade 5* - US History (pre-colonial to Constitution)	Social studies is usually embedded into the school day. It is offered daily or on a rotating schedule with science, either every other day or by unit, and students receive approximately 60 to 90 minutes of instruction a week. In one district, social studies is also integrated into the English language arts program.
Science	Units, spread throughout year Integrating NGSS: physical science; life science; earth and space science; and engineering, technology, and science application.	Science is usually embedded into the school day. It is offered daily on a rotating schedule with social studies, either every other day or by unit, and students receive approximately 60 to 90 minutes of instruction a week.

Technology	Technology is integrated across content areas by the classroom teacher. In addition, most districts also offer instruction from the librarian or technology specialist.	Consistent with requirements
Middle School	**Requirements/Pathways**	**Implementation**
Arts	• *Grade 6*: Survey Class (some districts) expose students to many different elective/CTE options • *Grade 7-8*: Elective Music: Orchestra, Band, Chorus Visual Arts: Pottery, Visual Arts Dance, Media Arts, and Theatre offered in some districts	Across districts, students have opportunities to take music and/or visual arts as part of their elective program. Depending on district, students may also have opportunities to choose electives in media arts, theatre, and dance. Many districts offer 6th grade students a survey class, in which they participate in different units, covering a variety of electives including arts, so students can make informed choices in the 7th and 8th grades.
Social Studies	Students take social studies each year as part of core instruction. • *Grade 6* - World Geography & World History (Ancient Civilizations – 1450) • *Grade 7* - Washington State History (including Tribal History) • *Grade 8* - US History & Government (primarily 19th Century)	Consistent with requirements
Science	Students take science each year as part of core instruction. Year-long Courses Integrating NGSS; physical science; life science; earth and space science; and engineering, technology, and science application.	Consistent with requirements
Technology	• *Grade 6*: Survey Class (some districts) expose students to many different elective/CTE options • *Grades 7-8*: Elective Computer science, Communication & Audio/Visual Technology Engineering and Technology (fewer districts)	Technology is integrated into core instruction, and students have opportunities to take different technology classes as electives throughout middle school. Many districts offer 6th grade students a survey class, and students take computer science as part of that class.
High School	**Requirements/Pathways**	**Implementation**
Arts	Students are required to take 2 credits of arts as defined by the 24-Credit Career and College Ready Graduation Requirements, though some districts did receive a waiver from this requirement for 2018-19, and some students may graduate with one credit. Course offerings vary across	Consistent with requirements

	districts, but most offer courses in visual arts, music, media arts, and theatre, with a few also offering courses in dance. Grades 9 - 12 (elective/CTE - minimum 2 credits) - top enrollments: • *Music*: Chorus, Orchestra, Band • *Visual Arts*: Ceramics/Pottery, Photography, Visual Arts (Drawing/Painting, Comprehensive) • *Media Arts*: Commercial Photography, Visual Communications Design, Publication Production • *Theatre*: Stagecraft, Acting/Performance, Theatre Arts • *Dance*: Limited Offerings	
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional Social Studies credits as part of their elective program. • *Grade 9 or 10* - World History (1450 to Present) • *Grade 11* - US History & Government (primarily 20th and 21st Centuries) • *Grade 12* - Contemporary World Problems & Civics	Consistent with requirements
Science	Students are required to take 3 credits of science as defined by the 24-Credit Career and College Ready Graduation Requirements; however, some districts received a waiver in 2018-19 for this requirement, and some students may graduate with 2 credits. Students can take additional science credits as part of their elective program. Students generally take one of the three sequences: • Biology, Chemistry, Physics • Integrated Science 1, 2, and 3 • Biology/Integrated Science (plus two additional science credits of choice)	Consistent with requirements
Technology	Students have opportunities to take different technology classes as a part of their required CTE credit or as part of	Consistent with requirements

	their elective program. Technology is also integrated into other subjects. *Grades 9 - 12* (may take as part of elective/CTE program - no minimum requirement) - top enrollments: • Computer science: AP Computer Science, Computer Programming, Computer Graphics • Communication & Audio/Visual Technology: Commercial Photography, Publication Production, Audio/Visual Production • Engineering and Technology: Robotics, Pre-Engineering Technology, Principles of Engineering	

Appendix D: Courses Students Enrolled

Exhibit D.2 shows the courses students took in the 2018-19 school year across King County, as well as the number of enrollments.

Exhibit D.2. **Courses Students Enrolled**

Courses Students Enrolled	
Course	**# of Enrollments**
Social Studies	
World History-Overview 04051	15152
U.S. History-Comprehensive 04101	14974
Modern World History 04053	8737
Modern U.S. History 04103	7764
Contemporary World Issues 04064	7137
AP World History	7041
AP U.S. History 04104	6759
Civics 04161	6736
AP Human Geography 04004	4720
AP U.S. Government and Politics	4205
IB History	4133
AP Psychology	3622
World Area Studies 04061	3100
Psychology 04254	2980
World History-Other 04099	2750
U.S. Government-Comprehensive 04151	2447
World History and Geography 04052	2404
U.S. History-Other 04149	1968
IB Theory of Knowledge	1736
Economics-Other 04249	1615
Humanities 04302	1450
AP Comparative Government and Politics	1178
AP Government	1166
AP European History	914
World Geography 04001	809
World People Studies 04062	688
IB Psychology	637
Sociology 04258	540
Ancient and Medieval History 04060	503
AP Macroeconomics 04204	465
AP Economics	423
United States and World Affairs 04156	388
Law Studies 04162	348
State-Specific Studies	336
AP Microeconomics 04203	314
Social Studies 04305	310
International Relations 04155	259

Particular Topics in U.S. History 04109	242
Particular Topics in Law 04166	220
Business Law 04164	215
Social Sciences-Other 04299	176
Particular Topics in Sociology 04259	175
Particular Topics in Psychology 04255	167
IB Economics	154
Geography-Other 04049	143
Social Science 04260	131
Legal System 04165	123
IB Global Politics	119
Anthropology 04251	85
Social Studies-General	84
Contemporary World Issues	80
Social Sciences and History-Other 04999	74
State-Specific Studies 04105	72
U.S. Government-Comprehensive	70
Particular Topics in Philosophy 04307	68
Ancient Civilizations 04058	67
Contemporary U.S. Issues 04106	64
IB Philosophy	54
Political Science 04153	44
Philosophy 04306	39
U.S. Ethnic Studies	37
Humanities-Other 04349	21
World History-Overview	17
U.S. History-Independent Study 04147	13
Social Sciences-Independent Study 04297	9
Early U.S. History 04102	5
Government, Politics and Law-Other 04199	3
Particular Topics in Economics 04207	3
Government, Politics and Law-Independent Study 04197	2
Principles of Democracy 04160	1
Science	
Biology 03051	29696
Chemistry 03101	29404
Physics 03151	12315
Physical Science 03159	4300
AP Biology	3756
AP Environmental Science 03207	3178
Integrated Science 03201	2905
AP Physics 1	2776
AP Chemistry	2721
Anatomy and Physiology 03053	2443
Environmental Science 03003	1931
Astronomy 03004	1820
Marine Science 03005	1792
IB Biology	1577

Earth Science 03001	1247
Chemistry-Advanced Studies 03102	1223
IB Physics	1209
AP Physics 2	961
IB Chemistry	892
Life and Physical Sciences-Other 03999	743
AP Physics C	617
Conceptual Chemistry 03105	578
Technical Science 03211	503
Biology-Advanced Studies 03052	463
IB Environmental Systems and Societies	388
Physics-Independent Study 03197	344
Biology-Independent Study	326
Zoology 03061	284
Aerospace 03209	280
Botany 03058	260
Science, Technology and Society 03210	258
AP Physics C: Mechanics	233
Anatomy 03054	216
Scientific Research and Design 03212	209
Chemistry-Other 03149	197
Earth Science-Other 03049	171
Physics-Advanced Studies 03152	171
Biology-Other 03099	170
Forensic Laboratory Science	165
Physiology 03055	150
Particular Topics in Chemistry 03108	137
Meteorology 03006	135
Geology 03002	133
Origins of Science 03205	110
Particular Topics in Biology 03063	109
Earth and Space Science 03008	107
Genetics 03059	107
IB Design Technology	95
Physics-Other 03199	90
Technological Inquiry 03204	78
Conceptual Biology 03062	70
Life and Physical Sciences-Independent Study 03997	63
Integrated Science	37
Unified Science 03202	27
Particular Topics in Physics 03162	10
Earth Science-Workplace Experience 03048	1
Life and Physical Sciences-Proficiency Development 03994	1
Arts	
Visual Arts	
Ceramics/Pottery	9033
Photography	4861
Visual Arts—Drawing/Painting	4821

Visual Art—Comprehensive	4684
Visual Arts—Drawing	2059
Visual Arts-Other 05199	1557
Jewelry	1530
Art Appreciation	1018
Visual Arts—Sculpture	860
AP Studio Art—Two-Dimensional	622
AP Studio Art—Drawing	578
Art Portfolio	523
IB Visual Art	520
Interdisciplinary Arts	291
Fibers and Textile Design	249
Fine and Performing Art-Other 05999	215
Art History	191
Interior Design	176
Industrial Design	138
Visual Arts—Painting	137
AP Studio Art—Three-Dimensional	131
AP Art History	106
Visual Art—Independent Study	46
Architectural Design	32
Printmaking/Graphics	29
Printmaking	25
Fine and Performing Art-Independent Study 05997	21
Visual Arts-Workplace Experience 05198	15
Music	
Chorus	5620
Orchestra	4989
Concert Band	3513
Small Ensemble	3315
General Band	2202
Vocal Ensemble	1769
Guitar	1766
Piano	1713
Music-Other 05149	1171
Contemporary Instrumental Ensemble	1069
Marching Band 05103	561
AP Music Theory 05114	306
Music Appreciation	286
IB Music	171
Individual Technique—Instrumental Music	152
Music Theory	98
Music History/Appreciation	96
Composition/Songwriting	59
Contemporary Vocal Ensemble	28
Technology/Electronic Music	15
Recording and Production	9
Music History	2

Music-Independent Study 05147	2
Strings	1
Media Arts	
Commercial Photography	3329
Visual Communications Design	2103
Publication Production 11104	2025
Audio/Visual Production 11051	1674
Computer Graphics	1517
Video 11055	1235
Digital Media Technology 11151	1201
Commercial Graphic Design 11154	1097
Journalism	1050
Web Page Design	897
Broadcasting Technology 11103	665
Graphic Technology 11155	650
Photography and Printing Technology 11156	443
Advertising Design	378
Cinematography/Video Production	352
Digital Media Design and Production 11153	346
Interactive Media	313
Computer Gaming and Design	287
Desktop Publishing 11152	276
Media Technology-Other 10249	178
Journalism and Broadcasting-Other 11149	43
Introduction to Communication	30
Photojournalism	26
Audio/Video Technology and Film-Workplace Experience 11098	24
Web Design	22
Multimedia Art	20
Media Technology-Workplace Experience 10248	16
Communication-Workplace Experience 11048	13
Photo Imaging 11054	7
Radio Production	7
Social Media	4
Media Literacy	2
Theatre	
Theater—Stagecraft	1823
Theater—Acting/Performance	1675
Theater Arts	989
Theater—Comprehensive	809
Drama-Other 05099	332
Playwriting and Screenwriting	211
History and Literature of the Theater 05059	44
Introduction to Theater	32
Theater—Directing	16
Dance	
Dance Technique	162
Dance-Other 05049	158

Technology	
Communication and Audio/Visual Technology	
Commercial Photography	3329
Publication Production 11104	2025
Audio/Visual Production 11051	1696
Video 11055	1235
Digital Media Technology 11151	1201
Commercial Graphic Design 11154	1097
Journalism	1050
Broadcasting Technology 11103	665
Graphic Technology 11155	650
Photography and Printing Technology 11156	443
Digital Media Design and Production 11153	346
Desktop Publishing 11152	276
Particular Topics in Communication 11003	56
Journalism and Broadcasting-Other 11149	43
Introduction to Communication	30
Photojournalism	26
Audio/Video Technology and Film-Workplace Experience 11098	24
Communication-Workplace Experience 11048	13
Photo Imaging 11054	7
Radio Production	7
Computer and Information Sciences	
AP Computer Science A	2604
Computer Programming	2480
Computer Graphics	1517
Web Page Design	897
AP Computer Science Principles	766
Introduction to Computer Technology	457
Particular Topics in Computer Programming 10160	387
IB Computer Science	368
Computer Technology 10251	349
Computer Programming-Other Language	343
Interactive Media	313
Visual Basic (VB) Programming 10153	305
Computer Gaming and Design	287
Computer Science Principles	224
Computer Programming-Other 10199	214
CISCO-The Panduit Network Infrastructure Essentials (PNIE) 10255	205
Networking Systems	183
Computing Systems 10002	180
Java Programming 10155	178
Media Technology-Other 10249	178
Network Security	142
Computer Programming-Independent Study 10197	141
Microsoft Certified Professional (MCP) 10110	133
Information Technology-Other	130
Data Systems/Processing 10054	121

Business Programming	91
C++ Programming	82
Computer Applications	82
Business Computer Applications	63
IB Information Technology in a Global Society 10007	52
Essentials of Network Operating Systems	51
Management Information Systems-Other 10099	50
Particular Topics in Media Technology 10204	23
Media Technology-Workplace Experience 10248	16
Information Support and Services-Workplace Experience 10298	12
Information Technology-Independent Study	12
Computer Maintenance	1
Exploring Computer Science	1
Engineering and Technology	
Robotics	1175
Pre-Engineering Technology 21001	941
Principles of Engineering 21004	580
Engineering Applications 21002	423
Engineering-Comprehensive 21005	381
Engineering Design 21006	377
Drafting-General	354
CAD Design and Software 21107	222
Aerospace Technology 21055	219
Computer Integrated Manufacturing 21010	197
Drafting-Architectural 21103	141
Drafting Careers Exploration 21101	133
Technology-Other 21099	108
Engineering Design and Development 21007	104
Engineering Technology 21003	100
Technological Literacy 21051	73
Digital Electronics 21008	49
Civil Engineering and Architecture 21012	21
Engineering-Independent Study 21047	15
Drafting-Workplace Experience 21148	9
Engineering-Workplace Experience 21048	8
Engineering and Technology-Workplace Experience 21998	4

Appendix E: District Profiles

Appendix E includes profiles for each district, summarizing interview findings, website and document review, and high school course enrollment data. Each profile includes policies that support cultural education within each district, barriers, strategies for providing cultural education, cultural education enrollment patterns at the high school, partnerships, and recommendations to improve cultural education opportunities within the district. The profiles begin on the next page, alphabetically, by district. This information informed the findings of the main report.

Note: Course enrollment data for grades K – 8 are not reported because of data quality concerns. In the data, researchers identified reporting variations across and within districts, and in some cases, courses were reported as being taken that were not offered at that level (e.g., Advanced Placement courses at the elementary school). In addition, during interviews, some representatives reported that teachers indicated students were enrolled in a course if a standard or subject area was covered, resulting in more enrollments than students. Because of these issues, only results for grades 9 – 12 are reported below.

Auburn School District (ASD)

Information for this profile was provided from interviews with three district and school representatives, the ASD website, and data provided by OSPI.

District Priorities

ASD is committed to providing education in all core content areas as described in Every Student Succeeds Act, and participants noted the district vision is in alignment with providing cultural education. One person shared, "A big part of the district's vision is having students educated, engaged, and empowered. I think about empowerment and giving students a voice. That is cultural education." Representatives provided examples of cultural education related to Social Emotional Learning, arts, and technology. However, participants also noted that the commitment to cultural education varies by school, with some schools placing a greater emphasis on language arts and math.

District Barriers

Opportunities for cultural education varies across schools. Several variables contribute to the difference, including school leadership's commitment to cultural education, the wealth of the school population, and designation of improvement status. One person commented, "We have a staunch basic education system focused on literacy and math that advocates test scores before you think of the extras." Further, while the ASD student body is diverse the staff is predominately White, and the education system is "anchored in White history." Representatives noted a need to engage their diverse families and students to learn more about their needs. Other barriers include the costs of field trips and transportation, which limit students' access. However, some schools use PTA funds to support field trips and other activities. Finally, representatives noted that they needed more support and opportunities for in-school partnerships.

How is Cultural Education Provided?

ASD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for each subject. The

DEMOGRAPHICS

17,580 Students

15 Elementary Schools

4 Middle Schools

3 Comprehensive High Schools

1 Alternative High School

1.2% American Indian/Alaskan Native

9.7% Asian

7.5% Black/African American

30.6% Hispanic/Latinx

4.4% Native Hawaiian/Other Pacific Islander

9.8% Two or More Races

36.7% White

19.5% English Language Learner

12.4% Students with Disabilities

58.5% Low Income

table below shows how cultural education is provided by elementary, middle, and high schools.

How is Cultural Education Provided?	
Elementary School	
Arts	Each school has a full-time music teacher, and students receive one to two sessions for 45 minutes per week. Additionally, 5th grade students can elect to participate in band or orchestra at the middle school. Visual arts is integrated into the core classroom, and some schools also have an art docent. Schools may have partnerships to add theatre or dance instruction. Students also attend a high school performance.
Social Studies	Social studies is taught by the classroom teacher for a minimum of 45 minutes each week. The content is also integrated into the literacy program. One person described, "This is an area for growth as we look at how we can have a more systemic approach."
Science	Science is taught each year through the TCI Science Kits for one to two sessions for 45 minutes each week. Depending on enrollment, some schools have a science specialist while others implement the program with the classroom teacher.
Technology	Each school in the district created a technology plan by grade level to ensure standards are being covered. All students have a Chromebook, and teachers integrate the skills in the classroom. Some schools also have a specialist, such as the librarian, providing technology instruction.
Middle School	
Arts	Students have opportunities to take music, visual arts, and theatre as part of their elective program in middle school. Band, choir, and orchestra are available as part of the music program.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	All students have a Chromebook, and technology is integrated in core classes. Students also have opportunities to take different technology classes as an elective. Clubs are also available after school, such as robotics and animation.
High School	
Arts	Students are required to take 2 credits of arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Students have opportunities to take music, visual arts, theatre, and media arts for their arts credits. The district has a large theatre, which is used by the community, as a performing arts stage, and elementary school students attend a performance at the theatre each year. Clubs are also available, such as photography and drama.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program. Schools also offer multi-cultural clubs.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.

Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective through the CTE program. One CTE credit is required as defined by the 24-Credit Career and College Ready Graduation Requirements, which may include technology courses. Clubs are also available after school, such as robotics and graphic design.

Course Taking Patterns

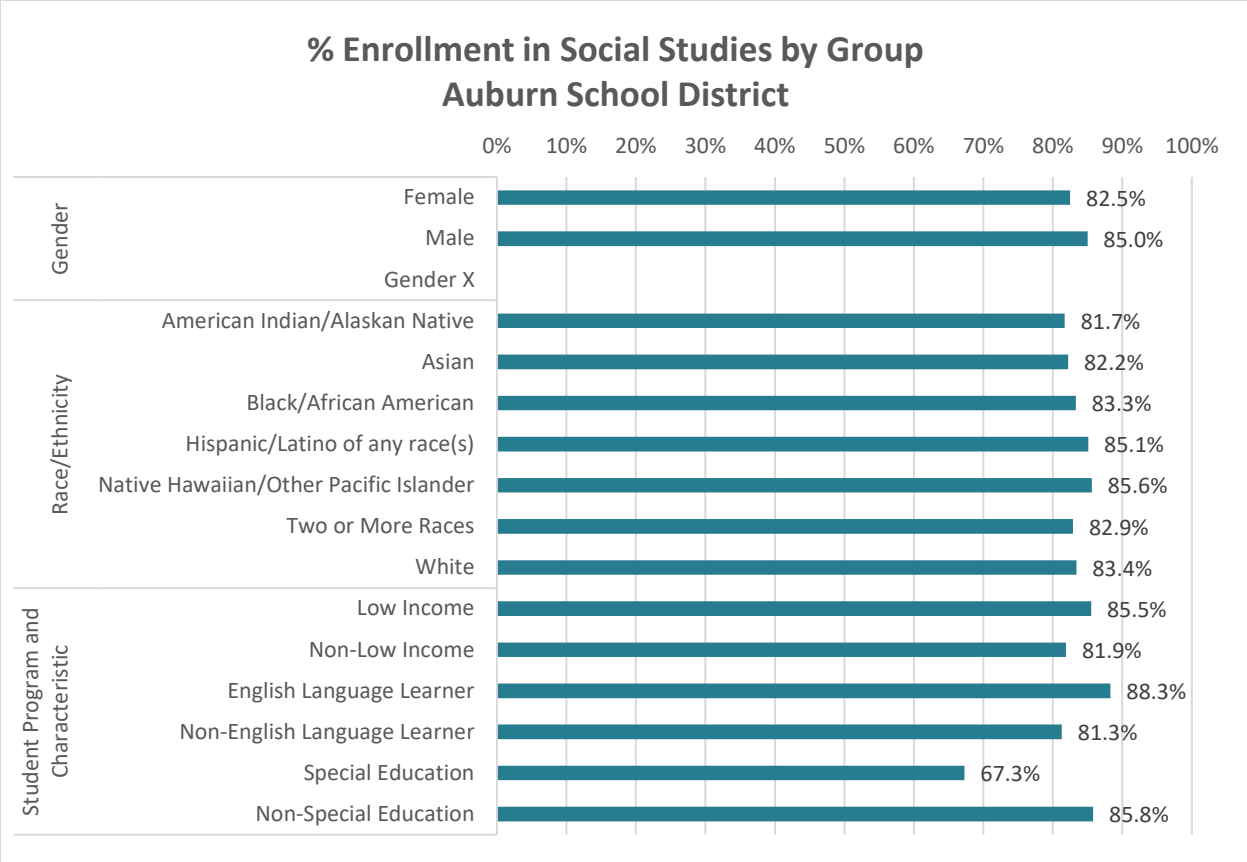
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

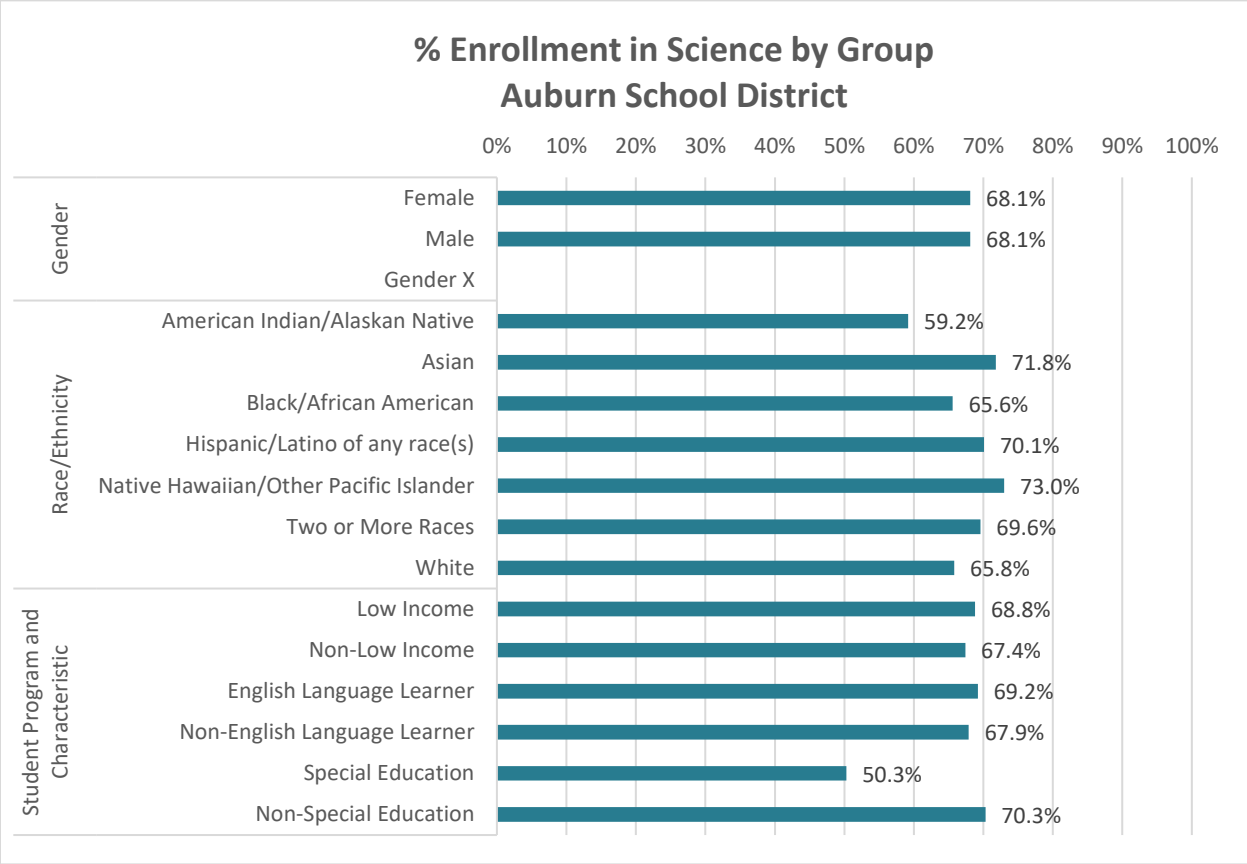
Social Studies. Overall, ***83.7%*** of ASD high school students enrolled in a social studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show small differences in enrollment by group. By student program and characteristic, there are some interesting patterns. For example, a greater percentage of low-income and ELL students enrolled in social studies compared to their non-low income and non-ELL peers. In contrast, fewer special education students enrolled in Social Studies compared to non-special education students.

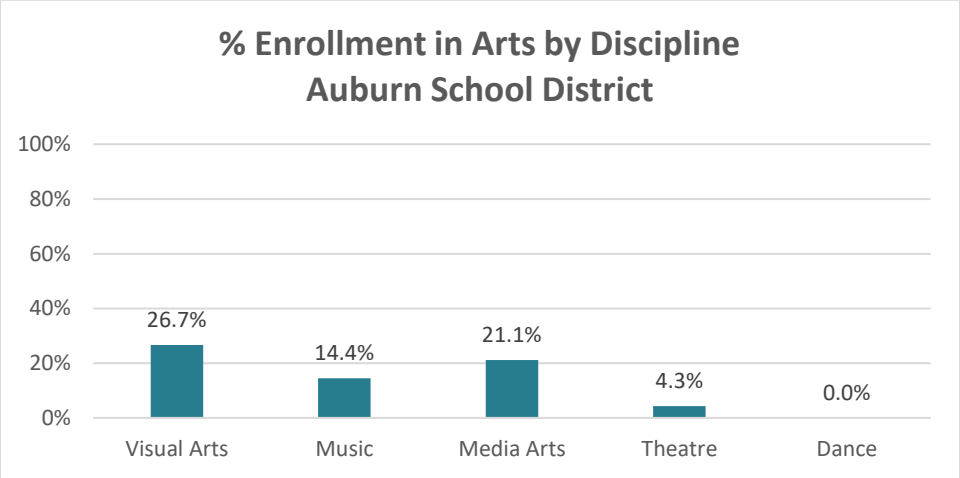


Science. Overall, ***68.1%*** of ASD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. However, ASD did receive a waiver from these requirements in the 2018-19 school year, and some students may graduate with two credits.

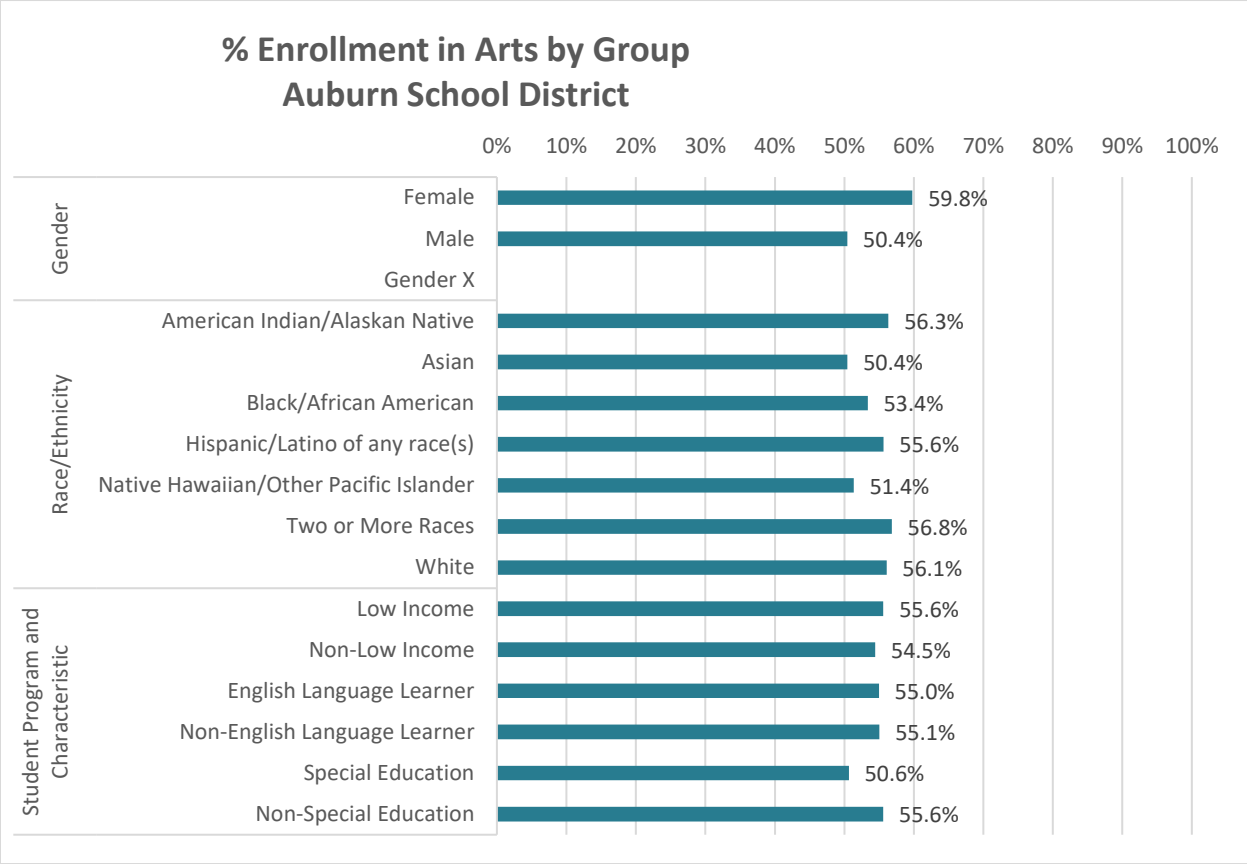
For Science, the data show differences in enrollment by group. For example, by race/ethnicity, a lower percentage of American Indian/Alaskan Native enrolled in Science compared to other groups. By student program and characteristic, fewer special education students enrolled in Science compared to non-special education students.



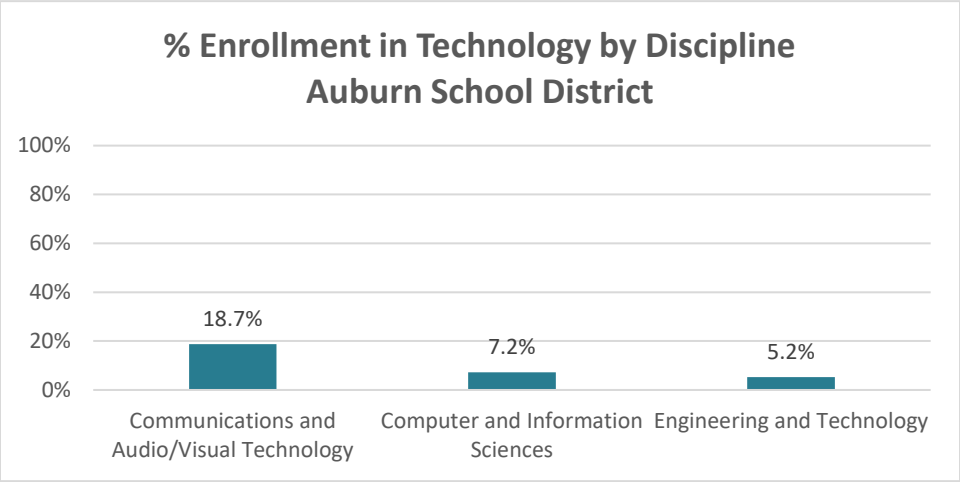
Arts. Overall, ***55.0%*** of ASD high school students enrolled in a Arts Course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. However, ASD received a waiver, which extends the time these requirements must be met. Therefore, students may graduate with one credit in arts. By discipline, more students enroll in visual arts and media arts compared to the other disciplines.



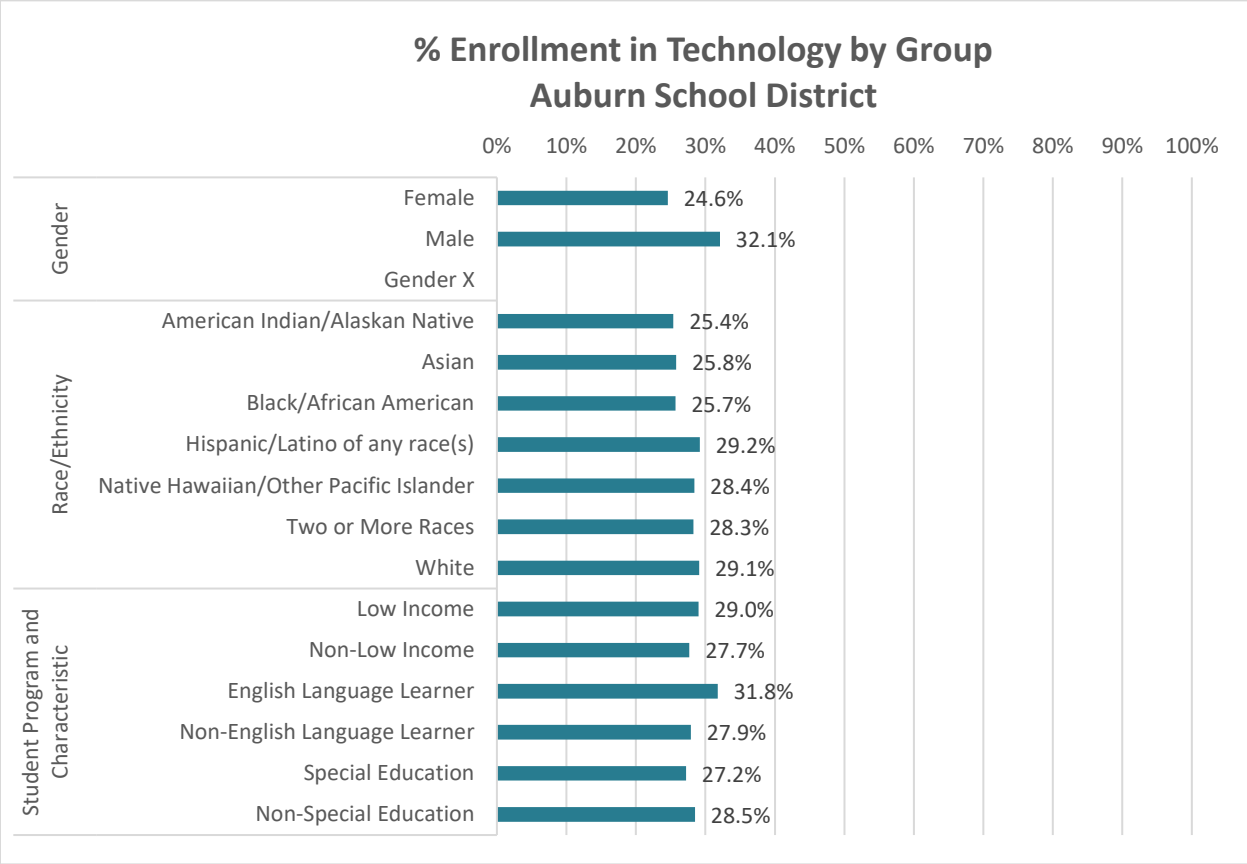
For arts, the data show smaller differences in enrollment by group. By gender, a greater percentage of females enrolled in arts compared to males. There are only small differences by race/ethnicity and student program and characteristic.



Technology. Overall, ***28.4%*** of ASD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, a greater percentage of students are enrolled in communication & audio/visual technology courses compared to the other disciplines.



For technology, the data show several gaps. By gender, more males compared to females enroll in technology courses. Fewer differences are evident by race/ethnicity and student program and characteristic.



Partnerships

Within ASD, most partnerships are initiated with the school administrator or teacher, and this results in some differences across the district. However, there are some districtwide partnerships as well, which help students have opportunities for common field trips or musical instruments.

Four different types of partnerships exist: in-school (during- and after-school) opportunities, field trips, teacher professional development, and provision of resources. During-school partnerships are largely driven by administrators and teachers, and these partnerships serve to provide additional instruction in a content area, such as partnering with Green River College for art docents. After-school partnerships are available, as well, but many have fees associated with them and there are limited slots. Field trips vary across schools and districts; however, all fourth-grade students attend the Mary Olson Farm and White River Museum field trip. Several people note the importance of during-school partnerships and field trips. One person commented,

> *I love field trips because they are an opportunity for our students to translate what they learned in the classroom and see and apply it to real life. For our students, many don't have the opportunity to go out and see things that I took advantage of. I would love to have our students go to local universities and high schools to see art.*

Generally, teacher professional development is consistent across school buildings, although some buildings may have variations depending upon the school improvement plan and focus. For example, some schools partner with Corwin for Social Emotional Learning training.

The Table below shows a sample of some of the partnerships available within ASD. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Arts	Auburn High School performances Green River College Missoula Children's Theatre Music for Life
Social Studies	Muckleshoot Tribe White River Museum
Science	Mary Olson Farm
Technology	Living Computer Museum

Needs to Ensure Equitable Cultural Education

ASD is committed to offering cultural education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, ASD identified the following needs to increase students' access to cultural education:

- More equity in course offerings and instruction. One person commented,

  > *When we talk about being culturally relevant, it is about other cultures assimilating in white culture. … I would love to have more culturally-appealing arts experiences that embrace our cultures. We need to figure out the barriers.*

- A state and districtwide vision to ensure every school offers consistent, high quality cultural education.
- Sustainable funding to engage in during-school partnerships that offer instruction for students and professional development to teachers.
- A centralized database of partners that includes areas of focus, offerings (during-school, after-school, or professional development) and requirements to engage in the partnership.
- Opportunities for community members and students to offer input into the courses and opportunities available. One person said,

  > *We need programs to give students a voice. We have a racial crisis in our country, and because of everything happening, students need a voice to talk about their experiences.*

Bellevue School District (BSD)

Information for this profile was provided through interviews with three district representatives, the BSD website, and data provided by OSPI.

District Priorities

BSD is committed to providing education in all core content areas as described in the Every Student Succeeds Act. In addition, the district's Equity Department reflects a commitment to equitable outcomes for all students by providing professional development, advising on policy, supporting leadership in student groups, and building connections with families. An Equity Advisory Group is intended to help the district engage diverse voices from the community. These priorities shape BSD's approach to cultural education.

District Barriers

One barrier cited to equitable cultural education is a misperception that the district has limited cultural diversity among students and among the community providers of enrichment experiences. Where cultural experiences are in place, they may be not be fully institutionalized: cultural experiences may be "the passion of one teacher, so if that teacher leaves, [they] fall by the wayside."

It was also noted that efforts are sometimes limited to ensuring all groups of students have cultural experiences. While that is important, it was recommended that ideas of diversity and culture need to be integrated into curricula, activities, and enrichment activities. It was also noted that most standard curricula are barriers, in themselves, as they derive from white tradition and perceptions. Rather than isolated lessons that highlight a specific culture, one person said, "We need to weave them into the fabric of our [instructional] planning processes." As an example, history should incorporate the full range of multiple perspectives.

How is Cultural Education Provided?

BSD offers students at all levels access to cultural education, and curriculum and instruction align with Washington State, K – 12, Learning Standards for the particular subject. The table at the end of this section shows how cultural education is provided by

DEMOGRAPHICS

21,750 Students

16 Elementary School

5 Middle Schools

4 Comprehensive High Schools

4 Choice Schools

0.2% American Indian/Alaskan Native

40.7% Asian

3.2% Black/African American

12.8% Hispanic/Latinx

0.3% Native Hawaiian/Other Pacific Islander

9.1% Two or More Races

33.7% White

14.3% English Language Learner

9.4% Students with Disabilities

18.7% Low Income

elementary, middle, and high schools. BSD has adopted a district-wide technology program that includes a one-to-one laptop program, professional development to support teachers in implementing Next Generation Science Standards in science and engineering practices, and Research Technology Specialists to cultivate culturally-responsive and equitable teaching practices, access to information, and digital ethics. Some schools have events related to cultural education, such as Science Week or Reflections (an art event).

The Bellevue Schools Foundation provides Arts, Enrichment, and Innovation classroom grants to support teachers in accessing the resources needed to enrich cultural education. The Equity Department sponsors the Equity Boom & Shout Experience to engage Black, Native American, Latinx, Southeast Asian, Pacific Islander, or mix of any, secondary students with adult facilitators to consider racial, cultural and social topics. Community partners provide opportunities to highlight student creative work, such as theater awards program from the 5th Avenue Theater and a K-12 art show at Crossroads Mall.

How is Cultural Education Provided?	
Elementary School	
Arts	Art is provided by classroom teachers with support from the Visual Arts Curriculum Developer.
Social Studies	Social studies is taught using a K-5 curriculum with focus areas at each grade level. Fourth Grade Social Studies focuses on the geographic region that became the state of Washington.
Science	Science is taught through a multi-year, interdisciplinary elementary STEM Initiative, with a focus on strategies to intentionally engage females and students of color in STEM; evidence-based reasoning within science, engineering, math, and literacy; inclusion of students in special education; scaffolding for language learning through the integration of ELL strategies; and support for students to be successful in working in teams.
Technology	The STEM Initiative incorporates coding for all students, two engineering challenges per year in each grade, and robotics programming. Efforts are being made to increase technology access to students. All art specialists receive professional development in 3D modeling.
Middle School	
Arts	Students are required to complete two semesters of visual or performing arts during middle school. Students have access to classes in dance, theatre, integrated arts, music, visual art, and media art through CTE courses.
Social Studies	Students take three years of social studies (civics, economics, geography, history). The first two years focus on different regions and cultures of the world. The third year focuses on early United States history.
Science	Students take science each year as part of core instruction.
Technology	Instructional Technology Curriculum Leaders work with each school to provide training and support technology programs, to integrate digital literacy skills and research strategies. All secondary students have access to technology devices.

High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Students have access to classes in dance, theatre, integrated arts, music, visual art, and media arts through CTE courses.
Social Studies	Students are required to take 3.5 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements. This is more rigorous than state requirements. Students can take additional Social Studies credits as part of their elective program.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Digital media is integrated into core classrooms and all secondary students have access to technology devices. Students are required to take 2 CTE credits, which include a range of technology courses. Students also mat take technology courses as electives.

Course Taking Patterns

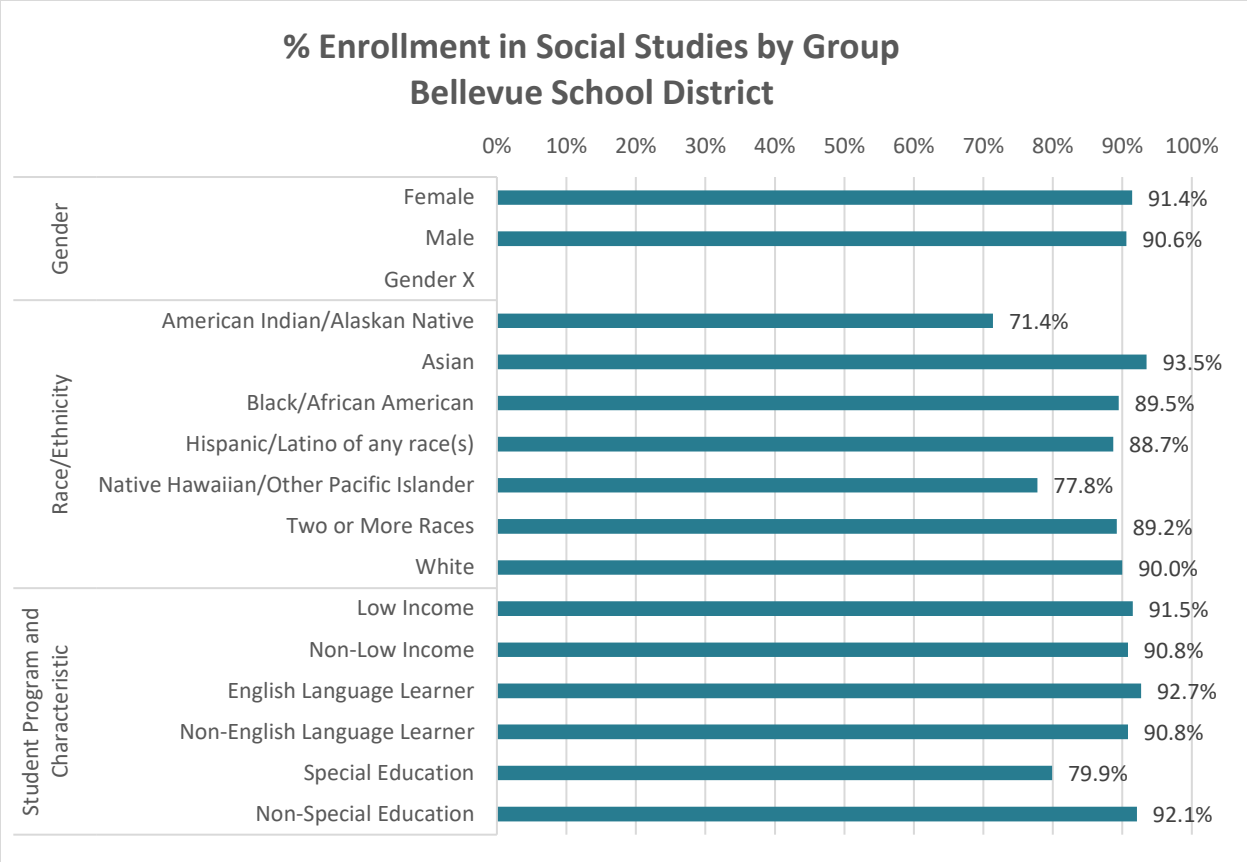
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

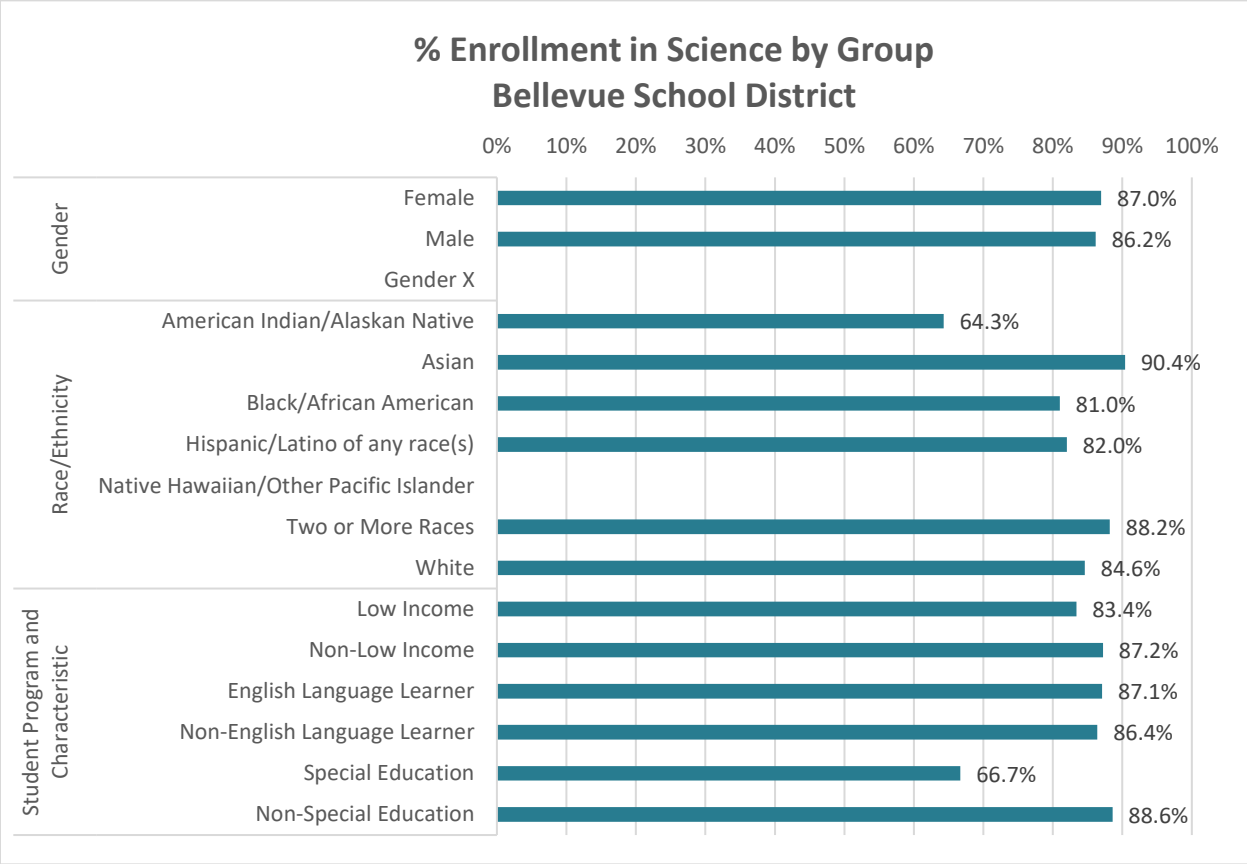
Social Studies. Overall, **90.9%** of BSD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show lower percentages of American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students enrolled in social studies compared to other groups. However, these two groups are very small, and this may contribute to the differences. By student program and characteristic, 80% of special education students enrolled in social studies, compared to 92% of non-special education students.

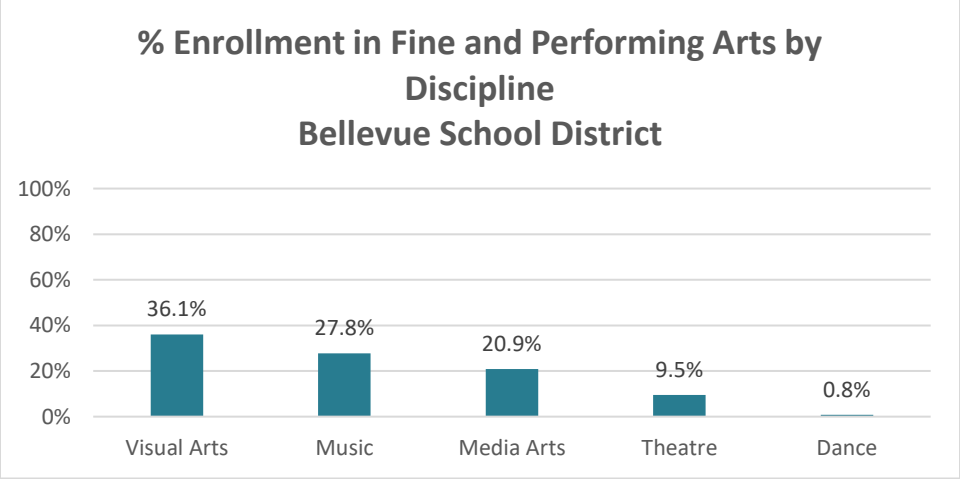


Science. Overall, **86.5%** of BSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

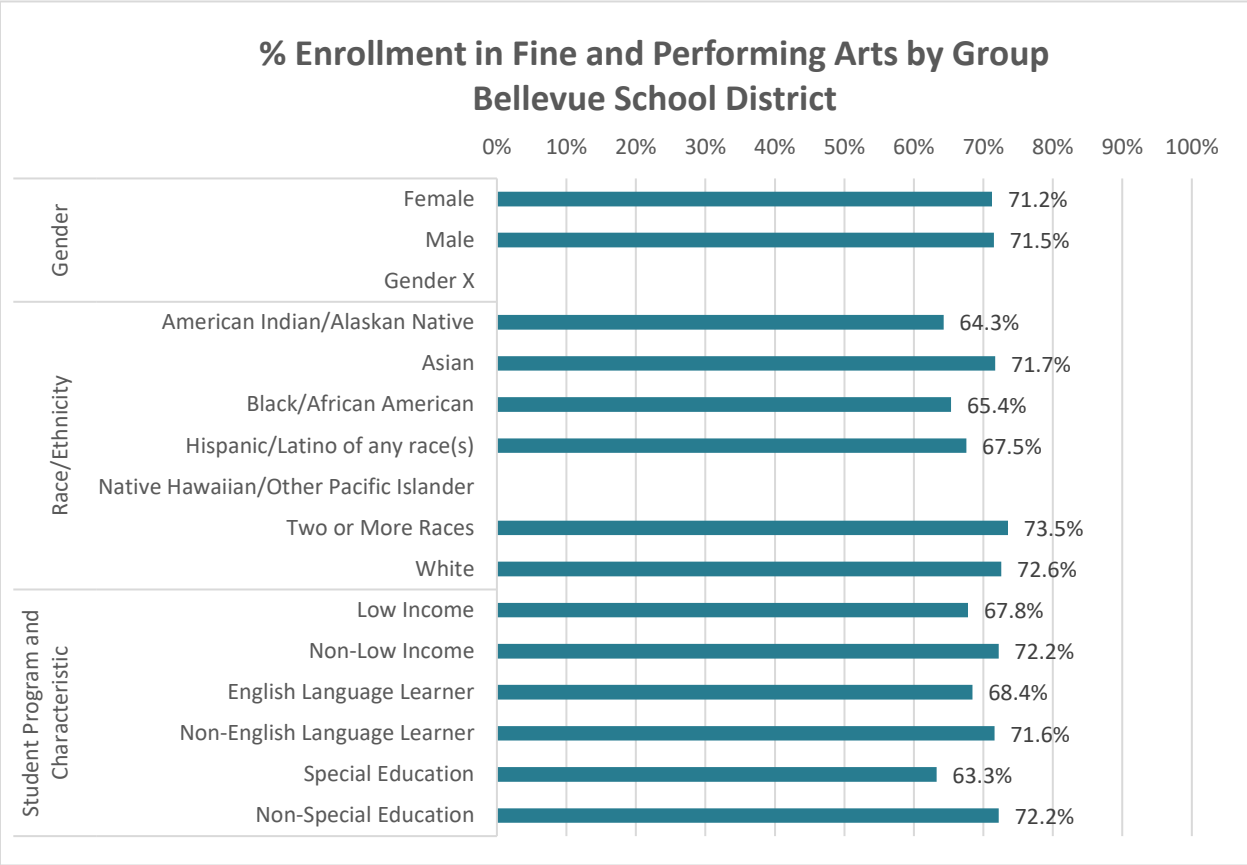
For science, the data show lower percentages of American Indian/Alaskan Native and no Native Hawaiian/Other Pacific Islander students enrolled in science courses. However, as noted above, these groups are very small, and this may contribute to the difference. By student program and characteristic, 67% of special education students enrolled in social studies, compared to 89% of non-special education students.



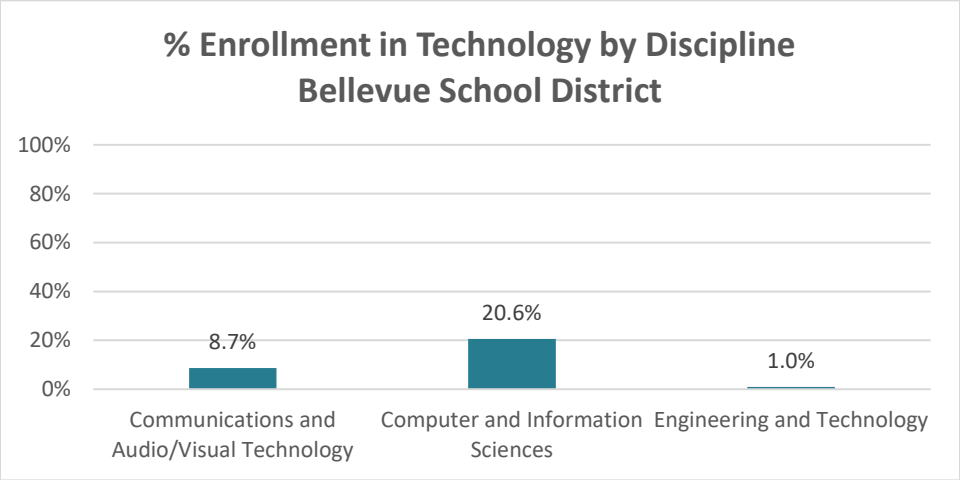
Arts. Overall, **71.4%** of BSD high school students enrolled in a arts Course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



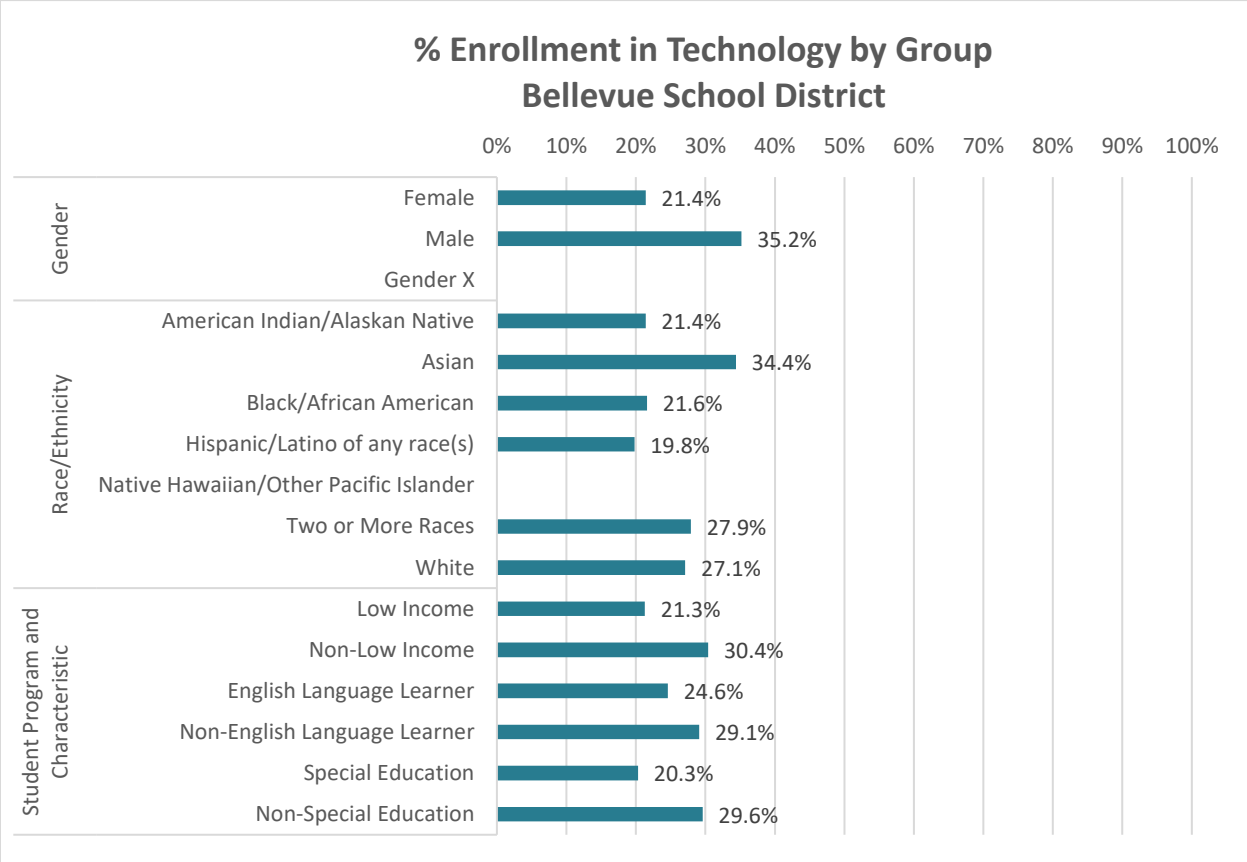
For arts, the data show relatively small differences by group, with the exception of no enrollments of Native Hawaiian/Other Pacific Islander students. By student program and characteristic, 63% of special education students enrolled in arts, compared to 72% of non-special education students.



Technology. Overall, **28.7%** of BSD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more computer and information science courses, compared to the other disciplines.



Fewer students, overall, enrolled in technology courses. The data show fewer females took technology courses, as compared to males, and slightly higher numbers of Asian students took technology courses relative to other race/ethnicity groups. Disparities were also evident by income, ELL, and special education designation.



Partnerships

Community partnerships are a priority in the BSD 2018-2023 Strategic Plan. BSD's goals include aligning community partners' services with school needs and ensuring community partners feel valued within the BSD community. Interviewees did not have detailed information about partnerships supporting cultural education. However, examples from the BSD website included a theater awards program supported by 5th Avenue Theater, a K-12 student art show at Crossroads Mall, and a technology partnership through Microsoft TEALS.

Partners Organizations (Sample)	
Arts	5th Avenue Theater Crossroads Mall
Technology	Microsoft TEALS

Needs to Ensure Equitable Cultural Education

BSD identified the following needs to increase student access to cultural education:

- Deeper conversations that address beliefs about and understanding of people of color, given that the majority of BSD personnel are not people of color, with additional learning for staff and potentially community members around history, race, and bias.
- Guidance for developing effective partnerships, including an effective administrative process for vetting, finger printing etc.
- Greater awareness within and across the district of cultural activities and partnerships, and ways of sustaining them after individual staff members leave.

Enumclaw School District (ESD)

Information for this profile was provided by one interview with a district representative, the ESD website, and data provided by OSPI.

District Priorities

The district provides the standard science and social studies courses required by the state, electives in the arts, and technology embedded in other content areas and offered as electives. In addition, cultural learning experiences are seen as supporting district commitments to student learning and engagement, as well as equity and accessibility. According to an interviewee, "Our theory of action is that what we do with students must be authentic, engaging, irresistible, and focused on learning and engagement."

District Barriers

When asked about barriers and challenges to ensuring equitable cultural education, it was noted that it is easier to assess access and outcomes related to social studies and science, compared to the arts and technology. Most cultural education activities are initiated and arranged by teachers, so documenting the extent and frequency of activities is difficult at the district level. In addition, access to funding for supplemental activities and transportation is often impacted by individual school fundraising capacity.

How is Cultural Education Provided?

ESD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular subject. In addition to the *Since Time Immemorial* curriculum taught across grades, the table at the end of this section shows how cultural education is provided by elementary, middle, and high schools.

The Enumclaw Schools Foundation provides Enrichment and Innovation Grants for teachers to provide creative projects and experiences for students. Grants are awarded across a broad range of areas, including science, performing arts, and more. The annual iSTEM Expo is open to K-12 students, families, and community members and provides hands-on activities in Science, Technology,

DEMOGRAPHICS

4,151 Students

1 Early Learning Center

5 Elementary Schools

2 Middle School

1 Comprehensive High School

1.2% American Indian/Alaskan Native

0.5% Asian

0.7% Black/African American

16.3% Hispanic/Latinx

0.2% Native Hawaiian/Other Pacific Islander

4.2% Two or More Races

77.0% White

6.3% English Language Learner

17.3% Students with Disabilities

33.3% Low Income

Engineering, and Math. Other district activities include dance classes and competitions. Individual teachers or schools may arrange supplemental activities, which are funded primarily by the school, the Parent Teacher Organization, or the Enumclaw Schools Foundation. The district has adopted Indigenous Peoples Day and is taking steps toward incorporating cultural pedagogy that supports specific student groups and informs all students. At the high school level, there is a culture club.

How is Cultural Education Provided?	
Elementary School	
Arts	Individual teachers integrate visual and performing arts to varying degrees. All elementary students experience a live performance by the high school's Drama department. K-2 students watch the performance their own school; grades 3-5 watch the play in the high school theater. A dance initiative allows schools opt in for dance instruction and competitions.
Social Studies	Teachers incorporate according to school plan.
Science	Teachers incorporate according to school plan.
Technology	Teachers incorporate according to school plan.
Middle School	
Arts	Both middle schools offer courses in band, choir, and orchestra. One also offers fine arts.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology instruction is embedded in other classes; offered as electives.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Students have access to Visual Arts, Theatrical Arts, Instrumental Arts, and Vocal Arts. Clubs include the Art Honor Society, Band, Choir, Drama, Orchestra
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements. Clubs include the Environmental Club
Technology	Technology instruction is embedded in other classes and offered through CTE. Additional instruction is available in the Media and Career Center. Clubs include a Robotics Club, Technology Club, Skills USA clubs

Course Taking Patterns

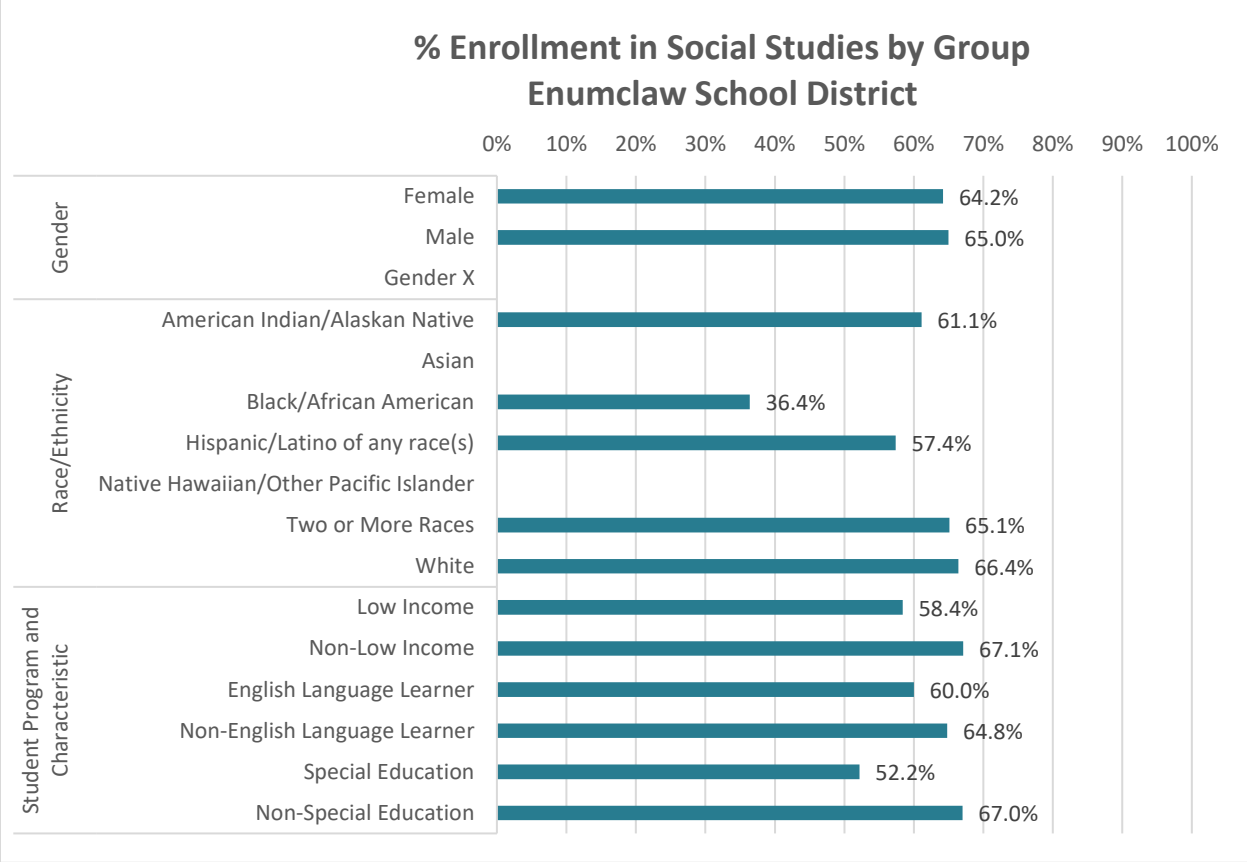
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

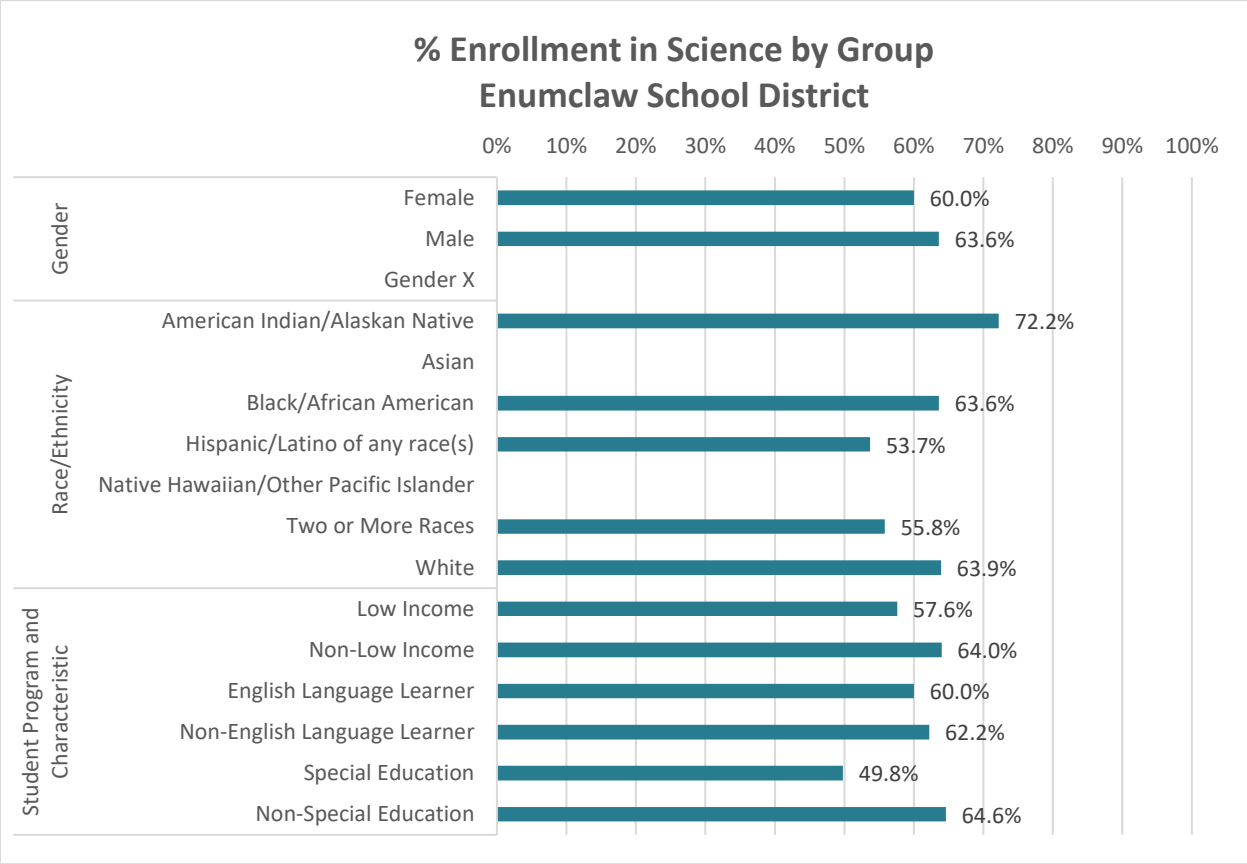
Social Studies. Overall, **64.5%** of ESD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show relatively small differences by group. There are notable disparities by race with Black/African American students enrolling at lower rates than other race/ethnicity groups. Disparities were also evident by income, ELL, and special education designation.

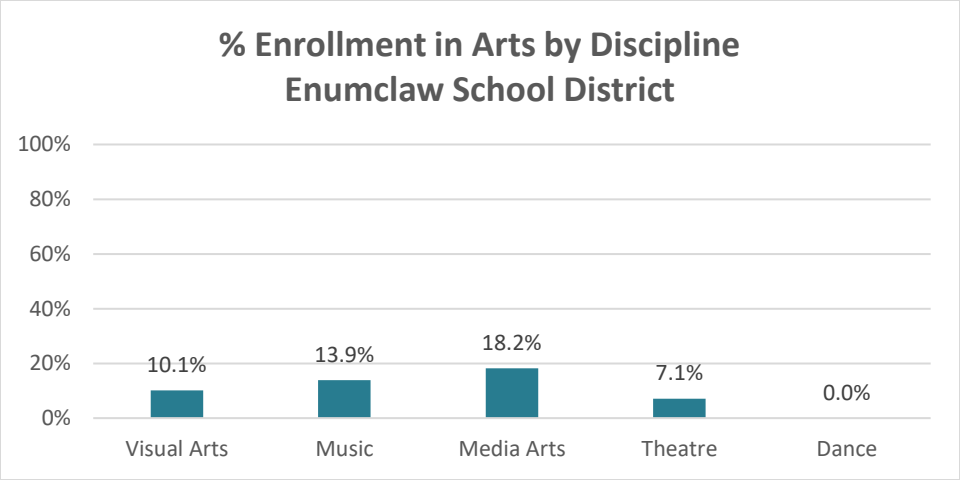


Science. Overall, **62.1%** of ESD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

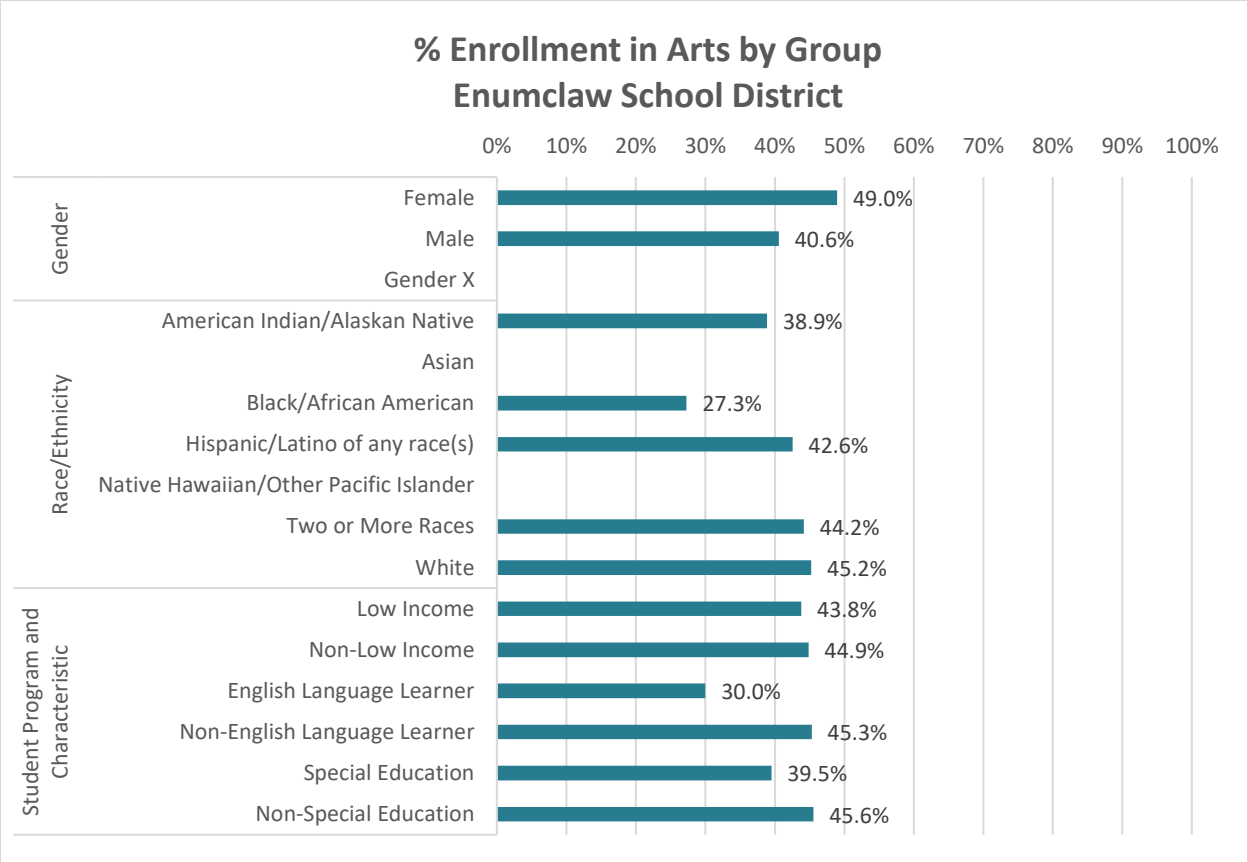
For science, the data show relatively small differences by group. By race/ethnicity, lower percentages of Hispanic/Latinx students enrolled in science courses. Disparities were also evident by income and special education designation.



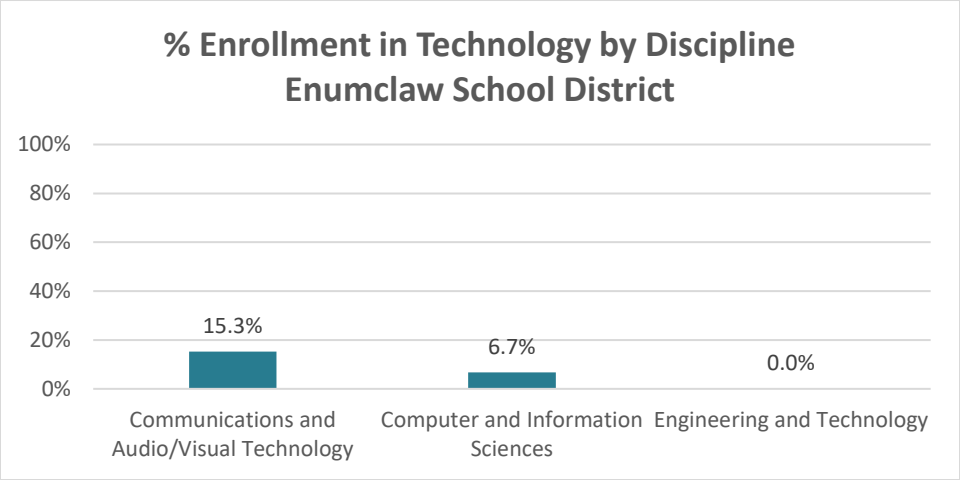
Arts. *Overall, **44.6%** of ESD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, slightly more students enroll in media arts compared to the other disciplines.*



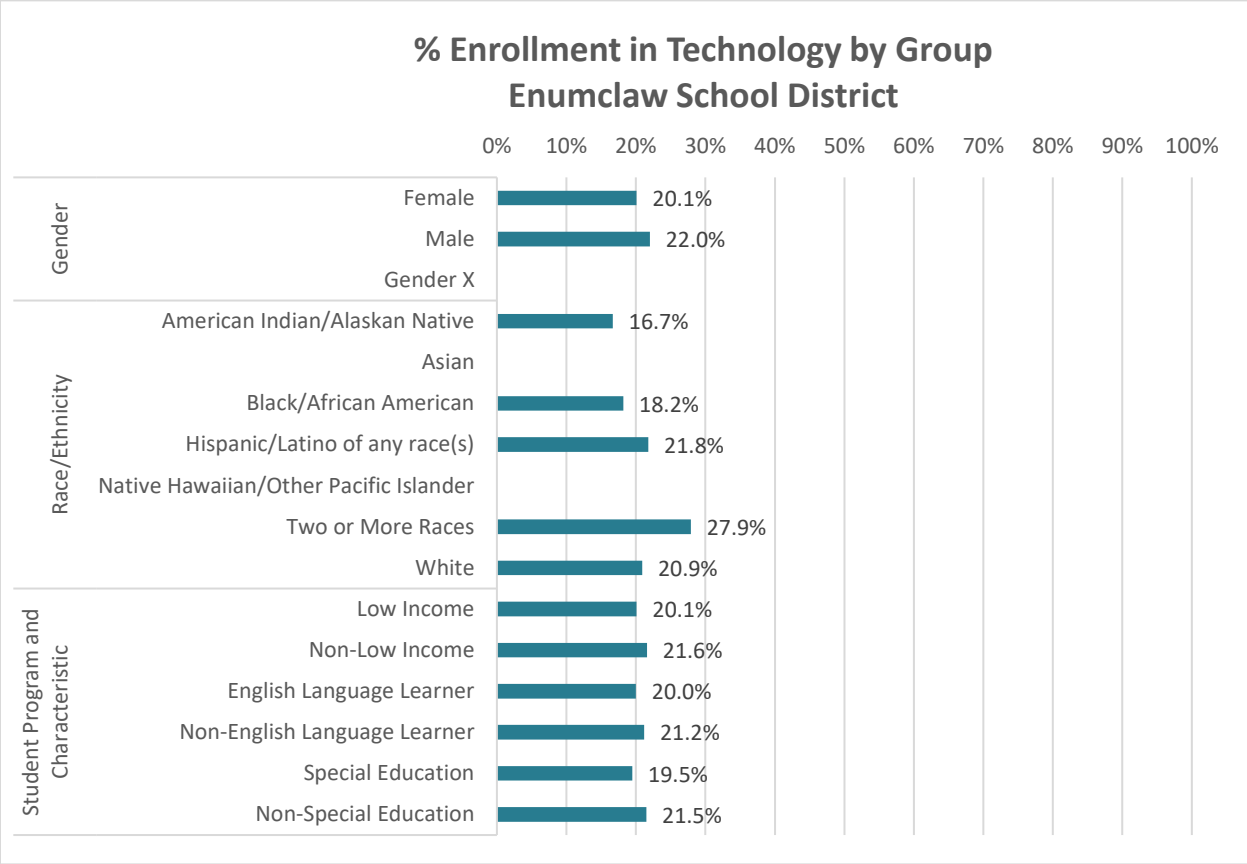
For arts, the data show slightly higher rates of females enrolled in courses, relative to males. Fewer Black/African American students enrolled in these courses, relative to the other race/ethnicity groups. Finally, fewer ELL and special education students enrolled in arts courses.



Technology. Overall, **21.1%** of ESD high school students enrolled in a Technology Course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more Communication & audio/visual technology courses, compared to the other disciplines.



Fewer students, overall, enrolled in technology courses. The were few differences among the groups, as evident in the graph below.



Partnerships

ESD has partnerships with a variety of entities to support inclusionary practices, as well as student well-being and innovation. Examples include a partnership with the Muckleshoot Tribal School for place-based learning for teachers and an annual district Pow Wow, and a technology partnership with Jeff Utecht for *Shifting Our Schools.* Other partners that help support some cultural education learning, directly or indirectly, include the Chamber of Commerce, the local news organization, and the local library.

Partners Organizations (Sample)	
Social Studies	Muckleshoot Tribal School
Technology	Jeff Utecht

Needs to Ensure Equitable Cultural Education

When reflecting on district needs to ensure equitable cultural education, an interviewee commented, "We need school experiences, something that creates a unifying school experience." The following suggestions were offered to meet the needs of equitable cultural education:

- Whole-school experiences that help unify a school.
- Real-life activities and experiences that go beyond entertainment and have hands-on learning.
- Access to docents in art, science, and history.
- Professional development in the target cultural education areas.

Federal Way Public Schools (FWPS)

Information for this profile was provided by one interview with a district representative, the FWPS website, and data provided by OSPI.

District Priorities

The FWPS website describes FWPS community as diverse, with over 120 languages spoken and considerable cultural and racial diversity. FWPS perceives this diversity as an asset, as it brings a range of perspectives to education and a variety of cultural experiences. District priorities related to cultural education include stronger community partnerships; expanded science, technology, and arts programming; and events for all students.

District Barriers

Barriers mentioned during the interview included challenges related to partnerships with community members, particularly individuals or small organizations that lack the resources to establish partnerships or come from cultures with different approaches to partnering. In addition, educators and/or individual schools may lack funding to access high-quality cultural education opportunities, and some educators are unsure of how to incorporate cultural education into their classrooms. An interviewee said, "One thing teachers ask for is guests to work with kids in the schools."

How is Cultural Education Provided?

FWPS offers students at all levels access to cultural education, that is aligned with Washington State, K – 12, Learning Standards for the particular subject. The table at the end of this section shows how cultural education is provided by elementary, middle, and high schools.

The district provides K-2 STEM and STEAM programs, and they are developing a STEM "region" that includes the two K-8 schools and a choice 6-12 STEM school (Technology Access Foundation). All schools engage students in Hour of Code, and the district is expanding a K-12 robotics program. STEM Summer Learning Academies are available at the elementary, middle, and high school levels. STEM tasks are integrated into science and math lessons,

DEMOGRAPHICS

23,566 Students

21 Elementary Schools

6 Middle Schools

2 K-8 School

4 High Schools

4 Specialized Schools (with alternative learning experiences)

0.5% American Indian/Alaskan Native

11.6% Asian

15.1% Black/African American

30.9% Hispanic/Latinx

5.5% Native Hawaiian/Other Pacific Islander

11.4% Two or More Races

24.9% White

21.8% English Language Learner

15.3% Students with Disabilities

66.1% Low Income

and there are afterschool STEM clubs. FWPS is addressing equity concerns through Ignite, a mentoring and internship program for underrepresented scholars at local companies (e.g., Boeing), and the Girls in Engineering Club provides mentoring by professionals. For three years, FWPS has hosted STEM Exploration Nights for PK-12 to explore a variety of STEM careers. The Scholar Art in the City initiative showcases student art across grade levels at local businesses and organizations, and the district has introduced the FWPS Music Festival. An interviewee commented, "I love that the definition [of cultural education] includes art, science, technology, and history. A lot of people don't realize that indigenous knowledge weaves into all of those."

How is Cultural Education Provided?	
Elementary School	
Arts	Music instruction according to the Making Music curriculum.
Social Studies	Instruction follows district-adopted curriculum.
Science	Instruction follows district-developed curriculum and science kits.
Technology	No information.
Middle School	
Arts	Every student has opportunities to take Music, Visual Arts, and Drama.
Social Studies	Students take social studies each year as part of core instruction and can do service learning as an elective.
Science	Students take science each year as part of core instruction.
Technology	Students in grades 7 and 8 have access to courses in robotics, computer applications, and pre-engineering.
High School	
Arts	Students are required to take 2 credit of art, although one may be a personalized pathway credit. Students have access to general music, instrumental music, choral music, and drama. Visual arts are accessed through Career and Technology courses.
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements: (U.S. History, World History, Civics / Contemporary World History). Additional social studies may be taken as electives.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements; includes at least 2 lab sciences. Additional science may be taken as electives.
Technology	Students are required to take 1 CTE credit. Engineering and computer science courses are available through Career and Technology and include game design and robotics.

Course Taking Patterns

OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and

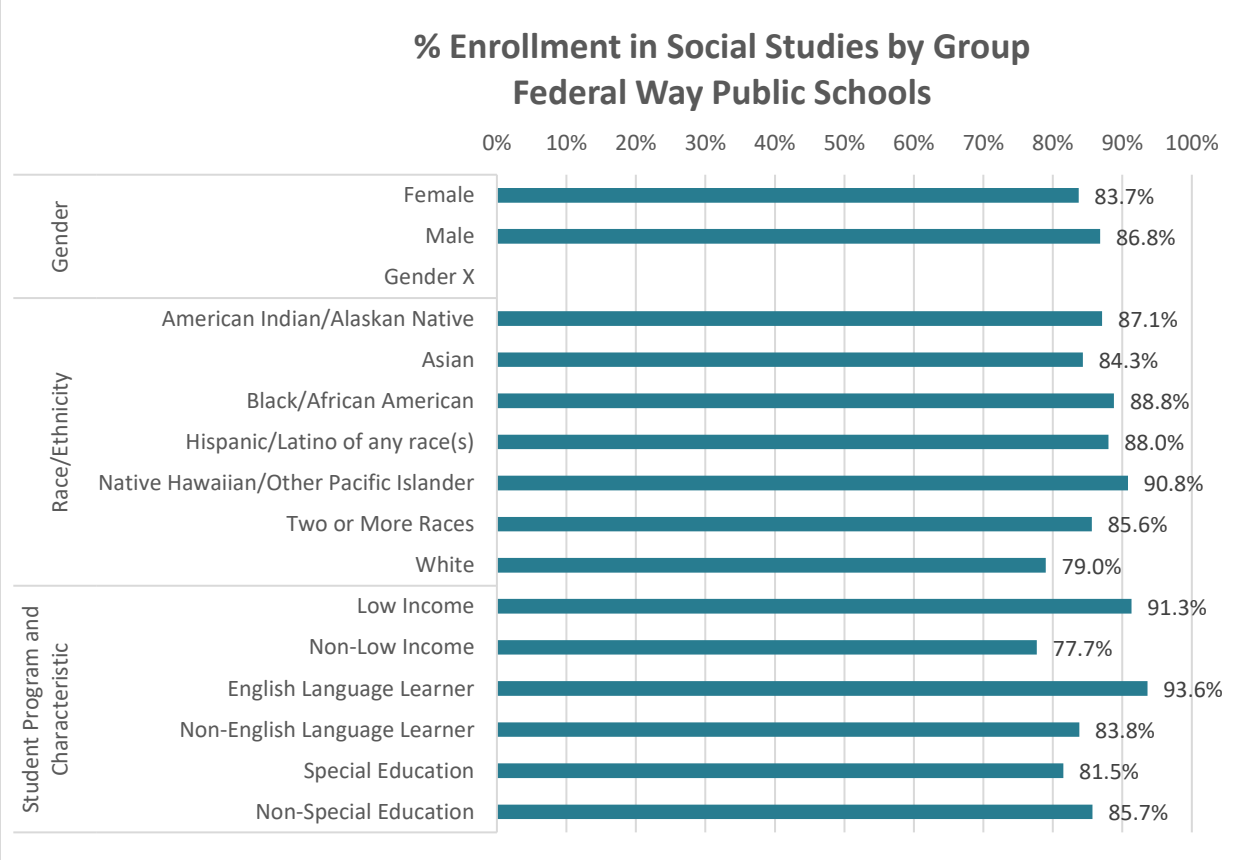
technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

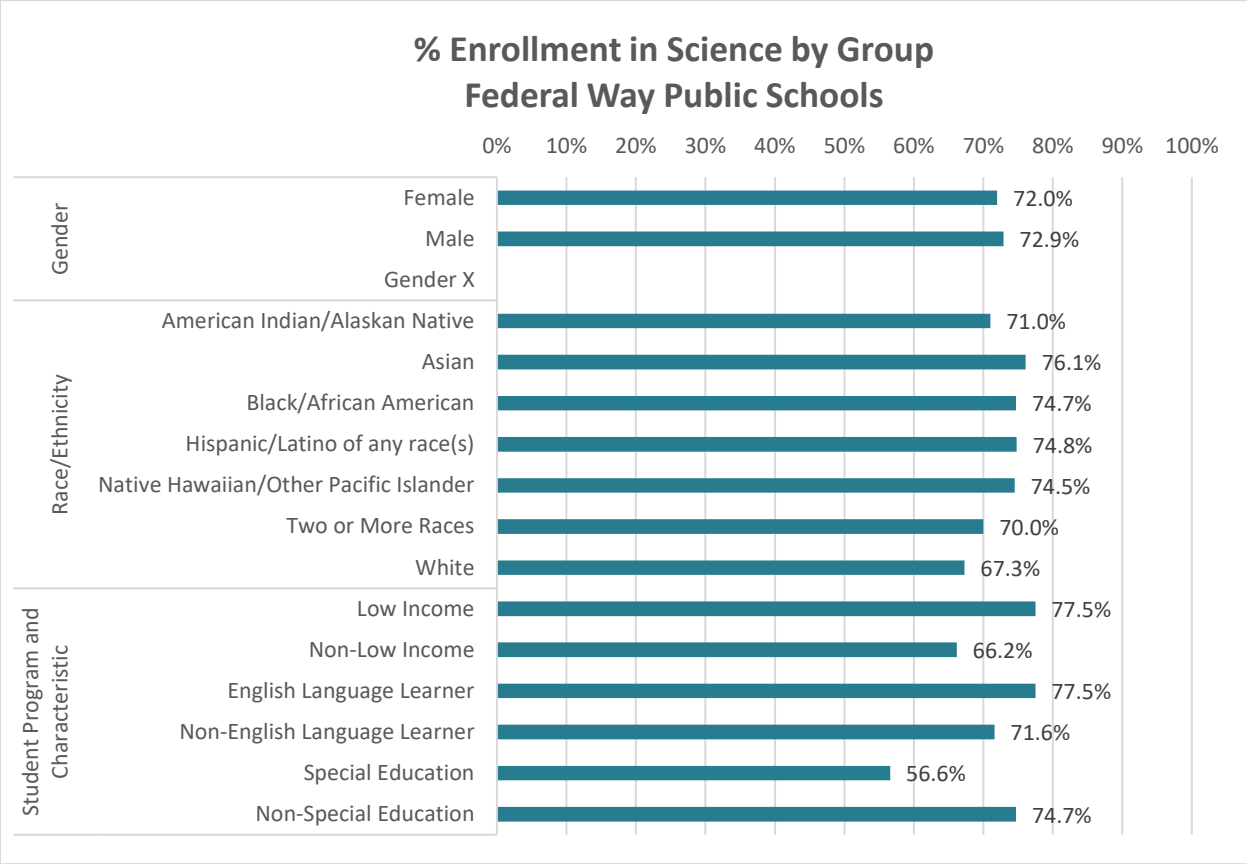
Social Studies. Overall, **85.2%** of FWPS high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show relatively small differences by group. By race/ethnicity, slightly lower percentages of White American students enrolled in social studies compared to other groups. By student program and characteristic, slight differences were observed by income and ELL designation.

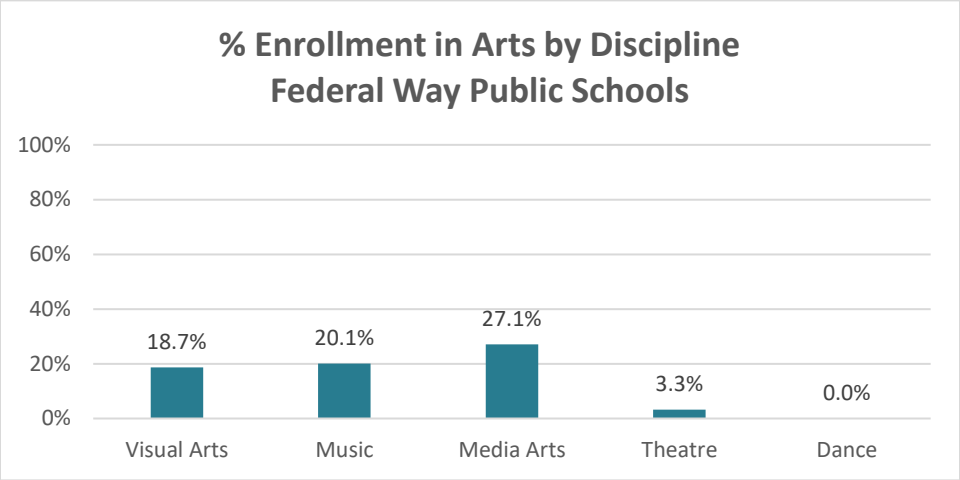


Science. Overall, **72.4%** of FWPS high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

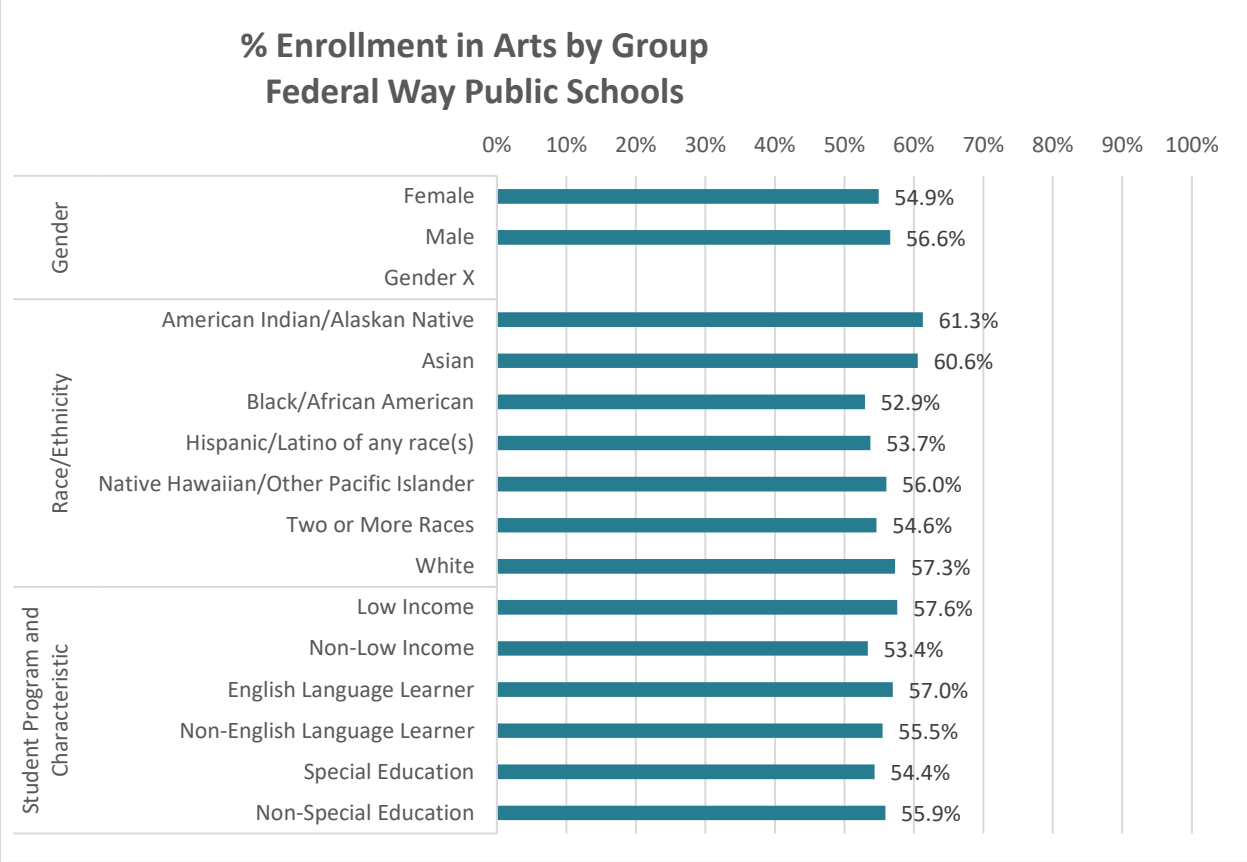
For science, the data show relatively small differences by group. By race/ethnicity, slightly lower percentages of White American students enrolled in social studies compared to other groups. By student program and characteristic, differences were observed by income, ELL, and special education designation.



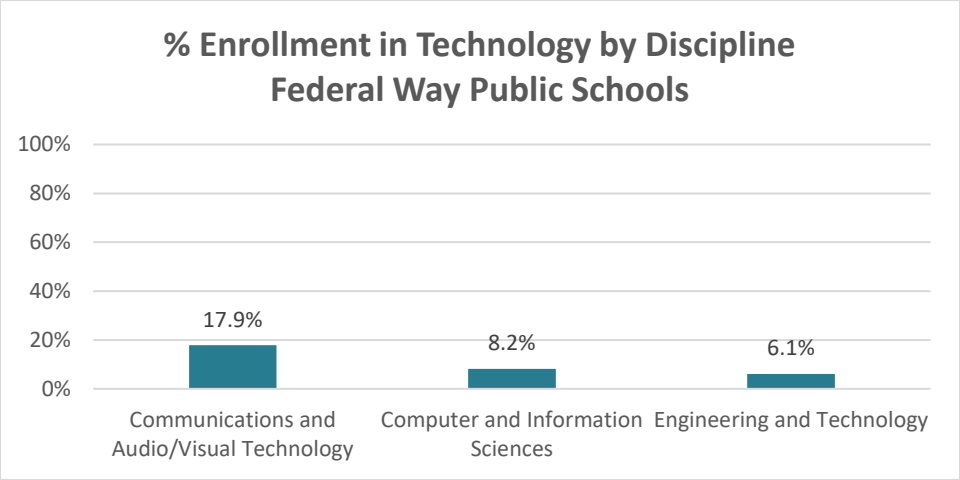
Arts. Overall, **55.7%** of FWPS high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, slightly more students enroll in media arts compared to the other disciplines.



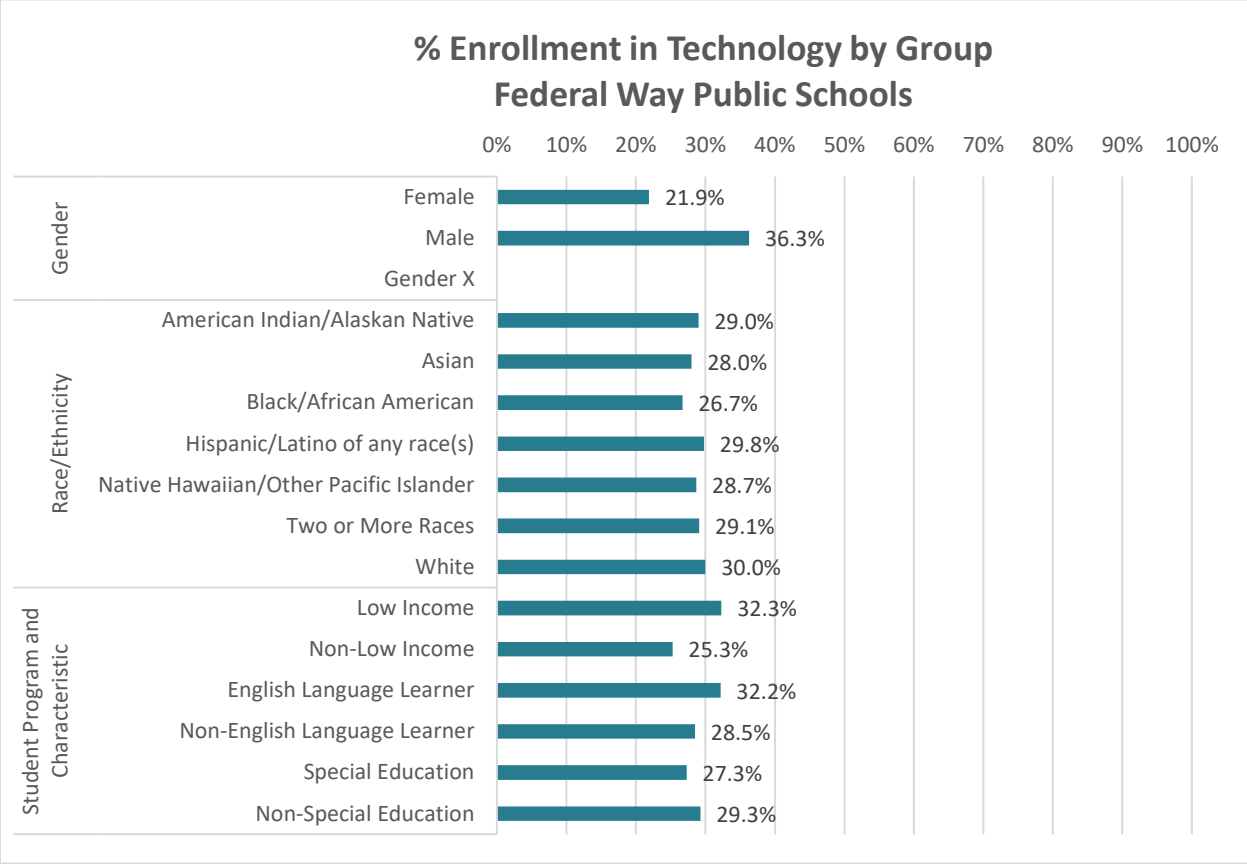
For arts, the data show only small differences by gender, race/ethnicity, and student characteristic/program.



Technology. Overall, **29.0%** of FWPS high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, slightly more students take communication & audio/visual technology courses compared to the other disciplines.



Fewer students, overall, enrolled in technology courses. The data show fewer females took technology courses, as compared to males. Small fluctuations were observed among race/ethnicity groups and by characteristic and program.



Partnerships

For Scholar Art in the City, there is an extensive list of businesses and organizational partners that display student art, ranging from cafés to banks. Additional partners include the Technology Access Foundation, organizations that provide internships and service learning opportunities, and local tribal organizations.

Partners Organizations (Sample)	
Technology	Technology Access Foundation

Needs to Ensure Equitable Cultural Education

From within FWPS, the following needs were identified for increasing students' access to cultural education:

- Funding to enable educators to access a variety of high-quality cultural education opportunities.

- Streamlined, flexible processes for community members and organizations to provide FWPS with high-quality cultural education opportunities, particularly those individuals or organizations who may be outside traditional partners.
- Ways to integrate arts, science, technology, and/or history, perhaps using existing systems of knowledge. For example, one person said, “A lot of people don’t realize indigenous knowledge weaves into all of those areas.”

Highline Public Schools (HPS)

Information for this profile was provided from interviews with eight district and school representatives, the HPS website, and data provided by OSPI.

District Priorities

HPS is committed to providing education in all core content areas as described in Every Student Succeeds Act. Documents and policies guide students' access to cultural education, including the District's Strategic Plan, as well as polities on equity, instructional materials, and arts education. The district prioritized students' access to core instruction, which includes cultural education, and additional support services are offered during intervention periods. Further, HPS offers several dual language programs at the elementary and secondary levels. In addition, HPS is committed to developing partnerships with community organizations, taking students on fieldtrips, and sharing data with community partners. A representative shared,

> *We are very committed to Cultural Education, and it is embedded in all our policies. However, there are differences in how it is implemented across schools based on priorities and needs.*

District Barriers

Partnerships and additional opportunities for cultural education differ across schools. Some schools do not have the "bandwidth" to develop partnerships. Because it takes time, turnover in schools limits the effectiveness and longevity of partnerships. Further, funding, as well as a focus on the tested core instructional areas (language arts and math) limits the number of courses that can be offered, and courses differ across schools. There are also limited funds for field trips, largely because of the cost of transportation, or for substitutes when funding for transportation is available. Because of this, HPS has committed to one field trip per grade unless the school can find additional funds. Schools can use their own budgets to support additional activities, such as through the PTA, and they can apply for grants to cover the cost of transportation and admission. Finally, HPS is diverse, and schools have difficulty offering opportunities that interest the culturally diverse student body (e.g., Mariachi for Latinx population, visual arts instead of music for the Somali population).

DEMOGRAPHICS

19,288 Students

1 Early Learning Center

18 Elementary School

5 Middle Schools

4 Comprehensive High Schools

4 Choice Schools

6 Alternative Education Programs

0.9% American Indian/Alaskan Native

14.6% Asian

14.6% Black/African American

38.9% Hispanic/Latinx

3.9% Native Hawaiian/Other Pacific Islander

6.1% Two or More Races

20.9% White

28.9% English Language Learner

16.8% Students with Disabilities

68.9% Low Income

How is Cultural Education Provided?

HPS offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State K – 12 Learning Standards for each subject. The table below shows how cultural education is provided by elementary, middle, and high schools.

Note: with the transition to distance learning in response to COVID 19, all students are accessing digital information, programs, and platforms. Teacher capacity has grown significantly, and professional learning in August 2020 was designed to support teachers.

How is Cultural Education Provided?	
Elementary School	
Arts	Every student takes 90 minutes of general music, two times a week, as part of their core education. Additionally, 5th 6th grade students can sign up for instrumental music offered at two schools, and some schools offer orchestra. visual arts is integrated into the core classroom, and some schools have partnerships with community organizations and artists-in-residence to provide additional visual arts instruction. Dance is integrated into general music and PE.
Social Studies	Social studies is integrated into the reading and language arts program. District personnel report they anticipate adopting a formal program in the near future.
Science	Science is taught each year, and science kits are sent to schools on a rotating schedule.
Technology	Digital media is integrated into the classroom, and students become familiar with different computer programs (e.g., iReady in math and literacy). The district is partnering with code.org to build teacher capacity. Clubs are also available after school.
Middle School	
Arts	All 6th grade students take a semester of arts. During 7th and 8th grade, students have opportunities to take music and/or visual arts as part of their elective program in middle school.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective. Clubs are also available after school.
High School	
Arts	Students are required to take two credits of arts as defined by the 24-Credit Career and College Ready Graduation Requirements. However, HPS was a waiver from these requirements, and students may take one credit based on their Personalize Pathway Requirements. The courses available differ by high school. All comprehensive high schools offer electives in music and visual arts. Theatre is available in two comprehensive high schools, with after-school

	programming or clubs available in the other two high schools. Evergreen High School offers dance.
Social Studies	Students are required to take three credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program.
Science	Students are required to take three credits of science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Digital media is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective through the CTE program. In total, one Career and Technical Education credits is required as defined by the 24-Credit Career and College Ready Graduation Requirements, which may include technology courses. Clubs are also available after school.

Course Taking Patterns

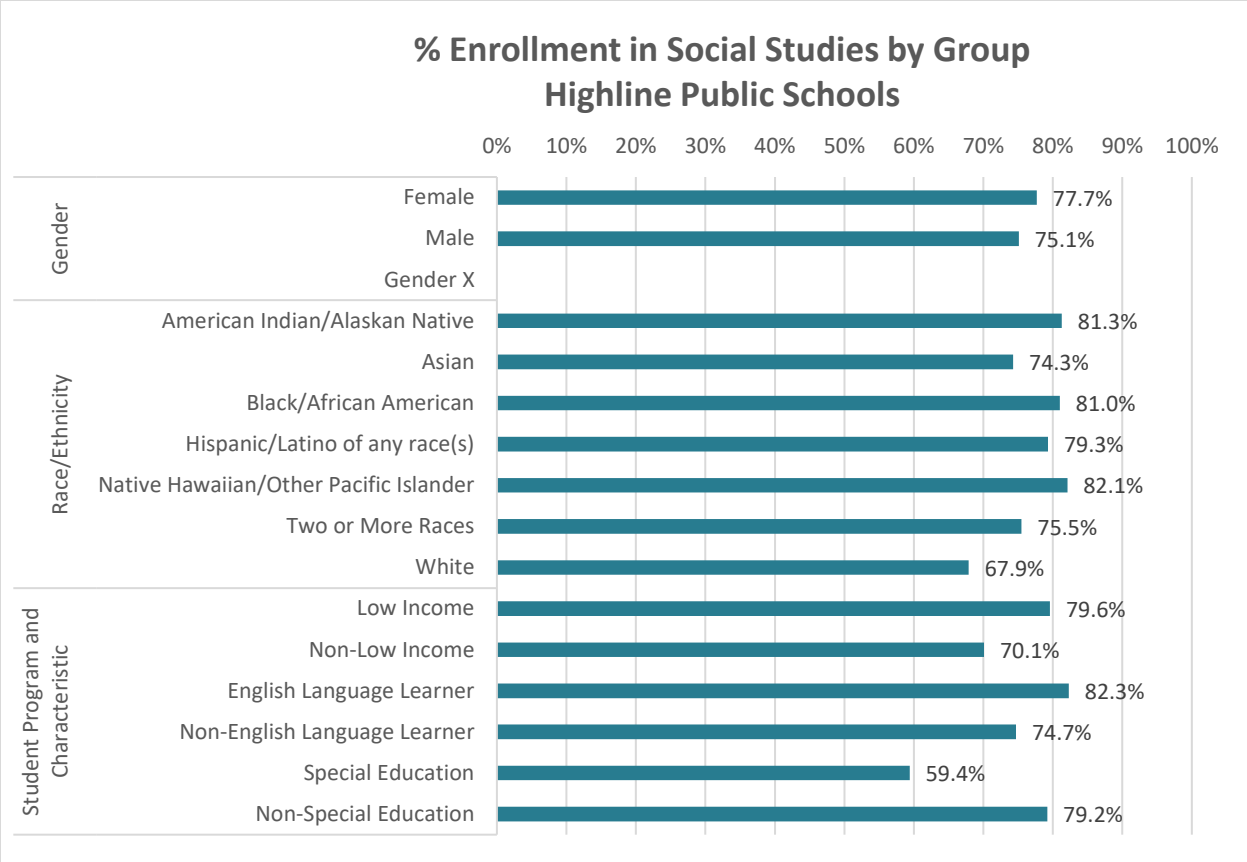
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

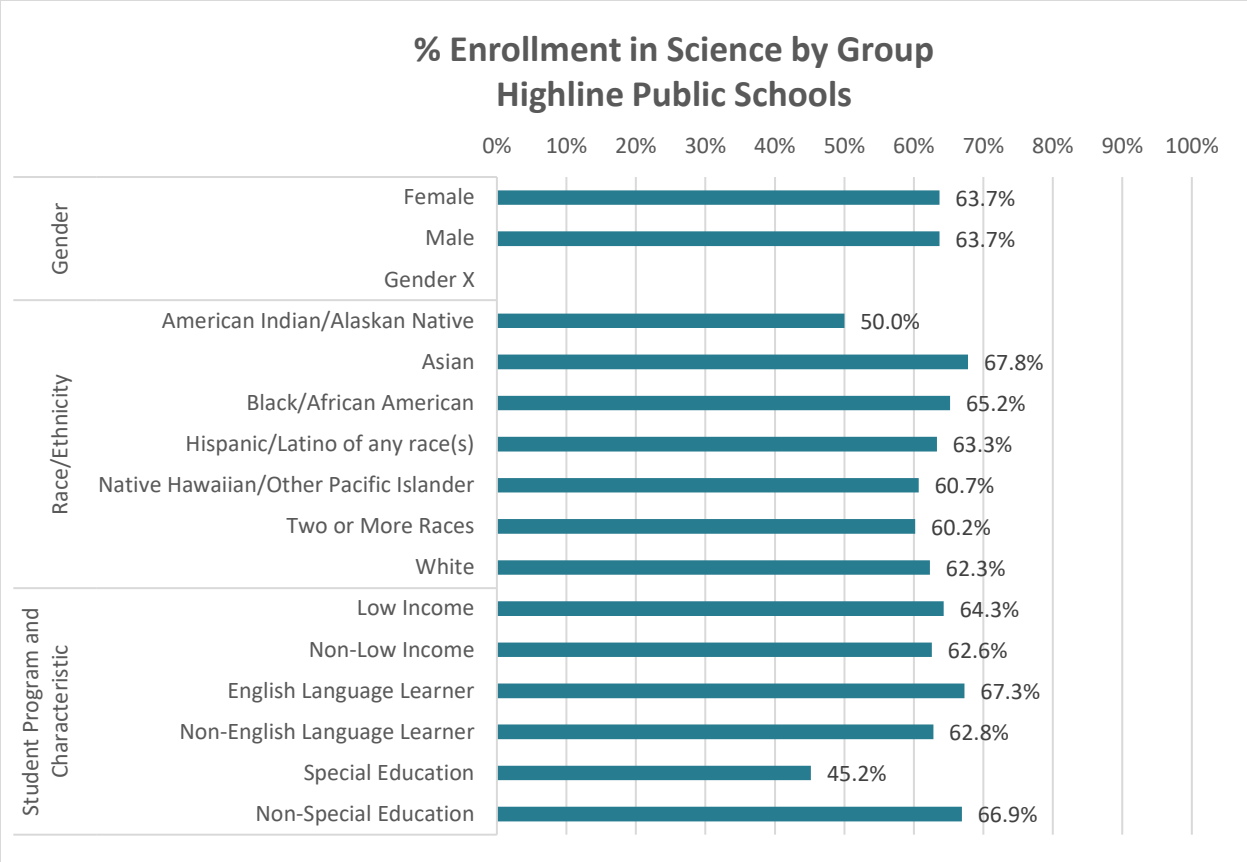
Social Studies. Overall, ***76.3%*** of HPS high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show differences in enrollment by group. For example, by race/ethnicity, a lower percentage of White students enrolled in social studies compared to other groups. By student program and characteristic, there are some interesting patterns. For example, a greater percentage of low-income and ELL students enrolled in social studies compared to their non-low income and non-ELL peers. In contrast, fewer special education students enrolled in social studies compared to non-special education students.

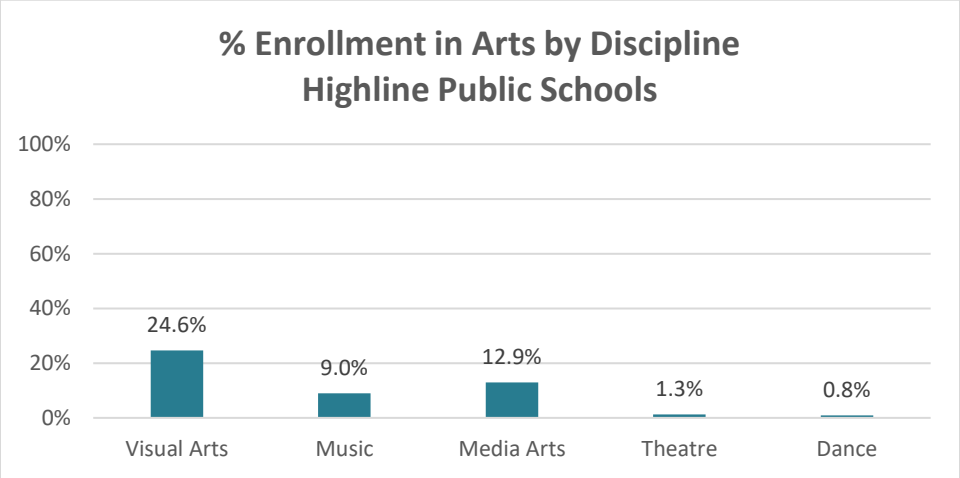


Science. Overall, ***63.7%*** of HPS high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. However, HPS did receive a waiver from these requirements in the 2018-19 school year, and some students may graduate with two credits.

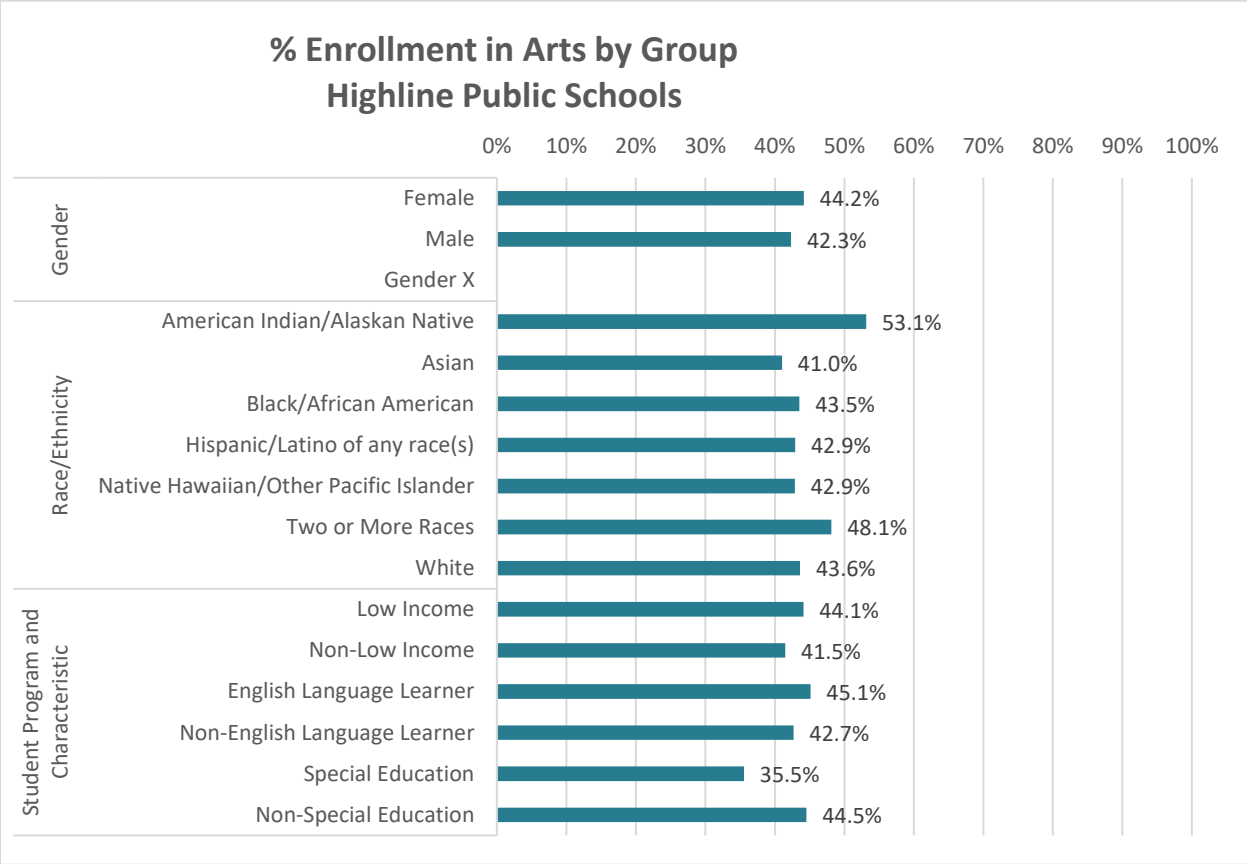
For science, the data show differences in enrollment by group. For example, by race/ethnicity, a lower percentage of American Indian/Alaskan Native enrolled in science compared to other groups. By student program and characteristic, fewer special education students enrolled in science compared to non-special education students.



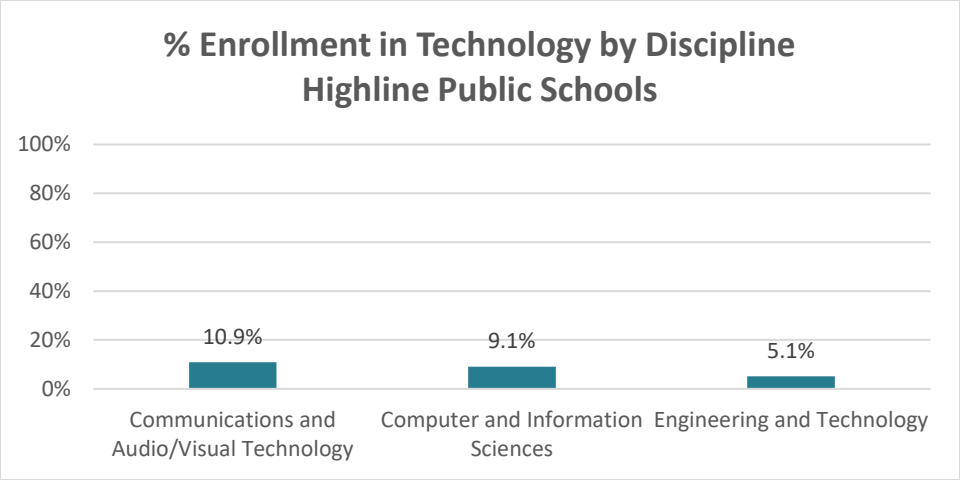
Arts. Overall, ***43.2%*** of HPS high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. However, Highline received a waiver that extends the amount of time these requirements must be met. Further, students can request to take one credit based on their personalized pathway requirements. Therefore, students may graduate with one credit in arts. By discipline, more students enroll in visual arts compared to the other disciplines.



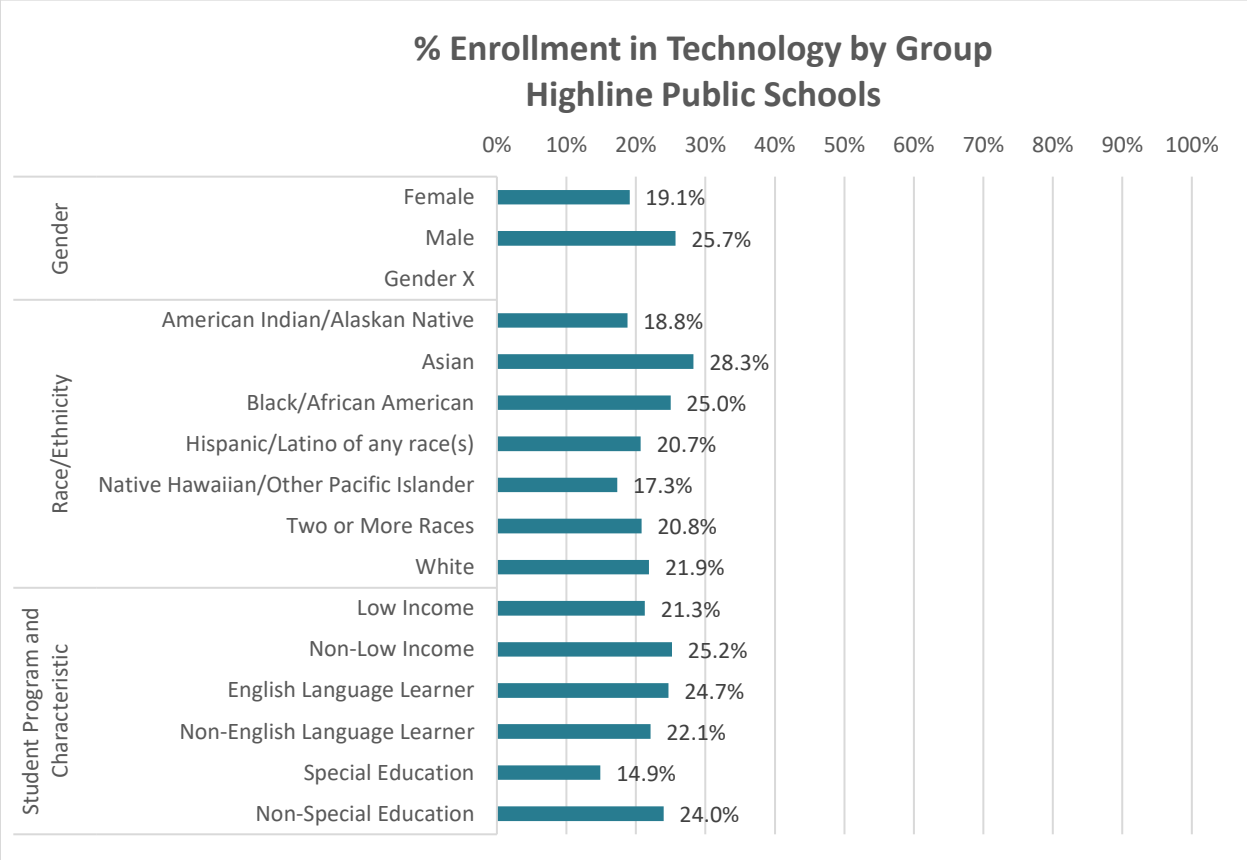
For arts, the data show smaller differences in enrollment by group. By race/ethnicity, a greater percentage of American Indian/Alaskan Native enrolled in arts compared to other groups. By student program and characteristic, fewer special education students enrolled in arts compared to non-special education students.



Technology. Overall, ***22.6%*** of HPS high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, which may include technology. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more computer and information sciences and communication & audio/visual technology courses compared to engineering and technology.



For technology, the data show several gaps. By gender, a greater percentage of males enrolled in technology courses than females. By race/ethnicity, a greater percentage of Asian students enrolled in technology compared to other groups. By student program and characteristic, smaller percentage of special education students enrolled in technology compared to non-special education students.



Partnerships

Within HPS, most partnerships are initiated with the school administrator or teacher, and the Family Engagement and Community Partnerships Department offers support in writing contracts and finding partnerships. The Department offers mini-grants for schools to engage in partnerships.

Three different types of partnerships exist: in-school opportunities (during- and after-school), field trips, and teacher professional development. Partners offering opportunities during the school-day and/or after school vary across the district based on school priorities. During-school activities may include workshops or residencies. In elementary school, each grade level has a "signature field trip" to ensure all students receive access. However, if schools have additional funds, such as funding from the PTA, schools may opt to have more field trips. Field trips in middle school generally align with a specific subject area, while high schools focus on college or career visitations. Generally, teacher professional development is consistent across school buildings, although some buildings may have variations depending upon the school improvement plan.

The Table below shows a sample of some partnerships within HPS. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Arts	Arts Corps Burke Museum Pacific Northwest Ballet Seattle Art Museum Seattle Symphony (Signature, 4th grade field trip)
Social Studies	Wing Luke Museum
Science	Environmental Science Center Museum of Flight Pacific Science Center (Signature, 3rd grade field trip)
Technology	Code.Org Project Lead the Way TechBridge Girls Technology Access Foundation Technology Education and Literacy in Schools (Professional Development)

Needs to Ensure Equitable Cultural Education

HPS is committed to offering cultural education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, HPS identified the following needs to increase students' access to cultural education:

- A statewide or regional vision for cultural education to ensure every school district prioritizes cultural education.
- A centralized database of partnerships and field trips to reduce the burden of administrators and teachers finding and developing partnerships.
- Opportunities for community members to offer input into the courses and opportunities available to their students, as well as funding to offer those priority courses to students.
- Professional development to build teachers' capacity to integrate cultural education into core subject areas.
- Funding to ensure all schools can offer additional cultural education opportunities equitably, to provide access to the necessary materials (e.g., instruments), to engage with partners, and to provide transportation for field trips.

Issaquah School District (ISD)

Information for this profile was provided from interviews with two district representatives, the ISD website, and data provided by OSPI.

District Priorities

ISD is committed to providing education in all core content areas as described in Every Student Succeeds Act. Documents and policies guide district implementation and identify specific performance measures in areas relevant to cultural education. Performance measures include multiple sources of evidence, such as student course enrollment and outcomes, documentation and publication of curricula, credit requirements, course offerings, instructional tools and materials, and additional activities.

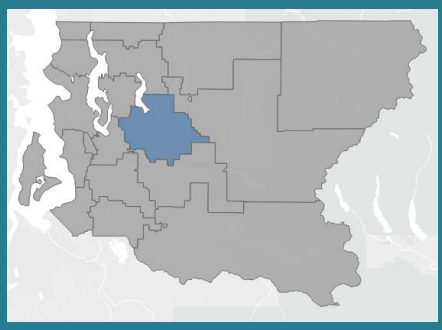
District Barriers

ISD personnel cited funding as a barrier. They anticipate cuts in state funding, given the impact of the pandemic on government budgets. Activity buses and some enrichment programing are funded locally based on levies. While acknowledging the local community is relatively affluent and another levy is not due for over a year, there are uncertainties given current economics. Another challenge to cultural education and enrichment activities lies within the pressure on schools and families for high achievement levels for students. One person said,

> *We do find our students have to make a lot of choices and work under a lot of pressures. Sometimes cultural experiences get bumped because of that, even though they are critical to student development and mental health. Given the number of requirements of school districts, the expectations and unfunded mandates, it is hard for schools to pull it [cultural enrichment] off.*

How is Cultural Education Provided?

ISD offers students at all levels access to cultural education. All areas align with Washington State, K – 12, Learning Standards for the particular subject. The table at the end of this section shows how cultural education is provided by elementary, middle, and high schools, although specific course selection varies across schools.



DEMOGRAPHICS

20,965 Students

15 Elementary School

5 Middle Schools

4 Comprehensive High Schools

1 Alternative Education Program

0.1% American Indian/Alaskan Native

29.9% Asian

1.9% Black/African American

8.6% Hispanic/Latinx

0.2% Native Hawaiian/Other Pacific Islander

7.9% Two or More Races

51.4% White

6.5% English Language Learner

9.5% Students with Disabilities

9.2% Low Income

ISD internally developed a social studies curriculum in order to meet the district's vision and goals for learning around culture and society. "Digital citizenship" is a key focus for ISD, and technology is integrated across content areas.

Secondary schools have a variety of student clubs in the areas of science, visual art, music, drama culture, technology, and humanities, although clubs vary from school to school. The Issaquah Schools Foundation supports in-school and after-school cultural education through an elementary art docent program and provides elementary art lesson plans, as well as other resources for use by art docents, parents, and teachers. The Fine Arts Fund supports drama, visual arts, vocal music, band, and orchestra in district secondary schools. The foundation also provides Classroom Enrichment Grants to enhance computer labs, among other resources. Their STEM funding supports cocurricular and extracurricular classes and clubs in areas such as robotics, rocketry, and environmental science. They also sponsor STEMposium, a K-12 exhibition of student science, technology, engineering and math efforts.

How is Cultural Education Provided?	
Elementary School	
Arts	Classroom instruction is supported by arts docent program and arts and music specialists; performances required at all schools.
Social Studies	Instruction follows district-adopted curriculum.
Science	Instruction follows district-developed curriculum and science kits.
Technology	Science-Tech program for grades 4 and 5 that incorporates technology into multiple subject areas.
Middle School	
Arts	Students have access to arts electives, such as music and visual art.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Students have access to technology electives, such as robotics.
High School	
Arts	Students are required to take 2 credits of Fine or Applied Art. Students have access to visual arts, performing arts, and creative writing.
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Additional social studies may be taken as electives.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements; includes at least 2 lab sciences. Additional science may be taken as electives.
Technology	Students must successfully complete an approved technology course in high school or middle school or pass a technology proficiency test. Computer science courses are available through Career and Technology. Course selection varies across schools.

Course Taking Patterns

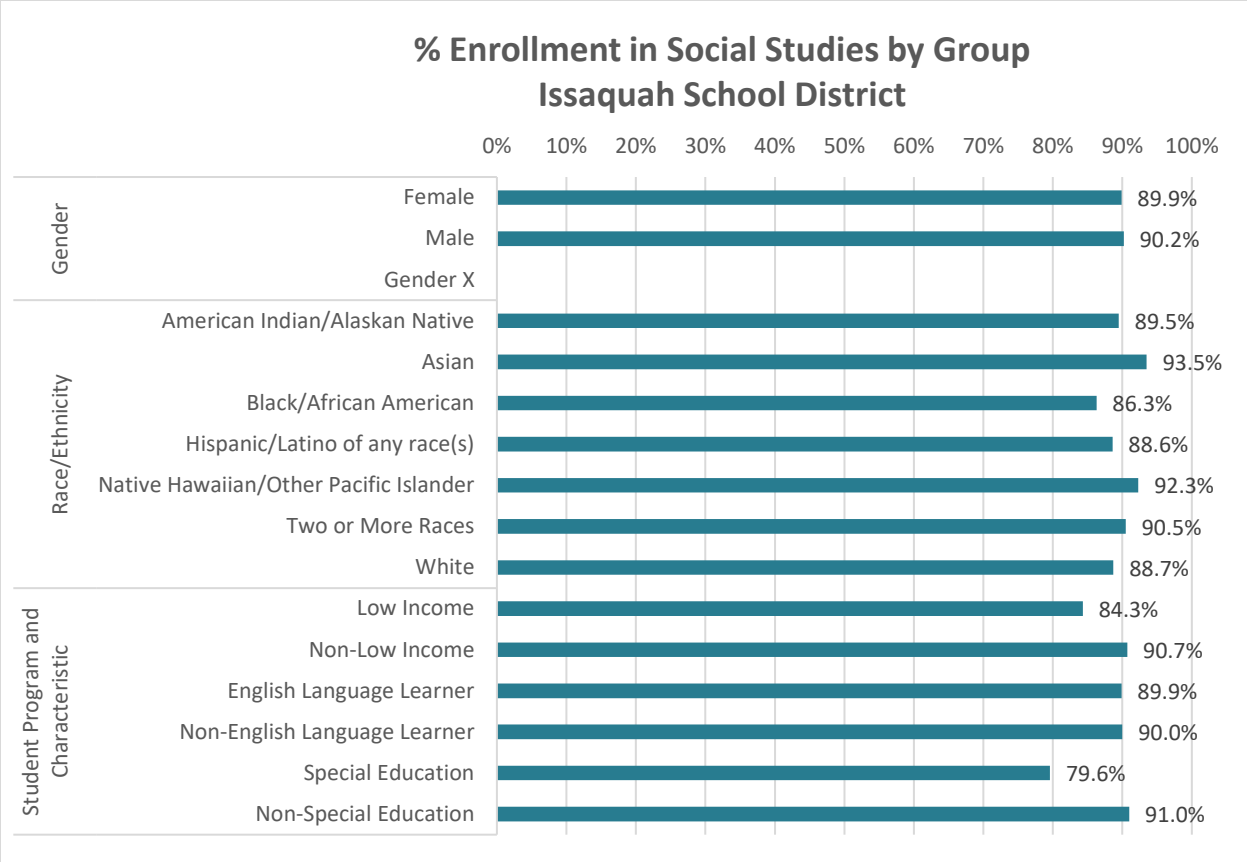
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

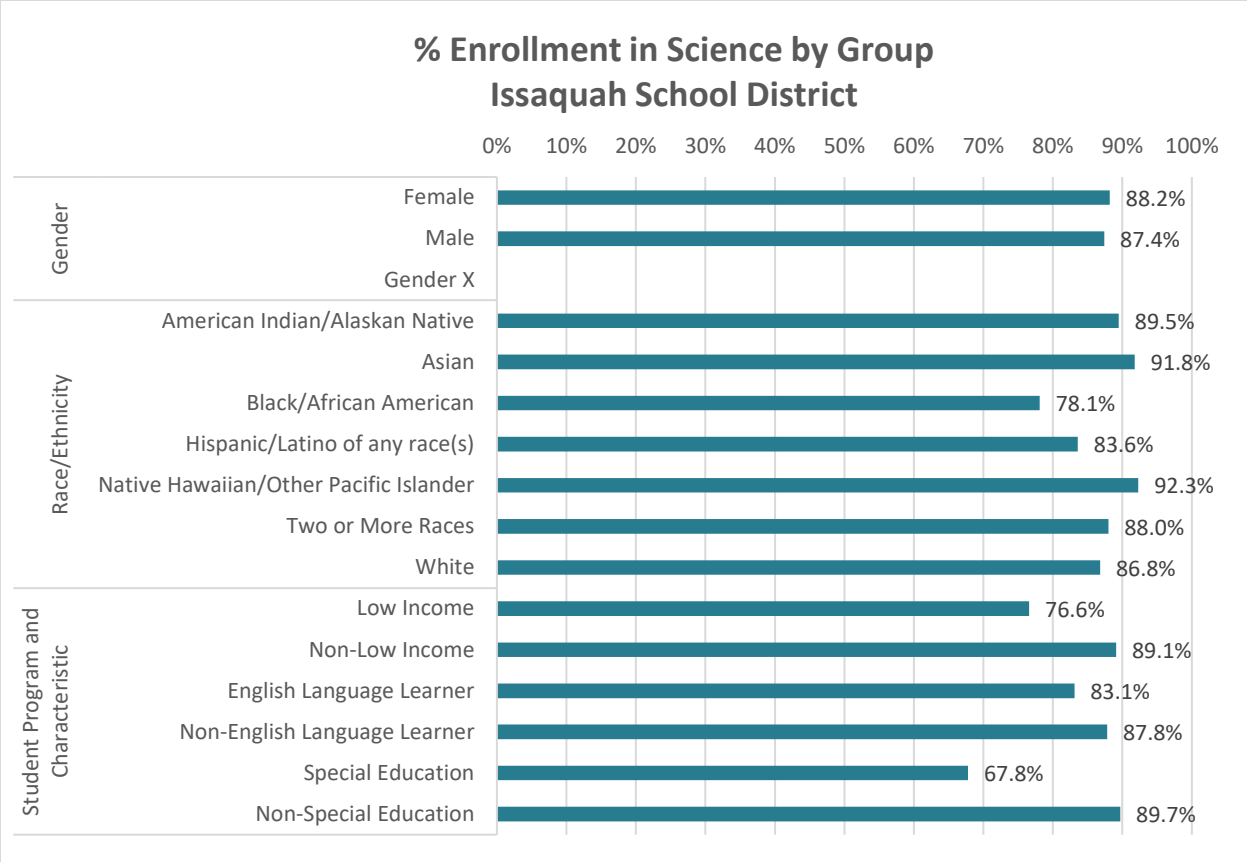
Social Studies. Overall, **90.0%** of ISD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show relatively small differences by group. There are small fluctuations by race/ethnicity. By student program and characteristic, fewer low income and special education students enrolled in social studies.

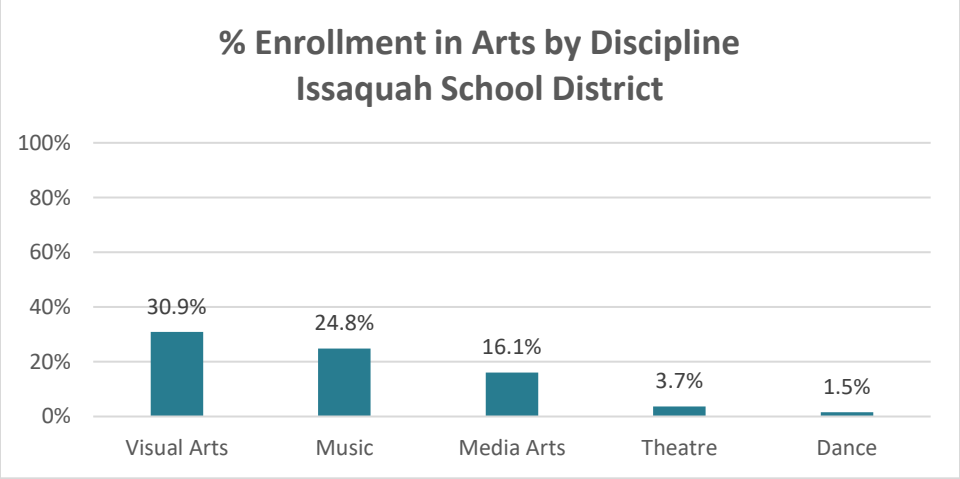


Science. Overall, 87.7% of ISD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

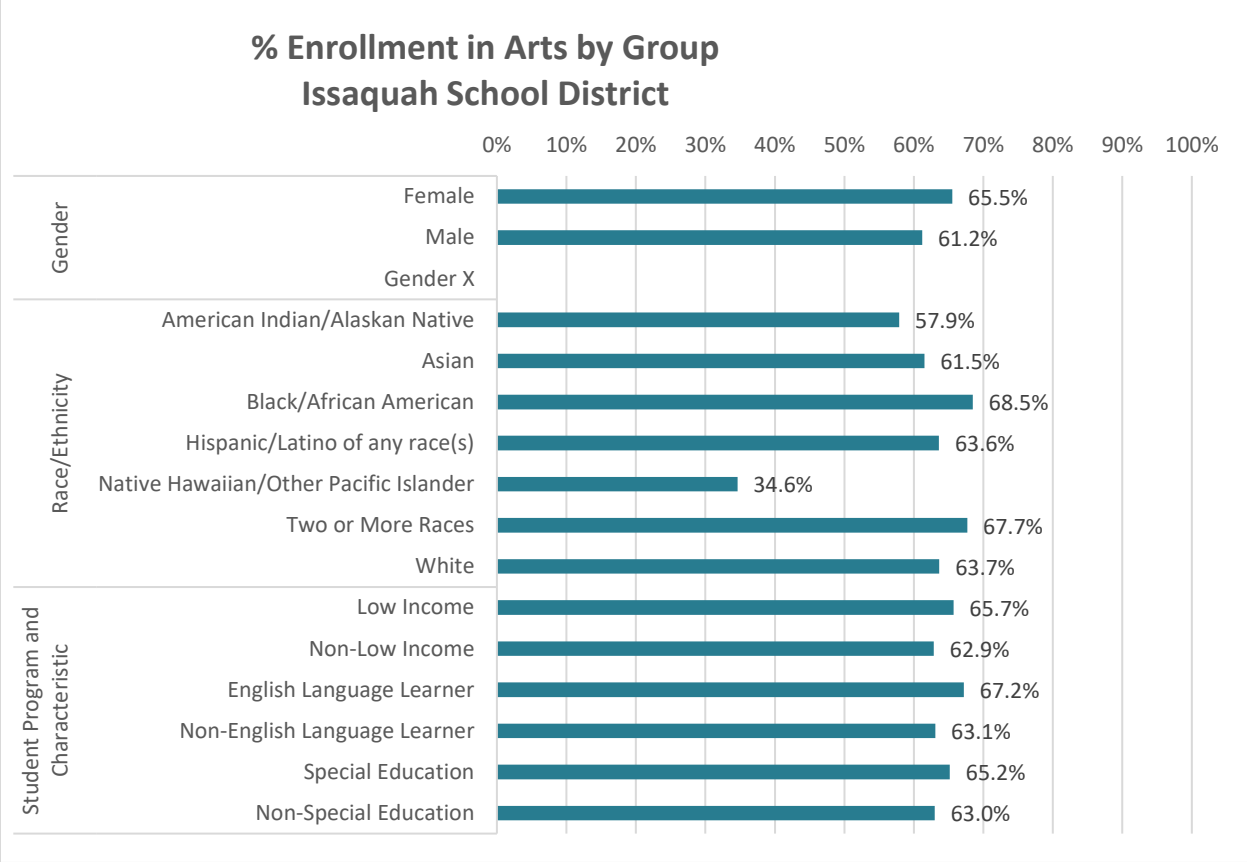
For science, the data show relatively small differences by group. By race/ethnicity, lower percentages of Black/African students enrolled in science courses. By student program and characteristic, fewer low income and special education students enrolled in social studies.



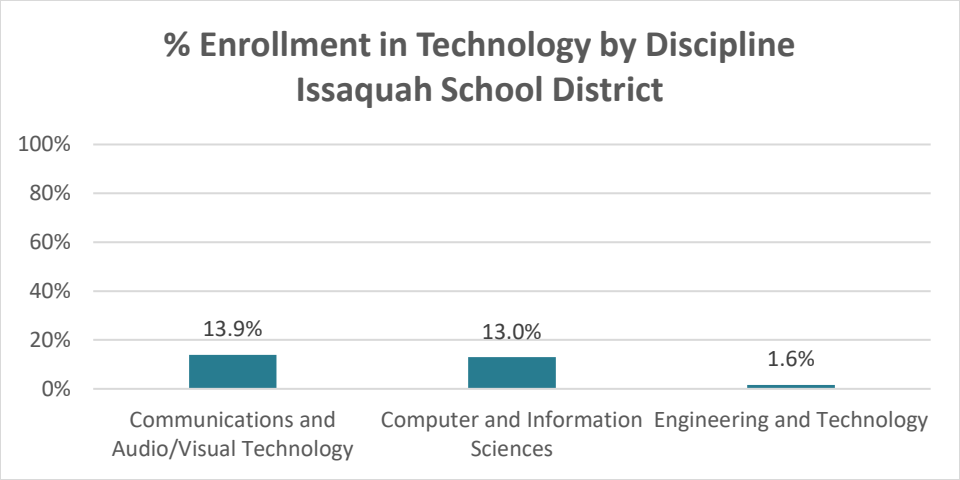
Arts. Overall, **63.2%** of ISD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



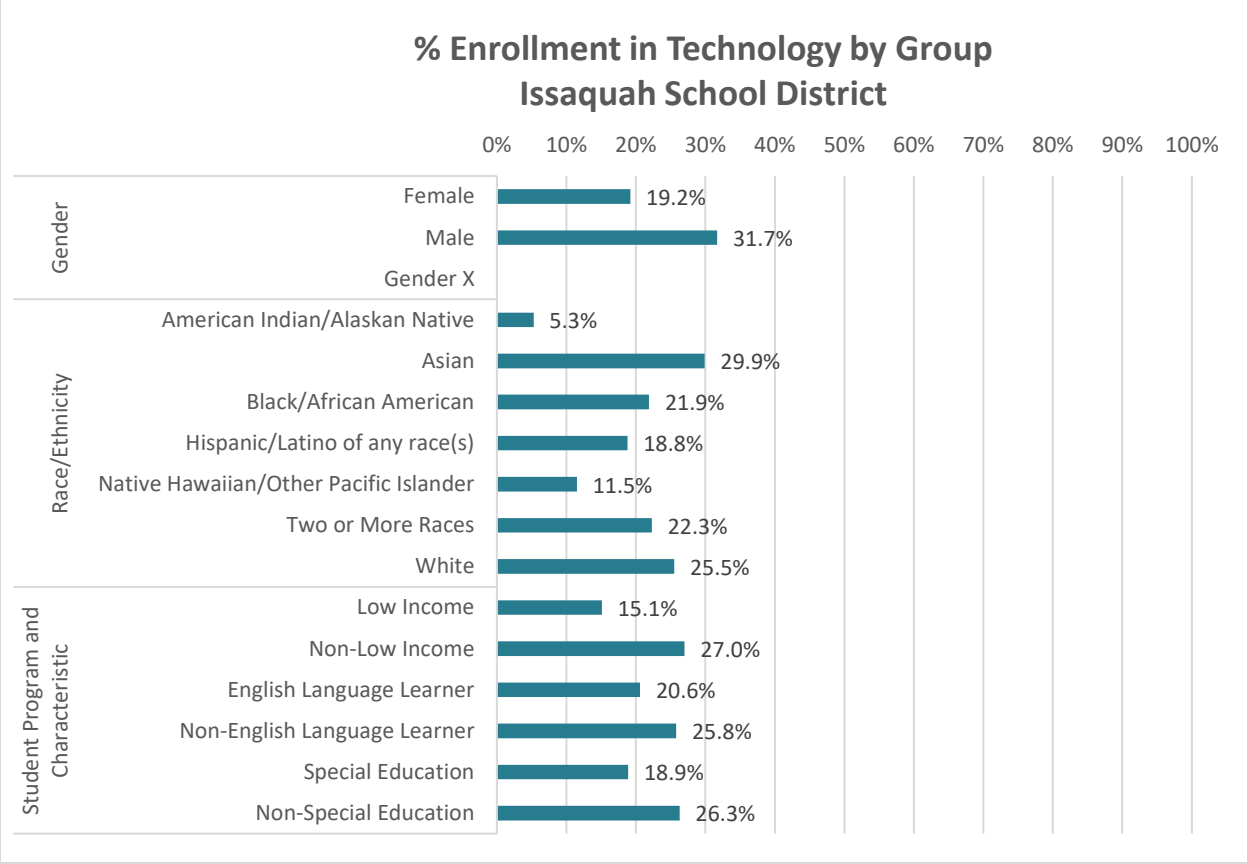
For arts, females enrolled in courses at slightly higher rates than males. Native Hawaiian/Other Pacific Islander students enrolled at lower rates, but this may be due to the relatively small numbers of students in this group.



Technology. Overall, **25.7%** of ISD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more communication & audio/visual technology and computer and information science courses compared to engineering and technology courses.



Fewer students, overall enrolled in technology courses. The data show fewer females took technology courses, as compared to males, and slightly higher numbers of Asian students took technology courses relative to other race/ethnicity groups. Disparities were also evident by income, ELL, and special education designation.



Partnerships

ISD has a variety of municipal and cultural partners. Examples include King County Green Schools Program, Issaquah Salmon Hatchery, the Snoqualmie Tribe, Sustainability Ambassadors, and the Burke Museum. Issaquah student groups have performed at a variety of festivals.

Partners Organizations (Sample)	
Social Studies	Burke Museum, Snoqualmie Tribe
Science	King County Green Schools Program, Issaquah Salmon Hatchery Sustainability Ambassadors

Needs to Ensure Equitable Cultural Education

ISD is committed to cultural education, and the incorporation of district performance measurement helps ensure cultural activities remain integral. One interviewee observed that funding is a key issue, commenting, "There are inequities in our state that are due to the amount of local funding that can be collected." ISD noted the following needs for ensuring continued, equitable access to cultural education:

- Consistent funding streams.
- Continuous support for integrating cultural education into regular curricula to expand student learning.
- There are variations in cultural education activities across schools. Documenting activities would help determine the needs, gaps, and levels of equity.

Kent School District (KSD)

Information for this profile was provided was provided from interviews with 7 district and school representatives, the KSD website, and data provided by OSPI.

District Priorities

KSD is committed to providing education in all core content areas as described in Every Student Succeeds. When discussing policies, several people mentioned following the CORE 24 graduation requirements for all areas of cultural education, but discussed how this does not mean that all students are getting the same access. For example, arts education at the elementary school level was noted as inconsistent between schools and between classrooms. Additionally, according to one interviewee,

> *Kent has been in the hole financially and I think for art and tech there have not been a lot of financial resources. What is tested gets the most resources and gets the most commitment to more equitable resource allocation.*

District Barriers

Several barriers to providing cultural education were mentioned by interviewees including, a lack of focus on cultural education, little available data, and students and families with few resources to support cultural education. One person shared,

> *I think that this is something that all school districts struggle with. The mindset is focused on ELA and math, and elementary school teachers do not necessarily have skills and knowledge to teach all of this. So then not addressing the whole child, which would include all of these things. Having will and want to do this requires a shift in how we do business and it is hard to move a school district.*

According to a few interviewees, a lack of emphasis on cultural education is also exemplified by having a few leaders at the district level supporting so many areas of cultural education. "Our leaders have to support so many different things," stated one person. "They are trying their hardest, but they do not have time to thoroughly support everyone."

DEMOGRAPHICS

27,226 Students

1 Early Learning Center

28 Elementary Schools

6 Middle Schools

3 Academies

4 High Schools

0.3% American Indian/Alaskan Native

19.8% Asian

12.5% Black/African American

22.5% Hispanic/Latinx

2.5% Native Hawaiian/Other Pacific Islander

9.5% Two or More Races

32.9% White

20.8% English Language Learner

12.1% Students with Disabilities

53.1% Low Income

Another barrier mentioned by district level representatives was a paucity of data available for the arts, particularly at the elementary school level. "There is not a lot of data for the arts right now," reported one person. "Someone may know how many art docents there are, but we do not have a lot of data on which teachers are teaching arts (at the elementary level) or what skills they are teaching."

A final barrier mentioned by several school level representatives was a lack of student exposure to cultural education at home often due to limited resources. One person reported,

> *At the middle school level, I see kids with some knowledge and some real interest in it, but the majority have no experience in the art whatsoever and their first experience with art is not until middle school. Many of them have no access to art supplies at their house.*

How is Cultural Education Provided?

KSD offers students at all levels access to cultural education; however, the intensity varies by area and there is less access for elementary school students. All areas align with Washington State K – 12 Learning Standards for the particular subject. The Table below shows how cultural education is provided by elementary, middle, and high school.

How is Cultural Education Provided?	
Elementary School	
Arts	The elementary schools rely on art docents to provide Fine Arts instruction, but there are not docents at each school. Some core teachers provide arts focused lessons but there is not an agreed upon framework for what students should learn. The district is hoping to have art teachers at each elementary school by 2022. The music program is more robust with K-4th grade students receiving 100 minutes a week from a music teacher. Additionally, 5th and 6th graders have a choice of taking bank, orchestra, or to with general music. Half of the elementary schools have optional choirs – most of them have it during free activity period or before or after school.
Social Studies	Per district guidelines, students are provided with three 30-minute sessions a week.
Science	Per district guidelines, students are provided with four 50-minute sessions a week utilizing Foss Science Kits, but district representatives stated, "We know some teachers are not providing that."
Technology	Digital Media is integrated into the classroom. Clubs, such as robotics, are also available after school at some schools.
Middle School	
Arts	Every student has opportunities to take music and/or visual arts as part of their elective program in middle school. Band and orchestra are available at all 6 middle schools and 4 out of the 6 also offer choir. The district is trying to get choir offered at all of the middle schools. According to a district representative, "4 of 6 middle schools have full time art teachers with

	offerings mostly along lines of art survey, mostly 2D with some 3D, and some art history. We have no dance component currently."
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Students have opportunities to take different technology classes as an elective throughout middle school. Some offerings include: computer essentials, STEM robotics, and invention and innovation.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Course offerings for music include varying levels of band and orchestra. Three of the high schools offer choir. Theatre programs exist at all the high schools with directing and stage craft classes, but productions are extracurricular. All four high schools have multiple fine arts offerings. Some arts courses are taught as CTE courses, such as photography. Drawing, painting and design are taught as art classes. All of the comprehensive high schools offer IB and/or AP arts courses.
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional Social Studies credits as part of their elective program. AP and/or IB social studies courses are also available.
Science	KSD received a waiver to implementing the 3 credits of science required by the 24-Credit Career and College Ready Graduation Requirements in the 2018-2019 school year, and students may graduate with 2 credits. Students can take additional Science credits as part of their elective program. AP and/or IB science courses are also available.
Technology	Students have opportunities to take different technology classes as an elective at all high schools. CTE courses are available in many areas including Art, Engineering, and Theatre/Median among many others. Clubs are also available after school.

Course Taking Patterns

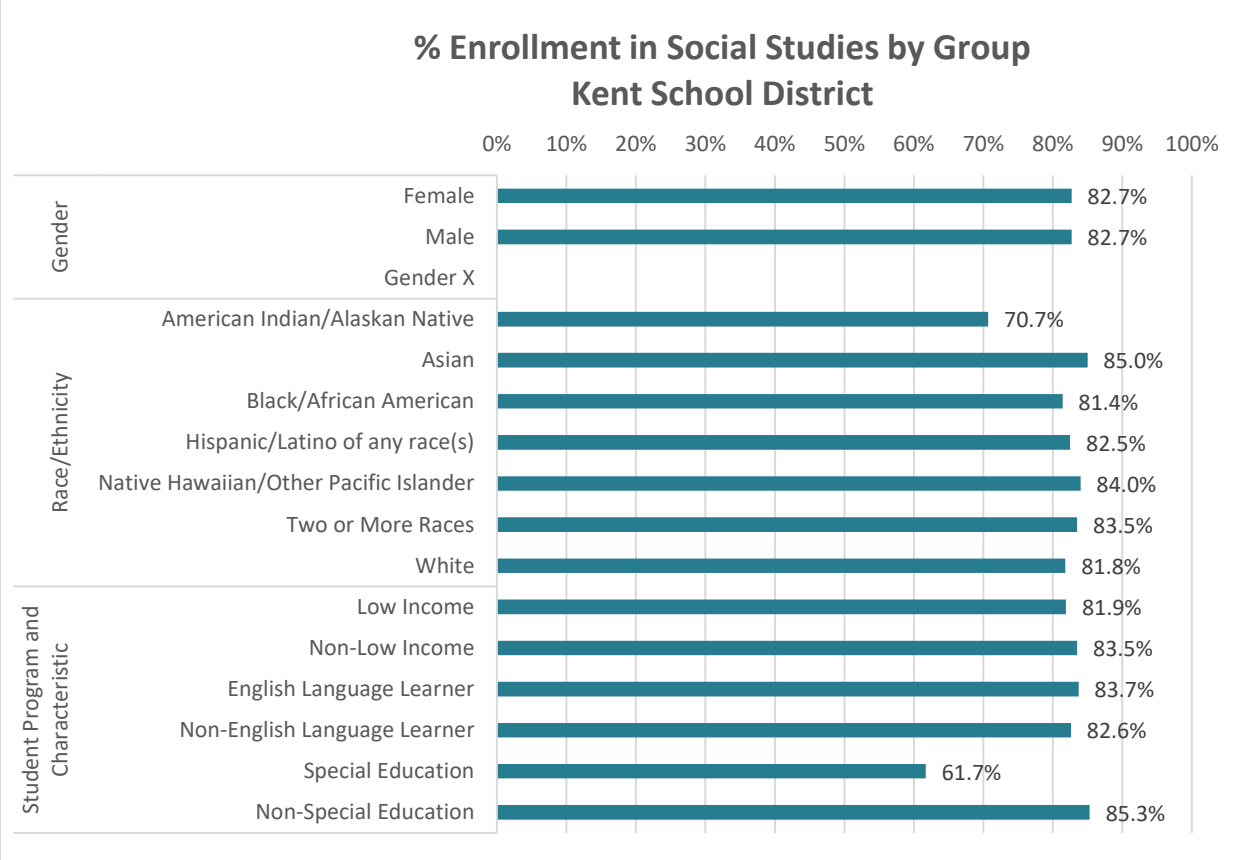
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

Social Studies. Overall, **82.7%** of KSD high school students enrolled in a Social Studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

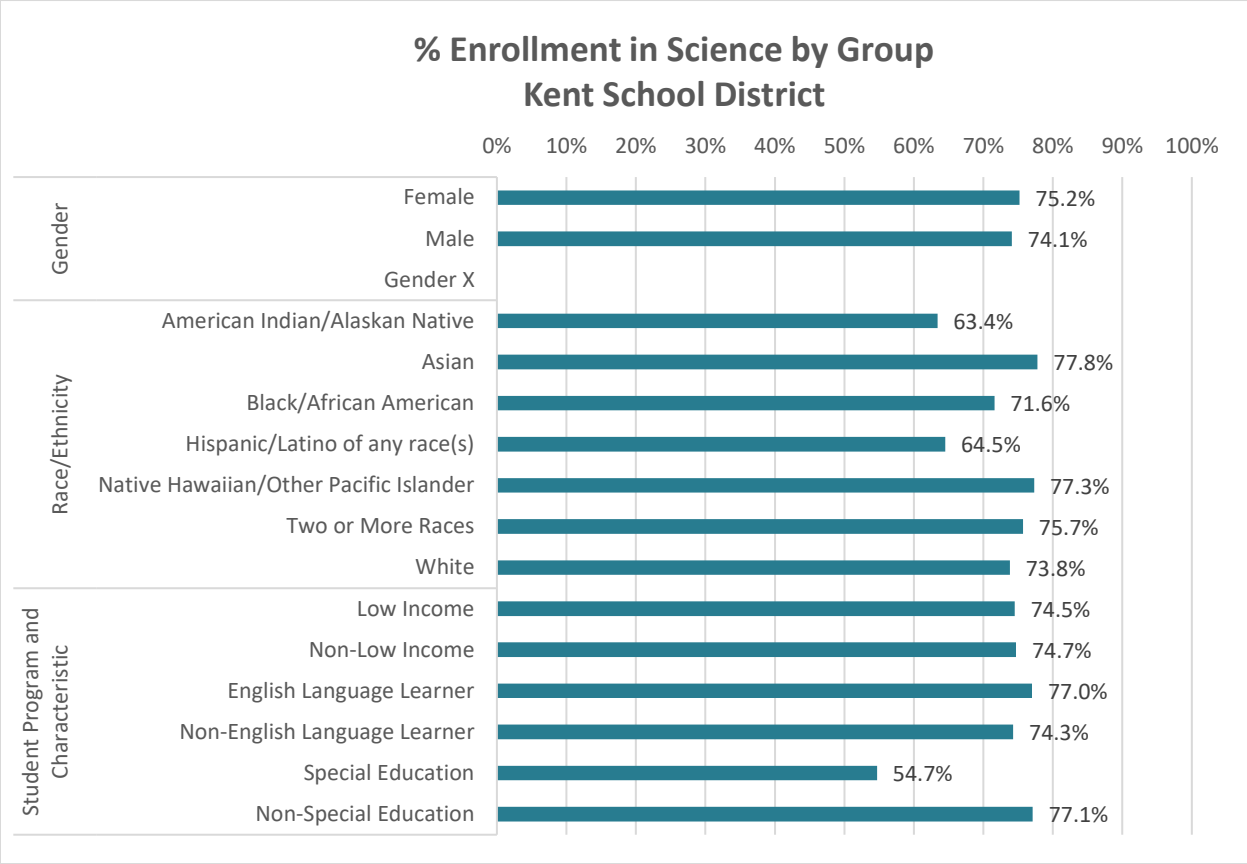
For social studies, the data show relatively few differences by group, with a few exceptions. By race/ethnicity, a lower percentage of American Indian/Alaskan Native students enrolled in social studies compared to other groups. The largest difference is with special education students, where 62% of special education students enrolled in social studies, compared to 85% of non-special education students.



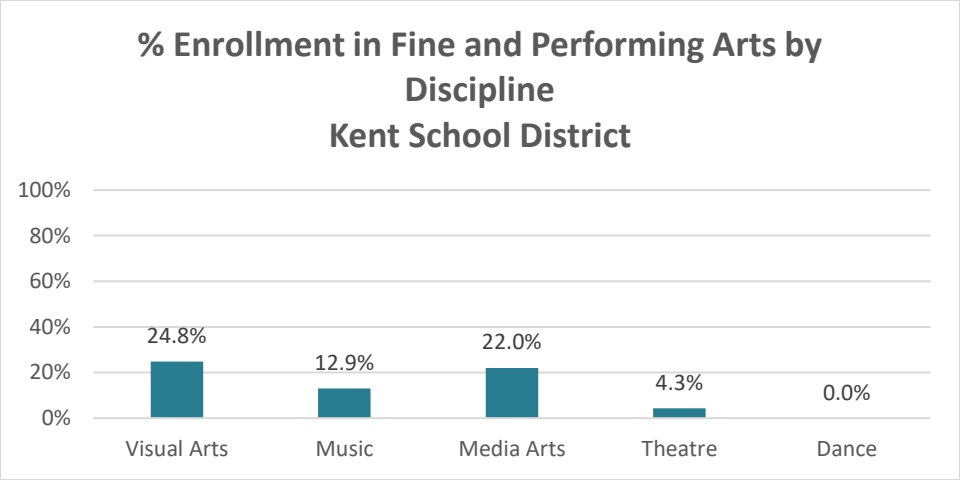
Science. Overall, **74.6%** of KSD high school students enrolled in a Science Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. However, KSD received a waiver to implementing these requirements in the 2018-2019 school year, and students may graduate with 2 credits.

For science, the data show relatively few differences by group, with a few exceptions. By race/ethnicity, fewer American Indian/Alaskan Native students and Hispanic/Latino

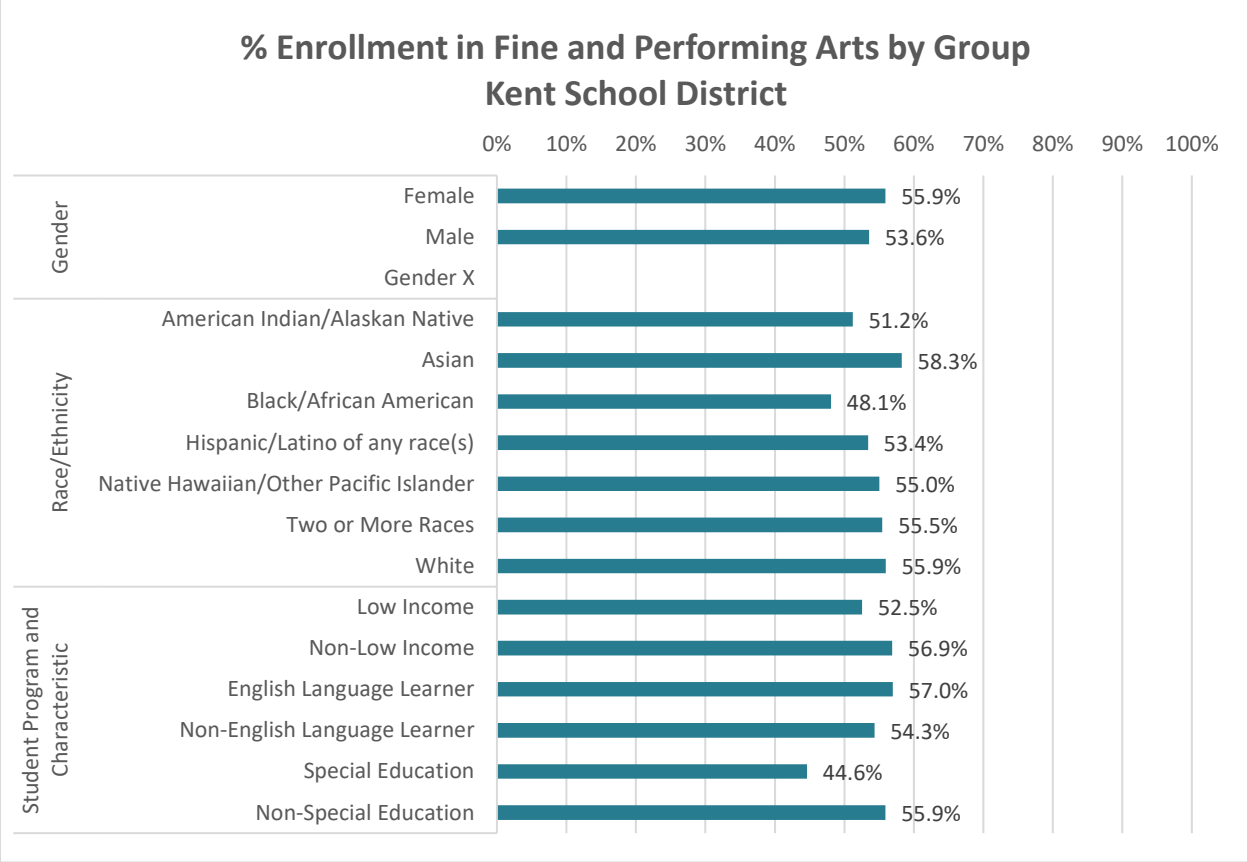
students enrolled in science compared to other groups. The largest difference is with special education students, where 55% of special education students enrolled in science, compared to 77% of non-special education students.



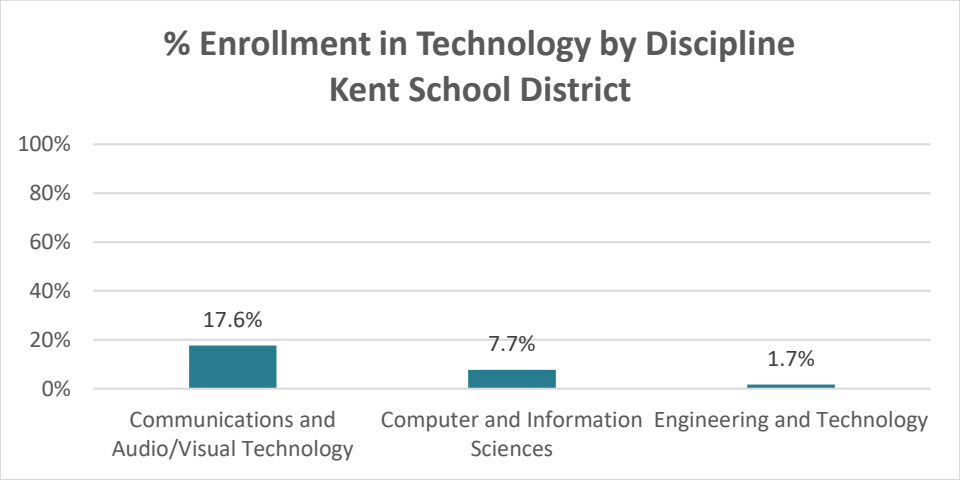
Arts. Overall, **54.7%** of KSD high school students enrolled in a Arts Course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. However, KSD received a waiver to implementing these requirements in the 2018-2019 school year, and students may graduate with 1 credit. By discipline, more students enroll in Visual Arts and Media Arts compared to the other disciplines.



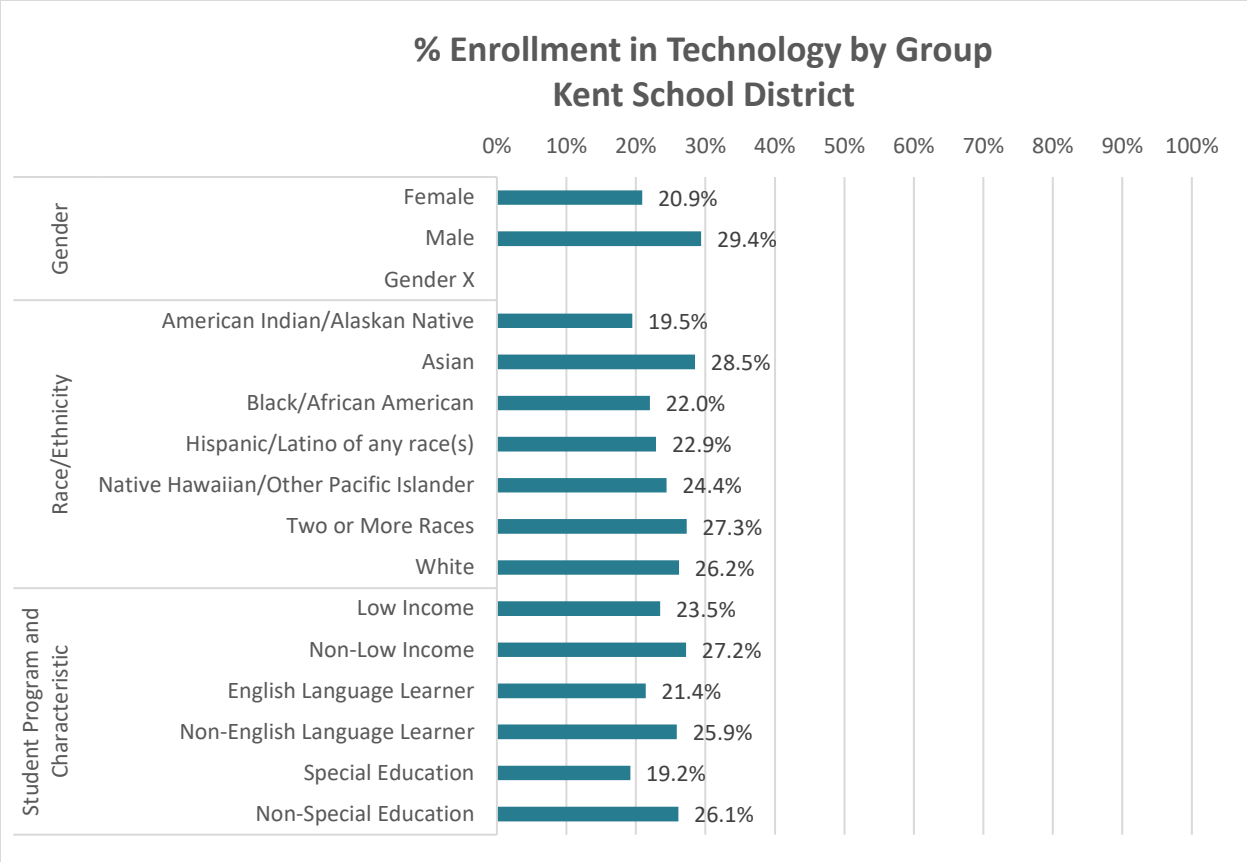
For arts, the data again show relatively few differences by group, with a few exceptions. By race/ethnicity, a lower percentage of Black/African American students enrolled in arts compared to students of other race/ethnicities. The largest difference is with special education students, where 45% of special education students enrolled in arts, compared to 56% of non-special education students.



Technology. Overall, **25.4%** of KSD high school students enrolled in a Technology Course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more Communication & audio/visual technology courses compared to the other disciplines.



For technology, the data show some variability by group. By gender, a lower percentage of female students enrolled in technology compared to male students. Additionally, a lower percentage of Hispanic/Latino students were enrolled in technology compared to students of other races/ethnicities. Differences were also apparent by income, with a lower percentage of low income students enrolled in technology, compared to non-low income students. Finally, a lower percentage of English Language Learners and Special Education students enrolled in technology, compared to students not in those programs.



Partnerships

Although KSD has a few external organizations they partner with to provide different types of cultural education, many interviewees highlighted this as an area where growth is needed. According to one person,

> *The district has not driven those kinds of things. It really is based on individual teacher or a school's interest. For example, one middle school did a lot of work with a Holocaust foundation. These opportunities are one offs and are not centrally driven. Even music competitions are building level events.*

Several interviewees identified the Kent Arts Commission and the Covington Arts Commission as external partners in the district, and some were able to identify individual teachers who have partnerships, but there is no centralized, coordinated effort.

Likewise, interviewees discussed field trips as variable from school to school, and one person reported several barriers around providing students with field trips. One person shared,

> *We would love to take field trips, but one of our biggest barriers to field trips is limited bus drivers. It really is a window of 10-2 daily where we can take time to do a field trip.*

The Table below shows a sample of some partnerships available within KSD.

Partners Organizations (Sample)	
Arts	Covington Arts Commission Kent Arts Commission

Needs to Ensure Equitable Cultural Education

KSD is committed to offering Cultural Education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, KSD identified the following needs to increase students access to cultural education:

- More equity in course offerings and instruction. One person shared,

  > *We need access to instruments and develop curriculum and course offerings to provide opportunities to students we might not be attracting. Access is an issue, things like band are typically a white tradition. We are a white teaching population and our students are not. Using music from a variety of cultures in their classroom is something we need to do. We are not utilizing music and art of their cultures. We teach what we are comfortable with. There is not a single minority teacher in our music program. We have a lot of work to do around cultural responsiveness.*

- Increased access and standardization of arts instruction in elementary school. All interviewees identified needing comprehensive arts education at elementary level including having structured time carved out to teach art and having trained arts teachers teaching standards-based lessons.
- Increased funding for performing and fine arts resources and supplies. "Sadly, there is no budget for art supplies," reported one person. A music teacher also discussed having little budget for purchasing and maintaining instruments. For example, they reported having seven tubas, but only being able to maintain 2 or 3 of them.
- A centralized effort to create culturally relevant partnerships and provide field trips, including the funding to provide transportation.

Lake Washington School District (LWSD)

Information for this profile was provided from interviews with six district and school representatives, the LWSD website, and data provided by OSPI.

District Priorities

LWSD is committed to providing cultural education in all areas, with the district's strategic plan, *Elevate*, and the focus on equity. To this end, LWSD is conducting program reviews across all content areas to identify barriers to student access. Professional learning focuses on culturally-responsive teaching in efforts to connect content with students' lives in meaningful ways, to understand student and family experiences, to address factors that affect opportunities for students, and to improve instructional practice. These efforts are still in the early phase, and there are variations in implementation across schools and classrooms. One representative shared, "We want to create a system based on student voice, and we need to create culturally relevant lessons."

District Barriers

The focus on equity has revealed disparities across the district. For example, the content area program reviews show some disparities in course enrollments by race and gender, particularly in technology and the sciences. Further, the teaching staff does not reflect the diversity of the student population, and the curriculum is predominately Eurocentric. In addition, partnerships and field trips are offered based on school priorities or teacher interest. This, combined with a reliance on funding from the PTSA, results in some inequities, with wealthier schools and PTSAs offering more field trips and partnerships. One person said, "Our PTSAs are amazing, but they are not reflective of our students and some are more well-funded."

How is Cultural Education Provided?

LWSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular subject. The table below shows how cultural education is provided by elementary, middle, and high schools.

DEMOGRAPHICS

31 ,267 Students

29 Elementary School

8 Middle Schools

4 Comprehensive High Schools

4 Choice Middle Schools

5 Choice High Schools

0.2% American Indian/Alaskan Native

30.1% Asian

1.9% Black/African American

10.6% Hispanic/Latinx

.1% Native Hawaiian/Other Pacific Islander

8.4% Two or More Races

48.8% White

10.0% English Language Learner

12.5% Students with Disabilities

11.2% Low Income

How is Cultural Education Provided?	
Elementary School	
Fine and Performing Arts	Each elementary school has a full time Music specialist or two, assigned teachers providing music instruction on a weekly basis, school-wide. The district also adopted *Art School for Kids*, an art curriculum that teachers implement throughout the year. Furthermore, most schools have an art docent program. In 5th grade, students can participate in an orchestra program, located at the high schools, in the morning. However, parents have to provide transportation. Additional clubs and afterschool programming support the arts.
Social Studies	Social studies is taught using the district adopted curriculum, OSPI standards, and *Since Time Immemorial*, with schools determining the amount of time and focus. For example, some schools may rotate this with science, while others implement it two times a week for 30 to 60 minutes.
Science	Science is taught using the district adopted curriculum (*Amplify Science)* aligned with the Next Generation Science Standards, with schools determining the amount of time and focus. For example, some schools may rotate this with social studies, while others implement it two times a week for 30 to 60 minutes.
Technology	Technology is integrated into classroom instruction, and since 2012, students in grades K-2 had a three-toone students-to-computer ratio, which increases to a two-to-one ratio in grades 3-5.
Middle School	
Fine and Performing Arts	Every student has opportunities to take Music and/or Visual Arts as part of their elective program in middle school. Some schools also offer Theatre.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms, and each middle school student has an assigned laptop. Students also have opportunities to take different technology classes as an elective in the CTE program, such as Game Design and Programming, STEM, and Automation and Robotics. Clubs are also available after school.
High School	
Fine and Performing Arts	Students are required to take 2 credits of fine and performing arts as defined by the 24-Credit Career and College Ready Graduation Requirements. The courses available differ by high school. All comprehensive high schools offer electives in music, visual arts, theatre, and media arts. After-school programming or clubs are available in the fine and performing arts.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program.
Science	Students are required to take 3 credits of science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Technology is integrated into core classrooms, and each student has an assigned laptop. Students also have opportunities to take different technology classes as an elective through the CTE program. Clubs are also available after school.

Course Taking Patterns

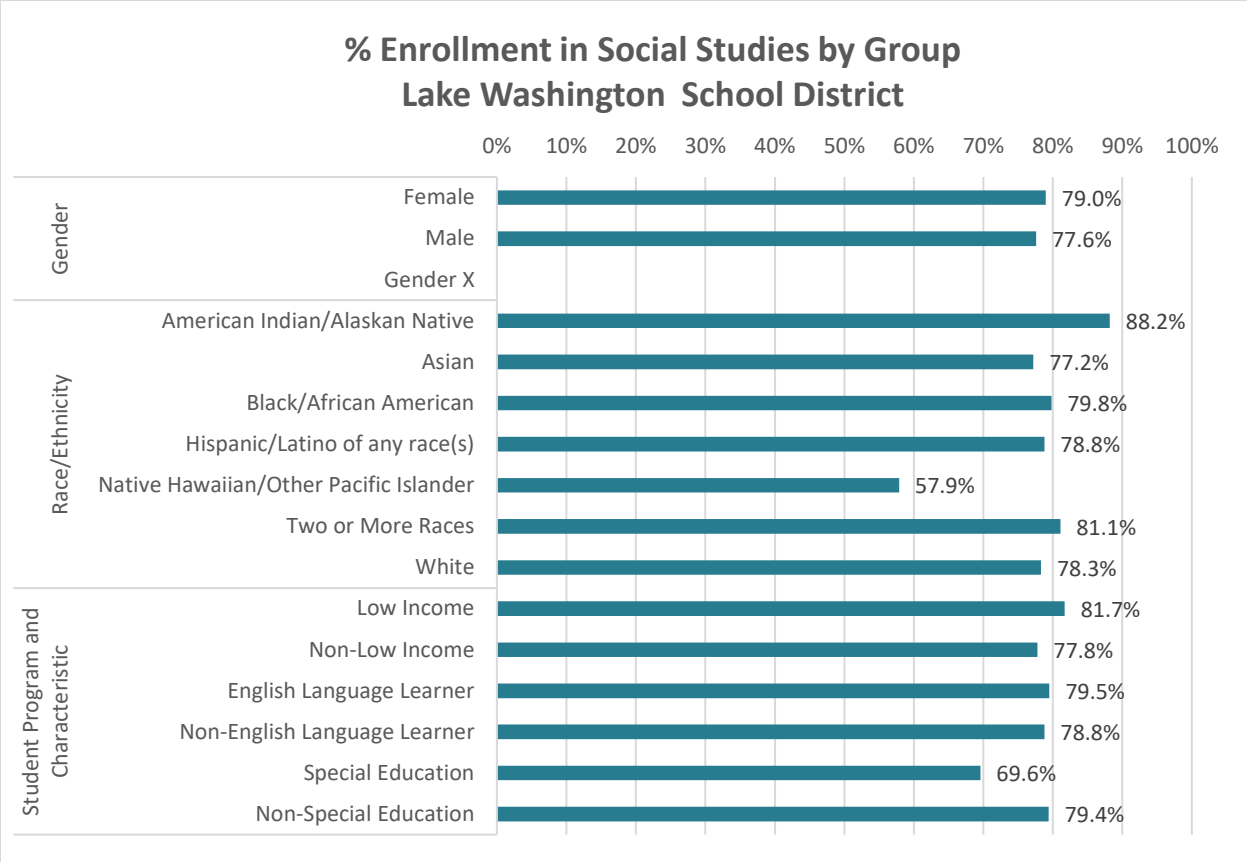
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

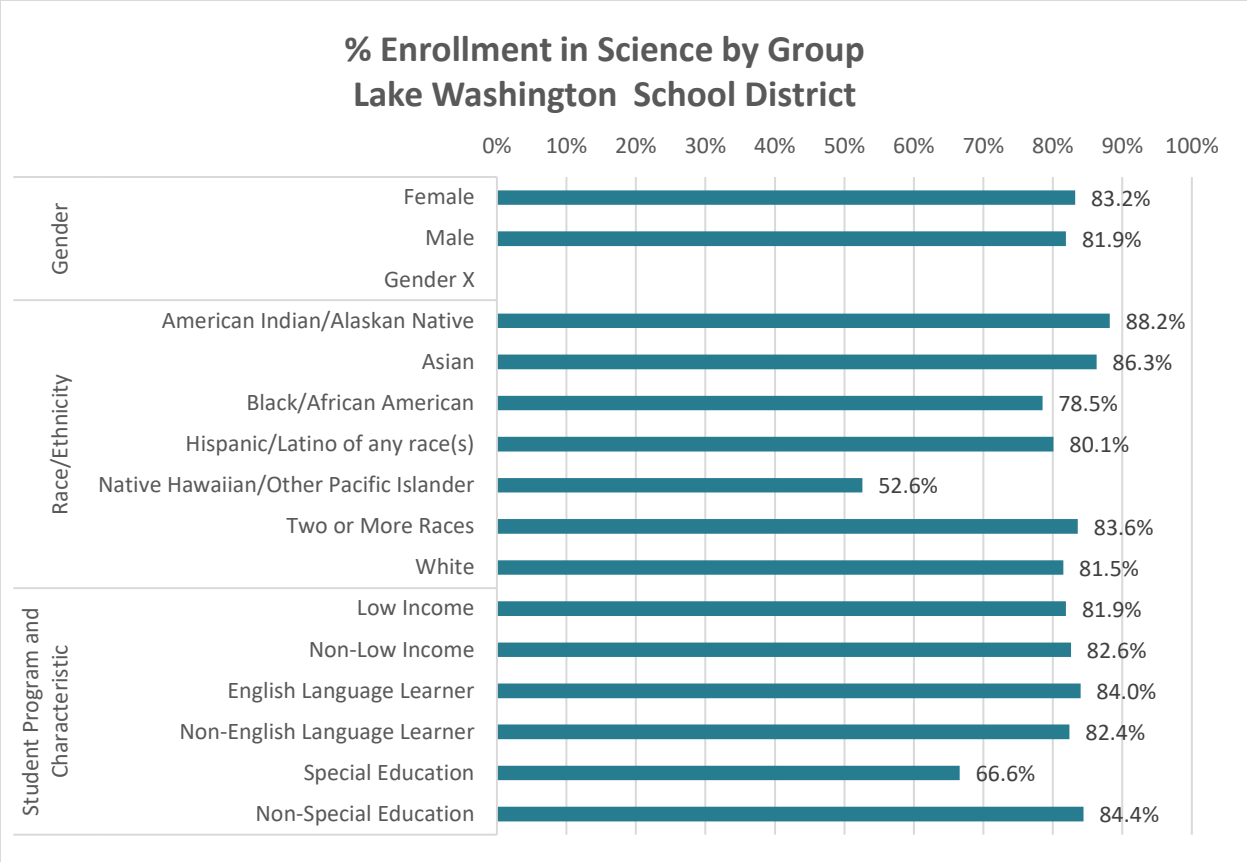
Social Studies. Overall, ***78.3%*** of LWSD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show differences in enrollment by group. For example, by race/ethnicity, a greater percentage of American Indian/Alaskan Native and a lower proportion of Native Hawaiian/Other Pacific Islander students enrolled in social studies compared to other groups. However, both these population groups are small, and a few students can account for large differences. By student program and characteristic, a lower percentage of special education students enrolled in social studies compared to non-special education students.

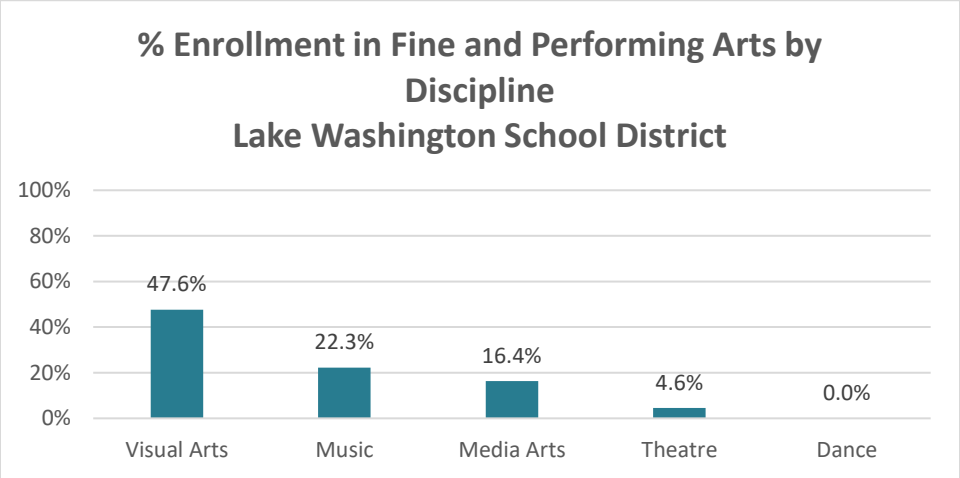


Science. Overall, ***82.5%*** of LWSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

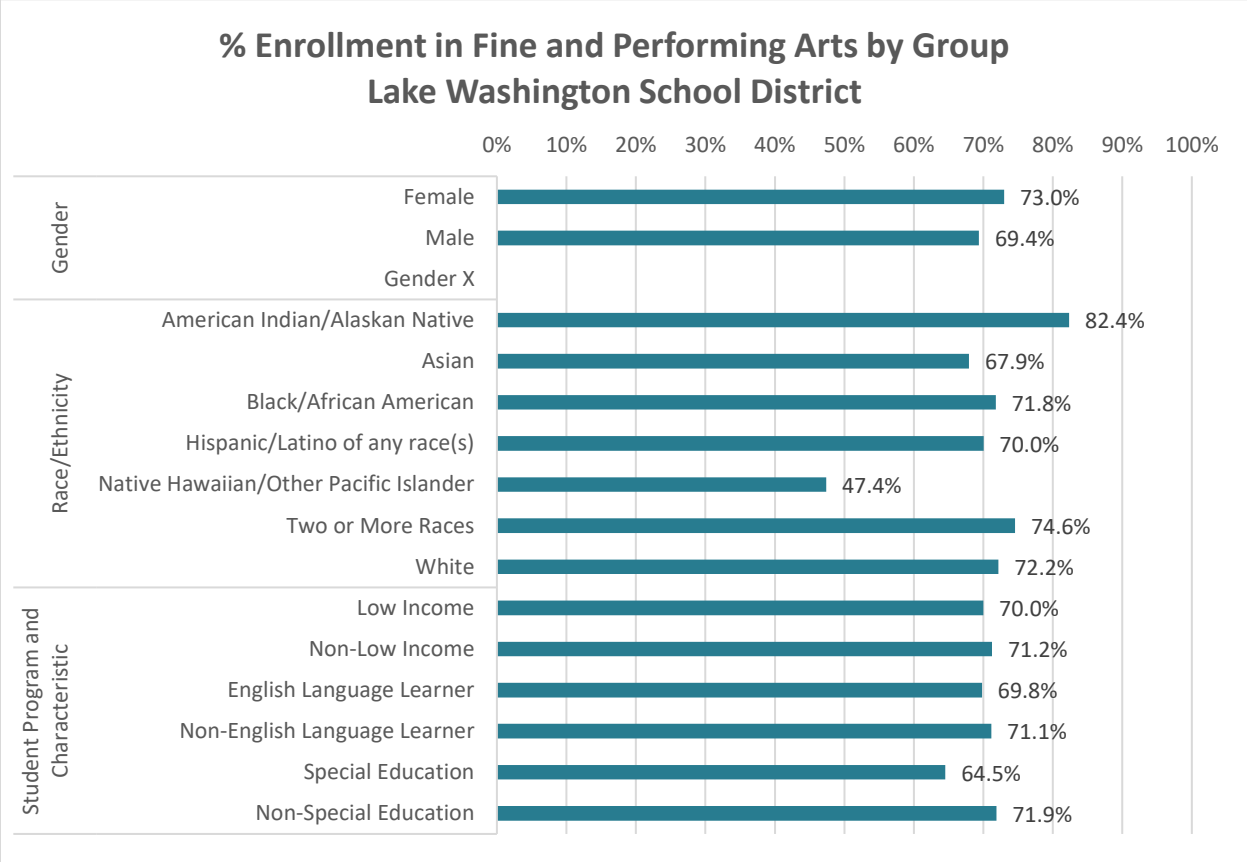
For science, the data show differences in enrollment by group. For example, by race/ethnicity, a lower percentage of Native Hawaiian/Other Pacific Islander students enrolled in science compared to other groups. By student program and characteristic, a smaller percentage of special education students enrolled in science compared to non-special education students.



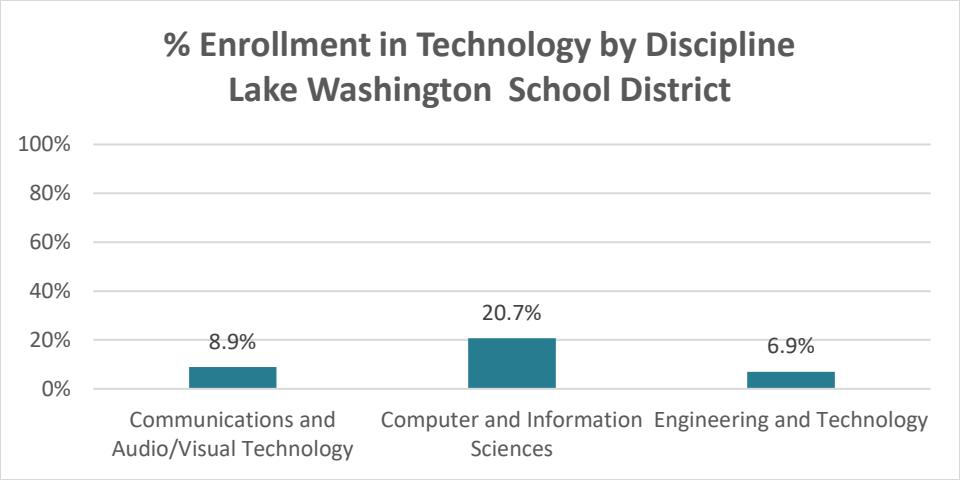
Fine and Performing Arts. Overall, ***71.1%*** of LWSD high school students enrolled in a fine and performing arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



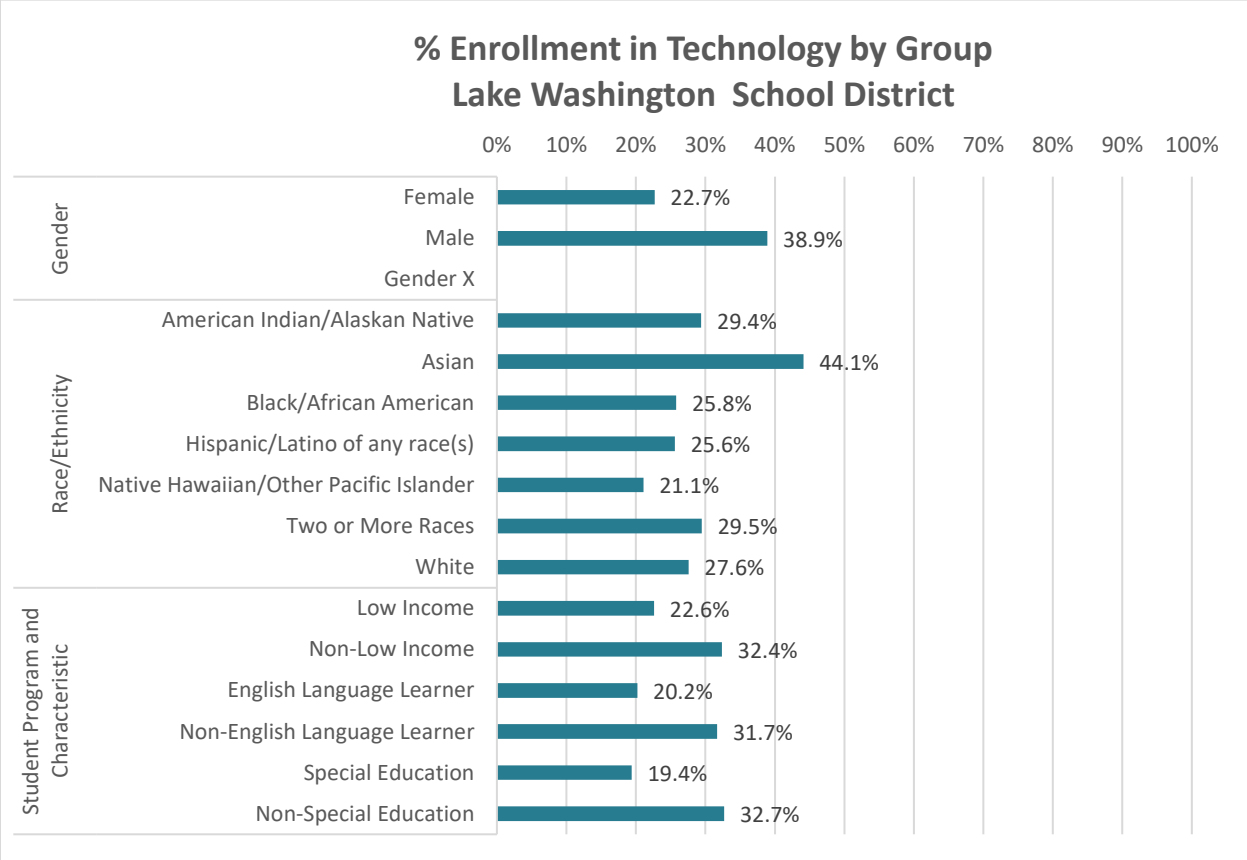
For Fine and Performing Arts, the data show a similar pattern as social studies. Notably, by race/ethnicity, a greater percentage of American Indian/Alaskan Native and a lower proportion Native Hawaiian/Other Pacific Islander students enrolled in fine and performing arts compared to other groups. Again, because both groups are relatively small, this may account for some of the differences. By student program and characteristic, a lower percentage of special education students enrolled in fine and performing arts compared to non-special education students.



Technology. Overall, ***31.5%*** of LWSD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more computer and information sciences courses compared to other disciplines.



For technology, the data show several gaps. By gender, a greater percentage of males compared to females enrolled in technology courses. By race/ethnicity, a greater percentage of Asian students enrolled in technology compared to other groups. By student program and characteristic, there were discrepancies by income, ELL status, and special education enrollment.



Partnerships

LWSD engages in and values partnerships and field trips, and some PTSAs have funded some residencies. Board policy supports partnerships and field trips if they align with the learning goals. Respondents noted that partnerships and residencies offered during the school day add to the breadth of offerings and bring in expertise to the subject area, and there is interest in expanding these. Further, field trips provide students with authentic learning outside of the classroom. One respondent shared,

> *Authentic learning doesn't happen when you are comfortable. Field trips force students out of their comfort zone. We have experts and museums set up, and I can't replicate that in my classroom.*

There are differences in the number of partnerships and field trips students participate in by school and grade. Further the district does not keep a master list of the partnerships. The Table below shows a sample of some of the partnering organizations working with LWSD. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Fine and Performing Arts	Burke Museum Kirkland Arts Center Seattle Art Museum Seattle Symphony Studio East
Social Studies	Snoqualmie Tribe
Science	Islandwood
Technology	Washington Alliance for Better Schools

Needs to Ensure Equitable Cultural Education

LWSD is committed to offering cultural education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, LWSD identified the following needs to increase students' access to cultural education:

- Continued support for culturally responsive teaching to ensure classrooms and courses are meaningful and relevant to the student body.
- A centralized repository that includes support that is available to schools and districts, exemplars or resources aligned with working with different cultures, partners that can provide support, the costs and programs available, and information on how they support ELL and special education students.
- A funding structure to ensure equitable opportunities across the district that is not reliant on the PTSA.

Mercer Island School District (MISD)

Information for this profile was provided from interviews with two district representatives, the MISD website, and data provided by OSPI.

District Priorities

For MISD, diversity, equity, and inclusion are ongoing, salient priorities. Throughout the MISD website, there is evidence of support (e.g. references to activities, funding bodies) for the arts. However, there are fewer details about the other three areas related to cultural education: social studies/heritage, science, and technology. In addition, an interviewee commented, "There is interest in working toward including other voices and materials that are integral and not just supplemental, not just an excerpt."

District Barriers

Obtaining funding for cultural education enrichment activities presents a barrier for teachers and program leaders who are interested in providing enrichment opportunities. Submitting grant applications for funding takes time and expertise. It takes time to identify and connect with potential partners to create cultural experiences for students. In addition, cultural education opportunities compete with other priorities, both within schools and within the community. There may be some tension within a school, if cultural education activities take students away from other classes or assignments. In addition, one person said, "The question is how to authentically integrate more diversity, more voices, and talk about things more, with a population that is largely white."

How is Cultural Education Provided?

MISD offers students at all levels access to cultural education. All areas align with Washington State, K – 12, Learning Standards for the particular subject. The table below shows how cultural education is provided by elementary, middle, and high schools in MISD. The Mercer Island Schools Foundation also sponsors a grant program for enrichment activities. Recently-funded grants have supported artists in residence, music coaches and consultants, art supplies for social studies, technology for art and robotics classes, art materials, theater workshops, visiting authors, and Tynker for

DEMOGRAPHICS

4,522 Students

4 Elementary Schools

1 Middle School

1 Comprehensive High School

0.1% American Indian/Alaskan Native

22.2% Asian

0.9% Black/African American

4.8% Hispanic/Latinx

0.1% Native Hawaiian/Other Pacific Islander

10.5% Two or More Races

61.4% White

3.9% English Language Learner

11.0% Students with Disabilities

4.2% Low Income

Schools (coding curriculum). The Mercer Island Fine Arts Advisory Council, a non-profit supporting K-12 arts education, provides funding for a wide range of supplies and activities. The high school music program also has a booster club.

How is Cultural Education Provided?	
Elementary School	
Arts	A full-time visual arts specialist supports arts instruction across elementary schools, with a focus on arts integration. Each school has a music specialist.
Social Studies	Instruction follows OSPI Standards for Grades K–5.
Science	Instruction follows district-adopted curriculum, *Bring Science Alive*.
Technology	Technology is integrated into classrooms with the support of Instructional Technology Coaches.
Middle School	
Arts	Students in grade 6 take Fine Arts or Music. In grades 7 and 8, they have access to electives in Visual Arts, Music, Drama, and Writing.
Social Studies	Students take social studies each year as part of core instruction. In grades 7 and 8, students have access to electives in social justice.
Science	Students take science each year as part of core instruction.
Technology	Students take a technology course in 6th grade. In grades 7 and 8, they have access to electives in robotics, programming, and engineering.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Students have access to courses in Music, Music Technology, Dance, Drama, and Visual Arts.
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements.
Science	Students are required to take 3 credits of Laboratory Science as defined by the 24-Credit Career and College Ready Graduation Requirements.
Technology	Student have access to technology courses through Career and Technical Education courses.

Course Taking Patterns

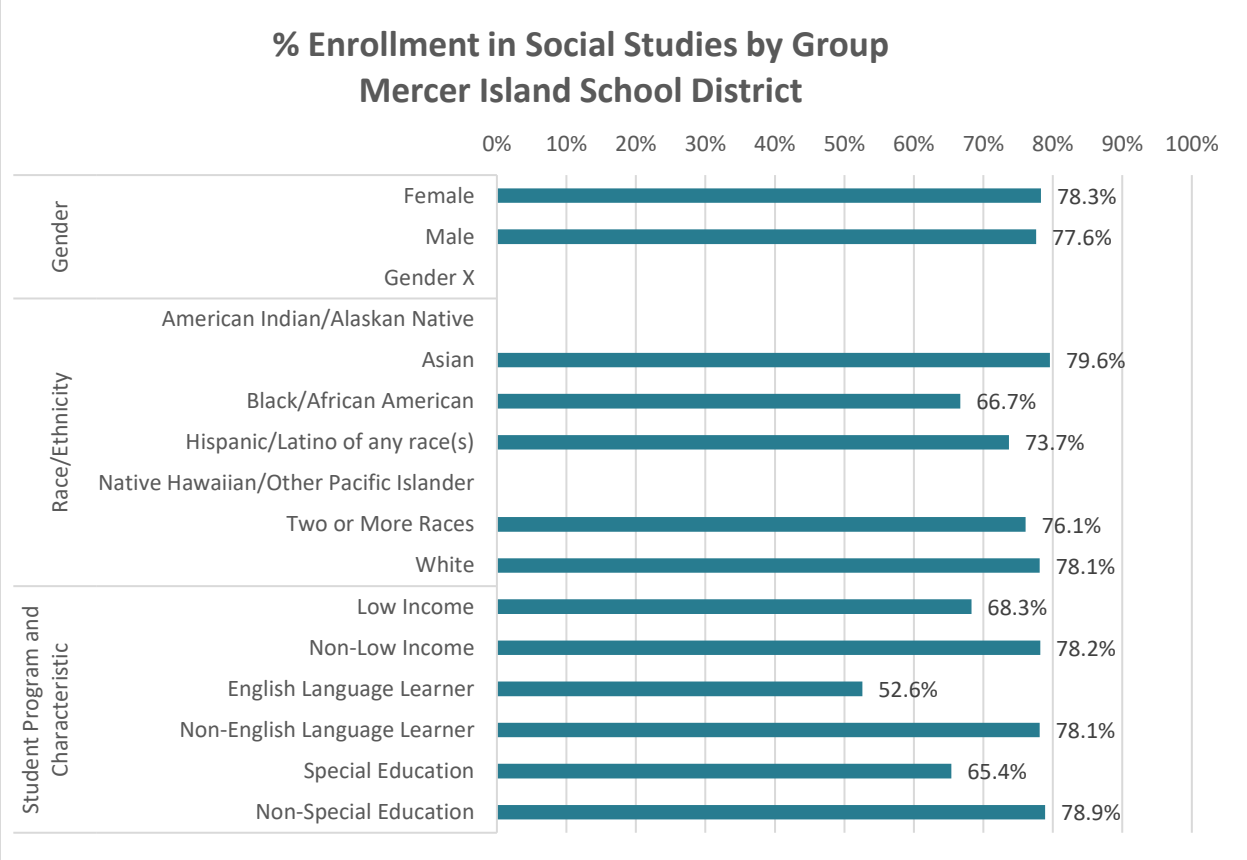
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

Social Studies. Overall, **77.8%** of MISD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

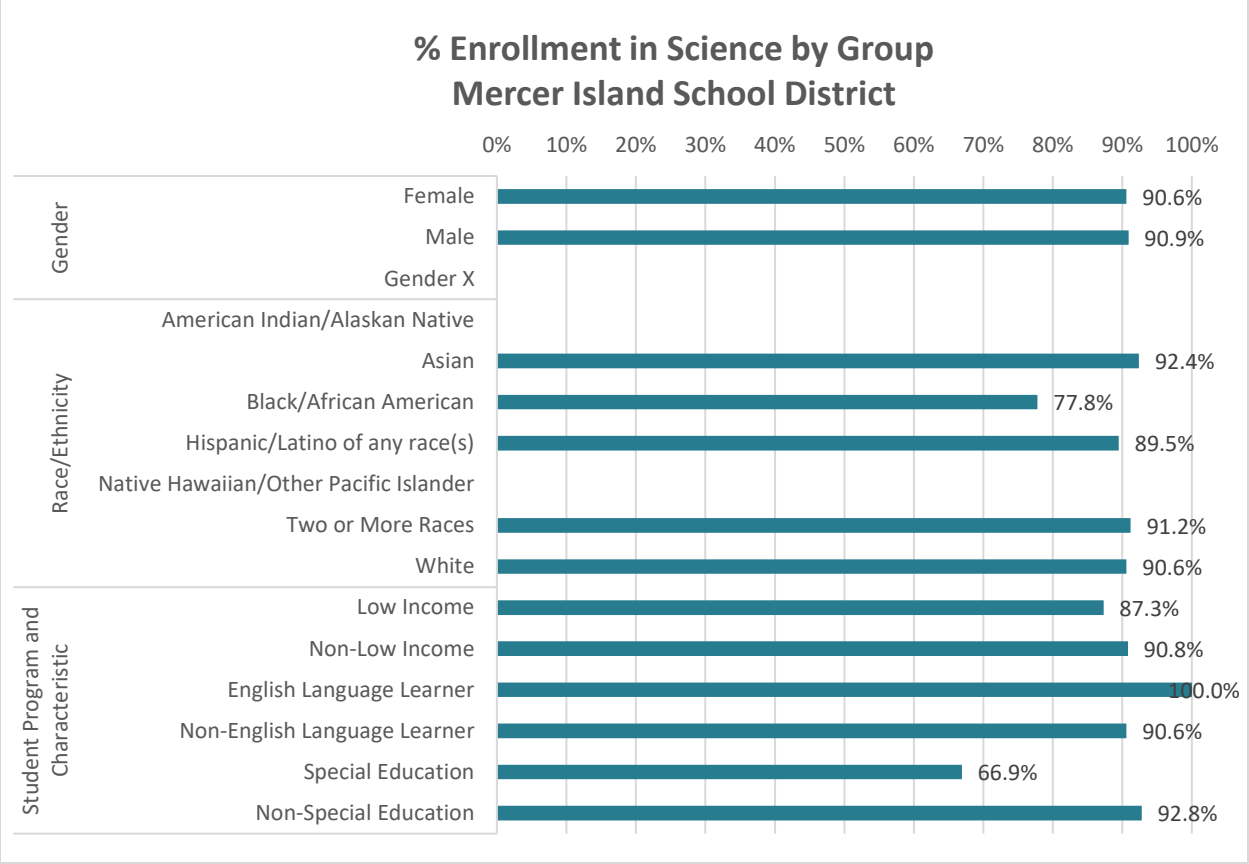
For social studies, the data show differences among some groups. By race/ethnicity, lower percentages of Black/African American students enrolled in social studies compared to other groups. Lower percentages of low income, ELL, and special education students enrolled in social studies.



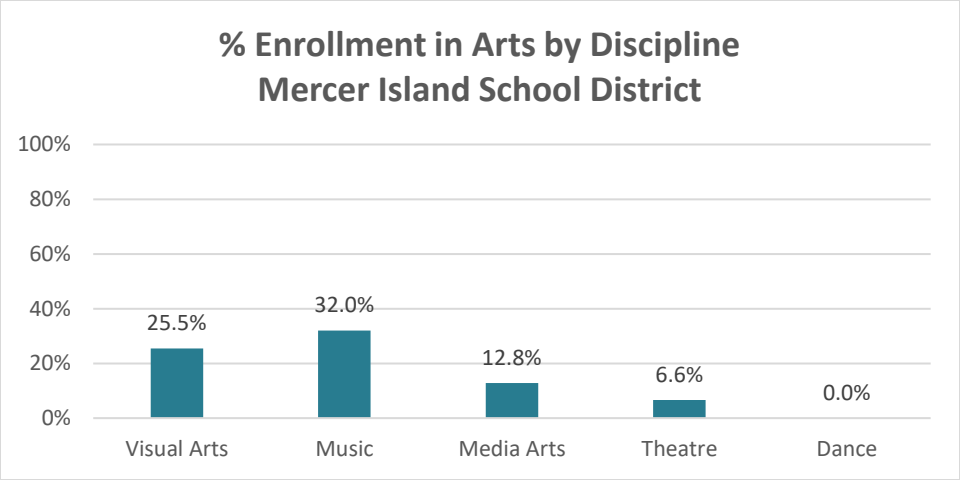
Science. Overall, **90.7%** of MISD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

Science data also showed differences among some groups. By race/ethnicity, lower percentages of Black/African American students enrolled in social studies compared to

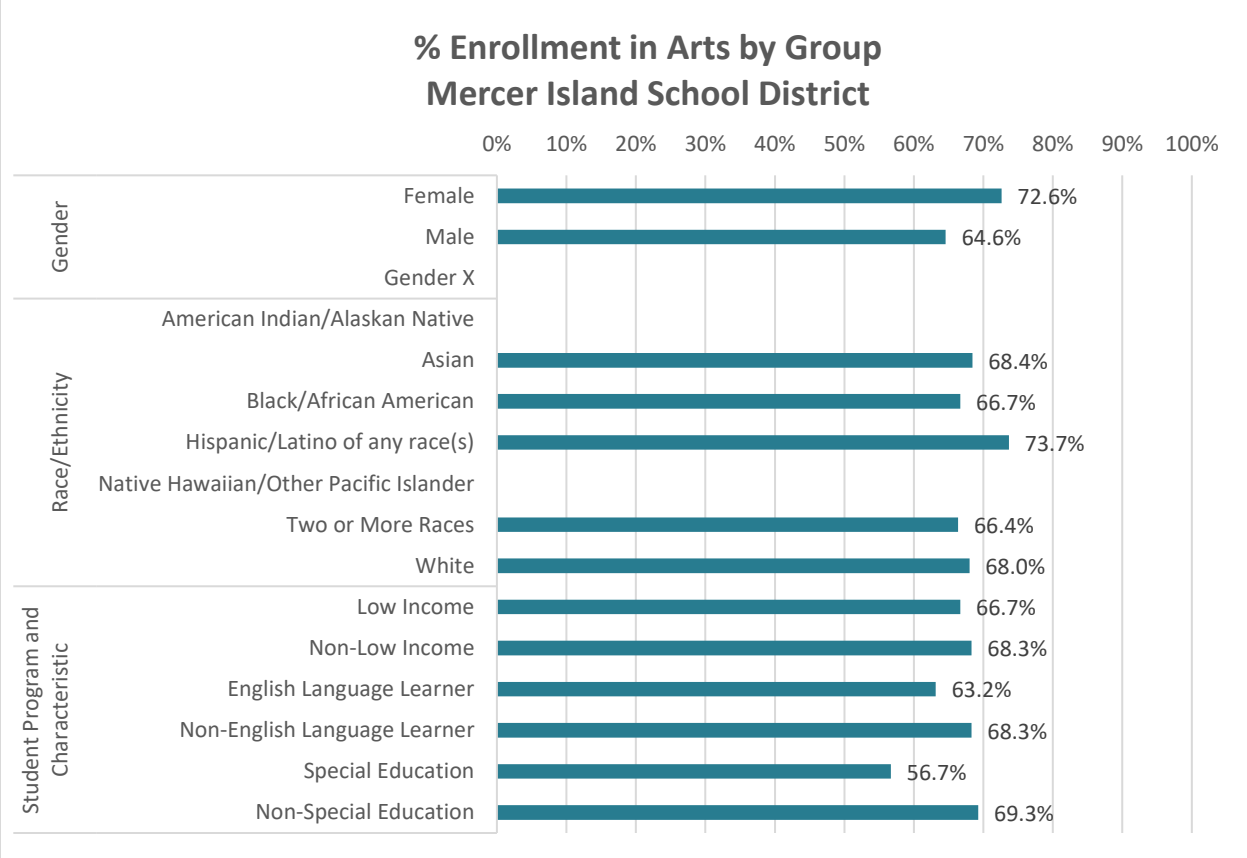
other groups. Lower percentages of special education students enrolled in science courses compared to non-special education students.



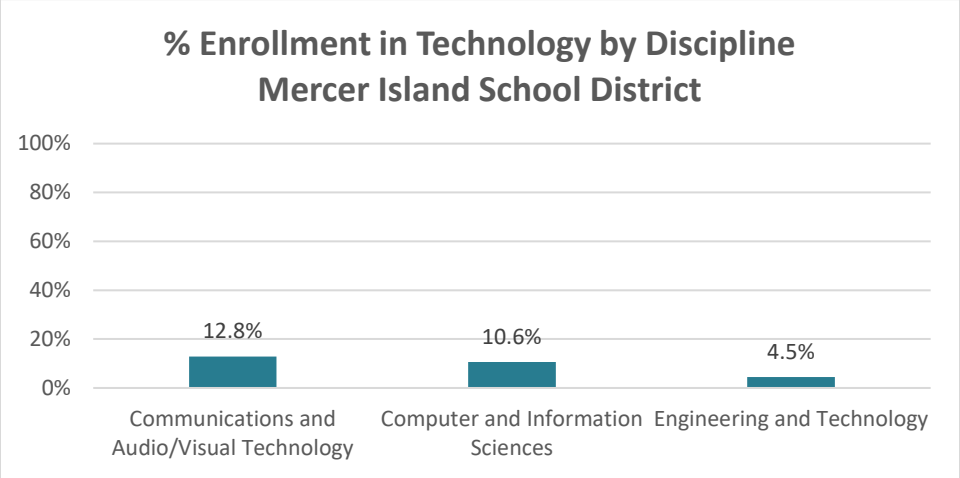
Arts. Overall, **68.2%** of MISD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in music and visual arts compared to the other disciplines.



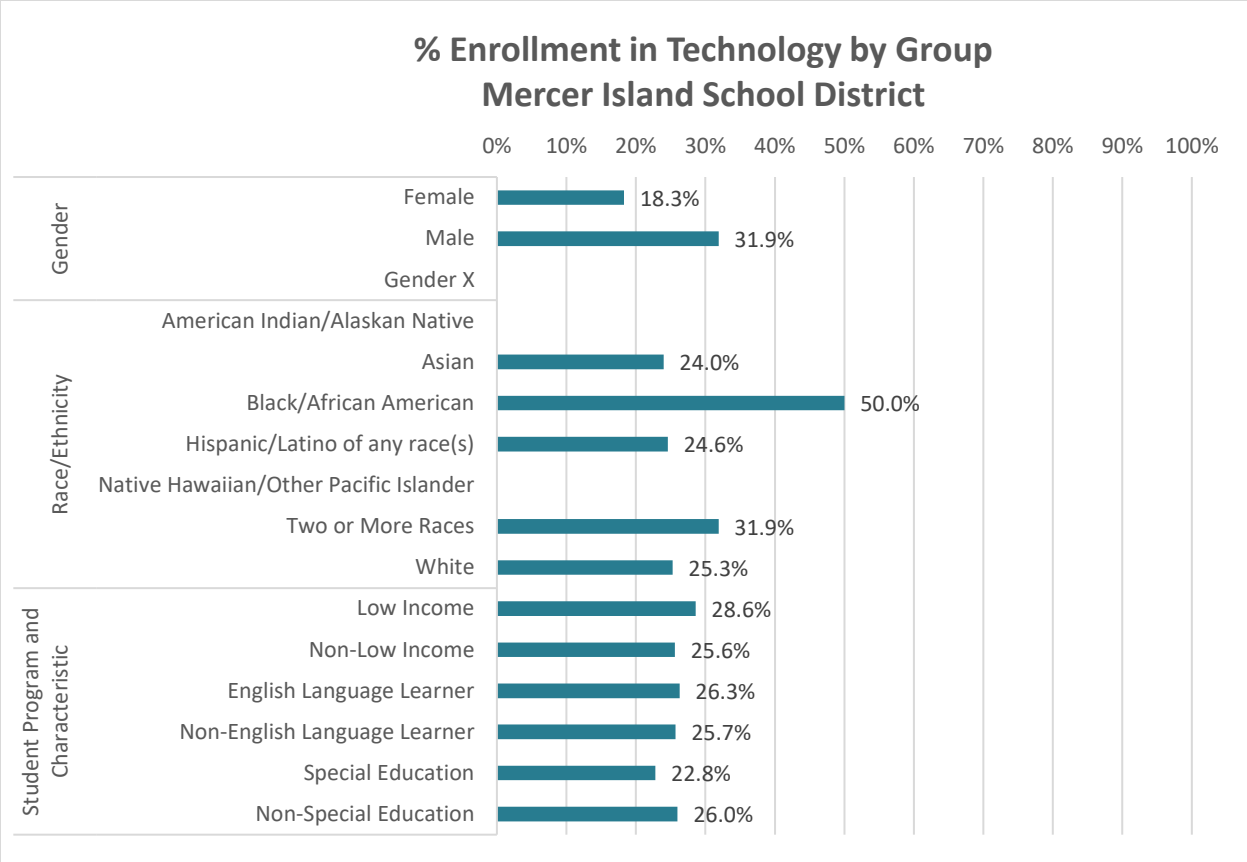
For arts, the data show slightly higher rates of females enrolled, relative to males. By student program and characteristic, slightly fewer ELL and special education students enrolled in arts courses.



Technology. Overall, **25.7%** of MISD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more communication & audio/visual technology and computer and information science courses compared to engineering and technology courses.



Fewer students, overall enrolled in technology courses. The data show fewer females took technology courses, as compared to males, and higher numbers of Black/African American students took technology courses relative to other race/ethnicity groups.



Partnerships

Examples of MISD partners for cultural education are listed below.

Partners Organizations (Sample)	
Arts	Jet City Improv, Seattle Shakespeare Company, Tectonic Theatre Company, Seattle Art Museum, Kirkland Storybook Theater, Mercer Island Visual Arts League, Mercer Island Fine Arts Council
Social Studies	Burke Museum
Science	Kids Quest, School of Toy (STEM)
Technology	School of Toy (STEM)

Needs to Ensure Equitable Cultural Education

In consideration of the barriers, the following needs were identified for increasing equitable student access to cultural education. One person observed, "If we knew what was out there, we would be able to integrate more."

- Funding resources to reduce the need for teachers to write grants.
- A roster system to identify cultural education opportunities and partners.
- A means of communicating MISD needs to partners, including information about curriculum integration, standards, and alignment.

Northshore School District (NSD)

Information for this profile was provided from an interview with two district representatives, the NSD website, and data provided by OSPI.

District Priorities

In the NSD strategic plan, Goal 4 focuses on developing Innovative, Creative, Critical Thinkers. The goal references "equitable access to personalized and culturally responsive teaching and learning," Learning," and includes access to the creative arts and exposure to STEM. Further, Goal 4 explicitly references "access to community-based experts and professionals" and "nurturing creativity and innovation outside of school." Interview data suggests a strong district commitment to equity and diversity, evidenced, in part, by the establishment of the Racial & Educational Justice Department. The district administration and board were described as supportive of the arts. "There is a ton of potential for equitable cultural education," according to an interviewee.

District Barriers

While there is district and board support for the arts, most activities are based in individual schools, particularly at the secondary level, without much centralized coordination. According to interview data, most cultural education efforts are likely led by individual teachers. Opportunities for professional development in arts or arts integration are not widespread, so many teachers feel "they are on their own" for providing instruction and experiences for students. Also, teachers are likely to be unaware of cultural education activities occurring in areas other than their own. Finally, in reference to visual and performing arts, in particular, one person said, "It would help if teachers can see that it's not just about learning to be creative, but it makes reading and math stronger, that it impacts kids learning."

How is Cultural Education Provided?

NSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular subject. The table below shows how cultural education is provided by elementary, middle, and high schools. The tribal sovereignty

DEMOGRAPHICS

23,577 Students

1 Early Childhood Center

20 Elementary Schools

6 Middle Schools

4 High Schools

2 Choice Schools

0.3% American Indian/Alaskan Native

20.3% Asian

2.1% Black/African American

12.4% Hispanic/Latinx

0.2% Native Hawaiian/Other Pacific Islander

8.8% Two or More Races

56.1% White

7.6% English Language Learner

14.3% Students with Disabilities

14.8% Low Income

curriculum, *Since Time Immemorial: Tribal Sovereignty in Washington State,* is taught across all grades. Most elementary schools have a long-standing art docent program, described as a "quality arts literacy enrichment program." In addition, there have been guest speakers in science and artists in residence in some schools. Clubs in secondary schools vary but cover a range of interests, such as art, band, choir, earth, drama, science, film, poetry, robotics, STEM outreach, and coding.

How is Cultural Education Provided?	
Elementary School	
Arts	Instruction is provided by classroom teachers, with support from music specialists, and arts docents in some schools. There is a district Elementary Band and String Orchestra music program for students in grade 5.
Social Studies	Instruction is provided according to district standards.
Science	Instruction aligns with the *Bring Science Alive*, a curriculum is aligned to the Next Generation Science Standards.
Technology	No information.
Middle School	
Arts	Varies by school and grade; electives may include visual art, music, drama, design.
Social Studies	Students take social studies each year as part of core instruction, using district-adopted curricula.
Science	Students take science each year as part of core instruction using Carolina STCMS by Smithsonian Science Education Center which is aligned to the Next Generation Science Standards. There is an elective hybrid science/technology class that focuses on STEM projects.
Technology	Varies with school and grade; electives may include coding and other technology applications such as a hybrid science/technology class that focuses on STEM projects.
High School	
Arts	Students have access to courses in creative writing, performing arts, and visual arts (may vary across schools).
Social Studies	Students take 3 credits of social studies using district-adopted curricula.
Science	Students take 2 credits of lab science and 1 credit of their choice. Instruction in each science sub-area occurs through district- adopted curricula.
Technology	Students are required to take 1 CTE credit and have access to technology courses, such as computer science, web design, robotics, and CAD (may vary across schools).

Course Taking Patterns

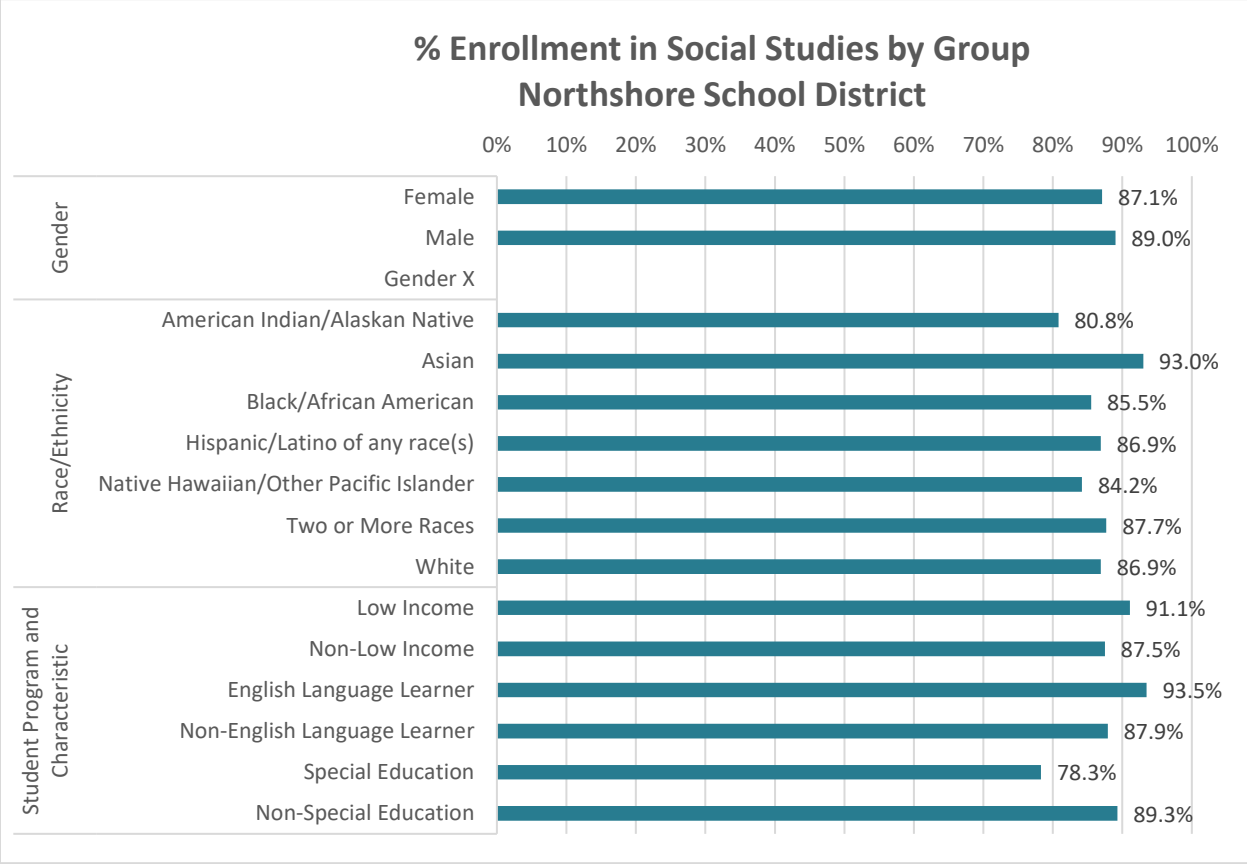
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

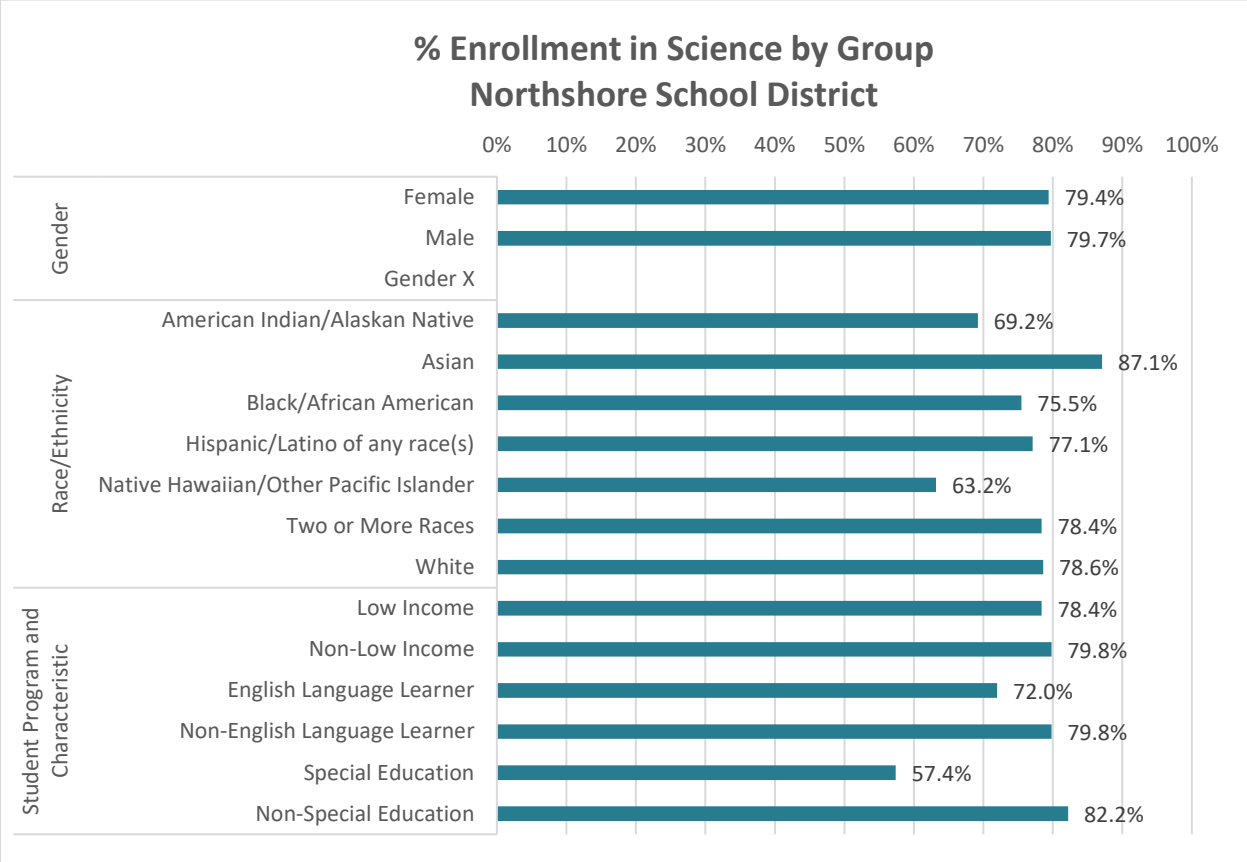
Social Studies. Overall, **88.1%** of NSD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show relatively small differences by group. By race/ethnicity, slightly higher percentages of Asian students enrolled in social studies compared to other groups. By student program and characteristic, 78% of special education students enrolled in social studies, compared to 89% of non-special education students.

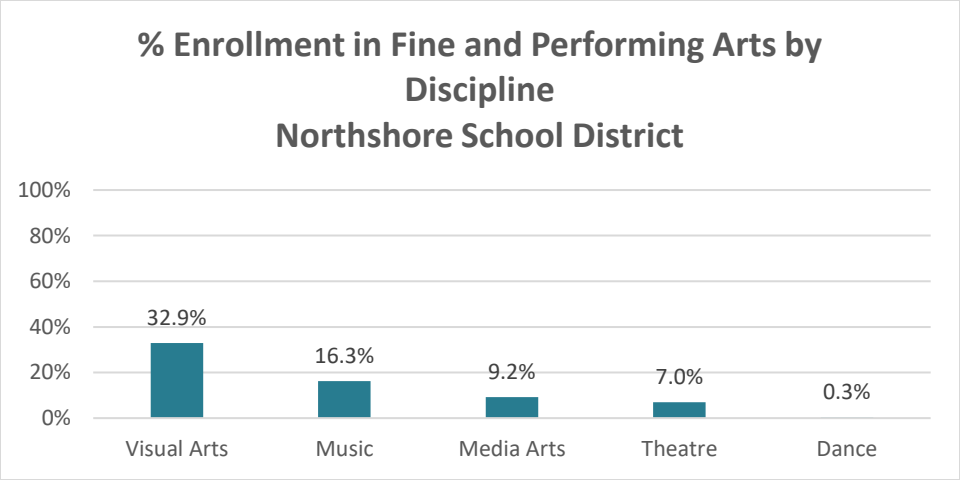


Science. Overall, **79.5%** of NSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

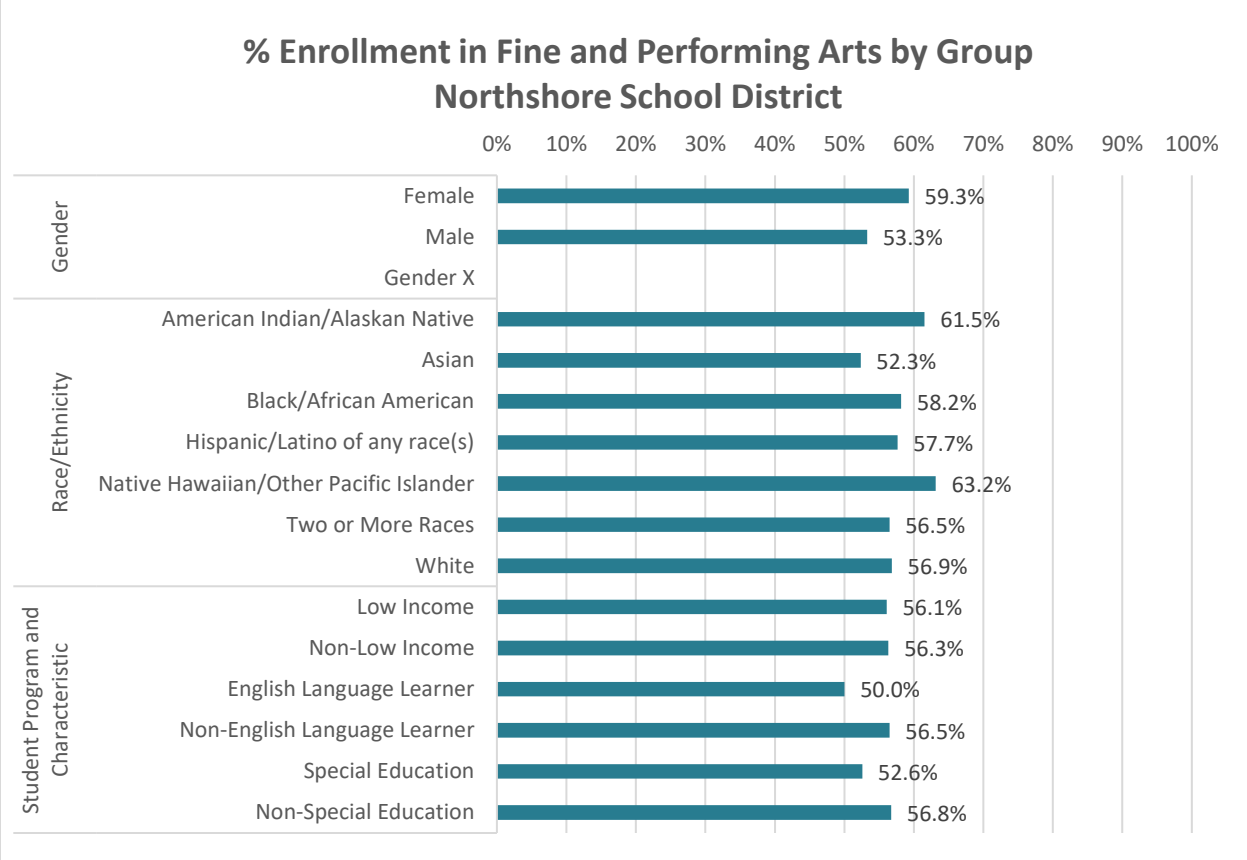
For science, the data show relatively small differences by group. By race/ethnicity, lower percentages of American Indian/Alaskan Native and no Native Hawaiian/Other Pacific Islander students enrolled in science courses. These groups are very small, and this may contribute to the difference. By student program and characteristic, disparities are evident based on ELL and special education status.



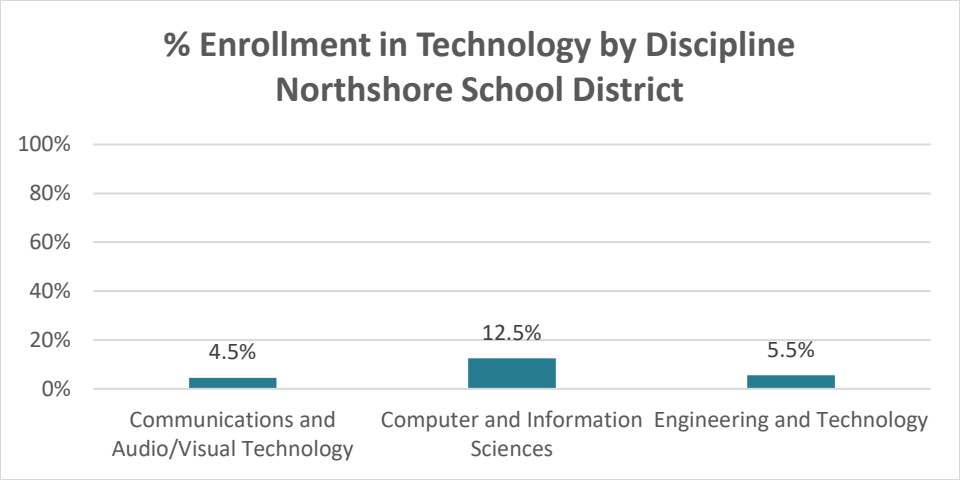
Arts. Overall, **56.3%** of NSD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



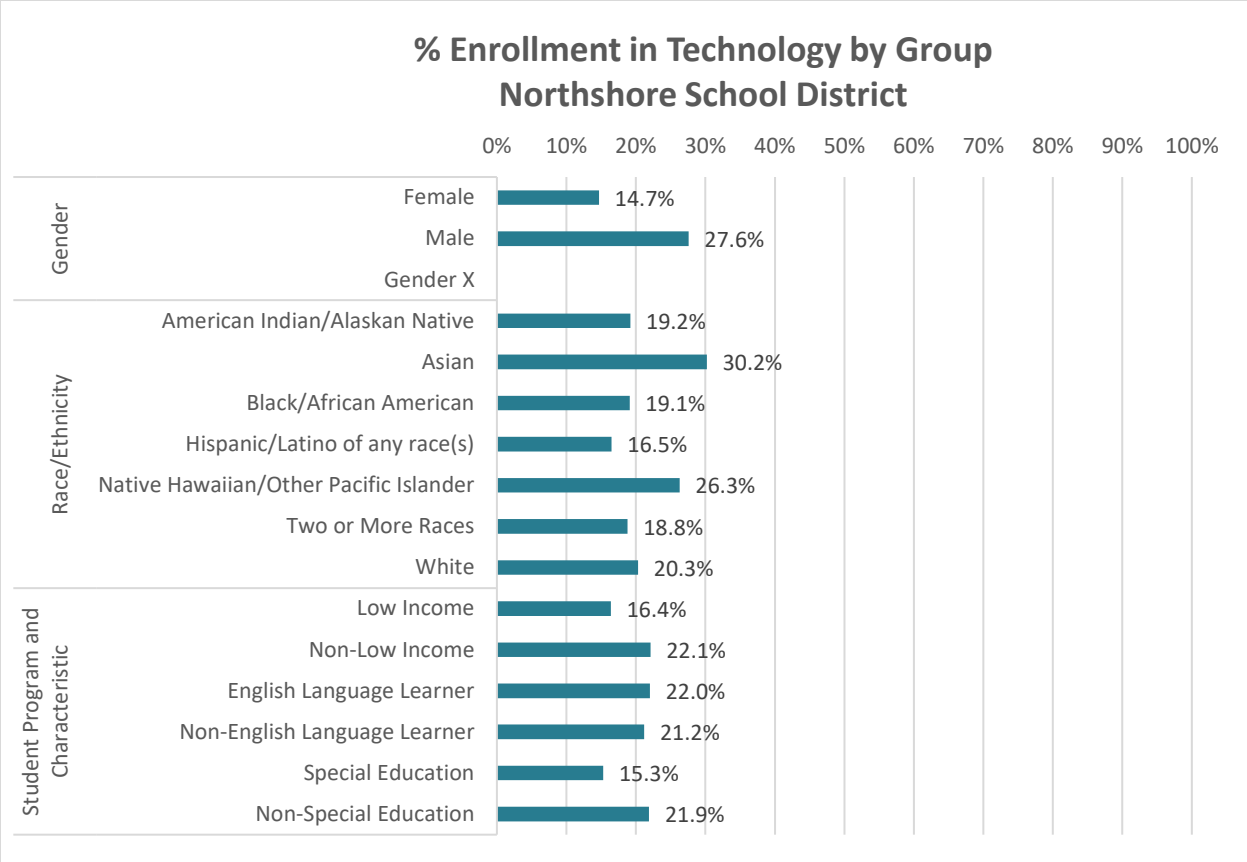
For arts, the data show relatively small differences by group, with slightly higher percentages of females taking classes relative to males. By student program and characteristic, slight disparities are evident based on ELL and special education status.



Technology. Overall, **21.2%** of NSD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more computer and information science courses compared to the other disciplines.



Fewer students, overall enrolled in technology courses. The data show fewer females took technology courses, as compared to males, and slightly higher numbers of Asian students took technology courses relative to other race/ethnicity groups. Disparities were also evident by income and special education designation.



Partnerships

As noted above, most cultural education activities in NSD are led by teachers, and there appears to be no central listing of cultural education partners. Partners mentioned during the interview included the Northshore Performing Arts Foundation and Seattle Art Museum. A more complete listing would require canvassing schools and individual teachers because the initiative occurs primarily at the teacher level. One person observed, "The most influential partnerships are school-wide programs."

Partners Organizations (Sample)	
Arts	Northshore Performing Arts Foundation, Seattle Art Museum

Needs to Ensure Equitable Cultural Education

Interview data suggests there is interest in and opportunity for cultural education within NSD. The following needs were identified for increasing equitable student access to cultural education:

- Exploration and facilitation of online options during the pandemic, which can then be continued when students return to in-person learning.
- Guests artists, scientists, and other professionals and practitioners create student interest and have improved engagement during remote learning, so these opportunities should be expanded.
- Develop collaborations among teachers, content areas, and community partners.

> *We need to figure out ways to do things online, which will be part of the new normal. These experiences have opened our eyes…we have a wonderful resource we are not using.*

Renton School District (RSD)

Information for this profile was provided from interviews with four district and school representatives, the RDS website, and data provided by OSPI.

District Priorities

RSD is committed to cultural education, and several respondents pointed out the core values of service, equity, and excellence as driving the work. According to a respondent, "In all three of those areas there is a focus on building cultural awareness and understanding through cultural education." Another said, "Under excellence, students have pre-histories, we need to provide white glove service, and equity is about removing barriers." To support this, professional learning opportunities encourage teachers to use student background to personalize instruction. In addition to the core subjects of science and social studies, respondents noted that STEM and the arts "deepen our understanding of the rich culture in which we live."

District Barriers

The district does not maintain a centralized database about partnerships, and generally individual schools and teachers initiate these. Establishing these partnerships requires time and advanced planning, and so there are differences based on school priorities. Additionally, time is limited to teach all subjects at the elementary school level, and schools in improvement or part of the Renton Innovation Zone, have a strong focus on literacy and math. Because of this issue, district leaders believe they need more professional development for teachers to implement culturally-relevant teaching and learning strategies. Further, funding differs across schools based on whether they have Title 1 resources and the strength of the PTA. The differences in funding structures can result in differences in the number of partnerships a school has or the number of field trips available. Finally, the cost of transportation makes it difficult to provide more field trips.

How is Cultural Education Provided?

RSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular

DEMOGRAPHICS

16,340 Students

15 Elementary School

4 Middle Schools

3 Comprehensive High Schools

1 Alternative High School

3 Additional Programs

0.4% American Indian/Alaskan Native

25.0% Asian

14.3% Black/African American

24.7% Hispanic/Latinx

1.1% Native Hawaiian/Other Pacific Islander

9.2% Two or More Races

25.2% White

17.4% English Language Learner

15.6% Students with Disabilities

52.2% Low Income

subject. The table below shows how cultural education is provided by elementary, middle, and high school.

How is Cultural Education Provided?	
Elementary School	
Arts	Every student receives 45 minutes of music instruction, twice a week as part of the specialist rotation. Visual arts are integrated into classroom instruction. In addition, some schools offer an art class or art block with an art docent. Additional clubs and afterschool programming support the arts.
Social Studies	Social studies is taught using the district adopted curriculum on a rotating basis with Science for 30 minutes.
Science	Science is taught using the district adopted curriculum (*Smithsonian),* which is aligned with the Next Generation Science Standards, on a rotating basis with social studies for 30 minutes.
Technology	Technology is integrated into classroom instruction, and students are introduced to coding in elementary school.
Middle School	
Arts	Every student has opportunities to take music and/or visual arts as part of their elective program in middle school. Schools also offer after-school clubs, such as drama and pottery club.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective in the CTE program. Clubs are also available after school, such as robotics or techbridge.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. The courses available differ by high school. All comprehensive high schools offer electives in music, visual arts, theatre, and media arts. After-school programming or clubs are available in the arts as well.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program.
Science	Students are required to take 3 credits of science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Technology is integrated into core classrooms, and each student has an assigned laptop. Students also have opportunities to take different technology classes as an elective through the CTE program, such as aerospace/advanced manufacturing, computer programming, and game design. Clubs are also available after school.

Course Taking Patterns

OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state

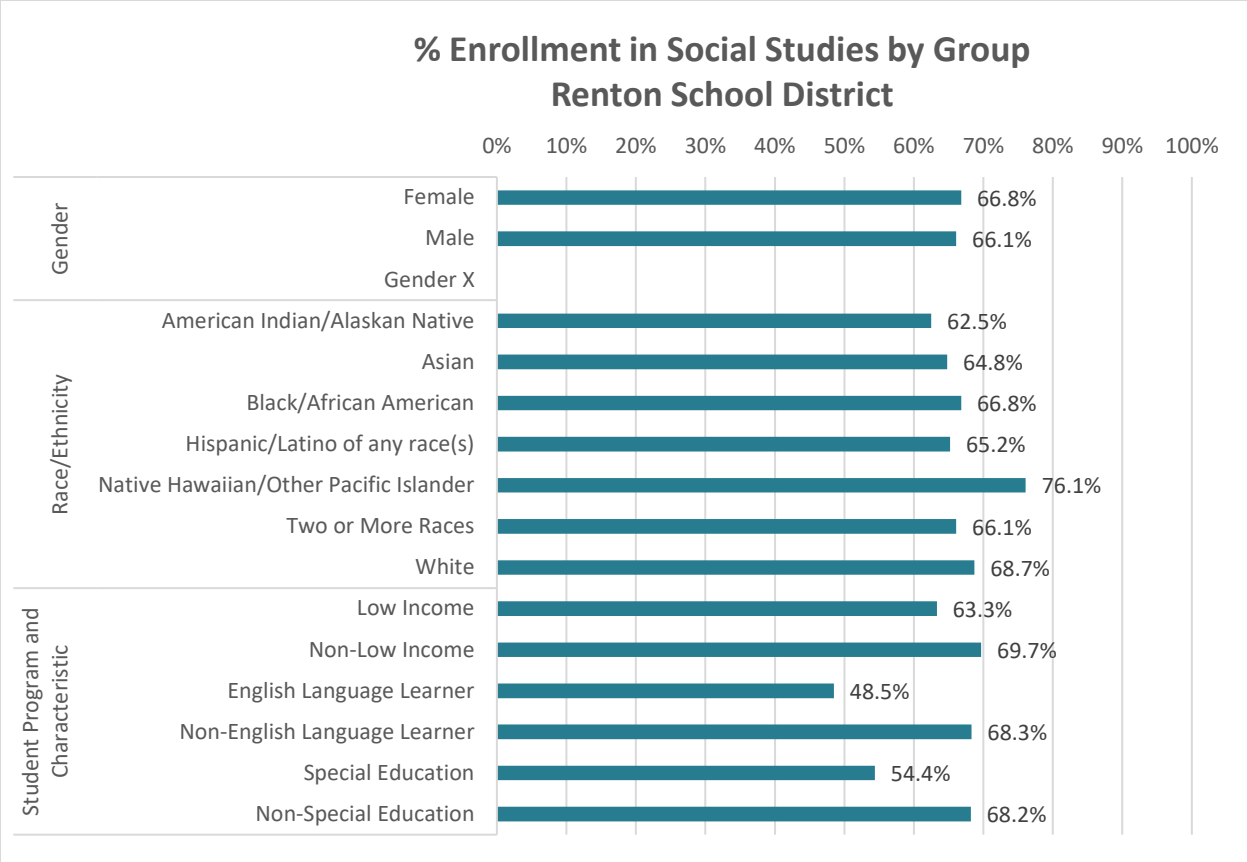
course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

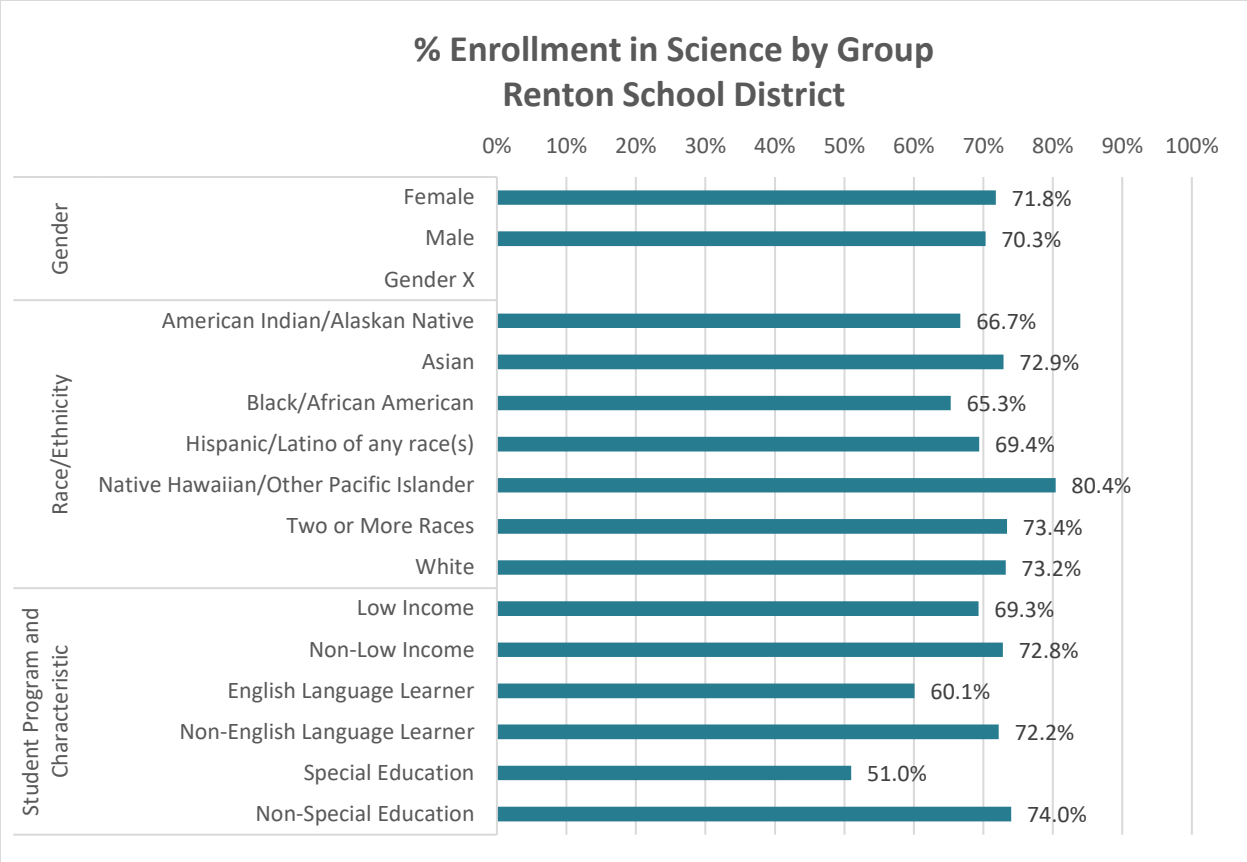
Social Studies. Overall, ***66.4%*** of RSD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show differences in enrollment by group. For example, by race/ethnicity, a greater percentage of Native Hawaiian/Other Pacific Islander students enrolled in social studies compared to other groups. However, this population is small, and a few students can account for large differences. By student program and characteristic, a lower percentage of ELL and special education students enrolled in social studies compared to non-ELL and non-special education students.

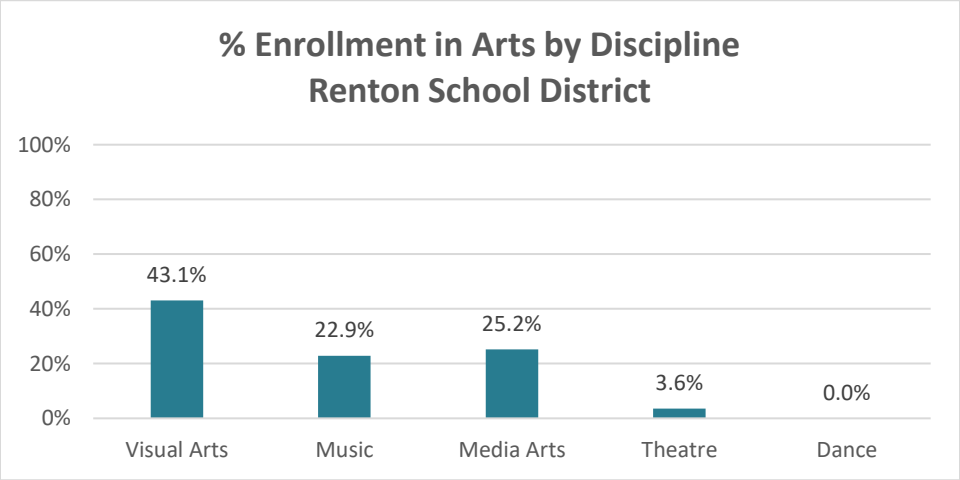


Science. Overall, ***71.0%*** of RSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

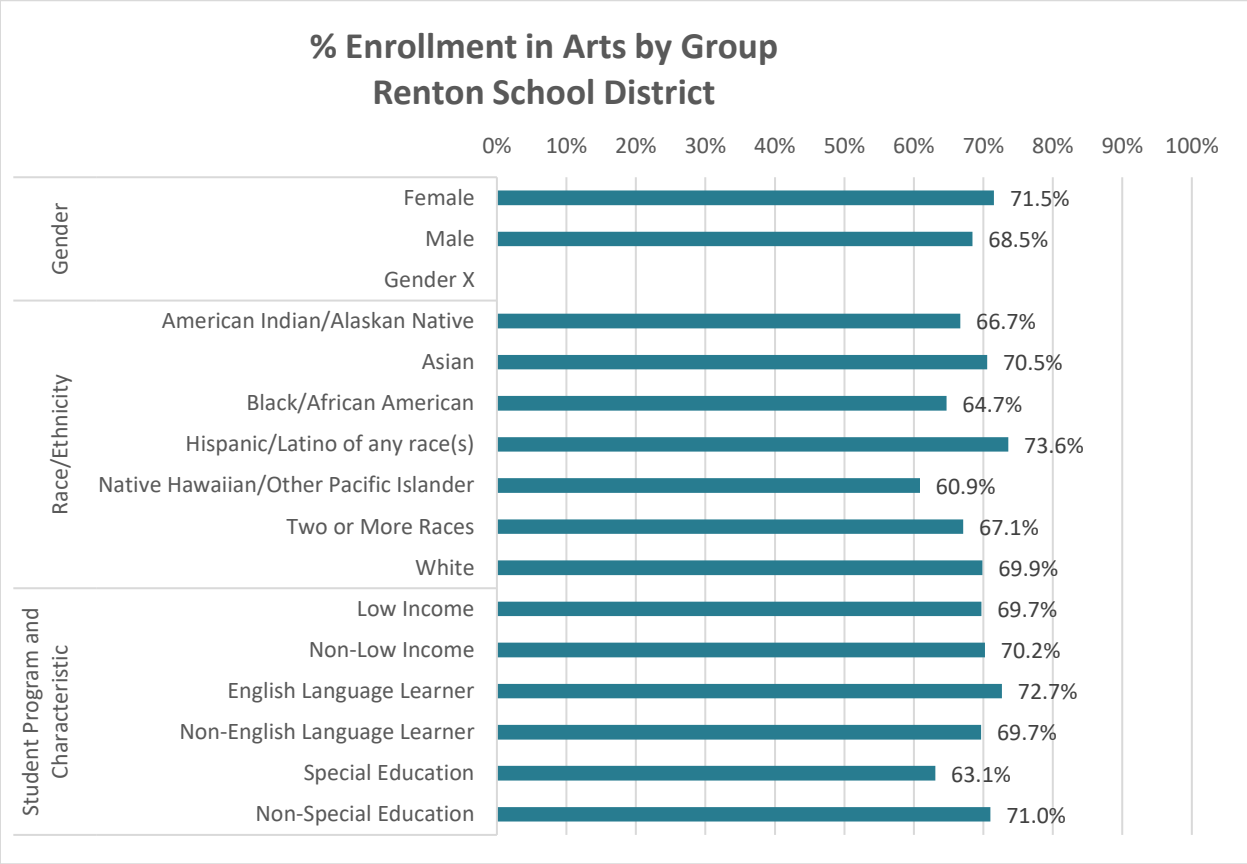
For science, the data show differences in enrollment by group. Similar to social studies, by race/ethnicity, a greater percentage of Native Hawaiian/Other Pacific Islander students enrolled in science compared to other groups. By student program and characteristic, a lower percentage of LL and special education students enrolled in science compared to non-ELL and non-special education students.



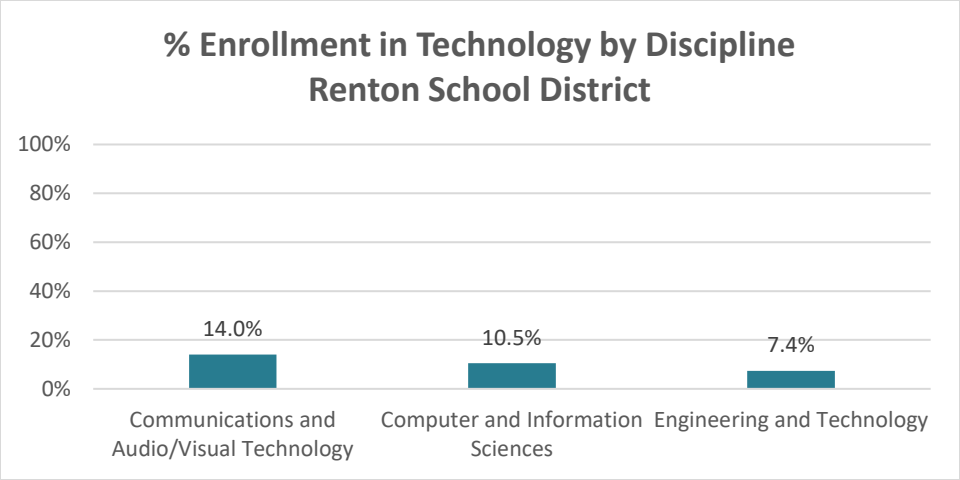
Arts. Overall, ***70.0%*** of RSD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



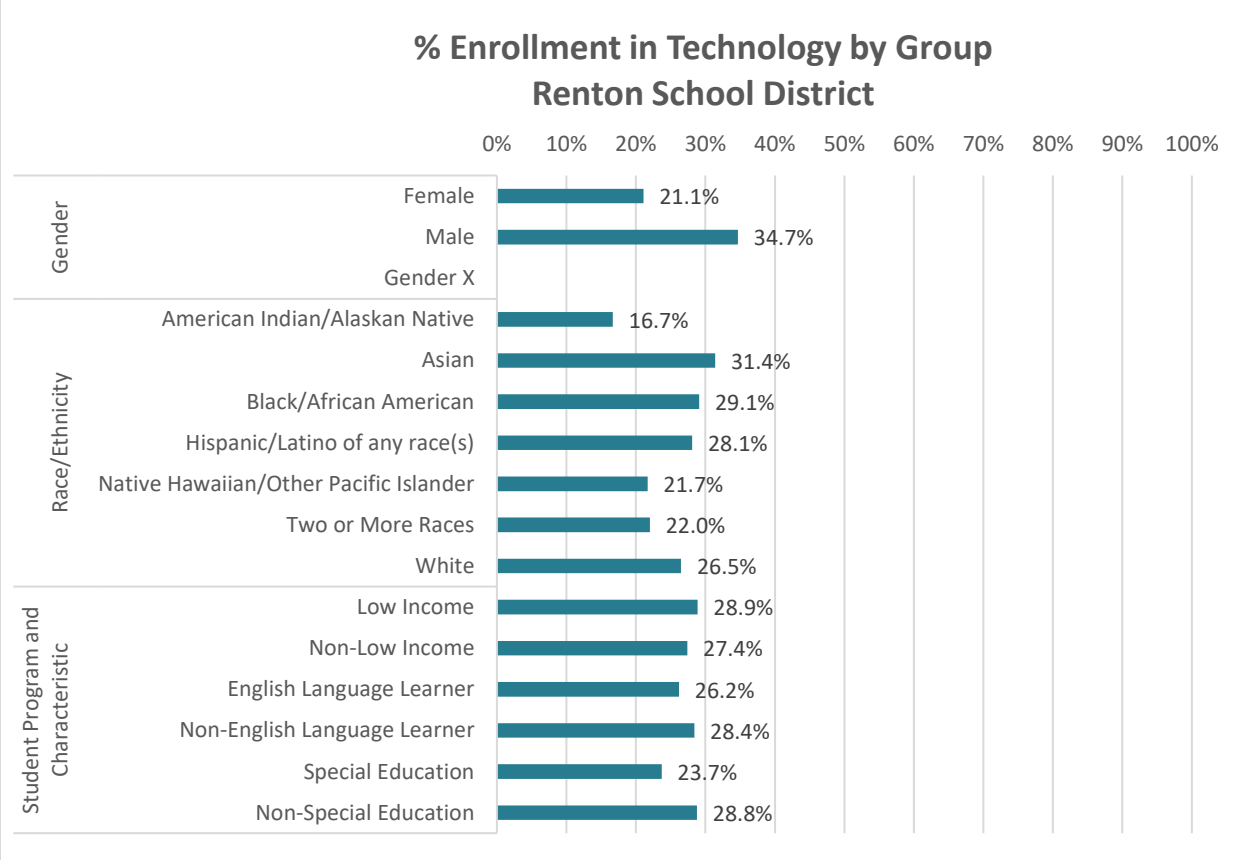
For arts, the data show some differences. Notably, by race/ethnicity, a smaller percentage of Black/African American and Native Hawaiian/Other Pacific Islander students enrolled in arts compared to other groups. By student program and characteristic, a lower percentage of special education students enrolled in arts compared to non-special education students. However, these differences were smaller compared to other content areas.



Technology. Overall, ***28.2%*** of RSD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more communication & audio/visual technology courses compared to other disciplines.



For technology, the data show several gaps. By gender, a greater percentage of males compared to females enrolled in technology Courses. By race/ethnicity, a greater percentage of Asian students enrolled in technology compared to other groups. By student program and characteristic, there were discrepancies by special education enrollment.



Partnerships

Partnerships are encouraged and supported by the board. Currently, the district allocates money for field trips, and school personnel can choose their field trip based on alignment with core standard. Schools can also use additional funding, such as from PTA support, to fund additional partnerships and field trips.

Respondents noted that partnerships, as well as field trips, play a critical role. For example, teachers currently have a lot of information to cover, and bringing in partners broadens the expertise. Additionally, field trips allow some students to have opportunities they may not have otherwise.

The Table below shows a sample of some of the partnerships available within RSD. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Arts	Seattle Symphony
Social Studies	Burke Museum Renton History Museum
Science	Camp Seymore Killer Whale Tales Institute for System Biology Islandwood Museum of Flight Pacific Science Center Seattle Aquarium
Technology	Washington Alliance for Better Schools

Needs to Ensure Equitable Cultural Education

RSD is committed to offering Cultural Education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, RSD identified the following needs to increase students' access to cultural education:

- A centralized repository of partnerships and field trips available, as well as how the experience aligns to core standards, to reduce the burden of administrators of teachers finding and developing partnerships. One person shared,

  > *The lynchpin is teacher buy-in. If they know about a partnership, it has added value and fits into the timeframe of the day, there will be support.*

- Professional development to build teachers capacity to integrate culturally-responsive teaching strategies into core subject areas.

- An understanding of and greater focus on in-school partnerships compared to field trips to allow teachers to take advantage of the limited time. One person shared,

  > *We need to bring it to the schools, so we aren't taking two hours out of the day for travel. A 45-minute, well-aligned activity with a partner is more valuable as opposed to spending a whole day out of school.*

- Funding to ensure all schools can offer additional Cultural Education opportunities equitably, to engage with partners, and to provide transportation for field trips.

Riverview School District (RSD)

Information for this profile was provided was provide from one interview with a district representative, a review of the RSD website, and data provided by OSPI.

District Priorities

When discussing the district's investment in cultural education, one district representative mentioned having the standard science and social studies courses required by the state, but also reported having a strong technology program and being focused on the arts as well. When discussing the arts, the district representative emphasized that arts in Riverview are "increasing not decreasing" as they explore additional course offerings. "Our superintendent is a former band teacher, and the community has always supported the arts in our district," reported one person. "We have standalone arts courses at the middle and high school levels and art specialists in elementary. We provide art focused lessons that are integrated with the content areas." According to the district representative, there is a focus in Riverview on increasing cultural responsiveness.

District Barriers

A major challenge mentioned by the district representative was school closures due to the coronavirus. "The virus makes it very difficult for the performing arts," stated the representative. "It is proving to be difficult to deliver instrumental music, choir and drama in a remote learning educational model. Teachers are constantly researching group and ensemble work that is effective in teaching remotely to address this challenge." She also mentioned vocational technology classes that use "machinery and different hands on tools" as "hard to work with remotely." Other challenges as a small district are resources and structures to start and coordinate a broad range of program offerings.

How is Cultural Education Provided?

RSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State K – 12 Learning Standards for the particular subject. The table below shows how cultural education is provided by elementary, middle, and high school.

DEMOGRAPHICS

3,467 Students

3 Elementary Schools

1 Middle School

1 Comprehensive High School

1 Multi-Age Program

4 Alternative Learning Programs

0.3% American Indian/Alaskan Native

3.1% Asian

0.8% Black/African American

12.6% Hispanic/Latinx

0.1% Native Hawaiian/Other Pacific Islander

4.6% Two or More Races

78.4% White

5.0% English Language Learner

14.5% Students with Disabilities

11.8% Low Income

How is Cultural Education Provided?	
Elementary School	
Arts	An emphasis is placed on integrating the arts with social studies and language arts. Elementary Art Specialists were added recently; elementary Music Specialists have been in place historically. Students are provided with arts focused instruction once a week from a certificated teacher. Band is offered starting in fifth grade and is a before school activity at elementary school.
Social Studies	Social Studies lessons are spaced throughout the year in multi-week units.
Science	Science lessons are spaced throughout the year in multi-week units. For science, the district uses Foss Science Kits, and also partners with organizations like the Pacific Education Institute to include more outdoor standards-based learning opportunities.
Technology	Teachers integrate technology into instruction. According to the district representative, "*A lot of the teachers do quite a good job of integrating Office 365 tools and other technology tools in their instruction. We are working toward more alignment with technology learning standards in the curriculum*."
Middle School	
Arts	Every student has opportunities to take Music and/or Visual Arts as part of their elective program in middle school. Band and choir are electives for middle school students. In addition to band during the school day, after-school band programs have included Stage Band and Jazz Band. For 8th grade students, there is the option to enroll in a year-long course that is divided into semesters, and students learn Fine Arts from the art teacher and then Digital Arts from the technology teacher.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Students have opportunities to take different technology classes as an elective throughout middle school. Students progress through a technology curriculum that includes keyboarding, software applications, programming, robotics, digital imaging, and video editing. Students who elect to pursue a study of technology at the eighth grade can choose between two courses: eighth Grade STEM Strand and eighth Grade Visual Arts.
High School	
Arts	Students are required to take two credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. The high school offers band and choir. Drama and theatre are elective courses. The high school does several large musicals every year and has a drama club. Visual arts electives are available including basic art, cartooning, ceramics, hands-on design, painting and drawing, photography, video, and printmaking. The arts also overlap with CTE in courses such as floral design.
Social Studies	Students are required to take three credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements.
Science	Students are required to take three credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements.
Technology	Digital Media is integrated into core and CTE classrooms. Students also have opportunities to take different technology classes as an elective, such as computer programming and animation. Clubs are also available after school. All students can earn Microsoft Office Specialist certification through the IT Academy course.

Course Taking Patterns

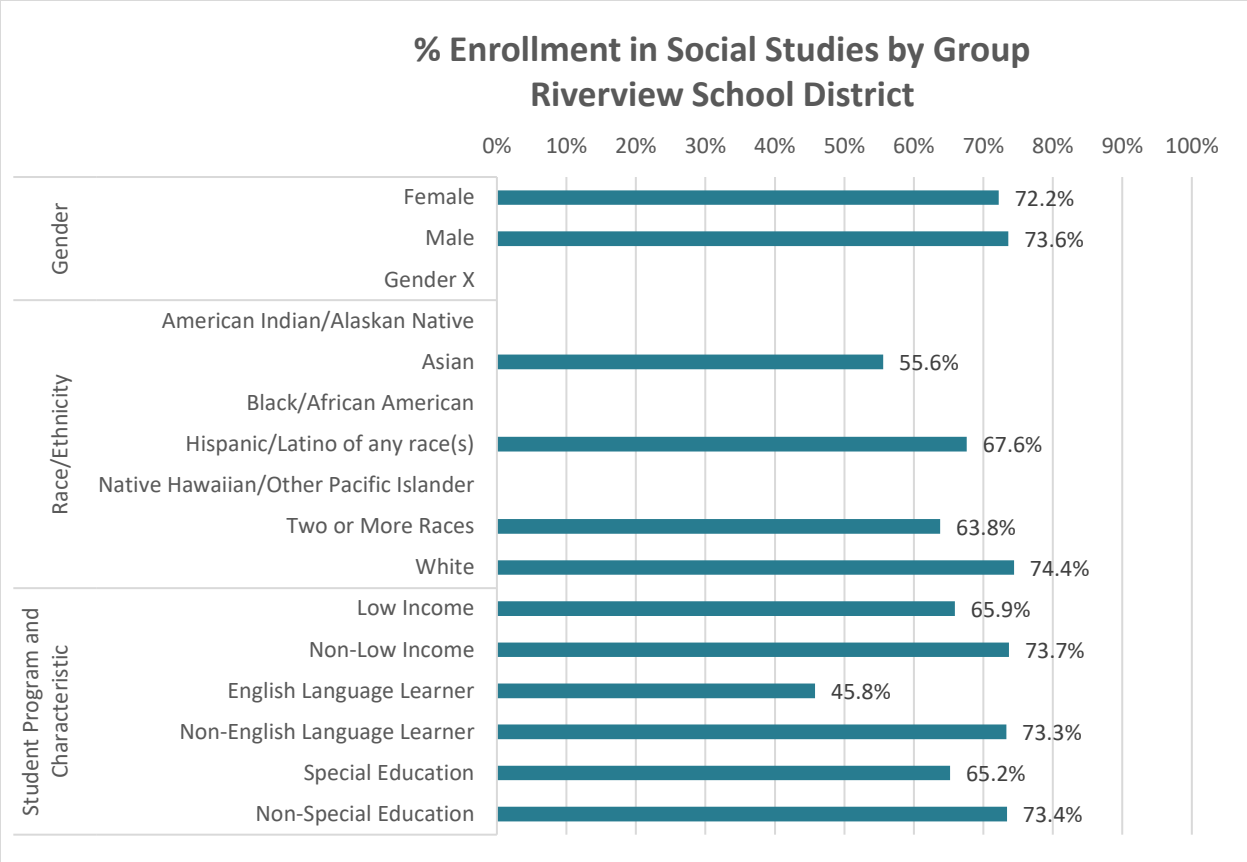
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

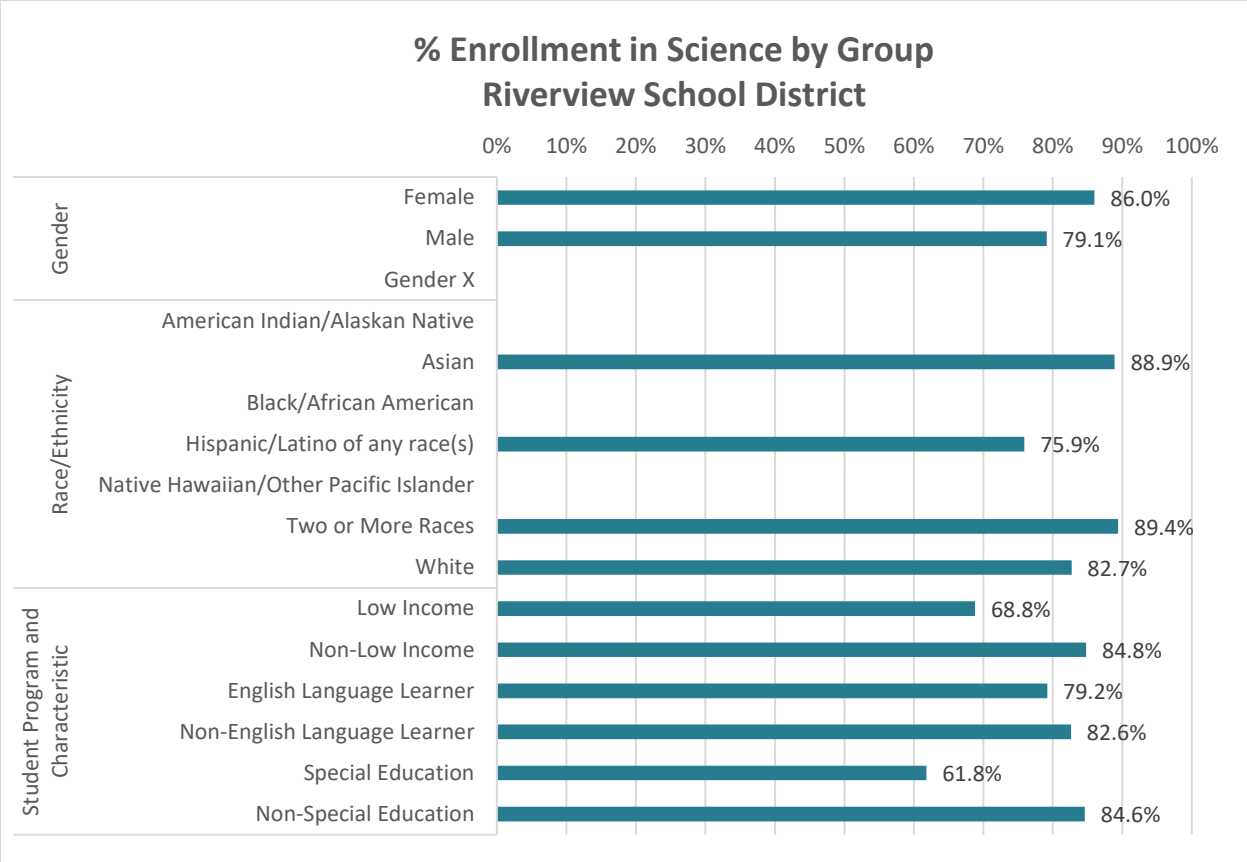
Social Studies. Overall, **72.6%** of RSD high school students enrolled in a Social Studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show some substantial differences by group. By race/ethnicity, a lower percentage of Asian students enrolled in social studies compared to other groups. The largest difference is with English Language Learners, where 46% of English Language Learners enrolled in social studies, compared to 73% of non-English Language Learners.

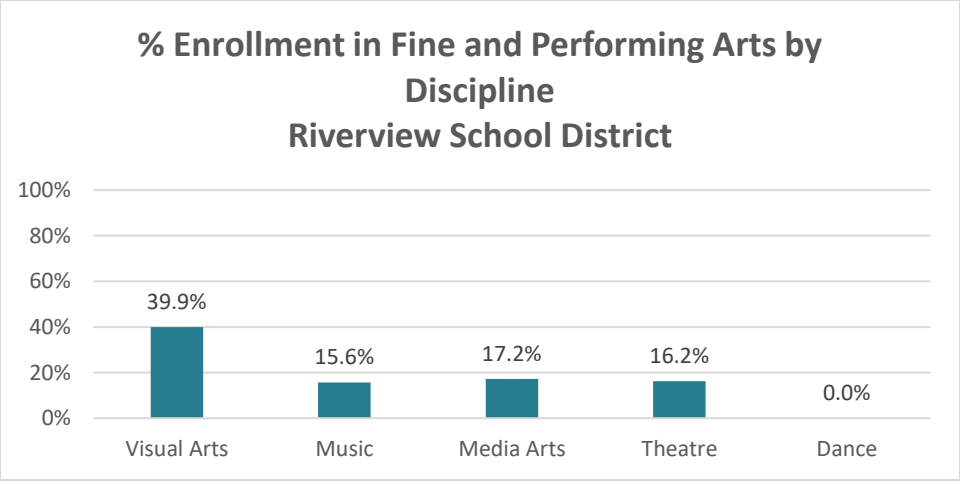


Science. Overall, **82.5%** of RSD high school students enrolled in a Science Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

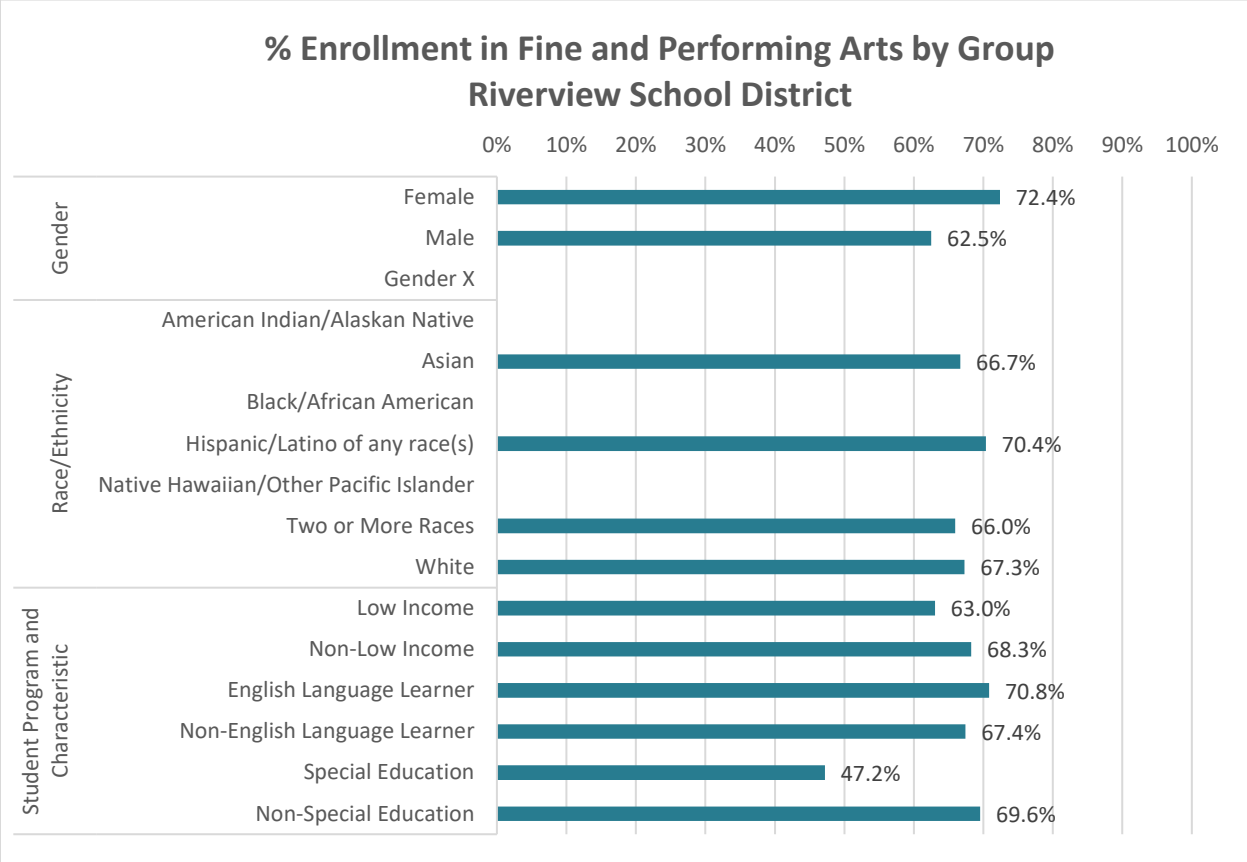
For science, the data again show variability by group. By gender, a lower percentage of male students enrolled in science compared to female students. Additionally, a lower percentage of Hispanic/Latino students were enrolled in science compared to students of other races/ethnicities. Differences were also apparent by income, with a lower percentage of low income students enrolled in science, compared to non-low income students. The largest difference is with Special Education students, where 62% of Special Education students enrolled in science, compared to 85% of non-Special Education students.



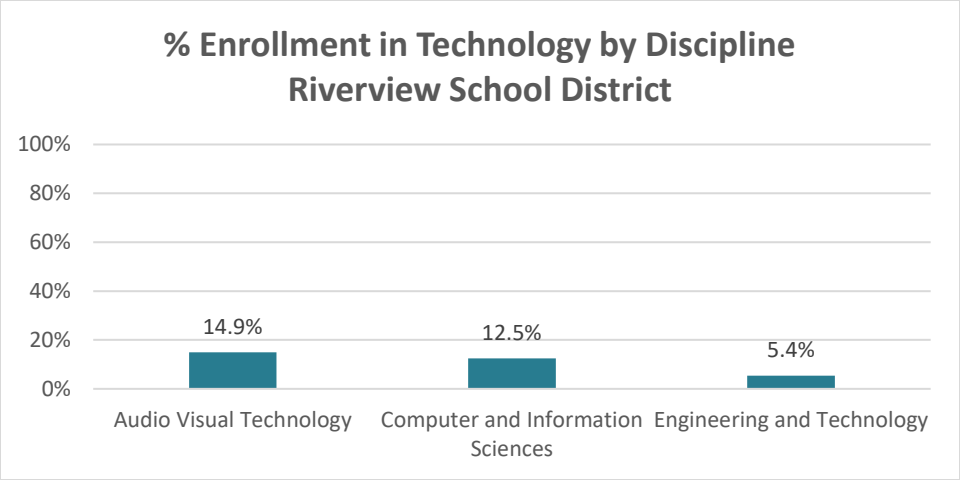
***Arts*.** Overall, **67.5%** of RSD high school students enrolled in a Arts Course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in Visual Arts compared to the other disciplines.



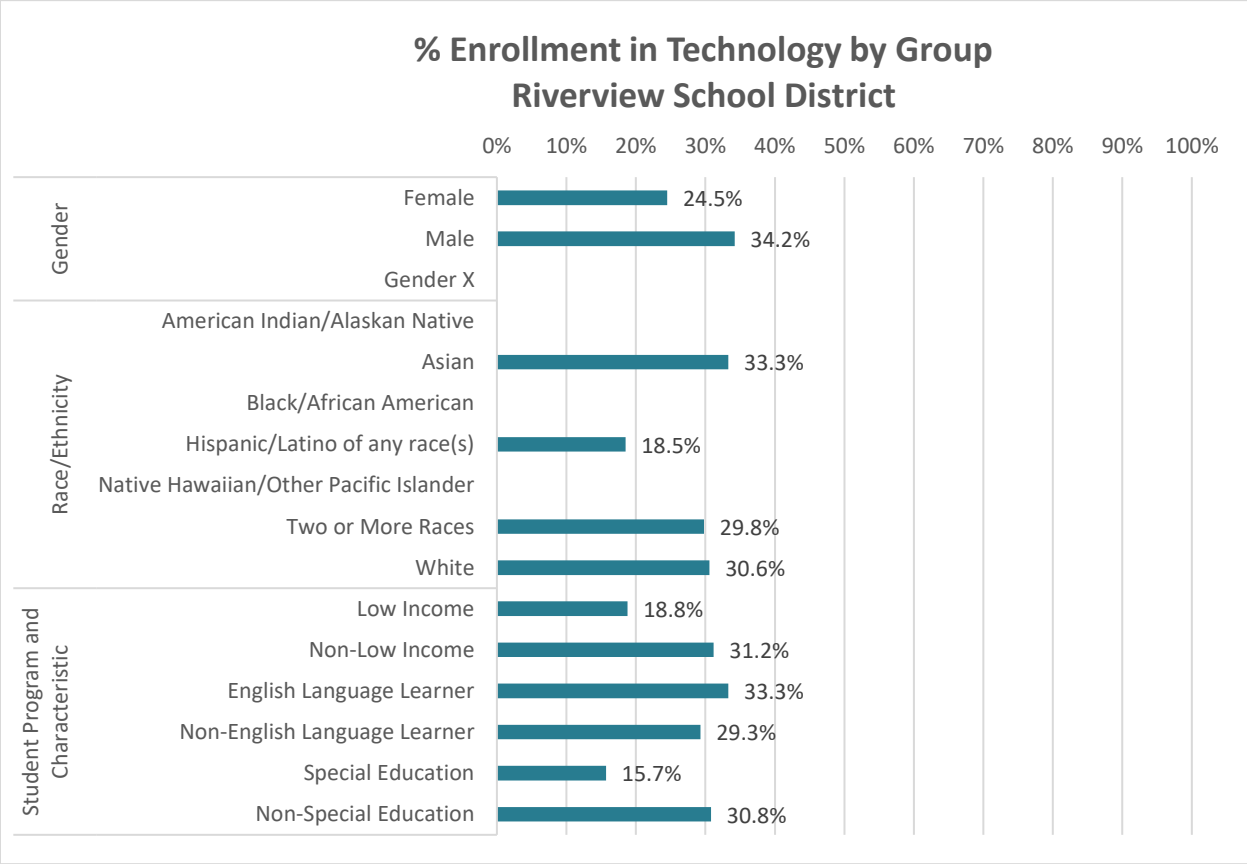
For arts, the data show some variability by group. By gender, a lower percentage of male students enrolled in arts compared to female students. The largest difference is with Special Education students, where 47% of Special Education students enrolled in arts, compared to 70% of non-Special Education students.



Technology. Overall, **22.4%** of RSD high school students enrolled in a Technology Course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more Communication & audio/visual technology and Computer and Information Sciences compared to Engineering and Technology.



For technology, the data show some variability by group. By gender, a lower percentage of female students enrolled in technology compared to male students. Additionally, a lower percentage of Hispanic/Latino students were enrolled in technology compared to students of other races/ethnicities. Differences were also apparent by income, with a lower percentage of low income students enrolled in technology, compared to non-low income students. The largest difference is with Special Education students, where 16% of Special Education students enrolled in technology, compared to 31% of non-Special Education students.



Partnerships

Most partnerships and field trips are school dependent, and some individual teachers have developed partnerships and opportunities out of their own interests, such as one teacher who has a garden where students learn and work or another teacher who is "really involved in sustainability work." "Right now," the district representative shared, "this work really rests with individuals, and we would like to systematize those things."

The Table below shows a sample of some partnerships available within RSD.

Partners Organizations (Sample)	
Social Studies	Snoqualmie Tribe
Technology	Cascadia College

Needs to Ensure Equitable Cultural Education

RSD is committed to offering Cultural Education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, RSD identified the following needs to increase students access to cultural education:

- Identification and development of more community partnerships to increase equitable access to cultural education. A centralized database of partnerships and field trips to reduce the burden of administrators/teachers finding and developing partnerships. "Collaboration with artists and arts organizations brings an authentic audience and purpose to the work."
- Professional learning to ensure minority populations are being served. "While we are a mostly white district, our kids are part of a global society and we need to have an equity lens. We know that there are students in our system we can serve better." As part of this emphasis, many teachers are involved in a program through their local Educational Service District that is focused on equity and becoming an "antiracist organization." All district teachers are involved in equity training, and a cohort is involved in developing plans for inclusionary practices across the system.

Seattle Public Schools (SPS)

Information for this profile was provided from interviews with six district representatives, the SPS website, and data provided by OSPI.

District Priorities

SPS is committed to Cultural Education noting that the Every Student Succeeds Act encourages student access to all courses, and the Washington State 24-Credit College and Career Requirements ensure high school students have a breadth of courses. Further, board policy, *Ensuring Educational and Racial Equity*, has been adopted. Previous studies in SPS showed that students had inequitable access to the arts, partners, and field trips, partially as a result of school choice and a reliance on PTSA funding. In addition, students were pulled out of music for other services (e.g., ELL support). Because of these issues, the Creative Advantage model emerged, focusing on the schools with the largest disparities in access.

Creative Advantage ensures students have equitable access to the arts and opportunities to work with vetted partners, focusing on the schools with the most disparities. Within this model, the goal is for every elementary school to have access to arts, and currently 59 schools have Visual Arts programs, and 55 have general music. Further, SPS budgeting guidelines for specialists require that elementary school students have 100 minutes of arts and PE before specialist support can be funded to another subject area. In addition, there is now a core belief across the district that students should not be pulled out of their classes for other support services. Finally, vetting potential partners has helped to increase access to high quality partners. SPS is now looking at expanding this model to Science. Describing the Creative Advantage partnerships, one person explained,

> *A lot of what we do is build systems and frameworks on who we partner with and to support our schools in developing partnerships. Seattle is tricky, because each school makes its decisions, and we are trying to create consistent systems in the long-term and move from transactional to integrative and collaborative.*

DEMOGRAPHICS

55,337 Students

63 Elementary School

13 Middle Schools

11 K-8 Schools

18 Comprehensive High Schools

24 Option Schools (Included in numbers above)

0.5% American Indian/Alaskan Native

13.8% Asian

14.4% Black/African American

12.3% Hispanic/Latinx

.4% Native Hawaiian/Other Pacific Islander

11.7% Two or More Races

46.8% White

12.5% English Language Learner

16.8% Students with Disabilities

District Barriers

While Creative Advantage has helped address disparities in the Arts, respondents noted that there are still disparities across other subject areas, such as Social Studies, and differences across schools continue because of school-based decision-making and a continued reliance on PTSA funding. Further, they noted that while there have been improvements, with the additions of classes, such as Mariachi, many opportunities continue to be Eurocentric, with fewer opportunities reflective of the student's culture. However, respondents noted that students should be exposed to "a variety of cultures."

How is Cultural Education Provided?

SPS offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular subject. The Table below shows how cultural education is provided by elementary, middle, and high schools.

How is Cultural Education Provided?	
Elementary School	
Arts	Every student takes a minimum of visual arts or music each week, as part of their core education, depending on the school's art plan and focus. Additionally, 4th and 5th grade students can sign up for Instrumental Music. Schools have opportunities to work with partners either during or after school.
Social Studies	Social studies is taught using the district approved curriculum, and OSPI's *Since Time Immemorial*. Schools decide the schedule and method for teaching social studies. At the minimum, they are required to implement social studies two days/week for 45 minutes.
Science	Science is taught using the district adopted curriculum (*Amplify Science)* aligned with the Next Generation Science Standards, with schools determining the amount of time and focus. Some schools may implement this by unit, whereas others implement it twice a week for approximately 45 minutes.
Technology	Technology is integrated into the classroom. Clubs are also available after school.
Middle School	
Arts	Every student has opportunities to take music and/or visual *arts* as part of their elective program in middle school.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective. Clubs are also available after school.

High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Students have opportunities to take courses in music, visual arts, media arts and theatre. Afterschool programming is also available.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective through the Career and Technical Education Program. In total, 1 Career and Technical Education credit is required as defined by the 24-Credit Career and College Ready Graduation Requirements, which may include technology courses. Courses available include computer science and engineering design. Clubs are also available after school.

Course Taking Patterns

OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

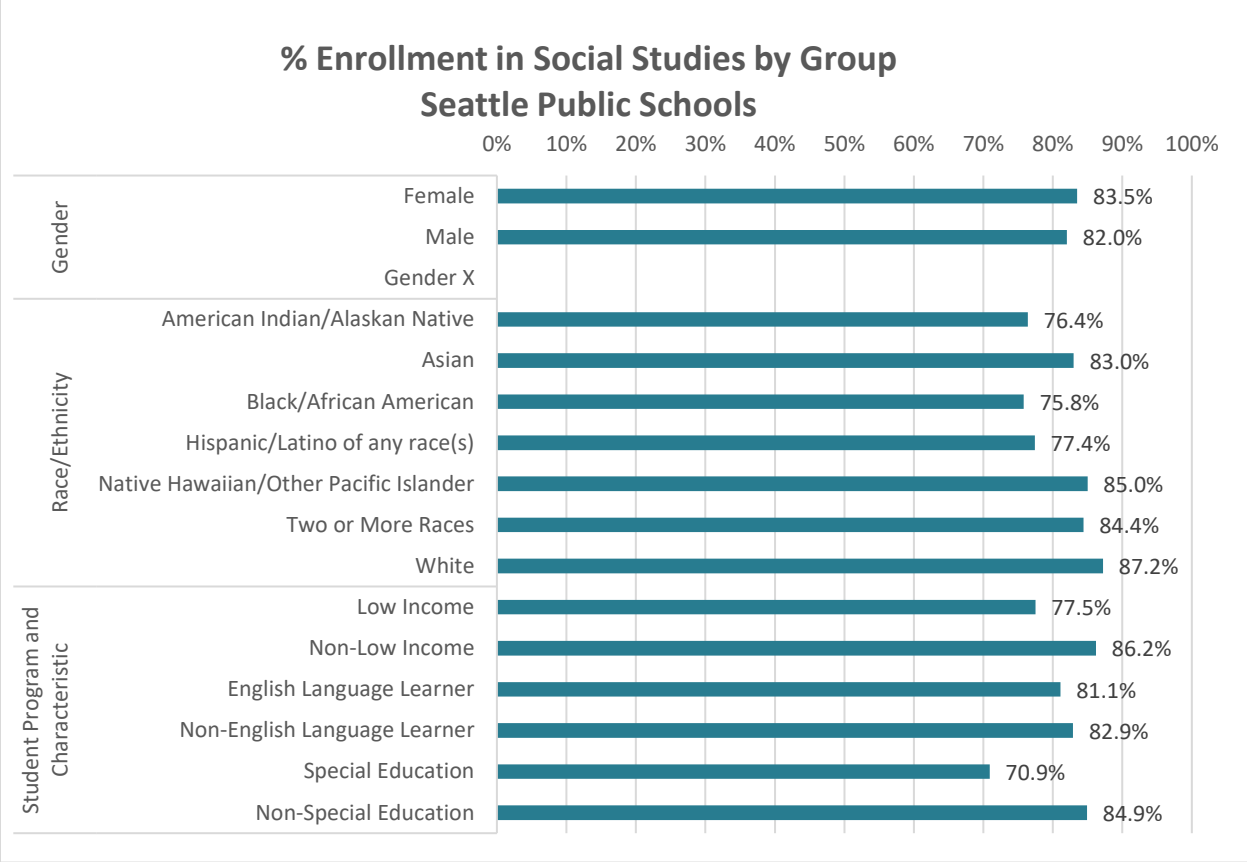
These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

Social Studies. Overall, ***82.7%*** of SPS high school students enrolled in a Social Studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

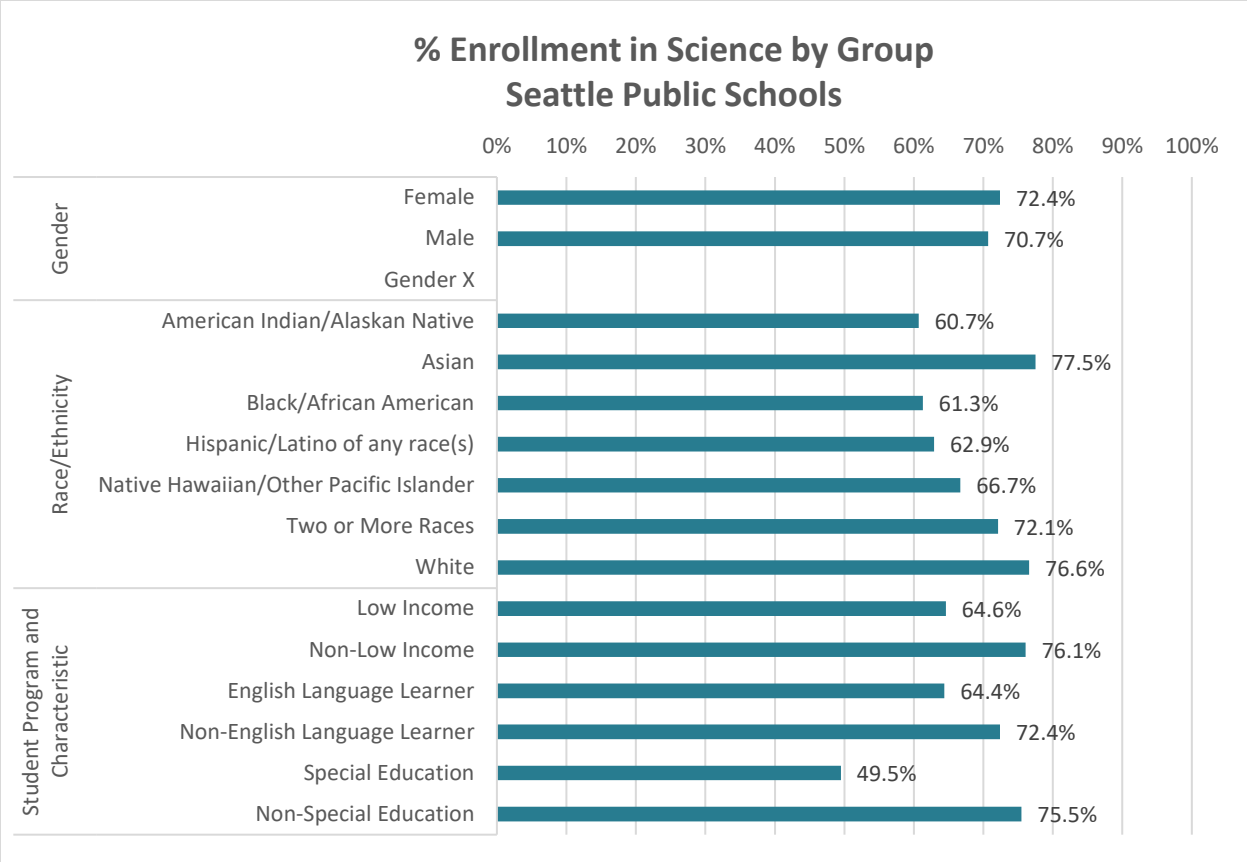
For social studies, the data show differences in enrollment by group. For example, by race/ethnicity, a smaller percentage American Indian/Alaskan Native, Black/African American, and Hispanic/Latinx students enrolled in social studies compared to other groups. By student program and characteristic, a lower percentage of low income and

special education students enrolled in social studies compared to non-low income and non-special education students.

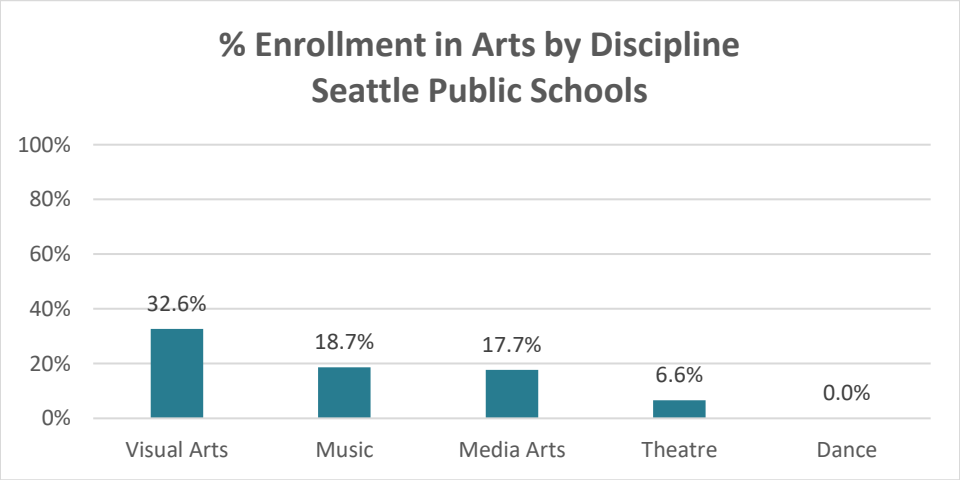


Science. Overall, ***71.5%*** of SPS high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

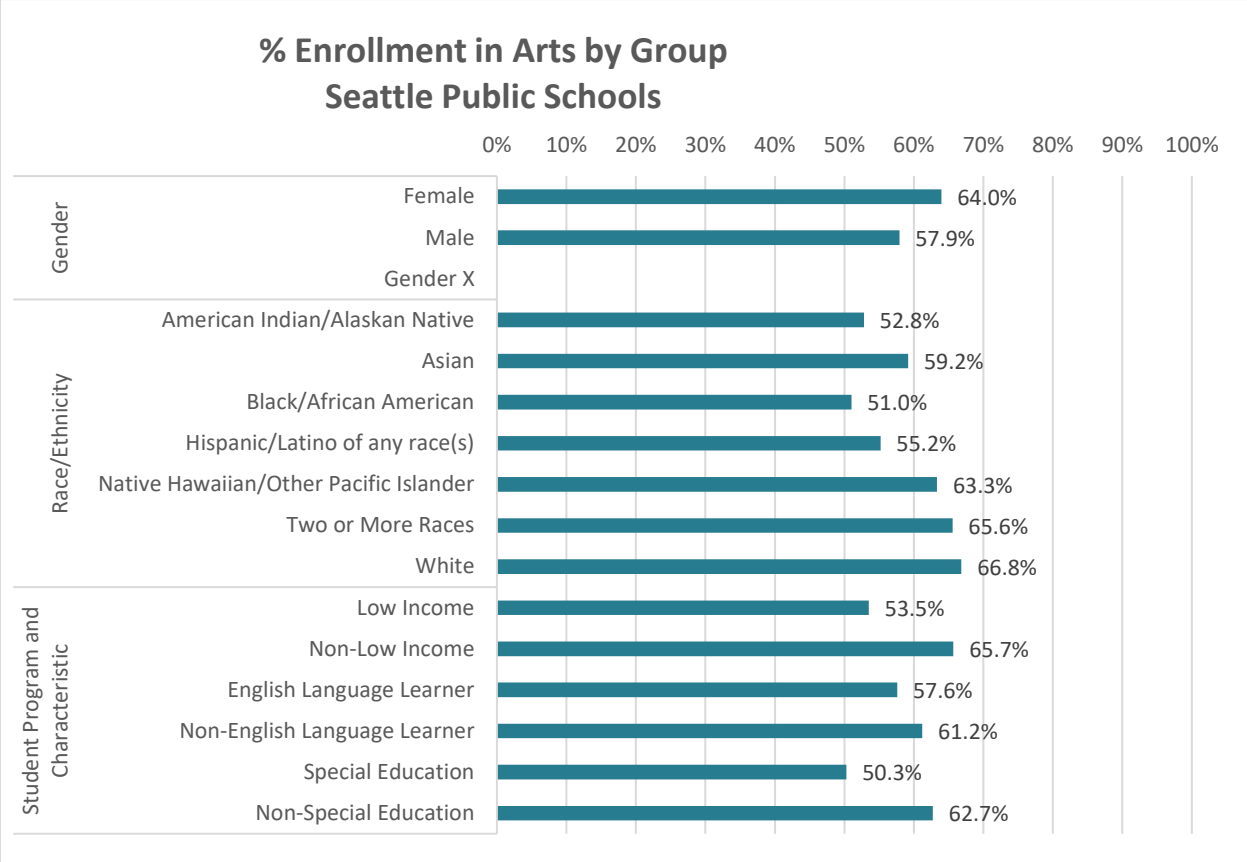
For science, the data show differences in enrollment by group. Similar to social studies, by race/ethnicity, a smaller percentage American Indian/Alaskan Native, Black/African American, and Hispanic/Latinx students enrolled in science compared to other groups. By student program and characteristic, differences were also observed by income, ELL status, and special education designation.



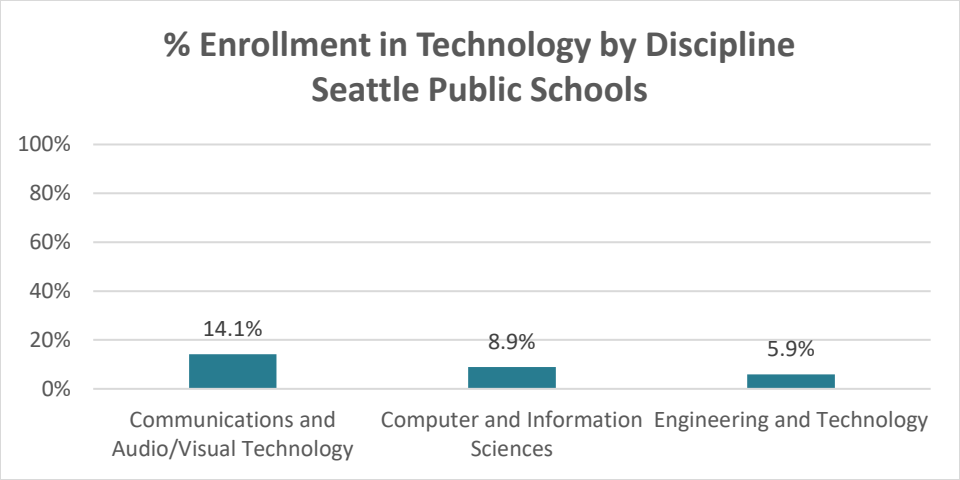
Arts. Overall, ***60.8%*** of SPS high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



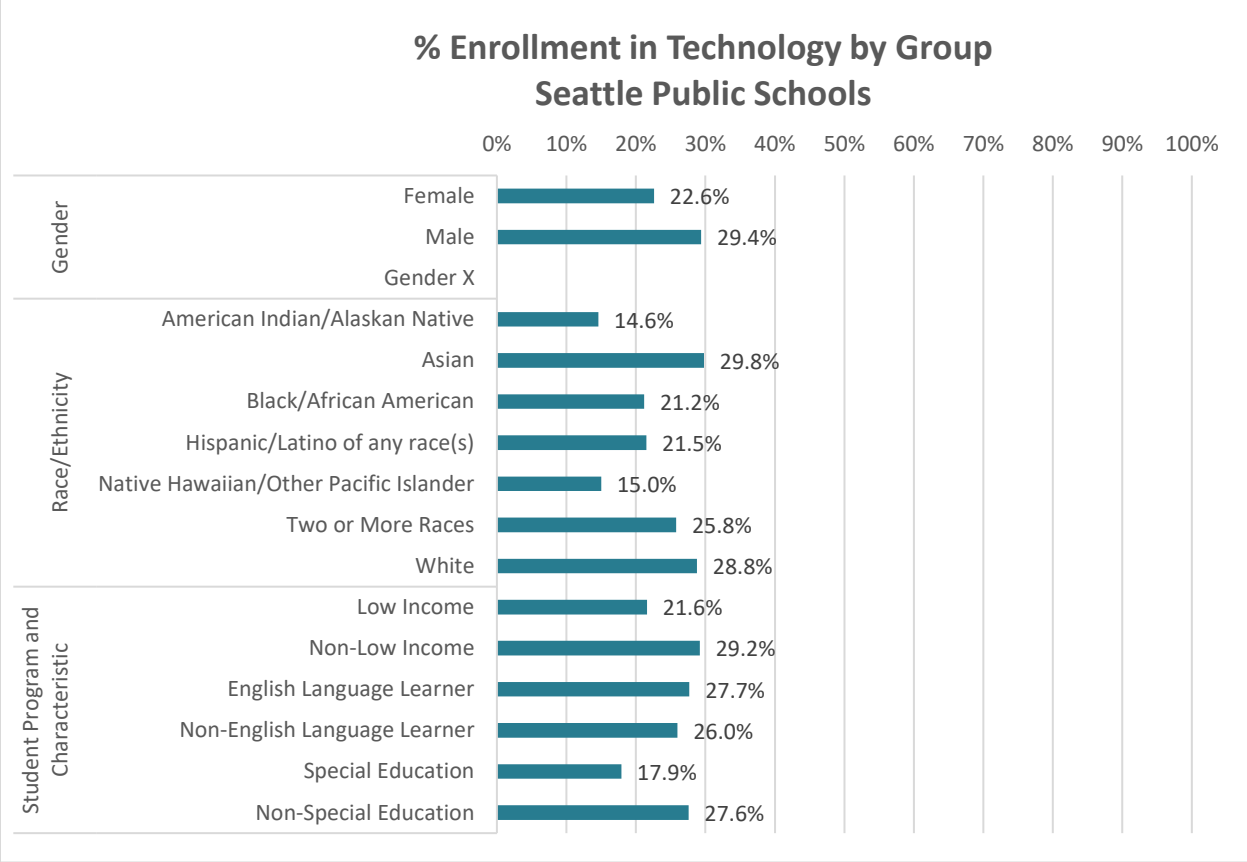
For arts, the data show some differences. By gender, more females enroll compared to males. Similar to other subject areas, by race/ethnicity, a smaller percentage American Indian/Alaskan Native, Black/African American, and Hispanic/Latinx students enrolled in arts compared to other groups. By student program and characteristic, differences were also observed by income, ELL status, and special education designation.



Technology. Overall, ***26.1%*** of SPS high school students enrolled in a technology Course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more communication & audio/visual technology courses compared to other disciplines.



For technology, the data show several gaps. By gender, a greater percentage of males compared to females enrolled in technology courses. By race/ethnicity, a greater percentage of Asian and White students enrolled in technology compared to other groups. By student program and characteristic, there were gaps by income and special education enrollment.



Partnerships

Engaging in partnerships is a priority for SPS, and it is supported by the Office of School and Community Partnerships and board policy. While partnerships are usually initiated at the school or teacher level, respondents noted that the strongest partnerships have an identified liaison, a school leader supporting the work, a vision for how it fits with the standards and school goals, as well as training opportunities for the partner. Respondents noted value in short-term and long-term partnerships, as well as field trips. However, in-school opportunities are preferred due to the expense of field trips. Describing the value of partnerships, one said, "Our partners have a different form of training grounded in youth development, and there is more youth voice and choice. There is more flexibility in the way youth learn." Another commented that many partners are more demographically similar to their students. One said, "Having adults that look like them in positions of influence and authority is valuable. They also help them to make a greater connection to the community."

SPS maintains a large list of partners, including individuals and organizations, that work with or are vetted to work with SPS. The Table below shows a sample of some of the partnerships within SPS that were mentioned during interviews. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Arts	Arts Corps Arts Impact Pacific Northwest Ballet Seattle Children's Theatre
Social Studies	Burke Museum Museum of Pop Culture
Science	Pacific Science Center Seattle Audubon
Technology	Coding with Kids

Needs to Ensure Equitable Cultural Education

SPS is committed to offering cultural education, as evidenced by the work with Creative Advantage. However, there continue to be some barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, SPS identified the following needs to increase students' access to cultural education:

- Continued professional development for teachers to develop skills to integrate Cultural Education into the core classes. One person shared,

  > *We have to acknowledge that teachers have a lot of demands and integration isn't easy. We have to provide ongoing support.*

- A commitment to expand the Creative Advantage model to other subject areas.
- An understanding and greater focus on in-school partnerships compared to field trips.
- An equitable funding model, with a tiered approach, supporting schools with the greatest need.
- A commitment to engage in diverse partnerships that expand beyond a Eurocentric focus and expand beyond the demographics of the school. One person commented,

> *We need to broaden the experience and help all kids appreciate diversity at its finest.*

Shoreline School District (SSD)

Information for this profile was provided was provided from interviews with 3 district and school representatives, a review of the SSD website, and data provided by OSPI.

District Priorities

According to all interviewees, appreciation of cultural education is "growing and changing" in Shoreline. Several people participating in interviews highlighted the need for the district to become more aware of how "white experience cannot be the center of everything" and that some "kids have a different experience."

When discussing policies, several people mentioned following the CORE 24 graduation requirements for all areas of cultural education but discussed how this does not mean that all students are getting the same access. In particular, arts education at the elementary school level was noted as inconsistent between schools and between classrooms. "Not everyone is getting the same access at all," stated one person. "Not every elementary school has an art docent and sometimes they have family volunteers. About 1.5 years ago we talked about making it more equal. Our district just now is starting to realize that arts has an impact on student learning."

District Barriers

One barrier mentioned by interviewees was a lack of prioritization of cultural education. "There is not really a person that leads this work at the district level," stated one person. "There is not the prioritization or time for this work." Another barrier mentioned was funding for cultural education and the time required to form relationships and partnerships with experts in the community. "We need to keep bringing in more and more people to share their cultures and we need to really understand why a student might not connect with curriculum," commented one person. Lastly, one interviewee discussed the issue of external people seeing Shoreline as resource rich, but they refuted this claim and shared,

> *We see resources going to the south end and central area, but there is a huge void here. There is not the same access to resources and people don't see us as an area that needs them. We have 50% kids of color who are waiting to see themselves reflected in art and in ways not traditionally done.*

DEMOGRAPHICS

9,821 Students

1 Early Learning Center

9 Elementary Schools

2 Middle Schools

1 K-8 School

2 High Schools

0.3% American Indian/Alaskan Native

13.0% Asian

7.8% Black/African American

13.4% Hispanic/Latinx

0.6% Native Hawaiian/Other Pacific Islander

12.6% Two or More Races

52.4% White

8.0% English Language Learner

13.6% Students with Disabilities

29.0% Low Income

How is Cultural Education Provided?

SSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular subject. The Table below shows how cultural education is provided by elementary, middle, and high school.

How is Cultural Education Provided?	
Elementary School	
Arts	Each student in Shoreline K – 6 receives 120 minutes of music within a two-week period. Students have the opportunity to begin an instrument in 5th grade. Students participate in band or orchestra for 45 minutes twice a week. Two of the elementary schools have an Arts Specialist, while the other schools use docents. There is a goal to make art education a requirement in elementary school.
Social Studies	No information
Science	No information
Technology	Digital Media is integrated into the classroom. Clubs, such as robotics, are also available after school at some schools.
Middle School	
Arts	Every student has opportunities to take music and/or visual arts as part of their elective program in middle school. Band, orchestra, and choir are music electives for middle school students. This year all 6th grade students will take an art course. Middle school visual arts course offerings differ from school to school. Some examples include: Cartooning, Ceramics, Drawing and Painting, Printmaking, and Sculpture.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Students have opportunities to take different technology classes as an elective throughout middle school. This year all 6th grade students will take computer science and every student will have a computer.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. However, SSD did receive a waiver from this requirement for 2018-19, and some students may graduate with one credit. Course offerings for music include varying levels of band, orchestra and choir. Opportunities also exist with piano lab and AP Music Theory. High school visual arts course offerings differ from school to school. Some examples include: Cartooning, Ceramics, Digital Photo, Drawing and Painting, and Jewelry Metals.
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional Social Studies credits as part of their elective program.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements. However, SSD received a waiver in 2018-19 for this requirement, and some students may graduate

	with 2 credits. Students can take additional Science credits as part of their elective program.
Technology	Students have opportunities to take different technology classes as an elective at both high schools. Students can earn college credit through the CTE Dual Credit program. Clubs are also available after school.

Course Taking Patterns

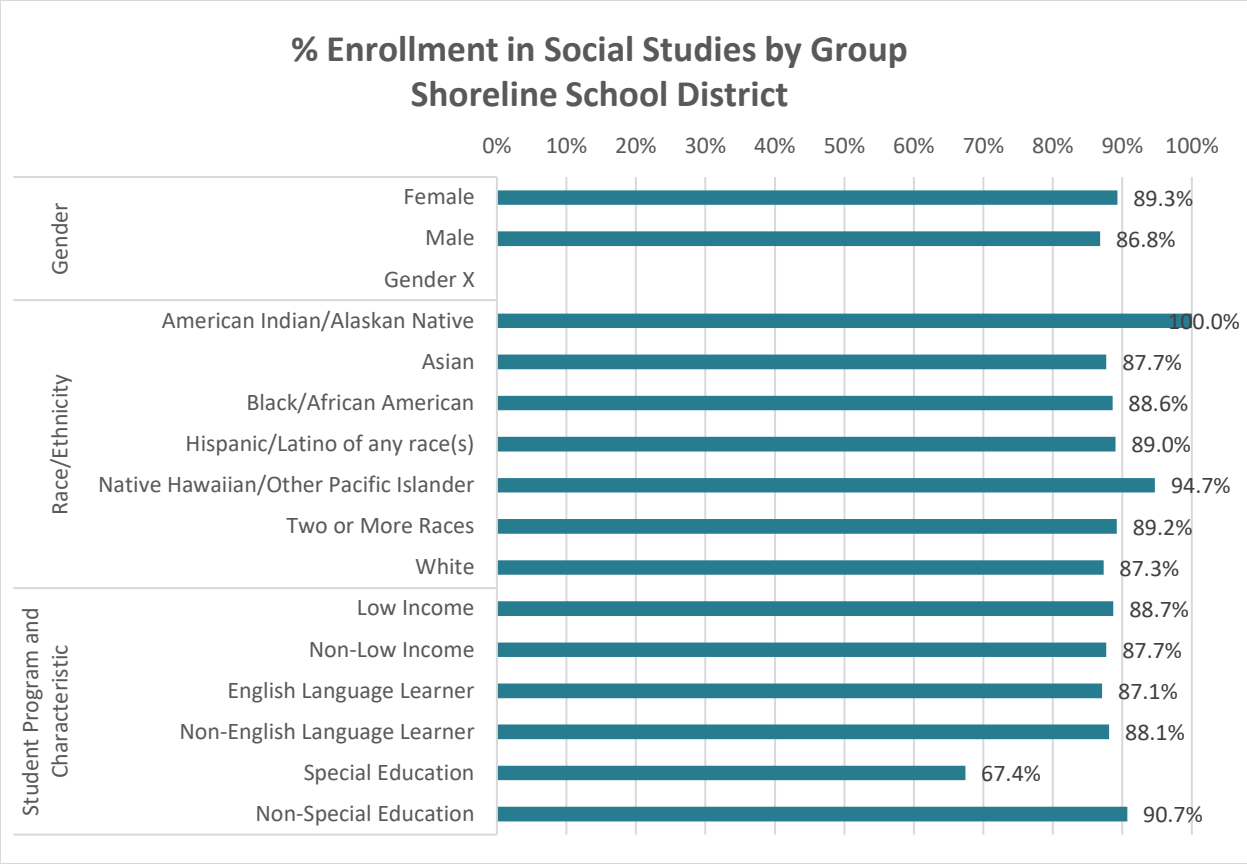
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

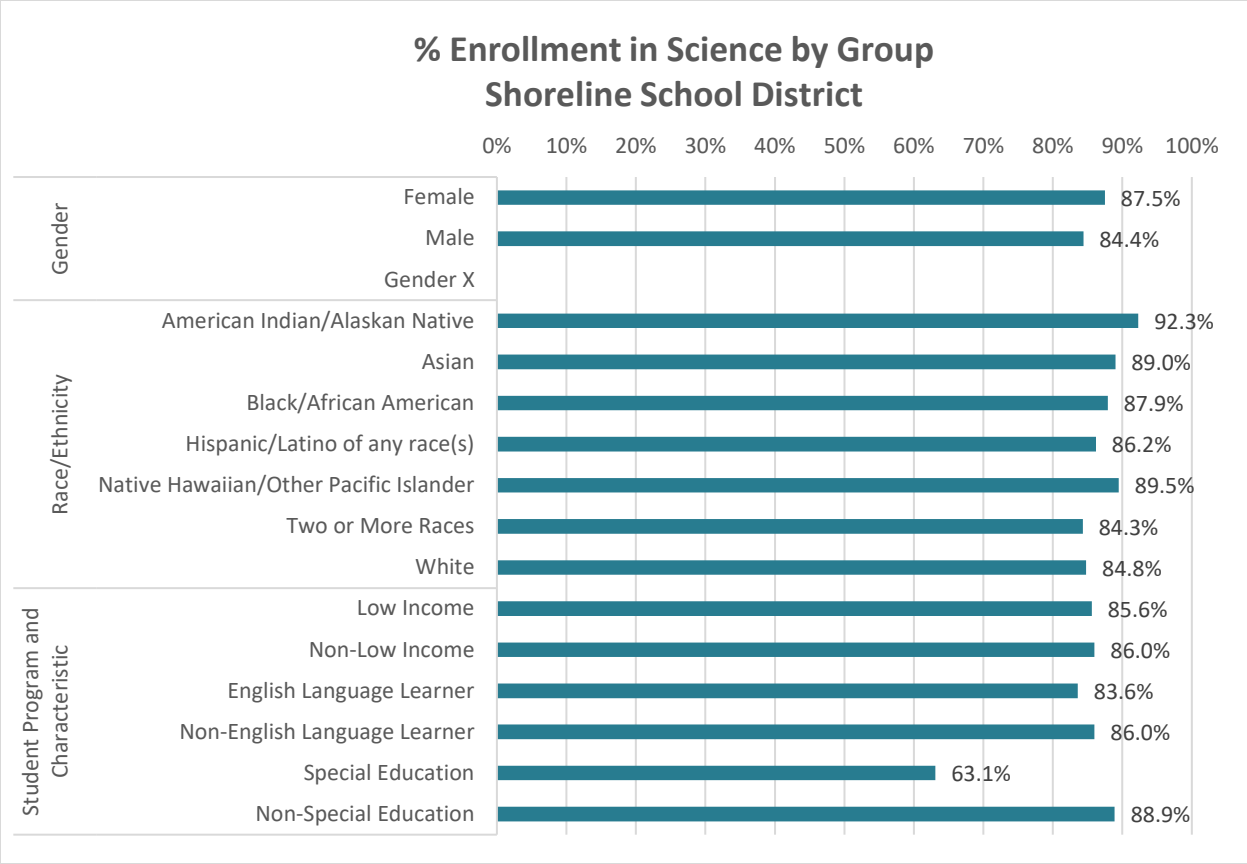
Social Studies. Overall, ***88.0%*** of SSD high school students enrolled in a Social Studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show few differences by group, with a few exceptions. The largest difference is with Special Education, where 67% of Special Education students enrolled in social studies, compared to 91% of non-Special Education students.

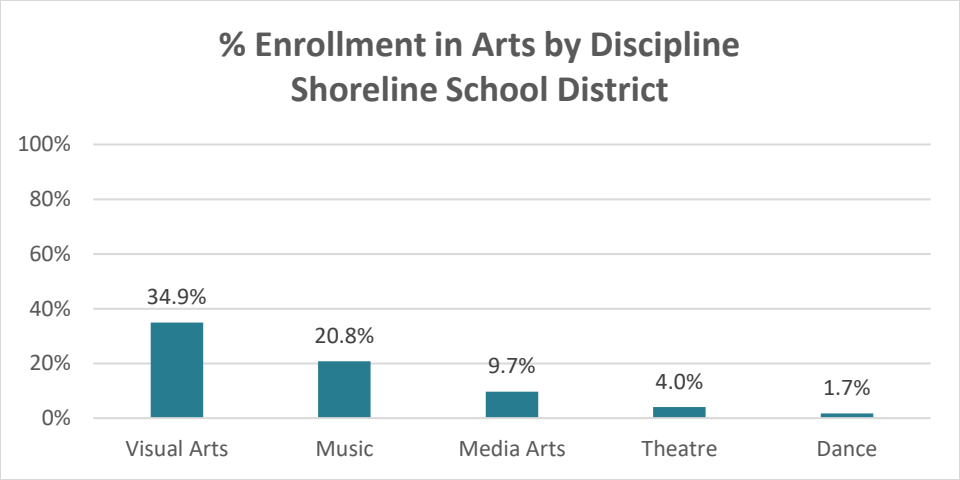


Science. Overall, ***85.9%*** of SSD high school students enrolled in a Science Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. However, SSD has a waiver of this requirement for the 2018-19 school year, and some students may graduate with two credits. Students may take additional credits based on their personalized pathway requirements and electives.

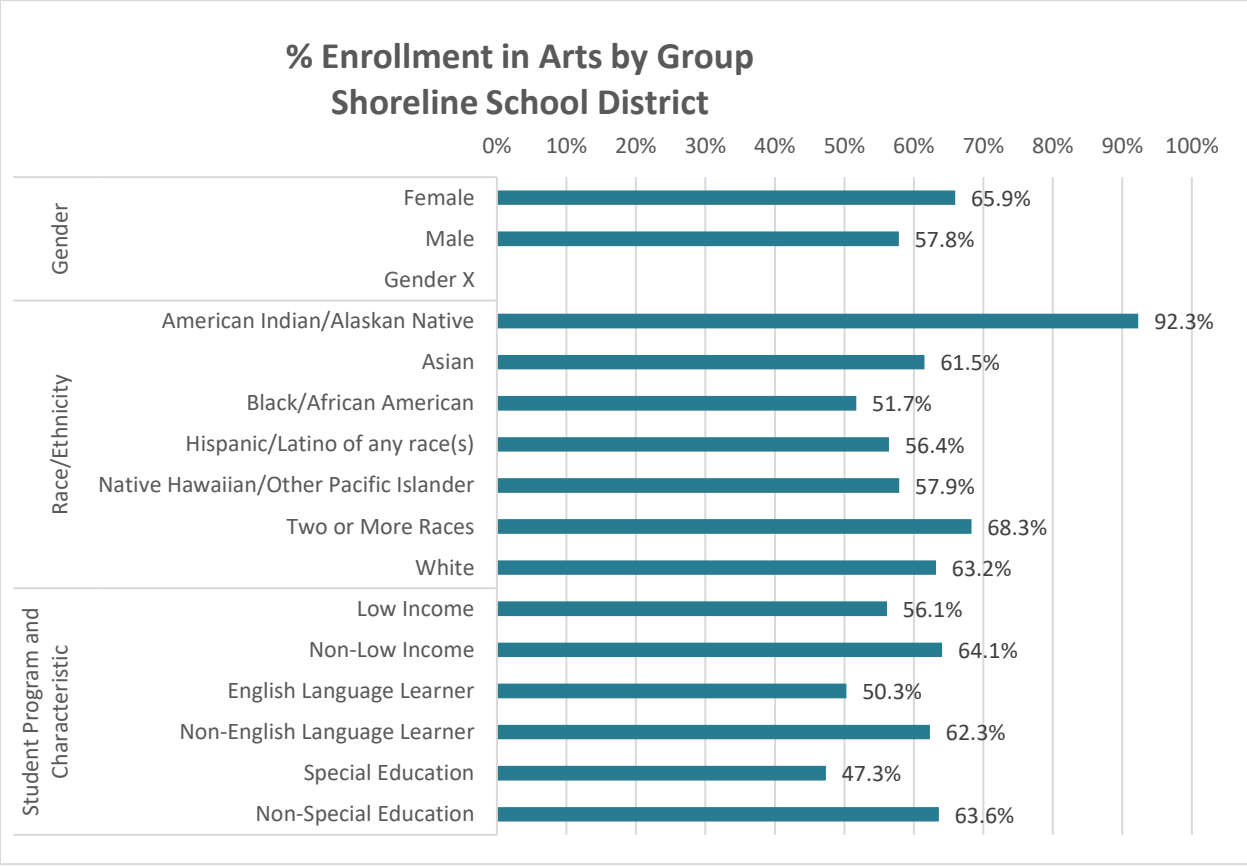
For science, the data show few differences by group, with a few exceptions. Once again, the largest difference is with Special Education, where 63% of Special Education students enrolled in science, compared to 89% of non-Special Education students.



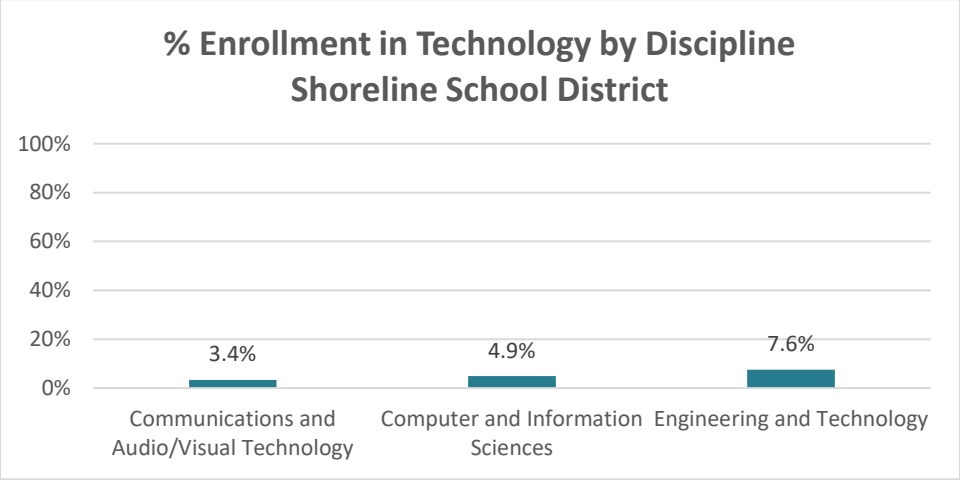
Arts. Overall, ***61.7%*** of SSD high school students enrolled in a Arts Course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. However, SSD has a waiver of the requirements, and students may graduate meeting one credit requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enrolled in Visual Arts compared to the other disciplines.



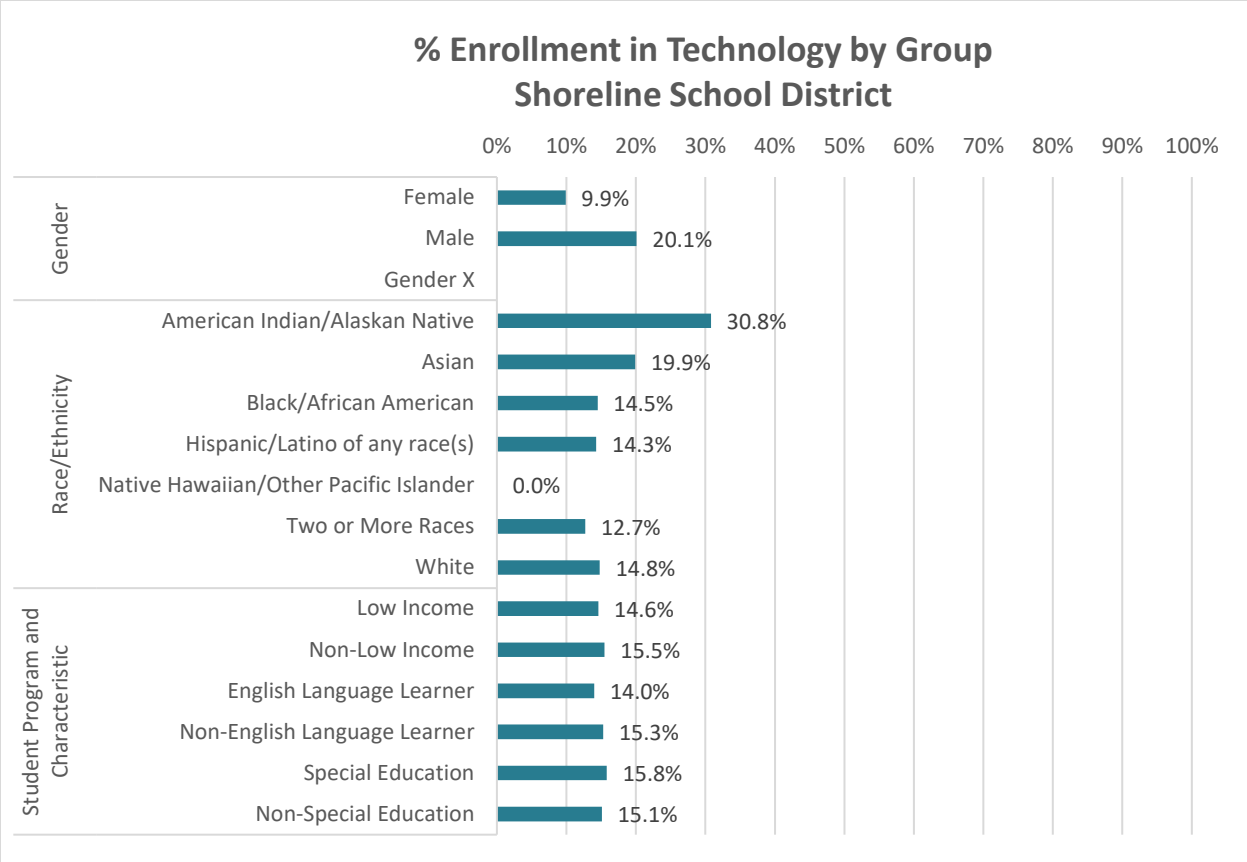
For arts, the data show more variability by group than other subject areas. By gender, a lower percentage of male students enrolled in arts compared to female students. Additionally, a lower percentage of low income students enrolled in arts compared to non-low income students. Finally, differences also existed by program, with a lower percentage of English Language Learners and Special Education students enrolled in arts, compared to students not in those programs.



Technology. Overall, ***15.2%*** of SSD high school students enrolled in a Technology Course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. There are small enrollment differences by discipline.



For technology, the data show less variability by group than other subject areas, with a few exceptions. One of the biggest differences was by gender with a lower percentage of female students enrolled in technology compared to male students.



Partnerships

SSD has several external organizations they partner with to provide different types of cultural education. The Table below shows a sample of some partnerships available within SSD. Individual schools also often bring in their own cultural education opportunities as well; some of the ones mentioned included having guest speakers from the local tribes and having students at one high school learn how to be art docents for the Henry Art Museum and lead other students on tours. One person mentioned, "The district has a whole compiled list of artists and you can reach out to them. They have vetted them, but you can also bring people in."

Interviewees described field trips as variable from school to school. "I know there are field trips to the Frye Museum and the Burke Museum and the procedure is that every student is supposed to have access to every field trip regardless of cost, but I think there are probably still some inequities," reported one person. According to another person, "At the high school level, they choose if they want to go and it really depends on your school. Part of the challenge for doing these is that teachers are so busy and these things take time. It is not that people do not want to go." At one of the high schools, they try to run at least one field trip to the Seattle Art Museum or the Asian Art Museum once a semester and certain teachers will plan larger field trips. One example was taking a small group of students participating in Art Club to New York City.

Partners Organizations (Sample)	
Arts	Dandylion Drama Shoreline-Lake Forest Park Arts Council YMCA Asian Art Museum Frye Museum Seattle Art Museum
Social Studies	Burke Museum

Needs to Ensure Equitable Cultural Education

SSD is committed to offering Cultural Education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, SSD identified the following needs to increase students access to cultural education:

- More equity in course offerings and instruction. One person shared,

  > *Things held in esteem are band, orchestra, and ballet if we had it. The story of art here is very European and ethnocentric. We need things that tie students of different backgrounds with art. Giving kids who don't have economic means more opportunities and more materials.*

- Increased access to arts instruction in elementary school. One person specifically mentioned wanting "to see an art teacher at every elementary school" rather than having elementary school teachers and docents teach lessons.
- Easily accessible access to partnerships for staff members. For example, one person mentioned how their school would love to "bring in indigenous people, but it takes time to get those connections. We need it to be easy."

Skykomish School District (SSD)

Information for this profile was provided from interviews with two district and school representatives, the SSD website, and data provided by OSPI.

District Priorities

SSD is committed to providing education in all core content areas as described in Every Student Succeeds Act. Because SSD is small, the district has partnered with Index School District to share a music teacher and provide additional sports. In addition, a partnership with King County Library has brought short-term partners into the school. These efforts, along with teachers' efforts to integrate cultural education into core classes, broadens to the student's experience.

District Barriers

The size of the district makes it difficult for SSD to offer a full breadth of cultural experiences. For example, SSD does not have a technology teacher, so classes such as coding are not available, and teachers integrate technology into their classroom. Further, due to lack of funding, having one working bus, and the rural setting, there are limited opportunities for students to take field trips. Finally, respondents noted that many of their students do not leave the Skykomish area, and trips to Seattle are new experiences. Because of this, students have a need to understand their own history and heritage within Skykomish, as well as a broader understanding of the diverse culture. One person shared, "They need to see themselves as part of the bigger world."

How is Cultural Education Provided?

SSD offers students at all levels access to cultural education, with teachers integrating subject areas. All areas align with Washington State K – 12 Learning Standards for the particular subject. The Table below shows how cultural education is provided by elementary, middle, and high schools.

DEMOGRAPHICS

57 Students

1 K-12 School

3.5% American Indian/Alaskan Native

10.5% Hispanic/Latinx

10.5% Two or More Races

75.4% White

0.0% English Language Learner

43.9% Students with Disabilities

87.7% Low Income

How is Cultural Education Provided?	
Elementary School	
Arts	SSD shares a Music teacher with Index School District, and every student has music instruction for approximately 56 minutes, three times a week. Visual arts is integrated into the core classroom.
Social Studies	Social studies is taught on a daily basis for approximately 30 to 40 minutes.
Science	Science is taught on a daily basis for approximately 30 to 40 minutes.
Technology	SSD has a one-to-one computer program; however, elementary school students do not take the computers home. Technology is integrated into their classes.
Middle School	
Arts	Every student has opportunities to take Music and/or Visual Arts in middle school.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Music and visual arts are available; however, offerings vary year by year. An afterschool drama club has also been available.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements.
Technology	Technology is integrated into core classrooms. SSD offers Microsoft Academy as a CTE offering.

Course Taking Patterns

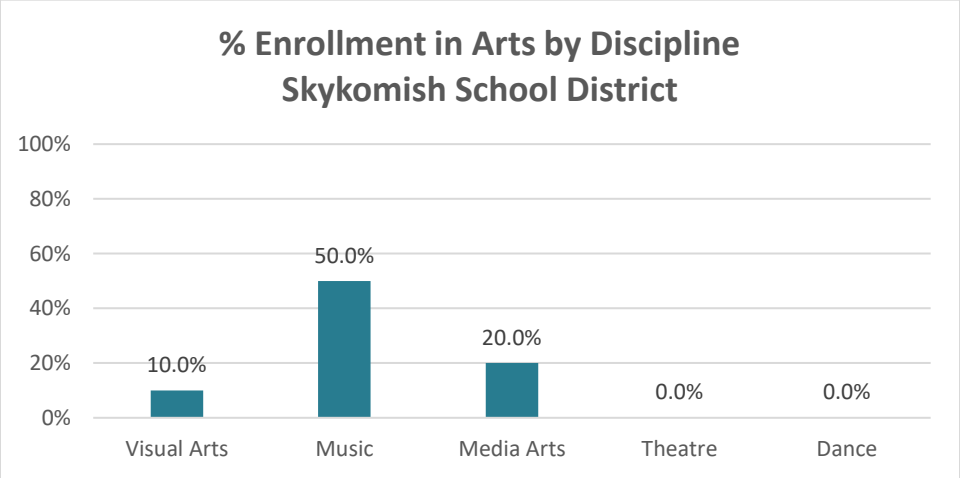
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Social Studies. Overall, ***60.0%*** of SPS high school students enrolled in a social studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

Science. Overall, ***90%*** of SPS high school students enrolled in a science Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

Arts. Overall, ***90.0%*** of SPS high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.



Technology. In 2018-2019, no SSD student enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives.

Partnerships

SSD's main partner is the King County Library System. Approximately twice a year, the King County Library sends the district a list of partners that are available to come to the district at no cost to engage students in a learning opportunity. These are usually short-term

experiences. In addition, the district tries to provide one to two field trips per year for their students. These are important opportunities for their students because many do not leave the Skykomish area.

The table below shows some organizations SSD has worked with in the past.

Partners Organizations (Sample)	
Elementary School	
Arts	Japanese Drumming Group Seattle Repertory Theatre
Social Studies	Children's Museum Museum of Pop Culture Skykomish Historical Museum
Science	Museum of Flight Pacific Science Center Woodland Park Zoo

Needs to Ensure Equitable Cultural Education

SSD is committed to offering cultural education, but the district also has barriers that make it difficult to offer a breadth of opportunities. Because of these issues, SSD identified the following needs to increase students' access to cultural education:

- A list of potential partners, that includes a description of the program and associated costs. District and school personnel noted that the list they receive from King County Library has been helpful in selecting short-term partners.
- Equitable funding to ensure *long-term* partners can work within SSD, including resident artists and programmers.
- Funding that will help with transportation costs to ensure students have opportunities for field trips.
- Increased opportunities for students to learn about their own culture (Skykomish, their history with the railroad) within the broader context of the world.

Snoqualmie Valley School District (SVSD)

Information for this profile was provided from interviews with six district and school representatives, the SVSD, and data provided by OSPI.

District Priorities

District leaders explained that SVSD is committed to Cultural Education. They have a stakeholder group, which includes students, staff, parents, and community members working to shape their mission and vision around diversity, equity, and inclusion to ensure all students have access. One person shared,

> *As a district, we have been having more conversations about the arts, science, and technology.*

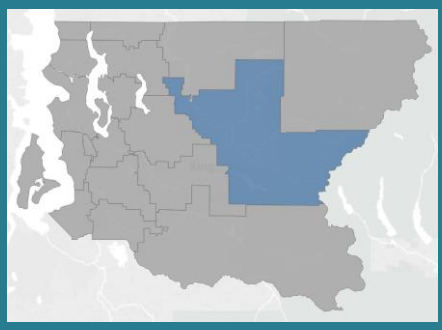
Recently, SVSD built a new high school building, a facility which supports expanded opportunities in the arts and technology. Further SVSD was honored with the 2020 Best Communities for Music Education designation by the Music Research Institute at the University of Kansas.

District Barriers

Although the amount of time to focus on cultural education within the school day is limited, because of state requirements, the district continues to invest in music and technology specialists for the elementary schools. Some respondents suggested that it might be helpful to conduct a needs assessment to understand access and gaps, in other areas of the arts, at the elementary schools, as well as their community's needs. Other participants noted that offering field trips, at secondary schools, is difficult because of the lack of substitutes. Furthermore, traveling to Seattle can be challenging because of transportation. District buses have to be available for before school and afterschool drop-offs and extracurricular activities. Furthermore, traveling to Seattle can be prohibitive because buses have to be available for before school and afterschool drop-offs.

How is Cultural Education Provided?

SVSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with



DEMOGRAPHICS

7,242 Students

6 Elementary School

3 Middle Schools

1 Comprehensive High School

1 Alternative Education Program

0.5% American Indian/Alaskan Native

6.6% Asian

.9% Black/African American

8.3% Hispanic/Latinx

.3% Native Hawaiian/Other Pacific Islander

6.3% Two or More Races

77.2% White

3.2% English Language Learner

12.6% Students with Disabilities

11.1% Low Income

Washington State, K – 12, Learning Standards for the particular subject. The Table below shows how cultural education is provided by elementary, middle, and high schools.

How is Cultural Education Provided?	
Elementary School	
Arts	Each student receives music instruction for 40 minutes approximately twice a week, as part of their specialist rotation. Visual arts programming varies by school, with some teachers integrating arts, some schools having an art docent program, and some schools working with teaching artists.
Social Studies	Social studies is taught for 30 minutes a day. However, some schools choose to implement social studies and science in blocks for longer periods on an alternating schedule.
Science	Science is taught for 30 minutes a day. However, some schools choose to implement social studies and science in blocks for longer periods on an alternating schedule.
Technology	Technology is integrated into the core classroom. In addition, coding and STEM are part of the specialist rotation, and students receive instruction approximately 40 minutes once a week.
Middle School	
Arts	Every student has opportunities to take music and/or visual arts as part of their elective program in middle school. In 6th grade, students have music and visual arts as part of their elective rotations. In 7th and 8th grade students can chose music of visual arts as an elective class.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective, which includes three tiers of coding. Clubs are also available after school.
High School	
Arts	Students are required to take 2 credits of Arts as defined by the 24-Credit Career and College Ready Graduation Requirements. The high school offers a broad array of courses in visual arts, music, and media arts.
Social Studies	Students are required to take 3 credits of social studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program.
Science	Students are required to take 3 credits of Science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Technology is integrated into core classrooms. The high school offers an expansive technology program, which students take as part of the multiple elective offerings through the CTE program. In total, one CTE credit is required as defined by the 24-Credit Career and College Ready Graduation Requirements, which may include technology courses. Clubs are also available after school.

Course Taking Patterns

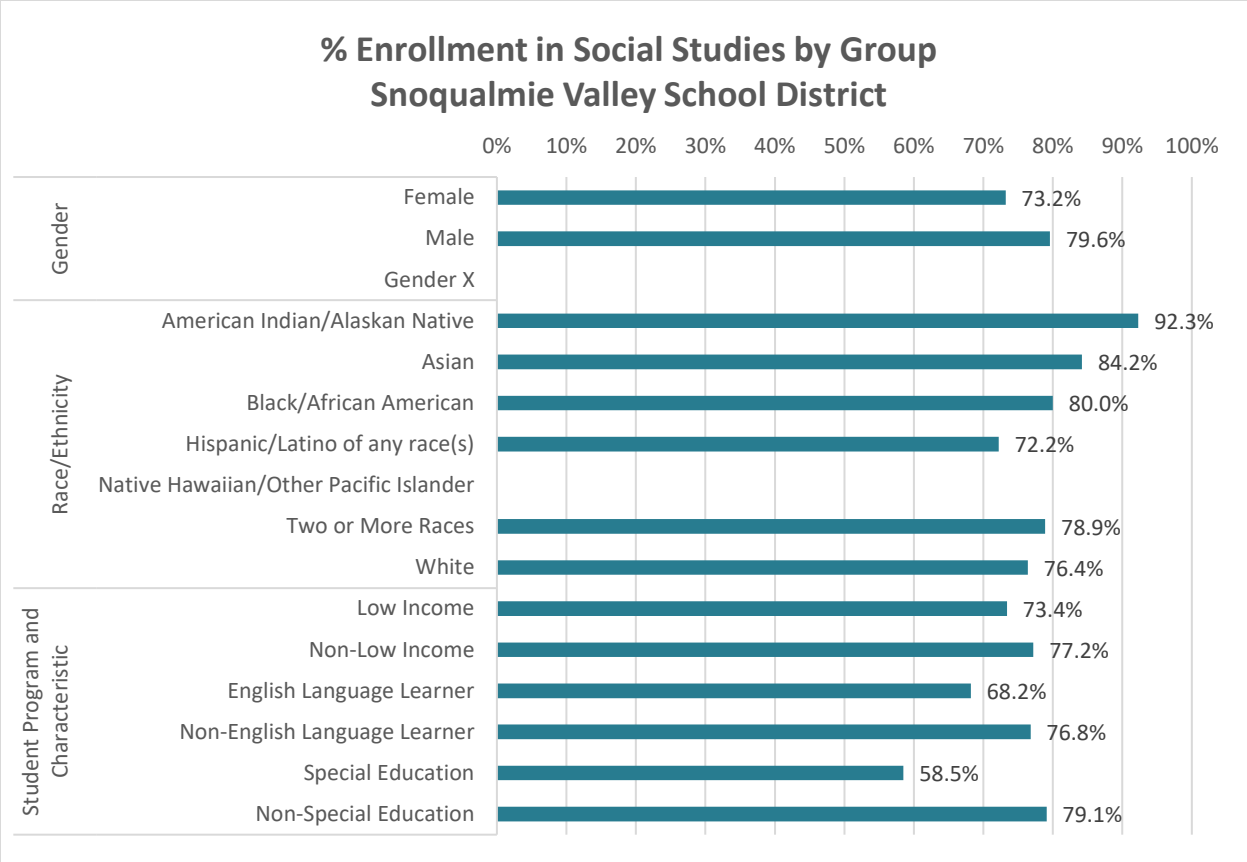
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group. For SVSD, the Gender X and Native Hawaiian/Other Pacific Islander results are suppressed because fewer than 10 students are included in these groups.

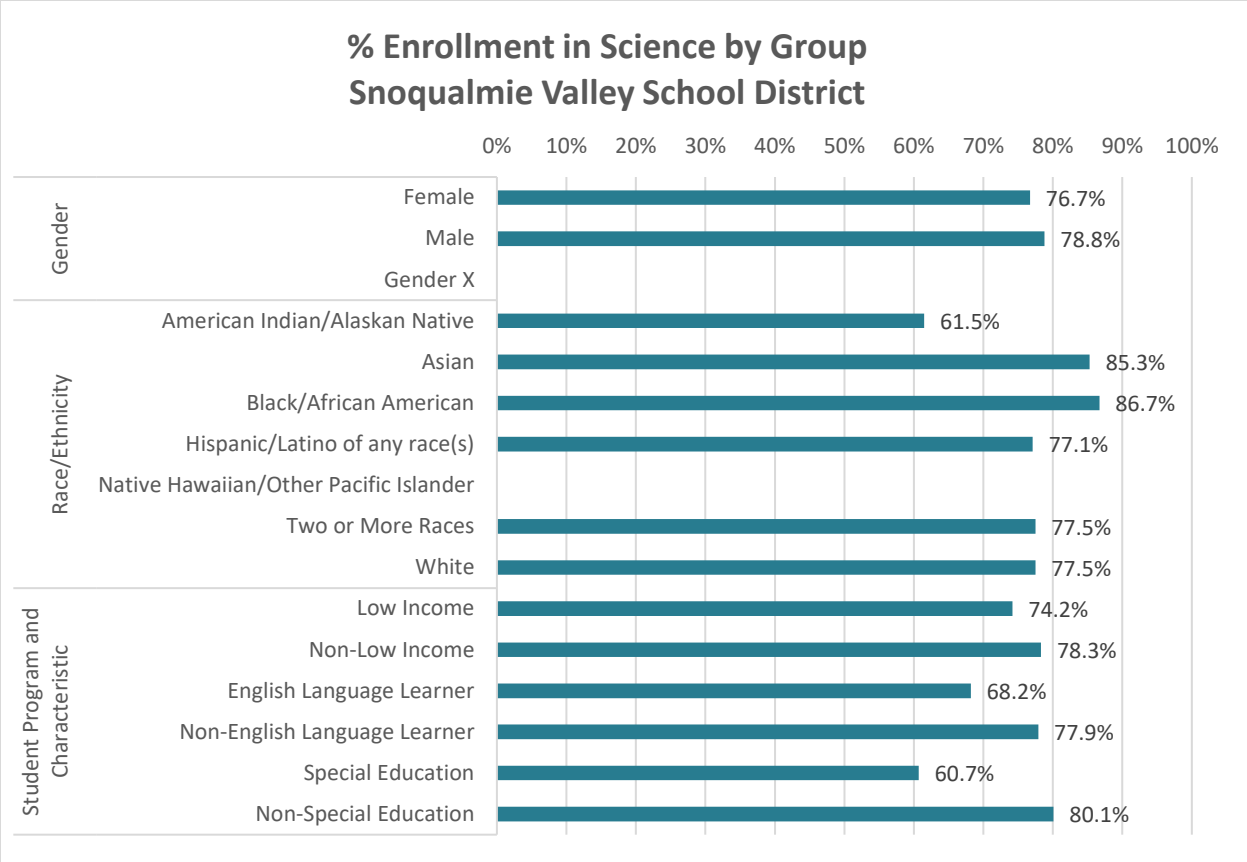
Social Studies. Overall, ***76.7%*** of SVSD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show differences in enrollment by group. There are differences by race/ethnicity, however, many of the groups are small, which contributes to large fluctuations in the data. By student program and characteristic, a lower percentage of special education students enrolled in social studies compared to non-special education students.

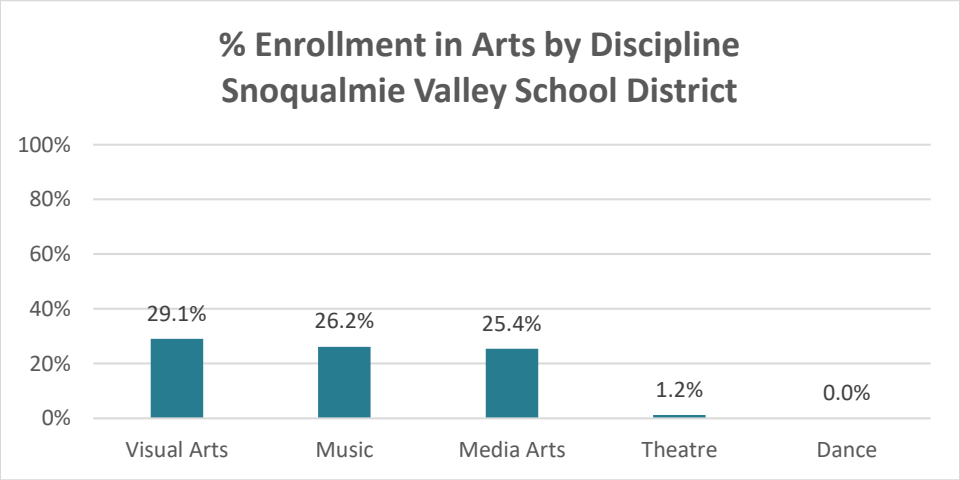


Science. Overall, ***90.0%*** of SVSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

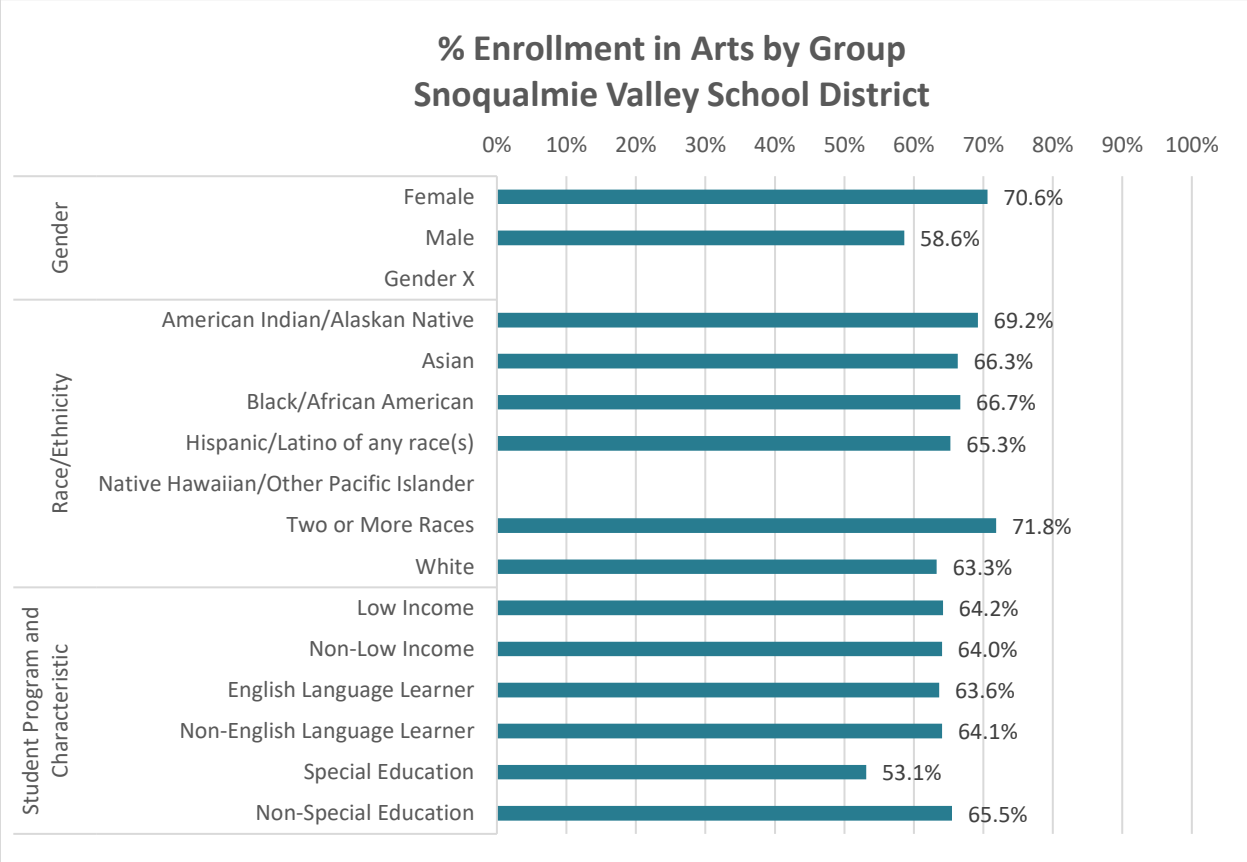
For science, the data show differences in enrollment by group. Similar to social studies, there are differences by race/ethnicity; however, these are confounded by the group size being small. By student program and characteristic, differences were also observed by ELL status and special education designation.



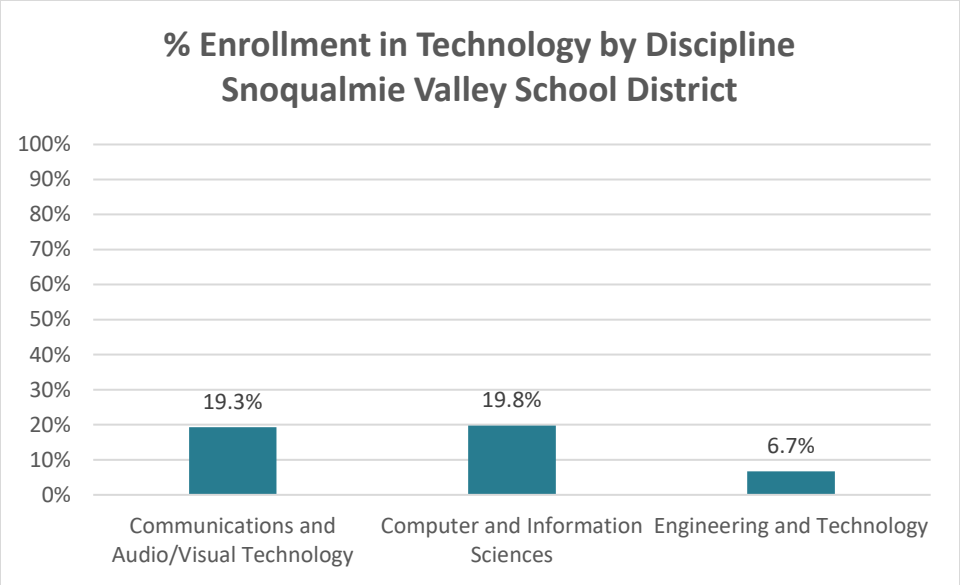
Arts. Overall, ***64.1%*** of SVSD high school students enrolled in a arts Course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students enroll in visual arts, music, and media arts at approximately the same rate.



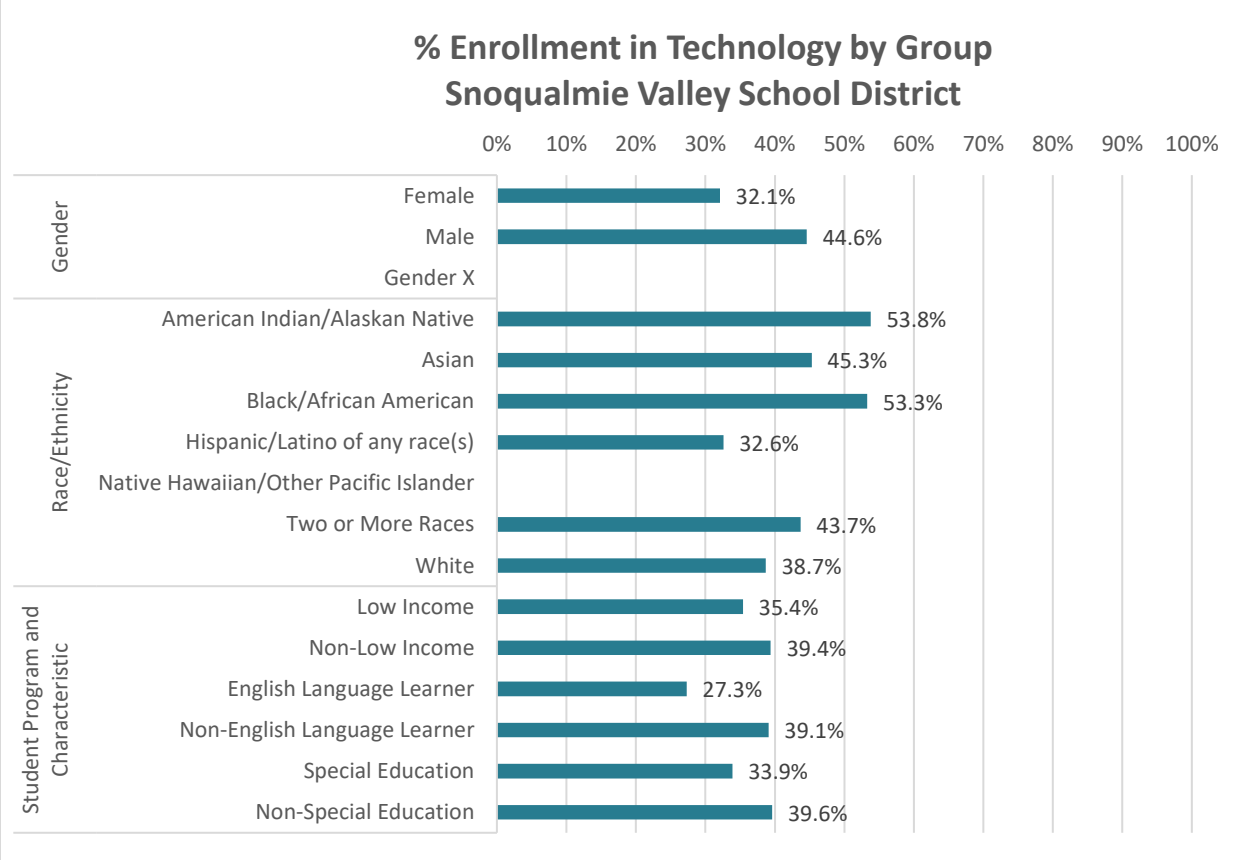
For arts, the data show some differences. By gender, more females enroll compared to males. By student program and characteristic, a smaller percentage of special education students enroll in arts compared to non-special education students.



Technology. Overall, ***38.9%*** of SVSD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more computer and information sciences and communication & audio/visual technology courses compared to engineering and technology.



For Technology, the data show several gaps. By gender, a greater percentage of males compared to females enrolled in Technology Courses. By student program and characteristic, there were gaps in enrollment for ELL and special education students compared to non-ELL and non-special education peers.



Partnerships

SVSD encourages schools to partner with a variety of organizations. Partnerships are typically arranged by the school or teacher, and many are contracted through the PTSA. Partnerships should align with school priorities and the common core standards. One person said, "We want partners to understand our mission and vision and to align with our work." Respondents noted that their partners bring in a level of expertise that complements learning. One person described,

> *We need organizations that can come to schools, have standards in mind, and can work around the Common Core Standards. That is sustainable, and it will keep going rather than a one-off experience.*

Schools also have opportunities to engage in field trips, and some money is allocated from the district to support these, with the PTSA providing additional support. To help ensure equitable access, the Snoqualmie Valley Schools Foundation also provides grants to support field trips and partnerships.

The table below shows a sample of some of the partnerships available within SVSD. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Elementary School	
Arts	Museo Pacific Northwest Ballet Smart with Art Seattle Children's Theatre Second Story Repertory Theatre Taproot Theatre YMCA
Social Studies	Burke Museum Washington State History Museum
Science	Camp Seymore Energy and Natural Resources Museum of Flight Pacific Science Center Snoqualmie Tribe (also in Social Studies & Technology)
Technology	Costco

Needs to Ensure Equitable Cultural Education

SVSD is committed to offering cultural education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, SVSD identified the following needs to increase students' access to cultural education:

- Resources to use with teachers during professional development that outline best practices related to integrating cultural education into core subjects.
- Information from OSPI and the PSESD about opportunities available in the area to support students' cultural education.
- Additional funding and support to engage in long-term, authentic partnerships with organizations supporting cultural education.

Tahoma School District (TSD)

Information for this profile was obtained from the TSD website and data provided by OSPI.

District Priorities

The TSD website shows education around sustainability issues is a district priority and relevant to the science and technology aspects of cultural education. TSD's vision for sustainability education is:

> *Creating a better future by educating responsible citizens who will contribute in positive ways to the local and world community…If our environment is to support future generations, then our young people must have the knowledge, skills and ability to find creative solutions to the problems we have created and make choices today that preserve and protect tomorrow's world.*

District Barriers

No information.

How is Cultural Education Provided?

TSD appears to offer students at all levels access to cultural education, aligned with Washington State, K – 12, Learning Standards for the particular subject. The table below shows how cultural education is provided by elementary, middle, and high schools. Further information about cultural education in TSD was obtained through the district's website. The TSD sustainability curriculum is highlighted and includes field experiences, calls to action, and outdoor learning. Students engage in a range of activities across grade levels that include virtual and onsite field trips, field observations, interacting with professionals, and creating or maintaining rain gardens, school gardens, and nature trails.

DEMOGRAPHICS

8,885 Students

6 Elementary Schools

2 Middle School

1 Comprehensive High School

0.4% American Indian/Alaskan Native

5.3% Asian

2.3% Black/African American

10.3% Hispanic/Latinx

0.9% Native Hawaiian/Other Pacific Islander

9.7% Two or More Races

71.0% White

2.9% English Language Learner

13.8% Students with Disabilities

15.2% Low Income

How is Cultural Education Provided?	
Elementary School	
Arts	No information.
Social Studies	Website review suggests instruction follows Common Core State Standards.
Science	Website review suggests instruction follows Common Core State Standards.
Technology	No information.
Middle School	
Arts	Students have access to music electives in grade 6 and music, theater, and visual arts electives grades 7 – 8.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction and have access to STEM electives in grades 7 – 8, such as environmental science.
Technology	Students take a computers elective in grade 6 and have access to STEM electives in grades 7 – 8, such as robotics.
High School	
Arts	Students take 2 credits of fine arts and have access to the arts as electives. They have access to visual arts through the Arts Department and the Career and Technical Education Department, as well as a range of performing arts such as music and theater arts.
Social Studies	Students take 3 credits of social studies and have access to social studies electives.
Science	Students take 3 credits of science and have access to science electives.
Technology	Students have access to digital design, robotics, and information technology courses through the Career and Technical Education Department.

Course Taking Patterns

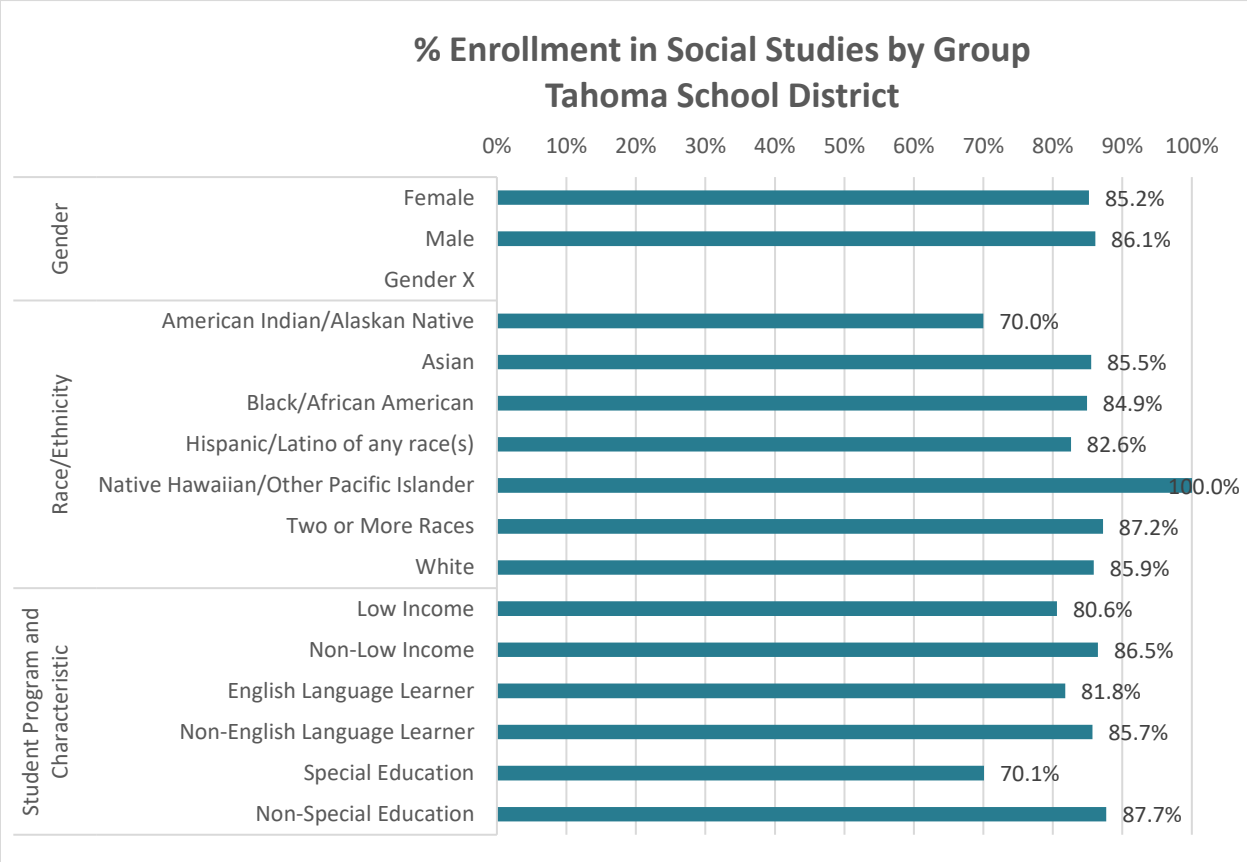
OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

Social Studies. Overall, **85.6%** of TSD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

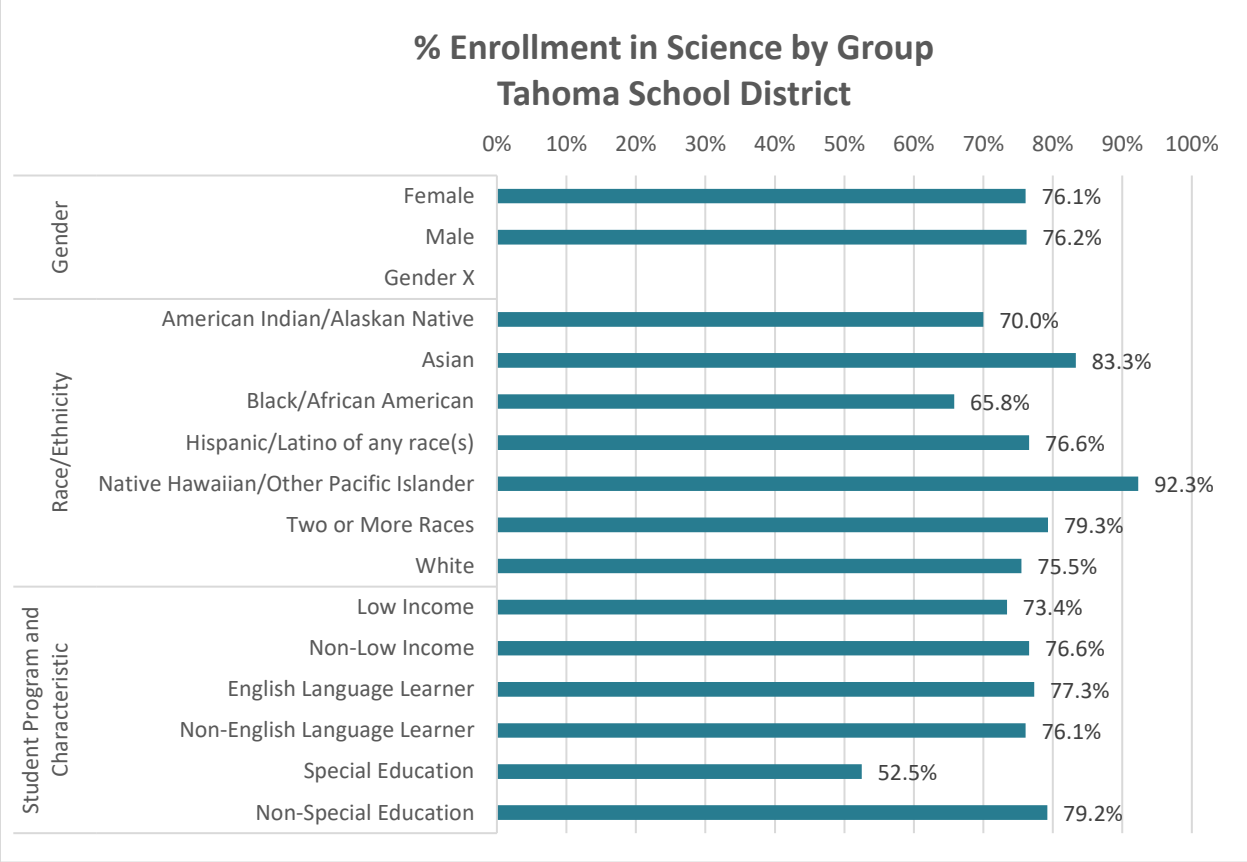
For social studies, the data show some differences by group. By race/ethnicity, lower percentages of American Indian/Alaskan Native students enrolled in social studies compared to other groups. However, this group is very small, and this may contribute to the difference. By student program and characteristic, disparities were also evident by income, ELL, and special education designation.



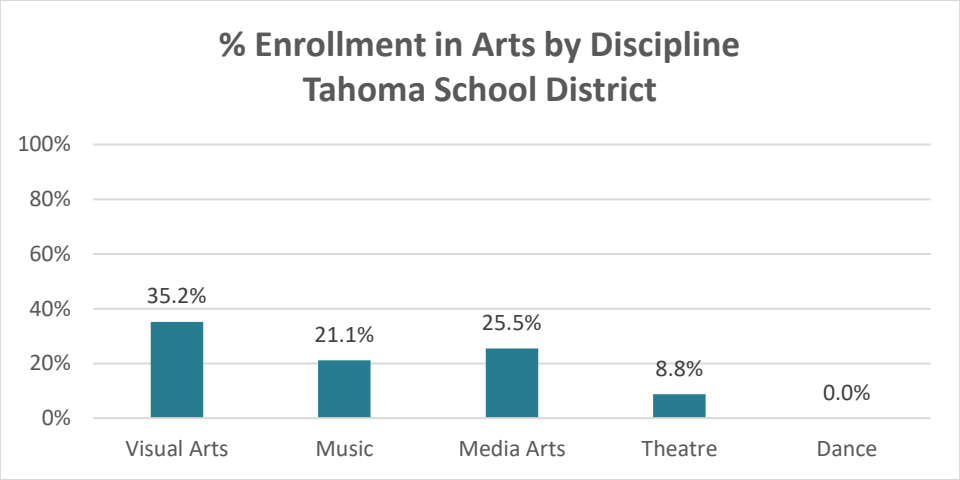
Science. Overall, **76.1%** of TSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For science, the data show differences by group. By race/ethnicity, lower percentages of American Indian/Alaskan Native and Black/African American students enrolled in science

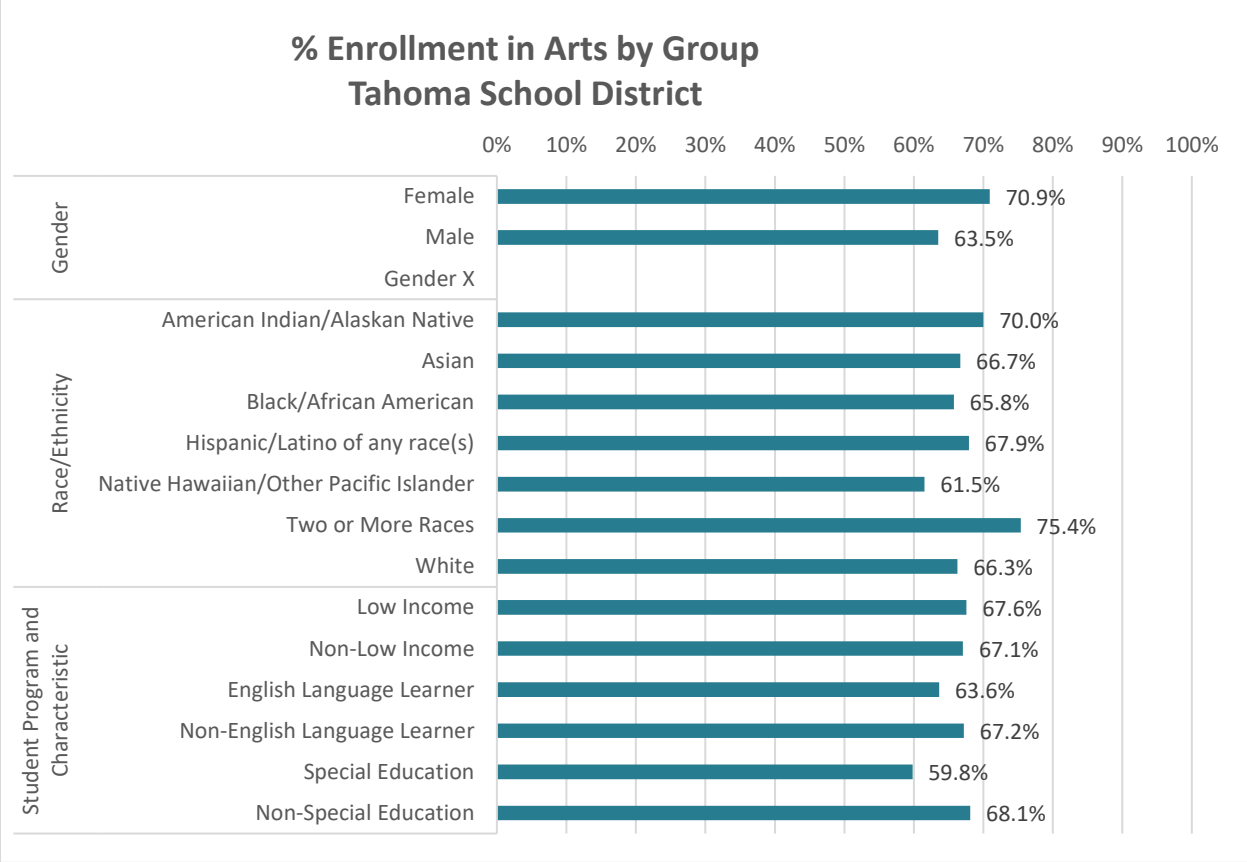
courses. However, when groups are relatively small, this may contribute to the difference. By student program and characteristic, 53% of special education students enrolled in social studies, compared to 79% of non-special education students.



Arts. Overall, **67.1%** of TSD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.

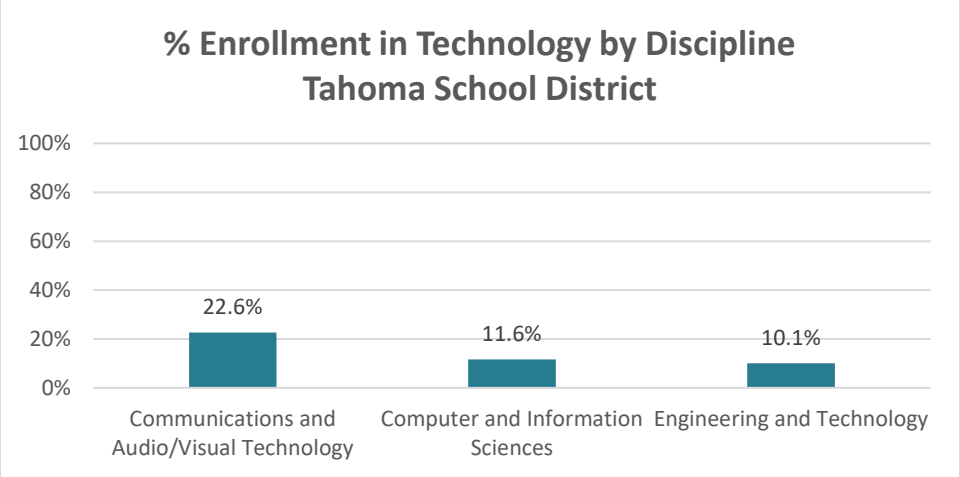


For arts, the data show relatively small differences by group, with slightly fewer males enrolled in courses compared to females. There were also lower enrollments of Native Hawaiian/Other Pacific Islander students. However, as noted above, differences may be more pronounced when groups are relatively small. By student program and characteristic, 60% of special education students enrolled in arts, compared to 68% of non-special education students.

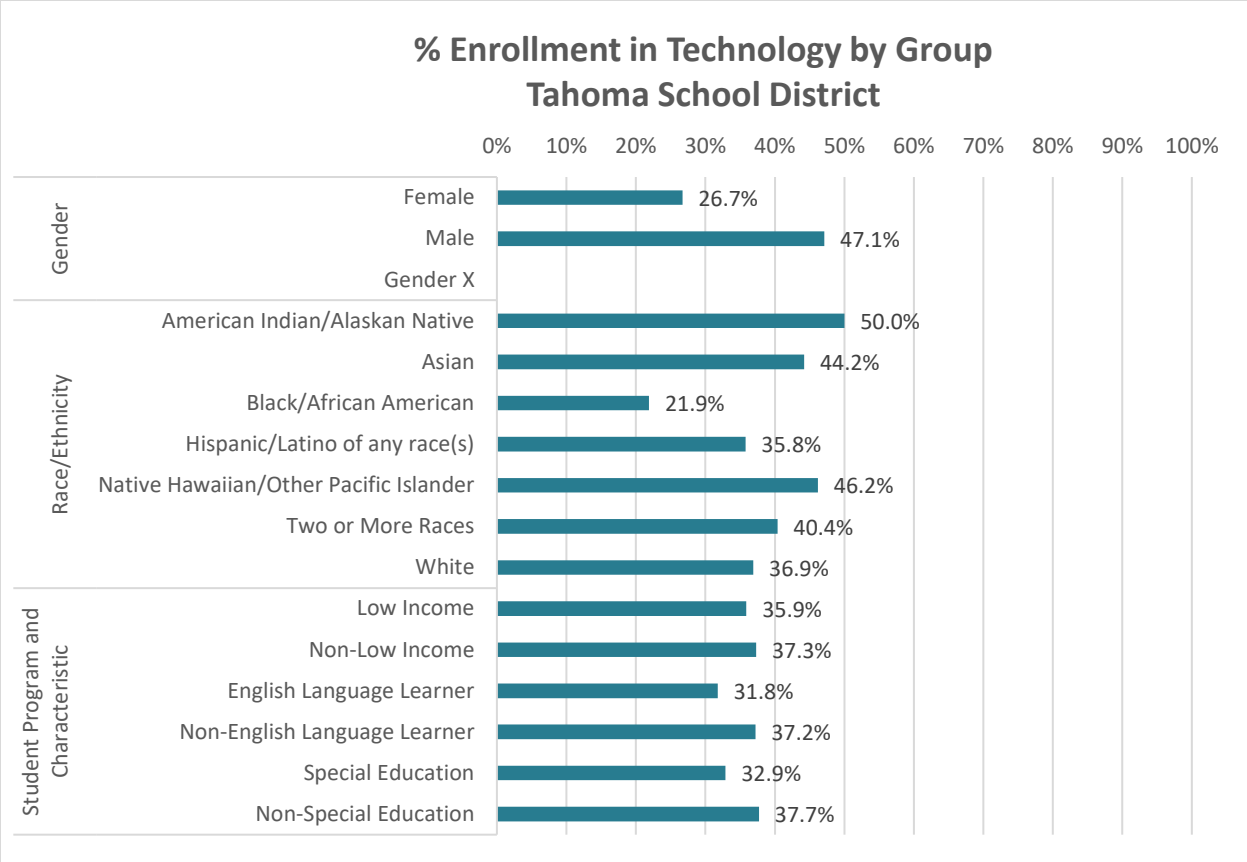


Technology

Overall, ***37.1%*** of TSD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more communication & audio/visual technology courses compared to the other disciplines.



Fewer students, overall enrolled in technology courses. The data show fewer females took technology courses, as compared to males, and lower percentages of Black/African American students enrolled relative to other race/ethnicity groups. Disparities were also evident by ELL status and special education designation.



Partnerships

The TSD website lists a range of partners for the sustainability curriculum. In addition to funding partners, they include the City of Maple Valley, King County Green Schools Program, Pacific Education Initiative, Friends of the Cedar River Watershed, Lake Wilderness Arboretum, and Quest for Education.

Partners Organizations (Sample)	
Science	King County Green Schools Program Friends of the Cedar River Watershed Lake Wilderness Arboretum Quest for Education Pacific Education Initiative

Needs to Ensure Equitable Cultural Education

No information.

Tukwila School District (TSD)

Information for this profile was provided from interviews with three district and school representatives, the TSD website, and data provided by OSPI.

District Priorities

Tukwila is unique, having been identified as one of the most diverse communities in the United States. District representatives reported that over 90 cultures are represented in the district. They are committed to understanding their students and embracing the different cultures. For example, when they onboard new staff, they share information about the history of the land of the Duwamish Tribe, and they take new staff on a walking tour through the community to understand how it is divided and the historical roots. Further, schools are committed to representing students' backgrounds and cultures. One person described,

> *For us, we have a sense of who we are supporting, who we are educating, and why it is important to understand cultures.*

District Barriers

Staff members described how they want to "expose students to as many different cultural experiences as possible." However, they noted that there are limited funds for these opportunities, and families often cannot pay for any additional fees. Because of this, schools rely on scholarships or grants. Further, there is not a systemic process for engaging in partnerships, so it is time consuming to identify and engage in a partnership and identify funding. Further, transportation is costly, and there are shortages. To circumvent this, they have used the Light Rail; however, they noted this is difficult with a large group of students. Finally, respondents noted that the teaching staff does not represent the diversity of the student body, and because of this, course offerings may not be as diverse or relevant to the student body.

How is Cultural Education Provided?

TSD offers students at all levels access to cultural education; however, the intensity varies by area. All areas align with Washington State, K – 12, Learning Standards for the particular

DEMOGRAPHICS

3,046 Students

5 Elementary School

1 Middle School

1 Comprehensive High School

0.9% American Indian/Alaskan Native

27.3% Asian

20.4% Black/African American

28.7% Hispanic/Latinx

3.7% Native Hawaiian/Other Pacific Islander

6.4% Two or More Races

12.5% White

33.7% English Language Learner

13.0% Students with Disabilities

75.8% Low Income

subject. The table below shows how cultural education is provided by elementary, middle, and high schools.

How is Cultural Education Provided?	
Elementary School	
Arts	Students have dedicated music instruction with a specialist. Visual arts is implemented into the core classroom. There are opportunities for the arts in afterschool programming.
Social Studies	Social studies is taught using the district approved curriculum.
Science	Science is taught using the district approved curriculum.
Technology	Technology is integrated into the classroom. Students also have weekly instruction with a STEAM rotation. Clubs are also available after school.
Middle School	
Arts	In the 6th grade, students take general art, and in 7th and 8th grade they can take music or visual arts as an elective.
Social Studies	Students take social studies each year as part of core instruction.
Science	Students take science each year as part of core instruction.
Technology	Technology is integrated into core classrooms. In 6th grade, students take a semester Creative Labs STEM class. In 7th grade, students can take the class at a higher level as an elective, and in 8th grade they have access to a publishing and broadcasting class.
High School	
Arts	Students are required to take 2 credits of arts as defined by the 24-Credit Career and College Ready Graduation Requirements. Students have access to courses in visual arts, music, media arts, and theatre.
Social Studies	Students are required to take 3 credits of Social Studies as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional social studies credits as part of their elective program.
Science	Students are required to take 3 credits of science as defined by the 24-Credit Career and College Ready Graduation Requirements. Students can take additional science credits as part of their elective program.
Technology	Technology is integrated into core classrooms. Students also have opportunities to take different technology classes as an elective through the Career and Technical Education Program. One Career and Technical Education credit is required as defined by the 24-Credit Career and College Ready Graduation Requirements, which may include technology courses. Clubs are also available after school.

Course Taking Patterns

OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by

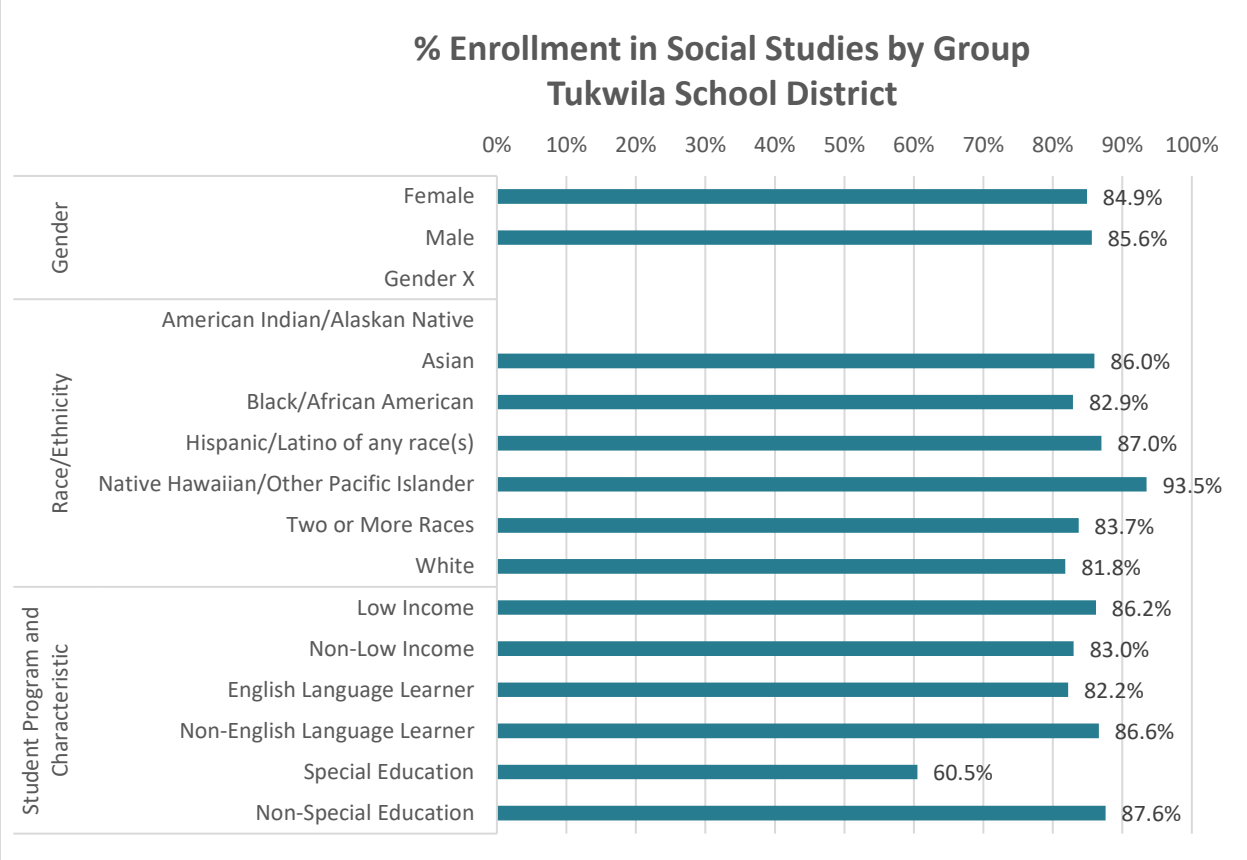
discipline and included additional CTE courses that could be counted as credits in these subject areas.

These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

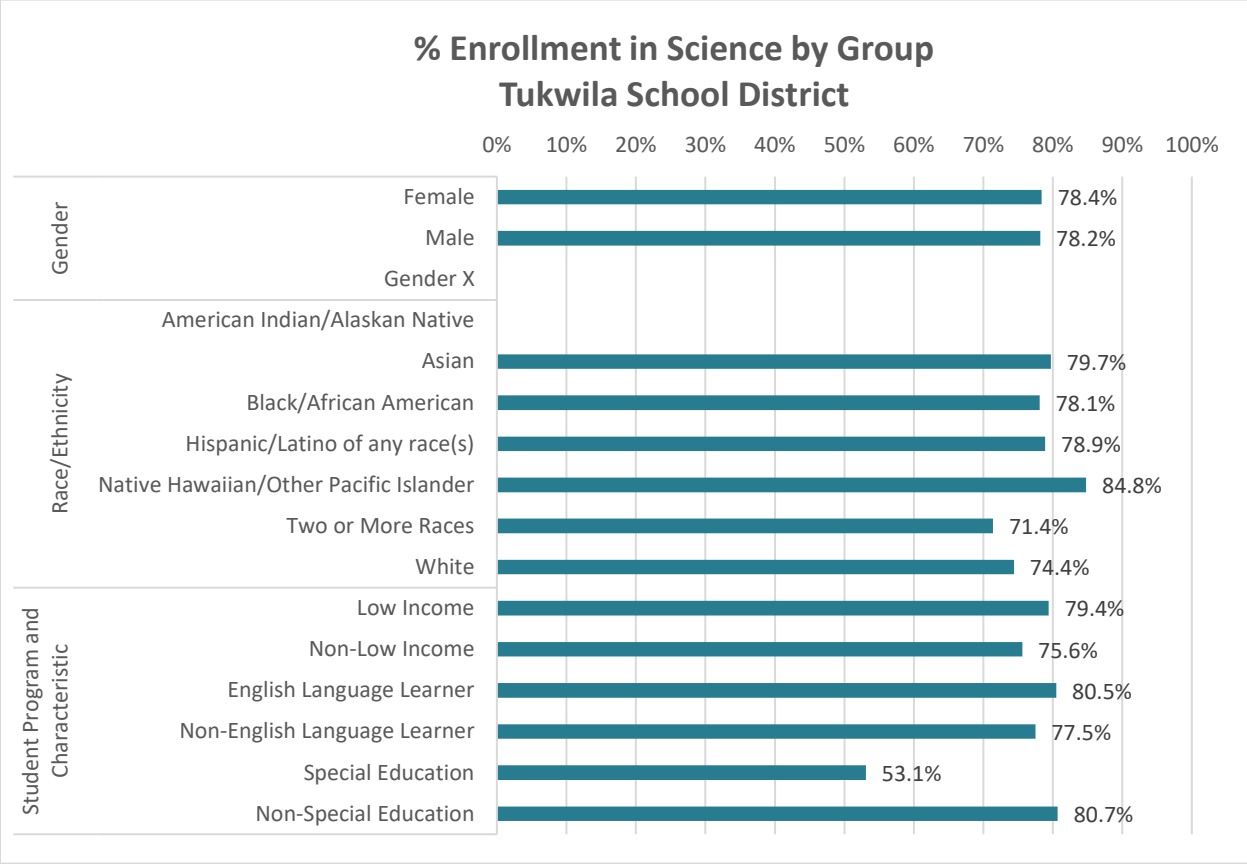
Social Studies. Overall, ***85.3%*** of TSD high school students enrolled in a social studies Course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For social studies, the data show small fluctuations by group. The largest difference is by student program and characteristic, where a lower percentage of special education students enrolled in social studies compared to non-special education students.

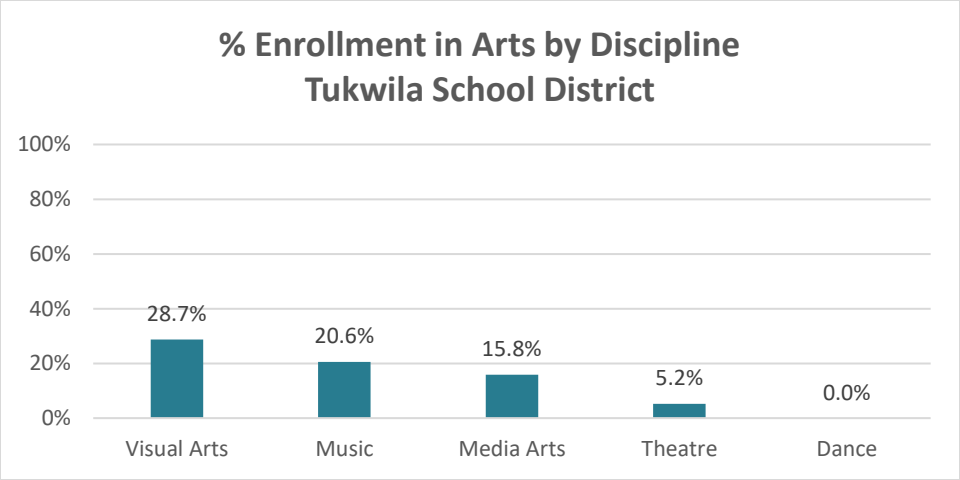


Science. Overall, ***78.4%*** of TSD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

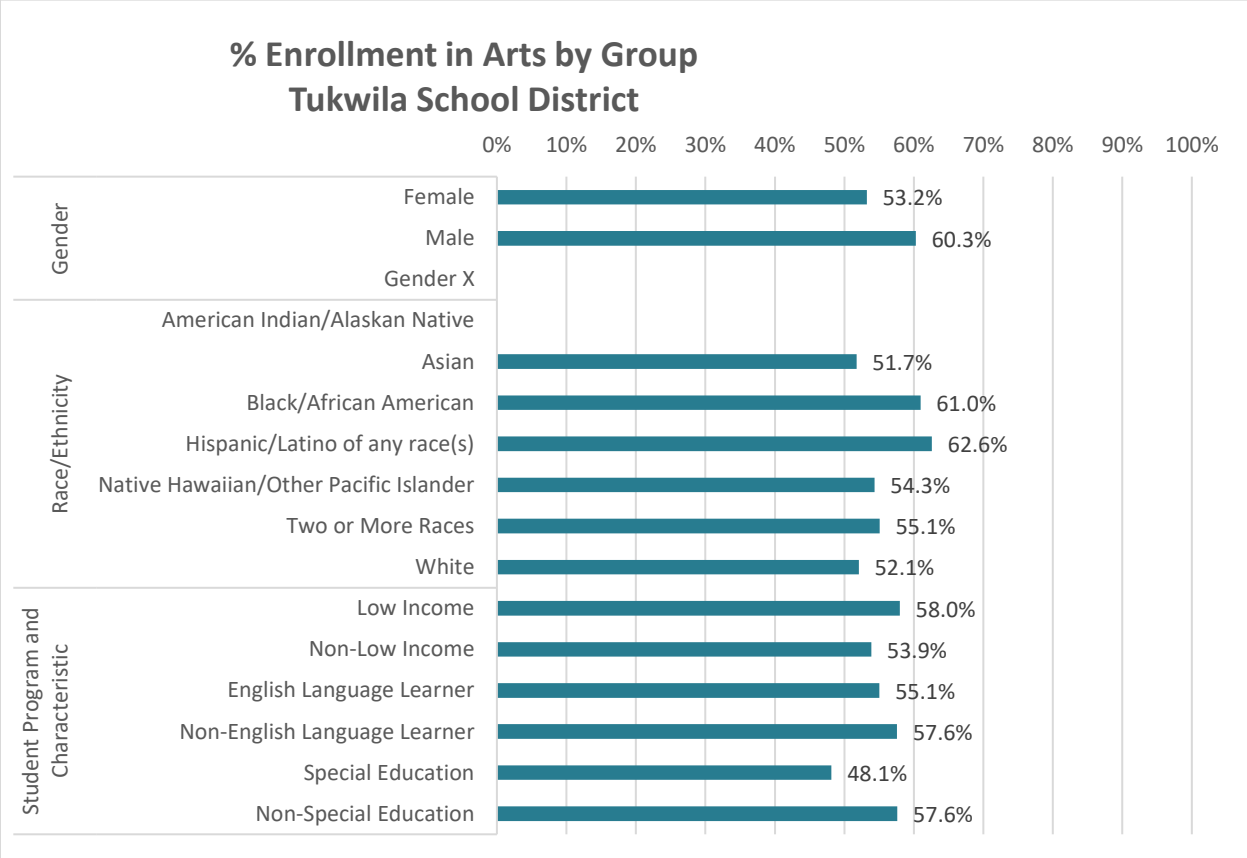
For science, the data show small fluctuations in enrollment by group. Similar to social studies, the largest gap is by student program and characteristic, with a lower percentage of special education students enrolled in social studies compared to non-special education students.



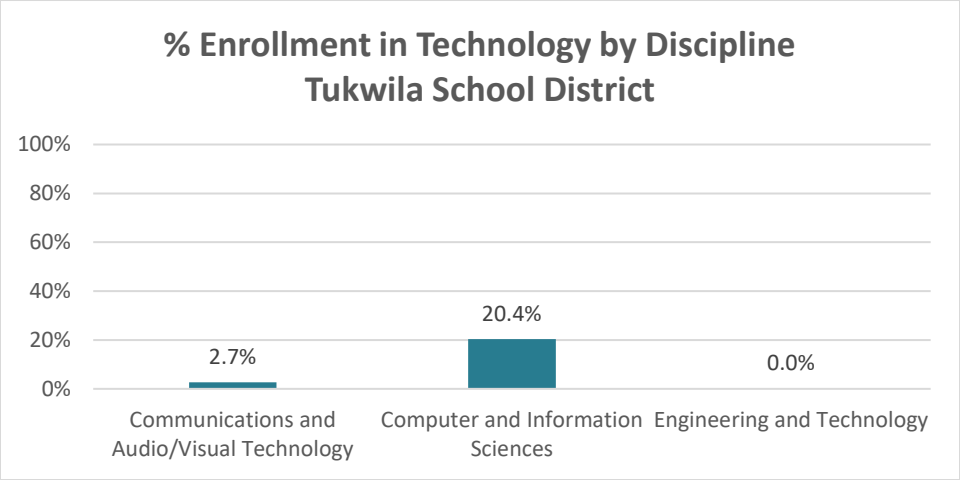
Arts. Overall, ***67.1%*** of TSD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to other disciplines.



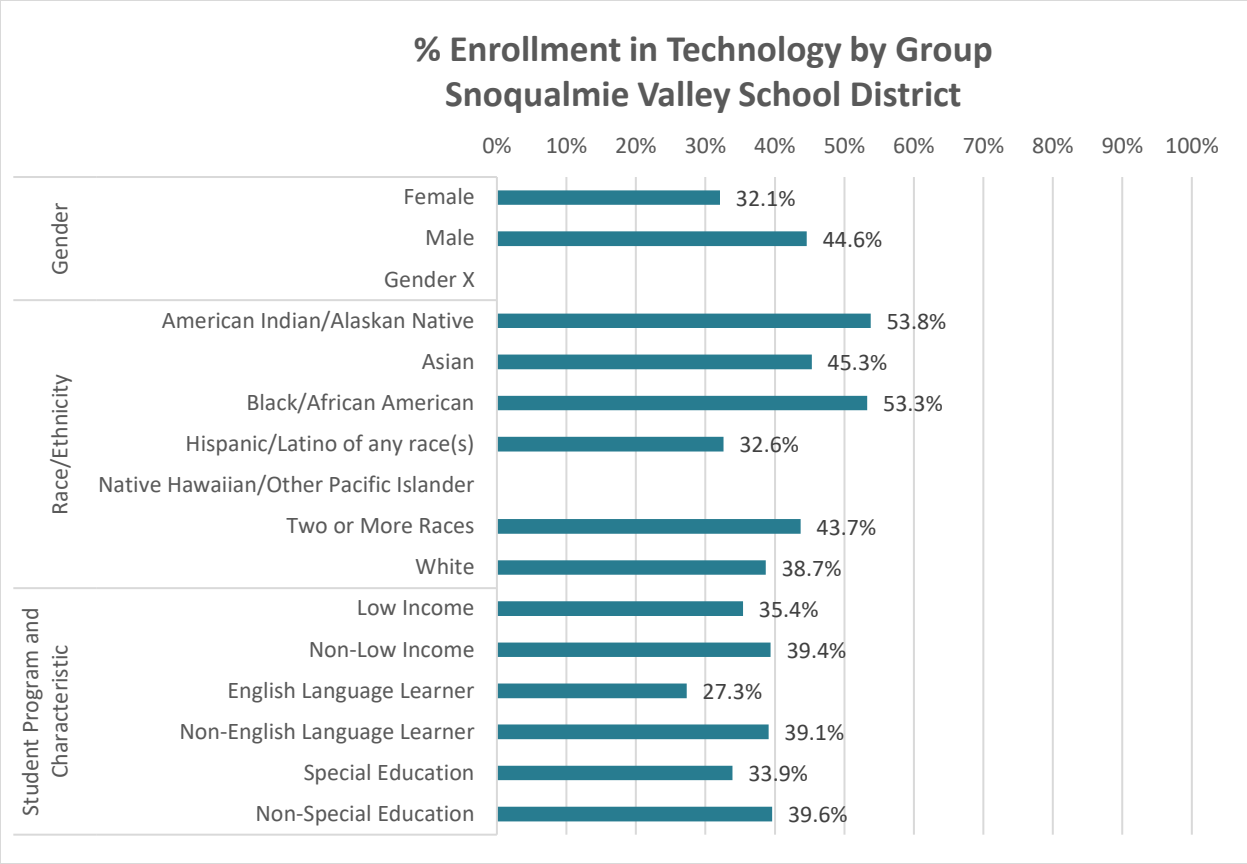
For arts, the data show some differences. By gender, more males enroll compared to females. By race/ethnicity, more Black/African American and Hispanic/Latinx students enroll in Arts compared to other groups. By student program and characteristic, a smaller percentage of special education students enroll in arts compared to non-special education students.



Technology. Overall, ***22.8%*** of TSD high school students enrolled in a technology Course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more computer and information science courses compared to other disciplines.



For technology, the data show several gaps. By gender, a greater percentage of males compared to females enrolled in Technology Courses. By race/ethnicity, a greater percentage of Asian and Black/African American students enrolled in Technology compared to other groups. By student program and characteristic, there were discrepancies by ELL status and special education enrollment.


% Enrollment in Technology by Group
Snoqualmie Valley School District
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Gender
Female
32.1%
Male
44.6%
Gender X
Race/Ethnicity
American Indian/Alaskan Native
53.8%
Asian
45.3%
Black/African American
53.3%
Hispanic/Latino of any race(s)
32.6%
Native Hawaiian/Other Pacific Islander
Two or More Races
43.7%
White
38.7%
Student Program and Characteristic
Low Income
35.4%
Non-Low Income
39.4%
English Language Learner
27.3%
Non-English Language Learner
39.1%
Special Education
33.9%
Non-Special Education
39.6%

Partnerships

Schools' personnel identify partners and field trips based on priorities. As one person said, "There is no clear, systemic way to get partners. We stumble upon them." District and school personnel noted that partners add value because they bring in a different level of expertise, more frequently match the diversity of the student body, and provide hands-on learning experiences that bring content to life. Respondents noted that partnerships are more valuable when the experience aligns with core content, such as when field trip occurs after an aligned unit has been covered. One person described,

> *For me, it is more valuable when you get these opportunities and can integrate it with content. We have high levels of free and reduced lunch and a high refugee population, and they don't get these experiences. These give them opportunities to get out of the neighborhood and get hands on work is important These are the moments they remember.*

The table below shows a sample of some of the partnerships available within TPS. Most of the partners work with a subset of schools.

Partners Organizations (Sample)	
Arts	Dale Chihuly Seattle Art Museum Seattle Children's Theatre
Social Studies	Burke Museum Duwamish Hill Reserve Holocaust Museum
Science	Museum of Flight Seattle Aquarium Wizards of the Coast Woodland Park Zoo
Technology	Washington MESA

Needs to Ensure Equitable Cultural Education

TSD is committed to offering cultural education, but the district also has barriers that ultimately lead to some inequity across schools and student groups. Because of these issues, TSD identified the following needs to increase students' access to cultural education:

- A centralized database of partnerships and field trips, with a description of how they align to core content, to reduce the burden of administrators/teachers finding and developing partnerships.

> *I would like to see a list of organizations and how their work is tied to the instruction of the school. Whether it is in-school or a field trip, it should be seamless. The money needed should be included.*

- Opportunities for community members to offer input into the courses and opportunities available to their students.
- Professional development to build teachers' capacity to integrate cultural education into core subject areas.
- Equitable funding across King County to ensure schools can offer additional cultural education opportunities and to engage with partners, particularly in-school, for a longer period of time. One person explained,

> *I would like a consistent partner. Going to places is great, but it isn't meaningful unless you have done the work. You need to be invested. … It can't be a one-off, and it should be flexible.*

Vashon Island School District (VISD)

Information for this profile was provided from interviews with five district representatives, the VISD website, and data provided by OSPI.

District Priorities

According to all interviewees, there is a significant focus on equitable education and learning as a district and at each school. This includes a focus on evidence-based improvements, as well as student learning, engagement, and leadership. For example, as the leadership of an annual Martin Luther King, Jr., assembly shifted toward students, the assembly became more relevant and memorable. Similarly, the elementary school has hosted a STEAM day for the last several years, where student leaders partner with a specialist teacher and "co-lead" STEAM activities in stations for their peers. Staff members also reported efforts to increase cultural relevance by shifting toward place-based science, having students interact directly with scientists and artists, and integrating instruction, such as arts and science.

District Barriers

Several interviewees referenced Vashon Island's lack of racial and ethnic diversity as a barrier to true cultural education. In addition, family economics present challenges. An effort to keep student fees to a minimum means there are costs for some things, such as field trips. There are fee waivers for students who qualify for free/reduced price lunch, but not all families or students access the waivers. One person also observed, "All enrichment [activities] on Vashon Island happens by parents driving places and paying for it." As an example, an afterschool theater class was quickly filled by a subset of parents who knew about it in advance and knew when and how to sign up. A staff member said, "How do you make it available to everyone, not just first come first served? How do we recruit families that don't have access?" Sustainable funding for cultural activities is also an issue. Without it, the district and schools continually seek grants to support programs, partnerships, and curriculum development in the arts, sciences, and equity.

DEMOGRAPHICS

1,592 Students

1 Elementary Schools

1 Middle Schools

1 High Schools

2 Alternative Learning Programs

0.1% American Indian/Alaskan Native

2.1% Asian

0.3% Black/African American

12.8% Hispanic/Latinx

0.1% Native Hawaiian/Other Pacific Islander

8.7% Two or More Races

76.0% White

4.9% English Language Learner

13.4% Students with Disabilities

24.3% Low Income

How is Cultural Education Provided?

VISD offers students at all levels access to cultural education, aligned with Washington State, K – 12, Learning Standards for the particular subject. The table below shows how cultural education is provided by elementary, middle, and high schools. Secondary students also have access to clubs in areas related to cultural education, such as field science, robotics, choir, theater, music, and art. Club availability depends on the school. The district has held "art days" at the elementary and secondary levels. On art days, the regular schedule is altered to provide several hours in which students have access to a variety of break-out sessions in the arts, and other areas such as social issues. The Vashon Schools Foundation has provided funding to support cultural education activities, such as environmental science curricula and instruction, partnerships for STEM and citizen science, and extracurricular activities in robotics. Reflecting on the VISD approach to current offerings and on cultural education, one person said, "We are offering these things, but are they the right things? Is there student voice? How do we help students take an idea and then build it and have it be sustainable?"

How is Cultural Education Provided?	
Elementary School	
Arts	Full-time music and art specialists rotate through classes weekly. Instruction is integrated into other content areas and supported by instruction from local artists through grants. Every grade level has a specific arts learning experience.
Social Studies	Instruction follows Common Core State Standards, with thematic units about cultures that integrate with other subjects. Social studies and science are taught on a rotating schedule in a half hour block 5 days a week.
Science	Instruction follows Common Core State Standards with an integrated mystery science program. There is a school garden. Students have field experiences through Vashon Nature Center. Social studies and science are taught on a rotating schedule in a half hour block 5 days a week.
Technology	No specific program, but some grades have had tech units, and instruction is available through the library.
Middle School	
Arts	Students have access to visual and/or performing arts electives in all grades.
Social Studies	Students take humanities each year as part of core instruction. Humanities integrates writing, literature, and social studies
Science	Students take science each year as part of core instruction. Students do science showcases.
Technology	Students take computer application courses in grades 6 and 7 and have access to technology electives. There is an after-school robotics program.
High School	
Arts	Students take 2 credits of arts and can take arts as electives. Arts classes are also offered through Career and Technical Education.

Social Studies	Students take 3 credits of social studies and have access to social studies electives.
Science	Students take 3 credits of lab science and have access to science electives including Career and Technical Education STEM classes.
Technology	Students have access to technology courses through Career and Technical Education. There is an after-school robotics program. A number of art classes use digital technology.

Course Taking Patterns

OSPI provided data on course offerings K – 12 for the 2018-19 school year. However, only grades 9-12 are reported in this section. Researchers analyzed the data, using the state course codes, to determine if students took classes in social studies, science, arts, and technology. For arts and technology, we worked with OSPI to further analyze the data by discipline and included additional CTE courses that could be counted as credits in these subject areas.

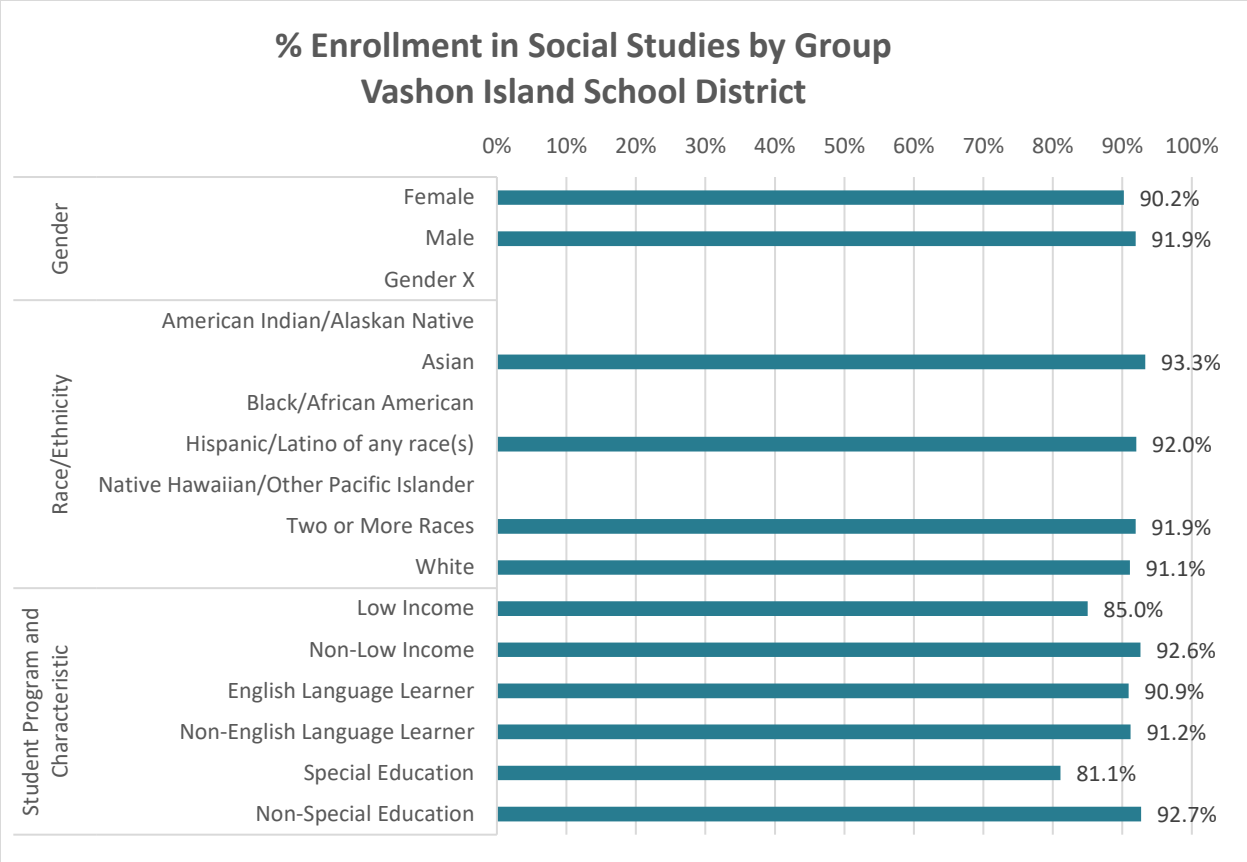
These data may underreport the percent of students who actually received credit in each subject area, particularly science. Because state course codes were used, if students took a CTE course that was cross credited as a science course (e.g., Agriculture), it is not included in these analyses.

Results are suppressed when less than 10 students are in a group.

Social Studies

Overall, ***91.2%*** of VISD high school students enrolled in a social studies course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

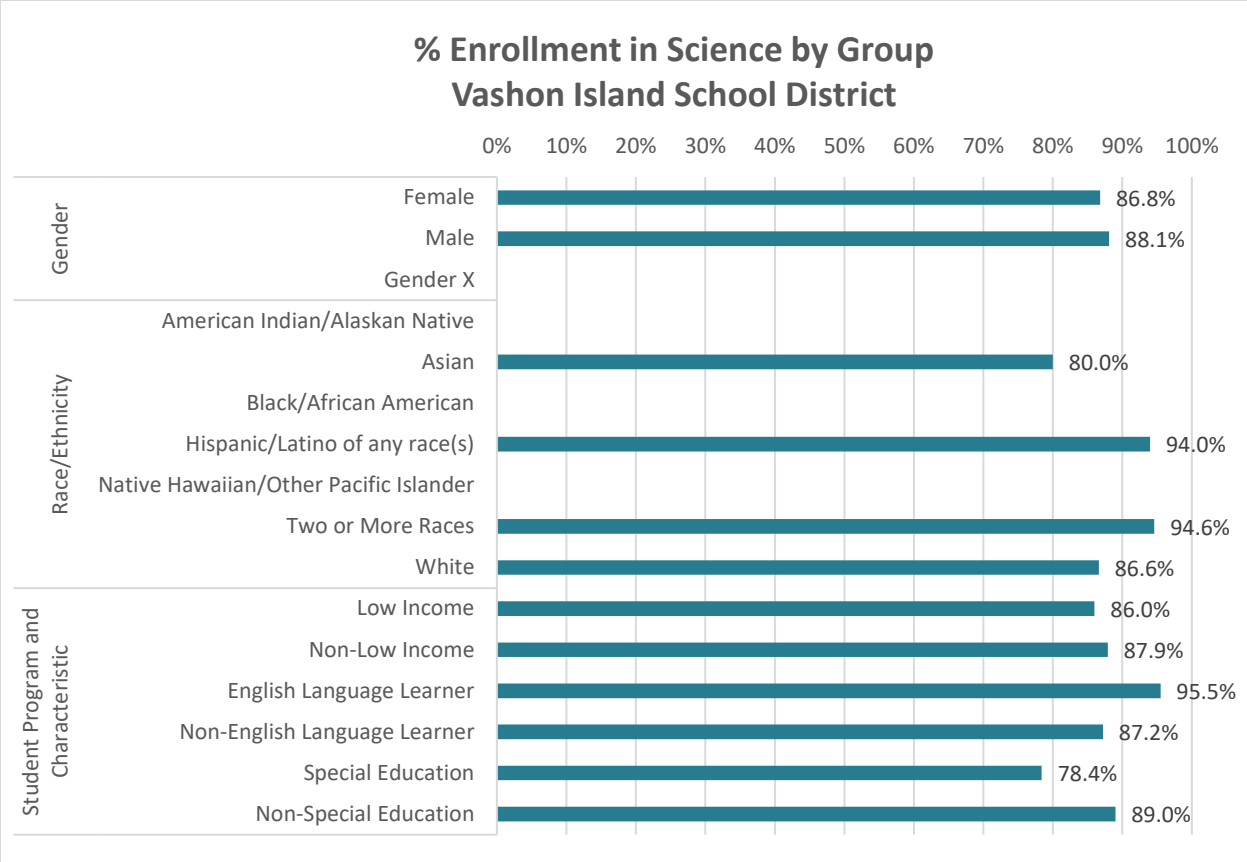
For social studies, the data show relatively small differences by group, with slight disparities related to income and special education designation.



Science

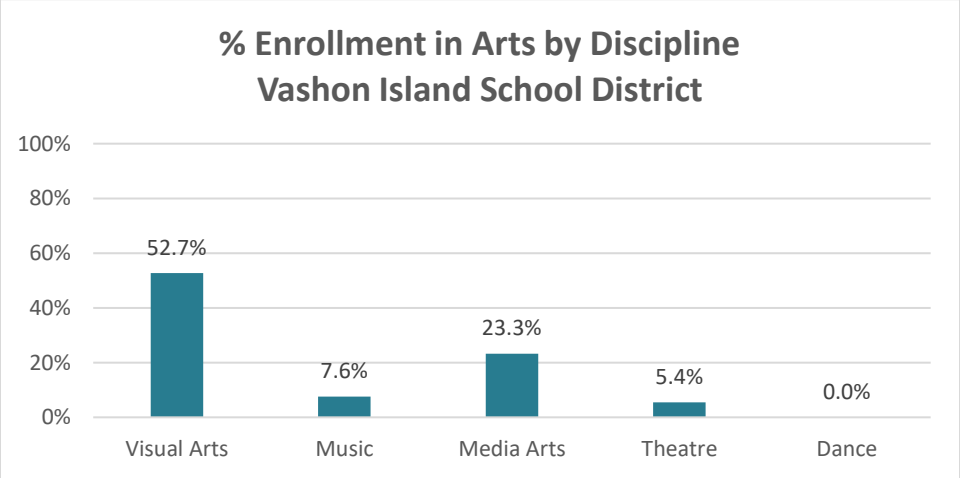
Overall, ***85.7%*** of VISD high school students enrolled in a science course in 2018-19. Currently, students are expected to complete a minimum of three credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives.

For science, the data show relatively small differences by group, with slightly lower percentages of Asian students enrolled in science relative to other groups and slight disparities related to special education designation. Differences associated with groups that are small in number may show apparently large differences due to their size.

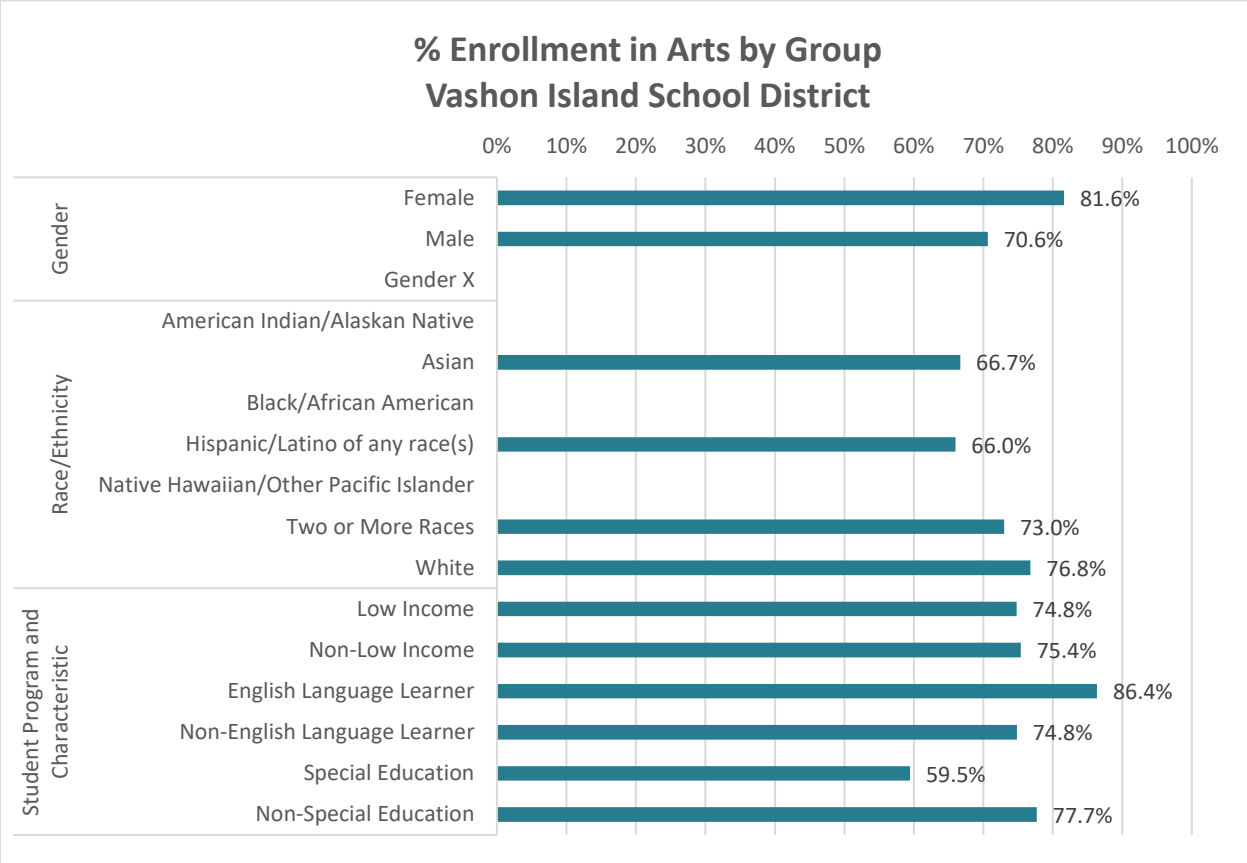


Arts

Overall, ***75.3%*** of VISD high school students enrolled in a arts course in 2018-19. Currently, students are expected to complete a minimum of two credits through their high school career based on the 24-Credit Career and College Ready Graduation Requirements. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, more students enroll in visual arts compared to the other disciplines.

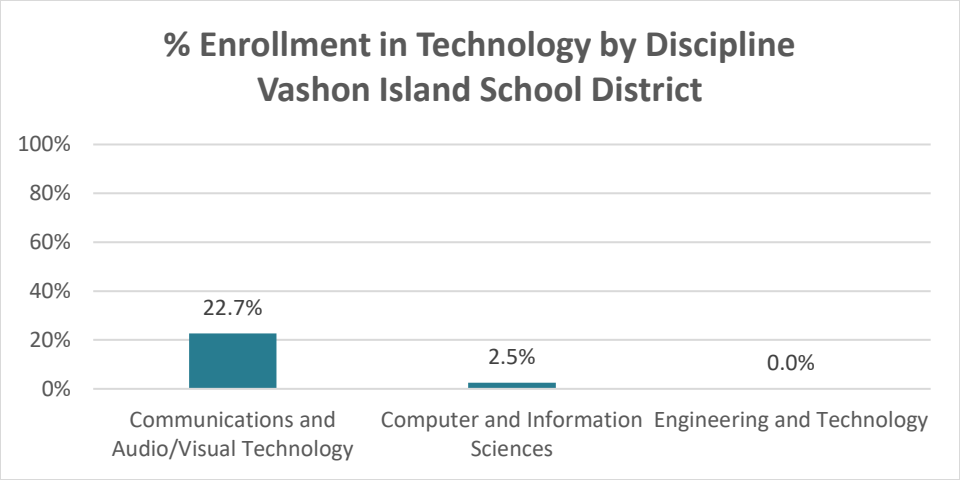


For arts, the data show higher percentages of females enrolled in course, relative to males. By student program and characteristic, 60% of special education students enrolled in arts, compared to 78% of non-special education students.

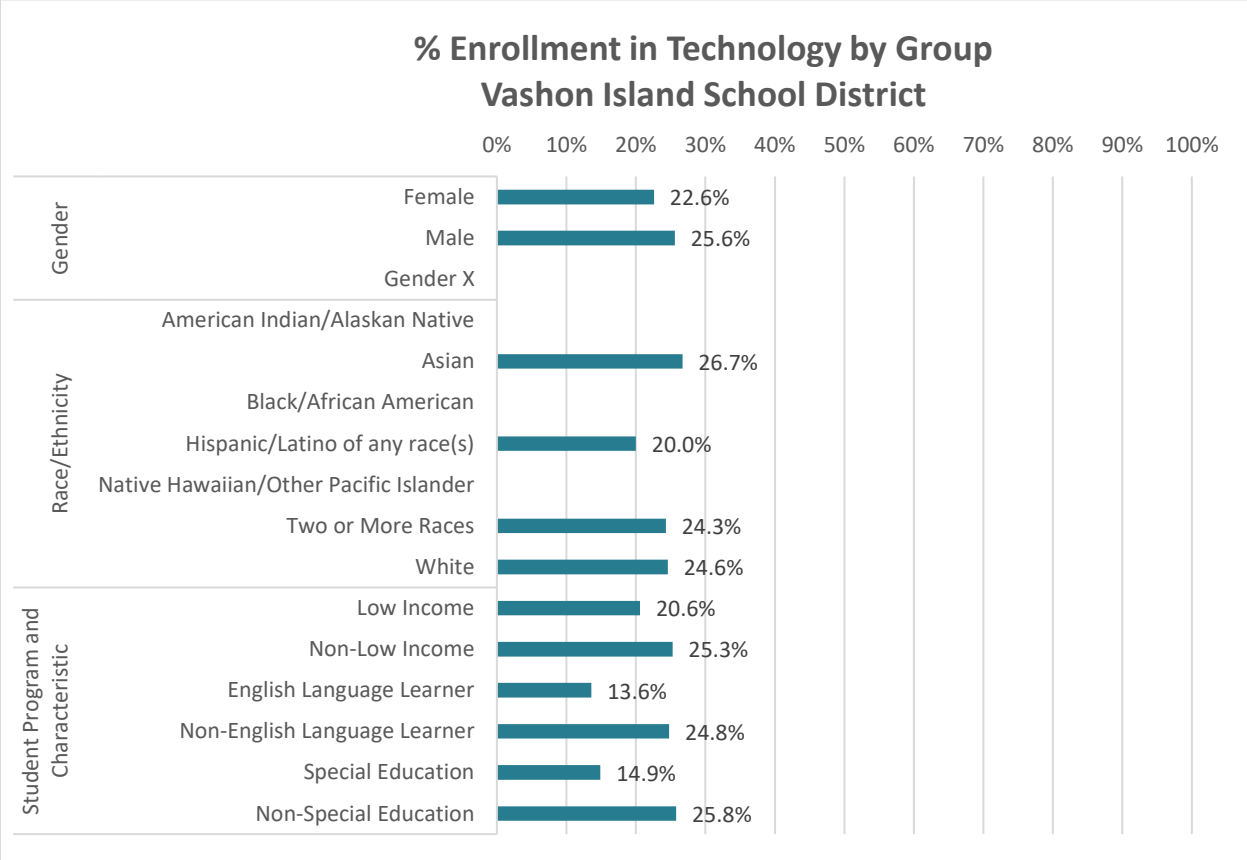


Technology

Overall, ***24.4%*** of VISD high school students enrolled in a technology course in 2018-19. Currently, students are expected to complete a minimum of one CTE credit through their high school career based on the 24-Credit Career and College Ready Graduation Requirements, of which technology may be included. Students may take additional credits based on their personalized pathway requirements and electives. By discipline, students take more communication & audio/visual technology courses compared to the other disciplines.



Fewer students, overall enrolled in technology courses. The data show slight fluctuations across gender and race/ethnicity. Disparities were also evident by income, ELL, and special education designation.



Partnerships

VISD has as a strong relationship with Vashon Nature Center which provides citizen science opportunities for students and allows them to interact with scientists. For example, elementary students raise and release salmon and study streams as part of the science

curriculum. At the secondary level, students engage in citizen science field experiences in classes and clubs. In recent years, they have collected and analyzed water samples from a local creek and presented their findings to the island's Groundwater Protection Committee. This led to changes in storm drains that resulted in healthier water in the creek. Teachers and the Vashon Nature Center have collaborated to develop an integrated and aligned curriculum to maintain these activities. One person said, "It's a wonderful partnership. It brings joy and enthusiasm, with people wanting to share what they're doing and wanting to learn." The Vashon Nature Center has also approached the high school to offer marine science through Career and Technical Education in the near future.

Partnerships with Vashon Island Center for the Arts and with Merna Ann Hecht, the Vashon Island 2017–2019 Vashon Island Poet Laureate, have amplified student voice through art and poetry. These partnerships have also supported the district in addressing diversity and equity. The Center's Vashon Artists in Schools program brings teaching artists from a wide variety of genres in classrooms. In some cases, the artist connects the art to other content areas.

In addition to the list of partner organizations below, VISD partners with Indivisible Vashon through *Showing Up For Racial Justice* and Parents and Friends for Racial Equity to address equity across the district's efforts. Finally, one person observed that VISD partnerships are strong, and there is less pressure on teachers to develop their own partnerships.

Partners Organizations (Sample)	
Arts	Vashon Island Center for the Arts Merna Ann Hecht, poet HeARTWork Collective
Social Studies	Burke Museum Vashon Heritage Museum Mukai Farm & Garden Washington State History Museum Wing Luke Museum
Science	Vashon Nature Center Mukai Farm & Garden Museum of Flight Billy Frank Jr. Wildlife National Wildlife Refuge Point Defiance Zoo & Aquarium Sawbones Pacific Research Lab
Technology	Sawbones Pacific Research Lab

Needs to Ensure Equitable Cultural Education

VISD is committed to offering cultural education. Because of district needs and barriers, VISD identified the following means of increasing student access to cultural education:

- Sustainable funding for in-school programs and for field trips.
- A process and sustained funding to ensure equitable access to out-of-school cultural education activities. This includes a process for signing up for activities and funding for transportation, supplies, and other fees.
- Through community partnerships, increase the diversity of those who provide instruction for teachers and students
- Mechanisms for data collection around cultural education to determine the degree to which access and participation are equitable. The data would also support grant applications.
- Stipends to support staff who stay after school to collaborate or lead activities.

Appendix F: Cultural Organizations Responding to the Survey

The following organizations responded to the King County School and Cultural Partnerships Survey (see Exhibit F.1). Individual partners and practitioners are not included on this list.

Exhibit F.1. **Cultural Organizations Responding to the Survey**

Cultural Organizations Represented in the Survey
Acoustic Sound (DBA: Wintergrass and Pocketgrass)
ACT Theatre
Adefua Cultural Education Workshop
Annex Theatre
Arts Corps
Arts Impact
ArtsEd Washington
Audioasis Youth Initiative (KEXP)
B.W.B. Educational Projects
Bahia in Motion
BAYFEST Youth Theatre / BAYFEST Education
Bellevue Arts Museum
Big Brained Superhero Club
Black Heritage Society of Washington State
Book-It Repertory Theatre
Bothell History Museum
Burke Museum Association
Bushwick Northwest
Candeias Capoeira
Centro Cultural Mexicano
City of Bothell Arts Commission
Coding with Kids
Computing Kids
Coyote Central
Delridge Neighborhoods Development Association
Densho
Drama Kids of South and East King County
Duvall Historical Society
Duwamish Longhouse and Cultural Center
Eastside Heritage Center
El Centro De La Raza
Environmental Science Center
Friends of the Issaquah Salmon Hatchery
From Within Academy (From Within Nucleus)
Frye Art Museum
Global Visionaries

Healthy Youth CAN (HYCAN)
Henry Art Gallery
HistoryLink
Hugo House
Hydroplane and Raceboat Museum
Interurban Center for the Arts (Green River College Foundation)
Islandwood
Issaquah History Museums
Jack Straw Cultural Center
Kenmore Heritage Society
Kent Historical Museum
KidsQuest Museum
KUOW Puget Sound Public Radio / RadioActive Youth Media
Living Voices
Macha Theatre Works
Mary Olson Farm
MOHAI
Mountains To Sound Greenway Trust
Moving Minds Dance
Museum of Flight
Museum of Glass
Museum of Pop Culture
Music Center of the Northwest
NatureVision
Nordic Heritage Museum
Northwest African American Museum
Northwest Railway Museum
NW Tap Connection
Ocheami
Pacific Bonsai Museum
Pacific Music Works
Pacific Northwest Ballet
Pacific Science Center
Para Los Ninos
PhotOrganic, LLC
Pratt Fine Arts Center
Puget Sound Maritime Historical Society
Queen Anne Historical Society
Rainier Valley Historical Society
Rainwater Storytelling
Red Eagle Soaring
Redmond Historical Society
Renton History Museum
Rhododendron Garden

Sand Point Arts and Cultural Exchange
Sawhorse Revolution
Seattle Aquarium
Seattle Architecture Foundation
Seattle Art Museum
Seattle Association of Women in Science
Seattle Chamber Music Society
Seattle Children's Theatre
Seattle Girls Choir
Seattle International Film Festival (SIFF)
Seattle Music Partners After School Program
Seattle Opera
Seattle ReCreative
Seattle Repertory Theatre
Seattle Symphony/Benaroya Hall
Seattle Youth Symphony Orchestra (SYSO): SYSO Musical Pathways Project and Endangered Instruments Program (EIP)
Shoreline - Lake Forest Park Arts Council
Shoreline Historical Society
Showtunes Theatre Company
Snoqualmie Valley Historical Society
Soos Creek Botanical Garden & Heritage Center
SoundBio Lab
STEM Paths Innovation Network (SPIN): SPIN Enrichment Program and SPIN Girls
Stone Soup Theatre: Drama Education Enrichment Program
Studio East Training for the Performing Arts
Taproot Theatre
Technology Access Foundation
TeenTix
The 5th Avenue Theatre
The Good Foot Arts Collective
The Greater Seattle Bureau of Fearless Ideas
The Vera Project
Theatre Puget Sound
Tolt Historical Society
Town Hall
Unexpected Productions
Urban ArtWorks
UW Landscape Architecture
Vashon Center for the Arts
Vashon Nature Center
Vashon-Maury Island Heritage Association
Village Theatre
Wa Na Wari

We.App
Whistlestop Dance Company
White River Valley Museum
Wing Luke Museum
Young Shakespeare Workshop
Youth in Focus
Youth Theatre Northwest
Zeno Math Elementary School Program