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March 1, 2010

RE: Report to the State of Minnesota and the Minnesota Legislature
for the Minnesota Arts and Cultural Heritage Fund

Dear Leaders:

The Perpich Center for Arts Education is pleased to submit the following report regarding our direction and progress in a new initiative supported with funds from the Minnesota Arts and Cultural Heritage Fund (Legacy funds).

Spearheaded by astute legislative leaders who wanted to invest Constitutional Amendment funds for long-term benefit and impact on Minnesota's K-12 students and who understand the value of arts education, the Perpich Center has launched the *Arts Education in Minnesota Schools Research Project*.

The information gathered and the educational models developed as a result of this project will be of significant benefit to government and educational leaders. Involvement in the project by elementary, secondary and post-secondary school leaders will ensure the most effective application of outcomes for the benefit of teachers and students.

With keen awareness to the benefits of arts education on student learning, achievement and equity, the Perpich Center is proud to partner with the State of Minnesota in creating a legacy of arts education that will propel Minnesota students to be skilled, productive citizens of the 21st Century.

Sincerely,

Susan H. Mackert
Executive Director

Report to the State of Minnesota and the Minnesota Legislature Perpich Center for Arts Education March 1, 2010

Status of Perpich Center Projects supported by funds from the Minnesota Legislature Arts and Cultural Heritage Fund

In May 2009 the Senate Sub-committee on Arts Education described parameters of high quality educational projects it wanted the Perpich Center for Arts Education to design and implement. The Minnesota Legislature approved a bill that allocated \$1 million to the Perpich Center to develop these new initiatives with Legacy funds over the biennium, \$300,000 in fiscal year 2010 and \$700,00 in fiscal year 2011. The Perpich Center, the non-regulatory state agency for arts education, is prepared to undertake these projects because it has the expertise, tools and infrastructure to design effective programs to meet the learning needs of students statewide, and state and national networks to assure high quality programming.



Teachers attending and facilitating a Perpich Center Professional Development Workshop

Perpich Center Legacy Amendment projects will:

- Survey all public and private schools to collect baseline data on the status of arts education statewide, including information on arts integration
- Develop, facilitate and disseminate an integrated approach to teaching and learning in selected schools in one region of the state
- Create professional development opportunities through educator/artist networks for effective teaching practices
- Integrate the arts into other core curriculum areas
- Implement Minnesota Academic Standards in the arts and other core content areas
- Base project designs on research and state and national models
- Work closely with an Advisory Group of educational experts in the design, implementation and analysis of projects results

The Perpich Center has budgeted in fiscal year 2010 approximately \$200,000 to develop an integrated approach to teaching in and through the arts, and \$100,000 to establish reliable information about the status of arts education in Minnesota Schools. Based on the Legislature's desire for clearly documented and reliable measures of project effectiveness, the Perpich Center began plans to study the status of arts education to inform program design and evaluation. Similar initiatives in other states (including Arizona, Colorado, Illinois, New Hampshire, New Jersey, Wisconsin, and others) have been adding to a national picture of the current status of arts education nationally.

On September 15, 2009, the Perpich Center management team, along with community representatives, reviewed proposals and recommended a national research and evaluation company to conduct the statewide study on the status of arts education, *Arts Education in Minnesota Schools Research Project*. The Perpich Center Board of Directors approved selection of Quadrant Arts Education Research on November 12, 2009, following the competitive bidding process.

Three project elements of the *Arts Education in Minnesota Schools Research Project* will provide compelling answers to these important questions:

- 1) What do we know about arts education and arts integration in the Lakes Country Service Cooperative region that will inform effective professional development for teachers and result in higher student achievement in the arts and other core content areas?
- 2) What is most effective about the professional development and arts education support provided by the Perpich Center for Minnesota teachers and schools?
- 3) What do we need to know about the status of arts education for every child in every school in Minnesota?



Perpich Center, Arts High School visual arts teacher, Bill Jeter, and students

First steps for these new initiatives involve collecting information about arts education in Minnesota schools and selection of a qualified team of arts integration designers and facilitators to lay the stage for implementation of a pilot arts integration project in the Lakes Country Service Cooperative region in the 2010-2011 school year.

To ensure transparency and broad public participation in the Legacy projects, the Perpich Center has formed an advisory group of volunteer representatives, committed to arts education, representing the arts education professional service organizations, elementary and secondary school leadership organizations, the Minnesota Legislature, Lakes Country Service Cooperative, the Minnesota Department of Education and representatives of arts education teacher preparation programs at the University of Minnesota, Twin Cities Campus, the state's largest institution of higher education, and St. Cloud State University, the institution with Minnesota's largest teacher preparation program. This group assembled on January 29, 2010 with the following charge:

Over the course of the next year the Perpich Center's new Legacy Projects will be designed through careful planning and collaborative conversations. The charge of the Advisory Group is to think through and process the project design and implementation as well as to come to clear understandings of results and their implications for teaching and learning in the arts and other core subjects.

The Advisory Group is invited to communicate about these projects with their constituents, board members, and colleagues to construct the best understanding and programming for students and teachers throughout Minnesota.

Members are invited to be part of the Advisory Group because each brings strong leadership experience in arts education. This is an opportunity for Project Leaders to share information about these new initiatives, as well as for Advisory Group members to engage in development of this work as it is implemented and designed for the future.

The Perpich Center is honored that Advisory Group members will collaborate on these projects to serve students and teachers statewide and will be part of leaving a legacy for arts education.

The Advisory Group contributed these observations and recommendations at their first meeting:

- The State Legislature needs data from these studies to support high quality arts education
- We need to make best use of already existing data
- Arts integration is complex and varied, it will take work to arrive at consistent parameters of what is meant by arts integration
- Thoughtful survey design will help us motivate completion of the survey and alleviate fears of another high stakes snapshot of public education at the school level
 - Inform stakeholders prior to surveying so schools know what to expect
 - Communicate through the principals' associations, the Educational Service Cooperatives, the professional service organizations and parent organizations
- Correlate arts and arts integration learning with student achievement indicators such as attendance, engagement, 21st Century skills, student health measures and with measures in other content areas such as the Minnesota Comprehensive Assessments II, and Northwest Evaluation Association Measure of Academic Progress
- Highlight what we learn in multiple ways and connect the new information to strategic planning for the future

Poised to move forward with the Arts Education in Minnesota Schools Research Project and Arts Integration Project the Perpich Center has these initial findings to report from Quadrant Research about the meanings and practices of arts education to report.

Interim Report for the Arts Education in Minnesota Schools Research Project

Prepared by Quadrant Arts Education Research

February 26, 2010

Quadrant Arts Education Research is providing the following interim report on the progress of the *Arts Education in Minnesota Schools Research Project*. The Elements of the project being covered in this report are:

- **Element One: Arts Integration Survey**
- **Element Two: Arts Education Survey of Perpich Center Impact/Program Evaluation**
- **Element Three: Arts Education Census in Minnesota Public and Private Schools**

ELEMENT ONE - Arts Integration Survey

A. Arts Integration Focus Groups

Background & Objectives: As part of a multi-year examination of the scope and type of arts education in public and private schools of the State of Minnesota, focus groups were needed as exploratory research into the practice of 'arts integration' in the schools. Previous studies on arts education in the schools have essentially defined arts education in a traditional sense: arts teachers teach the arts, and the studies measured the scope of that education, in terms of curriculum breadth and student access to such arts education.

Measuring arts education in Minnesota needs to go beyond traditional arts education because 'arts integration,' has become an established practice in schools. In order to properly define and therefore measure arts integration in the overall study, exploratory research was needed to develop a common language, specifically define practices, and determine exactly what needed to be measured in a school in order to assess 'arts integration' in the curriculum above and beyond the traditional approach to arts education separate from other core content areas.

Methods: Four focus groups (one of school administrators/leadership and three of classroom teachers active in arts integration efforts in their schools) were conducted in January of 2010. The administrator group and two of the teacher groups were held in

the Minneapolis/St. Paul area. The fourth group (of teachers) was held in the Willmar area of western Minnesota.

All participants were pre-notified of the purpose of the groups, as well as the Perpich Center's sponsorship of the research. Groups were videotaped and audio-recorded.

PROGRESS TO DATE: Major Findings

Definition of 'Arts Integration'

- Participants were very clear and consistent in their definition of arts integration: the practice of using one or more of the visual and performing arts as an instructional or expressive tool of instruction related to the other core curricular subjects.
- The key 'feature' of an effort which can be called arts integration is that learning in both art and the other core curriculum subject is achieved.

Benefits of Arts Integration as an Educational Strategy

- Participants were very enthusiastic about teaching which uses arts integration. Their heartfelt and strong commitment to it was obvious.
- The main perceived benefit from integrating art across the curriculum is, very simply, students learn more. Administrators and teachers alike agreed that, when the arts are used during instruction, learning is 'deeper,' 'broader' and 'sticks better.' Students learn more easily – they 'get it' quicker – and they remember more of what they learned.
- Most went so far as to report that test scores at their schools could demonstrate that an arts integrated approach to instruction improves student performance.
- Participants noted other benefits of arts integration, which naturally feed into a better learning environment for students:
 - (a) Students are engaged in learning (no students are 'lost' in the process);
 - (b) More students are able to express themselves –students find 'their voice;'
 - (c) Visual learners benefit, especially;
 - (d) Students are less judgmental of each other, and tend to learn to appreciate the viewpoints of others better;

(e) Students who don't succeed very often through traditional learning modes have an opportunity to be 'the successful student' in class;

(f) Students are more likely to take risks, and learn that failure is 'ok' and to 'keep trying;'

(g) It places all students on a 'level playing field.' When more tools are available for expression, more students can express themselves. Art is seen as an 'equalizer;'

(h) It nurtures problem-solving skills in a way that all students can apply;

(i) Students help/teach each other more in the classrooms;

(j) It nurtures students' confidence.

What are the components of successful arts integration?

- First and foremost, combining the arts with other core curriculum has to 'make sense.' There needs to be a deep connection between the two – they have to synergistically combine. The art form needs to 'bring the core curriculum subject to life' in a logical way. The connection cannot be superficial, e.g., having students draw a picture of the Mayflower is not successful arts integration
- The art component needs to be high quality – the students need to be accountable for the quality of the art they are learning about, just as they are accountable for the other core curriculum subject they are learning about. Therefore, the instruction needs to be given, or at least planned, in conjunction with an artist or an arts teacher
- Lessons need to be carefully planned. There must be careful coordination between the arts specialist and the classroom teacher. 'Bad' teaching results from 'bad' planning, and most participants were able to recount lessons which were failures due to insufficient planning
- All of the instructional components – for both arts and other core curriculum subjects – must be tied back to explicit educational standards

What are the barriers to successful implementation of arts integration?

- Because careful planning is needed, a common barrier to successful arts integration is lack of time for planning
- A lack of a trusting relationship between the artist/art teacher and the classroom teacher will likely prevent a successful lesson. They both need to understand and respect each other's role

What are the barriers to successful attempts at arts integration in schools?

- Classroom teachers who are intimidated by the whole concept of arts education (feel they are not good at art or do not understand it) will likely be impeded from attempting arts integration lessons in their classroom
- While typically administrators are supportive of arts integration, they sometimes can revert back to a 'how many minutes did you spend on math today?' mentality, which is a difficult standard to meet and somewhat anathema to the proper use of arts integration

How can we promote art integration in schools?

- Many participants were in schools where arts integration is the norm; the use of arts integration preceded their joining the faculty
- Most felt, however, that the introduction of arts integration into a school is a bumpy road – most teachers will resist the notion, either because it may appear to be the latest of a string of educational reform strategies which were short-lived, or simply because they don't want to have to learn a whole new way of teaching
- Participants felt strongly that, with one-on-one coaching and armed with professional development tools, any teacher can become successful at arts integration. Certainly most of these participants felt that, for the benefit of students, all teachers should become proficient at arts integration
- Development and promotion of 'best practices' to help teachers build their number of lessons which utilize arts integration

Is there a downside to arts integration?

- Certainly these focus group participants were wholehearted supporters of this approach to teaching. Any other approach, it would seem, would be inferior to these educators.

Focus Group Outcomes - The focus groups provided great insight into what is happening in schools in regards to arts education and integration and have provided background information to help shape the Arts Integration survey of schools. In addition, this information will be used to develop questions to be included in the Arts Education Census (Element Three). A comprehensive report of the findings of the groups will be completed for the final report of Element One.

B. Arts Integration Survey of Schools

Background & Objectives: A survey has been developed to provide preliminary baseline

quantitative and qualitative data from a select number of Minnesota schools regarding the practice of arts integration and arts education. This survey will serve to inform the status of arts education in these schools as well as to be a pilot for the 2011 Arts Education Census (Element Three). The schools to be included will be 48 elementary schools, 10 middle schools, 32 high schools, 8 alternative high school facilities, 2 charter schools and 13 private schools from the Lakes Country Service Cooperative.

PROGRESS TO DATE: Development of Survey Instrument - A survey instrument and instructions have been drafted and are now in the revision phase to integrate the knowledge gained from the Focus Groups (Element One) into the survey. The survey is designed to measure:

- The number of students who are receiving arts education in those schools, designating the number of students receiving traditional arts education (as separate subject matter), the number of students receiving arts education integrated into other core curriculum subjects, and both
- Information on how arts education and integration is achieved in each school; Via which subjects? What philosophy? What particular student activities?
- How teachers are gaining professional development in arts education and integration. Which strategies they find most helpful in that. The kinds of information or professional growth that teachers have found to have the greatest impact on their teaching
- The impacts they have seen on student achievement via arts education and integration including impacts on overall student achievement

Barring any delays, the survey is now scheduled to go into the field in late March. The final report will be completed in June 2010.

ELEMENT TWO - Arts Education Survey of Perpich Center Impact/Program Evaluation

Background & Objectives: The objective of this element is a comprehensive evaluation of the impact and sustainability of arts education in schools and districts which have had a strong partnership with the Perpich Center. As its mission, the Perpich Center for Arts Education is committed to bringing the arts into all K–12 education settings and to serve as the premier, non-regulatory state resource for arts education in Minnesota.

PROGRESS TO DATE: Online Survey of Participating Schools - An online survey is now under development to gain insights from schools and teachers engaging with Perpich Center programs categorized by their level of engagement.

PROGRESS TO DATE: Perpich Center Staff/School Leadership Interviews -

Quadrant has been meeting with Perpich Center staff. These interactions have helped shape an understanding of the Perpich Center's mission and strategies. Additional interviews will be scheduled with both the Perpich Center staff and leadership of the organization in March/April 2010. School leadership interviews will also be scheduled based on the results from the online survey. These interviews will take place in April 2010.

FINAL REPORT AND RECOMMENDATIONS FOR ELEMENT TWO: The final report will be completed as scheduled in June 2010.

ELEMENT THREE – Arts Education Census of Minnesota Schools

Background & Objectives: Quadrant, in partnership with the Perpich Center, will develop and implement a Census of the 2,003 public schools in 336 school districts, the 143 charter schools and the 524 non-public schools to produce baseline data about arts education access, equity and quantity of arts education and arts integration.

Element Three is scheduled to be deployed in March of 2011. In preparation for the launch we have made progress on some key areas of this Element.

PROGRESS TO DATE: Review and Analysis of Existing Data Sources -

Researching, consolidating and understanding the depth and breadth of additional data sources to be included in this project is critical. Several discussions with the Perpich Center staff and the Minnesota Department of Education (MDE) as well as our own investigations have yielded a wealth of information and data to support this work. The following data sets have been acquired for use with this project:

- Minnesota Staff Development Survey
- Minnesota school data sets with complete enrollment by grade, gender and ethnicity
- Minnesota district data sets with complete district profile information
- Minnesota school/district classification codes
- Minnesota teacher certification data
- Minnesota Economic Development classifications
- National Center for Education Statistics comprehensive Minnesota data file
- Minnesota district shape files for use with mapping programs
- Quadrant Arts Education Research Minnesota wealth and locale codes
- MDE Arts Standards Implementation Data Report

Examples of what we expect to learn from Quadrant's analysis of this information are shown in the following two tables developed from Minnesota Staff Development Survey information, a reliable data set with a high rate of district response. The tables below show a gratifying desire from Minnesota school districts for the kinds of research based assistance the Perpich Center can provide.

Table #1 shows the percentage of districts reporting their desire to access assistance in each of the four areas in blue, and the percentage of total student enrollment of these reporting districts in red. In the first set of columns, 61% of districts, representing 77% of student enrollment, said they would access Perpich Center assistance with implementing arts standards. In the next set of columns, 49% of districts, representing 71% of student enrollment, said they would access assistance with designing assessments aligned with standards. The third column shows 33% of reporting districts, representing 61% of student enrollment, saying they would access assistance to construct systems to report individual student achievement in the arts. In the final columns, 61% of districts, representing 26% of student enrollment, said they would request assistance with designing effective arts and arts integrated curriculum.

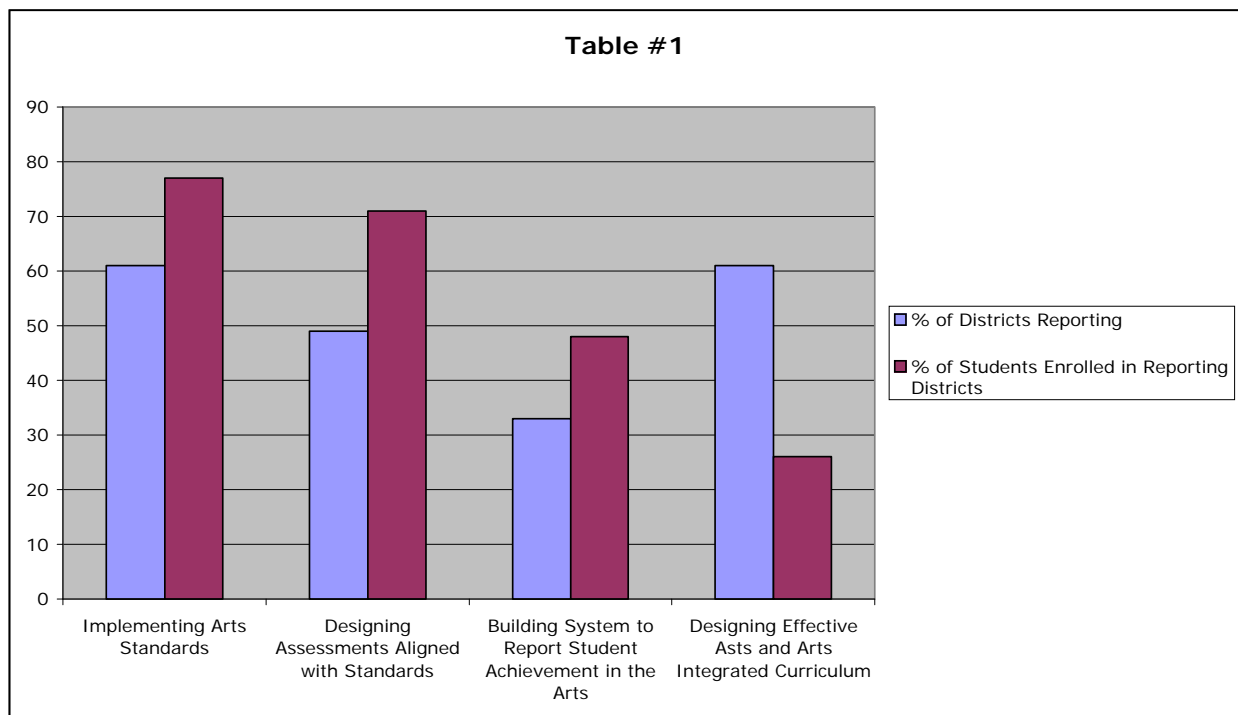
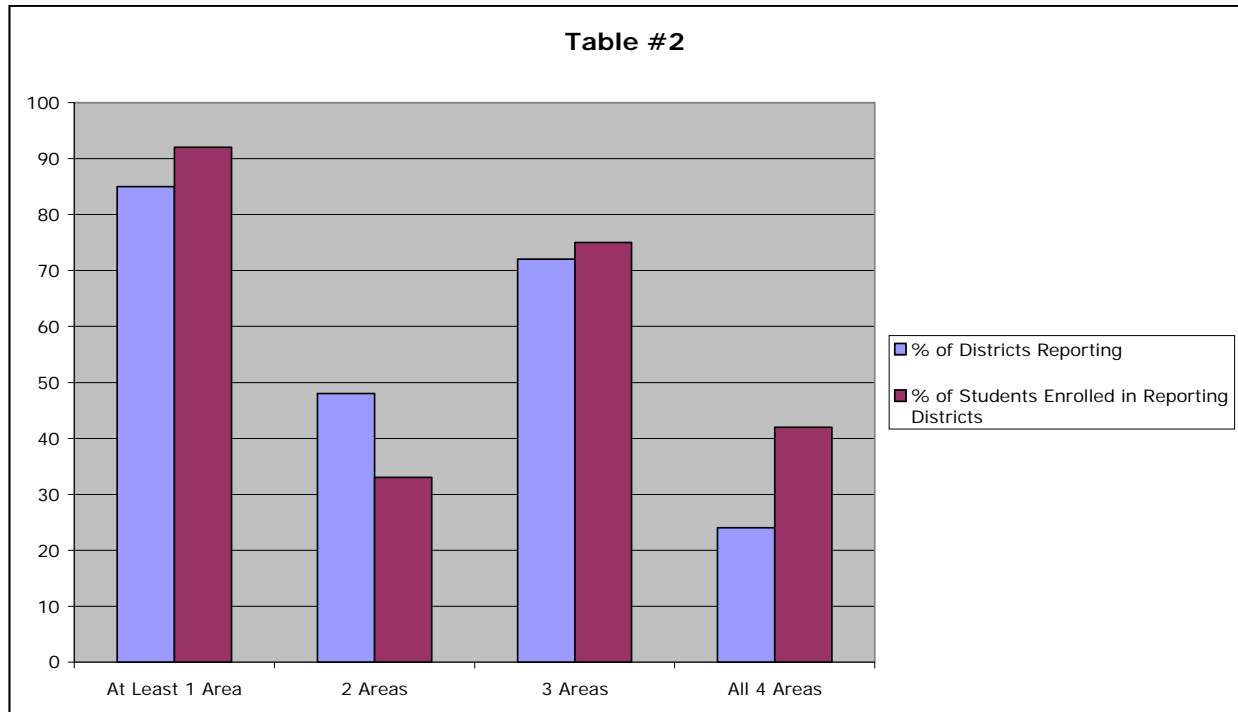


Table #2 represents the percentages of districts reporting they would access Perpich Center assistance in at least one area, and in multiples of 2, 3 and 4 of the areas listed in Table #1. It compares the reported selections to the student enrollment of the reporting districts to highlight the student impact of these choices. In summary, 85% of districts, representing 92% of student enrollment, report that they would request at least one of the four kinds of assistance. Also, the 24% of districts that anticipate requesting all four kinds of Perpich Center assistance represent 42% of the student population.



Quadrant has built the necessary data warehouse to manage and connect all of these data sets for interaction by the entire project team. Quadrant will conduct a review of additionally available information (public, governmental and proprietary information to which we may have access) that will enable the project team to develop the most compelling data set to be incorporated with the Census data for analysis.

PROGRESS TO DATE: Census Survey Tool (CST) - The heart of Element Three is the Census Survey Tool. Benefiting from both the Element One Focus Groups and Element One School Survey, as well as the review of available data from MDE for this project the first draft of the CST has been completed.

The research team has a met with the Perpich Center and MDE to discuss integration of the Census Survey Tool into the testing of the next phase of the Minnesota Longitudinal Data System (SLDS) planned for this spring. After testing this spring with the MDE trial of the SLDS, the CST will be further refined before it is finalized. Inclusion with these tests will ensure a smooth transition for the project as the MDE moves to this system for the 2010/2011 school year.

The CST will be completed by June 30, 2010 and will be prepared for distribution to the field with the start of the new school year in September 2010.

Summary

The Arts Education in Minnesota Schools project is progressing well with only minimal delays due to schedule conflicts and weather. As a result, we are confident the final reports for Elements One and Two will be on time and at or under budget. Element Three is on target for launch in the 2010/2011 school year.