

CALIFORNIA DANCE EDUCATION
ASSOCIATION

MORE DANCE IN MORE SCHOOLS

Prop 28 Tip Sheet for Schools and Districts

DEVELOPED BY



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INTRODUCTION

Prop. 28 will provide about \$1 billion each year in funding to California public schools to increase access to arts education, so all the 6 million students in pre-K through 12th grade can participate in arts and music at school. This funding is designed to increase and provide access to dance, music, theatre and visual arts. According to [The Creativity Challenge: The State of Arts Education in California report](#), most California schools offer sequential, standards-based education in music and visual arts but not in dance, media arts, or theatre. Further, in 2019/20, 38% of secondary students enrolled in at least one arts course, with fewer than 3% enrolling in theatre or dance.



The California Dance Education Association recognizes the logistical and space challenges of providing dance education especially in schools where there is no dedicated dance space. This tip sheet is designed to help school community members, administrators and teachers with the resources to ensure that dance is available and accessible without barrier to all CA students. The tip sheet is not designed to make any recommendations about styles or genres of dance to be taught. Therefore, these recommendations are inclusive of all dance forms.

MOTIVATION

While sequential, standards-based arts education is commonly provided in music and visual arts, California PK-12 schools frequently overlook **essential disciplines such as dance, media arts, and theatre**.





Tip #1

INCORPORATING DANCE

These recommendations support what CDEA has determined to be the minimum starting points for schools to begin providing sequential standards based dance learning for their students. We encourage districts to adopt [National Dance Education Organization Opportunities to Learn Standards for Dance](#) for establishing and maintaining high-quality, sequential dance learning opportunities for students.

ELEMENTARY

- Use of multipurpose/cafeteria room spaces for dance instruction.
- Consider other usable spaces on campus (maker spaces, large open rooms (gym/multi-purpose room), and/or empty classrooms.
- Invest in transitional furniture which include stackable desks and chairs that can create instructional environments for dance.
- Commit to dance education based professional learning opportunities for general education teachers, alongside professional learning to foster dance enrichment with a dedicated dance expert.

MIDDLE & HIGH SCHOOL

- Offer dance with a credentialed dance teacher or a physical education teacher (credentialed to teach dance prior to 2022). If the physical education teacher lacks the necessary dance credential, dance is offered in collaboration with a certified dance teaching artist.
- Use of cafeteria/multi-purpose rooms/theater stage for dance classes.
- Consider other usable spaces on campus (maker spaces, large open rooms (gym), and/or empty classrooms as dance spaces.
- Create opportunities for dance as a zero period or 7th/8th period to counter facilities and master schedule challenges.
- Provide 50-80 square feet per child for movement space.
- Invest in transitional furniture which include stackable desks and chairs that create instructional environments for dance.





Tip #2

PROGRAMMING AND CURRICULUM

EMBRACING DIVERSITY IN DANCE EDUCATION

Recognize dance extends beyond Western forms, like ballet and modern. Dance encompasses a variety of cultures, people and ideas. A comprehensive dance education involves exposing students to a variety of dance styles during both the learning and creative processes.

FOSTERING HOLISTIC DEVELOPMENT

Dance education includes social-emotional learning (SEL) and is guided by culturally and historically responsive and sustaining pedagogy. Dance curriculum represents diverse global perspectives and is delivered through universal design for learning (UDL) instructional practices.

MEASURING SUCCESS IN DANCE EDUCATION

Standards-based learning in dance does not include activities like cheerleading, pom, and drill team, which are considered extracurricular. Program success and student learning are measured through the [California Arts Framework, Chapter 3 Dance](#), the [National](#) and [California State Standards](#) using the artistic processes: Creating, Performing, Responding, and Connecting. Competitions, awards, or end-of-term concert performances are extended learning opportunities and are not summative indications of the success of a dance education program.

STUDENT POPULATIONS

The California Education Code ensures that all student learners, including English language learners (ELLs), have access to arts education. Section 60811.8, effective from January 1, 2024, specifically safeguards ELLs' participation in arts education within the standard instructional program, covering core curriculum, graduation requirements, and middle school grade promotion. Additionally, California Education Code 51210 mandates visual and performing arts instruction for grades 1-6, while Code 51220 requires such courses for grades 7-12, emphasizing aesthetic appreciation and creative expression in dance, music, theater, and visual arts.



Tip #3

OPPORTUNITIES FOR EXPANSION

When dance is an integral component of arts education across all grade levels in your school district, the California Dance Education Association (CDEA) encourages you to explore opportunities for further expansion and enhancement of access to dance education. Consider the following strategies to broaden the impact of dance education within your district.



01. EXPLORATION OF DANCE PROGRAMMING

Conduct ongoing and thorough evaluation to assess the implementation of equitable access to dance education for all grade levels. Formulate and execute plans to expand or enhance the existing programming as needed.



02. COMMIT TO HIGH QUALITY DANCE

Assess existing dance programming utilizing the NDEO Opportunities to Learn standards and the CA Arts Framework, Chapter 3 Dance. Make necessary modifications to ensure that all programming aligns with the standards for a high-quality dance program.



03. CREATE K-12 DANCE PATHWAYS

Analyze the sequence of existing dance programming. Develop and support feeder sequences that guide students toward secondary schools with comprehensive dance education programs. Explore opportunities for establishing additional pathways for dance education. [Explore options provided in other districts for pathway development.](#)



04. OUTREACH

Schools with established dance programs play a pivotal role in outreach and collaboration with schools lacking dance education opportunities for their students. Shared teaching assignments, Career Technical Education partnerships, and dance teaching artists/experts provide guidance and support to schools without dance programs in establishing opportunities for students.



Tip #4

SURVEY RECOMMENDATIONS

Surveys serve as invaluable tools for gathering insightful information about future dance programming, providing a comprehensive understanding of participants' preferences and needs. **To enhance the effectiveness of such surveys, it is essential to move beyond generic questions like "Are you interested in taking dance?" and instead delve into the diverse landscape of dance genres and styles.**

Recognizing the rich tapestry of dance, **CDEA recommends surveys adopt an inclusive and diverse approach which considers various genres and styles, such as hip hop, cultural dance forms, and historically accurate jazz dance.** This approach enables a more thorough exploration of participants' specific interests, allowing for the customization of dance programs to cater to a broader range of preferences and provide options to create access to diverse styles of movement.

By incorporating questions that address preferences for specific dance genres, surveys can provide feedback that goes beyond a simple "yes or no" response. This nuanced approach not only enhances the relevance of the gathered information but also facilitates the development of more inclusive and diverse dance programming. Consider what students know and what they do not know. By employing this method, survey data can facilitate the development of a dynamic and constantly evolving dance environment, fostering a more interactive and personalized learning experience for students.



NEXT STEPS

WHERE DO YOU GO FROM HERE?



The CDEA Proposition 28 Tip Sheet enables school communities, administrators, and teachers to overcome obstacles faced when implementing standards based dance program. Our goal is to guarantee fair access to dance for all California students.

We invite you to collaborate with CDEA to revolutionize the landscape of dance education in California schools. Let's work together to make dance accessible to every student!

01 _____ **COMMIT** to offering dance as integral part of your Prop 28 plan.

02 _____ **ASSESS, RESEARCH and PLAN** for implementation of dance education.

03 _____ **CONNECT** with CDEA and our partners to help with implementing a sustainable plan that includes dance education

All links within this tip sheet are hyperlinked.

You can access a digital version on our website at www.cdeadance.org