

<http://perpich.mn.gov/>

**AT A GLANCE**

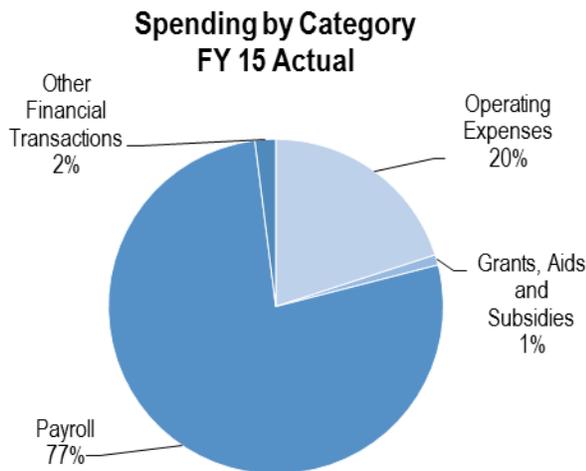
- Authorized by the Legislature in 1985
- Serve teachers in 480 public and charter school districts
- Facilitated development of Minnesota K-12 Academic Standards in the Arts.
- Employ 102 full and part-time teachers and staff
- Work with forty school districts to serve rural teachers
- Crosswinds middle school was incorporated as part of the Center in July, 2014
- Center is governed by a statewide board

**PURPOSE**

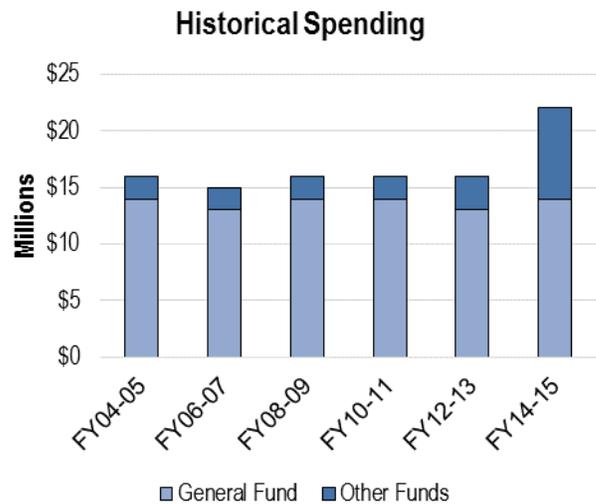
The mission of the Perpich Center for Arts Education is to provide all Minnesota students the opportunity to develop and integrate their artistic and academic abilities to their highest potential. We do this by teaching in and through the arts. The agency operates three divisions to accomplish the following:

1. Assist students in having the education and skills needed to achieve their goals. Perpich Center programs in arts education and arts integration address the systemic issues affecting student achievement, including social and personal development, equity and engagement in learning. <sup>i, ii</sup>
2. Prepare Minnesota’s future workforce with 21st Century skills including creativity, communication, collaboration and critical thinking. These skills result in a better prepared workforce, thus contributing to a thriving economy that encourages business growth and employment opportunities. Another outcome that has emerged as Minnesota’s demographics continue to change, is the positive contribution arts education plays in building strong and stable families and communities. Feedback from families and community social worker of the Crosswinds community, a school with greater than 60% students of color and devoted to using arts education as a means to help students achieve, points to better home environments and family relationships as children lead efforts to help parents integrate into the school and broader community and conflicts about attendance and discipline are minimized.

**BUDGET**



Source: BPAS



Source: Consolidated Fund Statement

The Perpich Center had a total biennial budget of \$22 million. Funds are primarily from general fund appropriations. The Center also receives an appropriation from the Arts and Cultural Heritage Fund and revenues from student fees and MN Dept of Education.

## STRATEGIES

To accomplish its mission, the Perpich Center for Arts Education programs incorporate the following strategies:

**1. Assuring outreach program impact and sustainability.** For 30 years, Perpich Center has been fostering development of arts education throughout Minnesota schools. We do this through departments that include the Perpich Arts High School, Crosswinds Arts & Science School, and outreach services. A survey commissioned by Perpich Center with funds from the Cultural Arts and Heritage Fund, indicated the following benchmarks. <sup>iii</sup>

- 87% of schools have aligned their curriculum with state arts standards
- Nearly one-half of all high schools include the arts in School Improvement Plans
- 92% of all schools use licensed arts teachers (full or part-time) as the primary provider of music and visual arts instruction
- 93% of all schools reported providing student field trips to museums, theaters, musical performances and exhibitions to engage in artistic experiences

Building upon this solid foundation of arts in Minnesota schools and taking into consideration funding and technological parameters, Perpich Center developed a plan of progression in arts education services. Outreach programs were assessed and modified based upon mission, impact, cost, and eliminating duplication of services. Statewide programs and services are offered through Regional Centers that enable local problem-solving and decision-making with Perpich specialist support. Arts Integration Networks with school districts in West Central, Southwest, Northeast, and Southeast Minnesota provide leadership on a variety of special projects and services that continue the growth and support of arts education, and help address issues of equity and student achievement: <sup>iv</sup>

- Art area mentorship and curriculum development;
- Advocacy for arts education policies and standards;
- Consulting/planning services for school district decision-makers;
- Advancement of a teacher training center that focuses on cultural competency and the social, emotional and academic growth of adolescents.

**2. Supporting effective schools. Perpich Arts High School** – Perpich Arts High School opened its doors in 1989 and graduated its first class in 1991. It is a statewide, public, residential high school for students in 11th and 12th grades. Students who wish to attend Perpich Arts High School must go through a competitive application and review process. Those accepted have shown artistic promise and a strong commitment to rigorous study in the arts and academics. The school is entering its third year of intensive teacher professional development to align teaching and learning with standards, establish defined student outcomes, and provide for effective teacher support and evaluation. Goals of the school include 100% graduation and 100% college placement. **Crosswinds Arts & Science School** – Crosswinds is a new venture for the Perpich Center. Formerly part of the East Metro Integration District (EMID), the school was built with state bonds to serve as a school of voluntary integration. Conveyed to Perpich Center by the state legislature two years ago, Crosswinds serves students in grades six through ten by fostering equity and achievement by teaching and through the arts.

**3. Balancing financial and human resources.** As a state agency, Perpich Center operates under a plan of continuous improvement in order to balance financial and human resources as dictated by revenues approved by the legislature. The agency is governed by a 15-member board appointed by the Governor and chosen for their expertise and experience in serving statewide initiatives.

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M.S. 129C.10

<sup>i</sup> Vaughn, K., & Winner, E. (2000) SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. *Journal of Aesthetic Education* Framework for 21<sup>st</sup> Century Learning. (2011). Partnership for 21<sup>st</sup> Skills. Retrieved from [http://www.p21.org/storage/documents/1\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf).

<sup>ii</sup> Catterall, J.S., (2002). Involvement in the Arts and Success in Secondary School. In R. Deasey (Ed.), *Critical Links: Learning in the Arts and Student Academic and Social Development* (pp. 68-69).

<sup>iii</sup> Morrison, R. & Cirillo, P. (2012) *Building a Legacy: Arts Education for all Minnesota students*. Highlights of the Minnesota Arts Education Research Project.

<sup>iv</sup> Catterall, J., Dumais, S., & Hampden-Thompson, G. (2012) *The Arts and Achievement in At-Risk Youth; Findings from Four Longitudinal Studies*. Retrieved from: <http://arts.gov/publications/arts-and-achievement-risk-youth-findings-four-longitudinal-studies>.

**Program: Arts Education**  
**Activity: Agency Operation**

<http://perpich.mn.gov/>

**AT A GLANCE**

- Provide for overall operation and planning for agency divisions
- Oversee 33-acre campus in Golden Valley
- Oversee 37-acre campus in Woodbury
- 4,000 annual visitors attend concerts, exhibitions, and concerts
- Plan for financial viability & sustainability
- Manage school foodservice operations for breakfast, lunch, dinner
- Support a 24/7 residence hall operation
- Manage stakeholder communications and web site developments

**PURPOSE & CONTEXT**

Operations includes the structural divisions necessary for the agency to conduct business: human resources, facilities, administrative management, finance, communications, technology, program, security, and administration.

The Center provides a safe, healthy, and sustainable environment; empowers employees through resources, mentorship, training, and accountability; serves as good stewards of public dollars and public facilities; fosters an agency-wide culture inclusive of welcoming diversity, employee engagement, design thinking leadership<sup>1</sup>, and informed decision-making.

**SERVICES PROVIDED**

- Provide internal and external decision-makers with research-based information supporting the impact of teaching and learning in and through the arts
- Assess state laws and policies and communicate results to decision-makers to assure Minnesota’s compliance with federal laws associated with arts education <sup>2</sup>
- Conduct research and analytical services for internal agency divisions and school district leaders seeking to expand, enhance, or change the delivery of arts education to meet emerging needs
- Monitor school district shifts regarding arts education including: per-pupil spending for arts education, best practices, use of licensed arts teachers, student access to arts instruction, and inclusion of arts education in district strategic plans <sup>3</sup>
- Provide information to managers so they are able to perform their responsibilities, including daily security reports, monthly financial statements, communication updates, and biweekly human resource reports
- Conduct quarterly reviews of internal controls, risk management procedures, and facilities
- Ensure employees within their departments have the expertise, training, resources, and authority to achieve their goals. Members of the leadership team are directors of: human resources, administrative management, finance, program, communications, and administration.

<sup>1</sup> The leadership team has been trained in Design Thinking Leadership, a specific five-step process of collaboration and problem-solving. Resources: Professor Virajita Singh, Sr. Research Fellow, College of Design, University of Minnesota. Stanford University: Institute of Design/online

<sup>2</sup> The arts have been included as core subject requirements in federal laws since 1994-Goals 2000 Education Reform Act. Later, No Child Left Behind. Elementary and Secondary Education Act

<sup>3</sup> Minnesota Arts Education Research Project: Building a Legacy/Arts Education for all Minnesota Students. Quadrant Arts Education Research, New Jersey.

## RESULTS

### Benchmark #1 – Improve system for collection of revenues

The Center has made steady improvement in policies and practices for internal controls and stewardship of public funds, including facility lease, staff and student food accounts, library fines, and residence hall fees. Process improvements have been made to improve the collection of revenues associated with the arts high school without increasing student fees.

#### Indicators:

- Communication to parents
- Options for payment
- Review committee for assistance and/or fee reduction

#### Performance Measure: Collection of Revenues

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Total Revenues Collected	32%	42%	9/15 & 9/16

**Benchmark #2 – Advocacy for Minnesota Arts Education:** Research continues to come forward demonstrating the impact of arts education in schools. Many organizations conduct national studies to determine accessibility to arts education and examine policy actions taken by individual states. In December 2015, passage of ESSA by congress includes language for implementation of arts education as meeting a “well-rounded education”. The Center works with the Minnesota Department of Education, the Governor, and the Minnesota Legislature to maintain appropriate laws and policies as a means to support arts education in Minnesota schools.

#### Indicators:

- Feedback from teachers and school district leaders, statewide
- Legislative position papers of local education associations
- Actions by Minnesota Board of Teaching
- State priorities in education
- Best practices emerging in arts education

#### Performance Measure: Minnesota policies for arts education standards, instruction, assessment, accountability and teacher certification\*

1. Minnesota is recognized as having all nationally accepted policies and standards in place for delivering effective K-12 programs for arts education.
2. Minnesota is one of 20 states having a State Arts Education Grant Program or School for the Arts.
3. Minnesota is one of 26 states mandating that high school students obtain course credit in the arts as a requirement for graduation.
4. Minnesota is one of 17 states that have policies that pertain to assessment of student learning in the arts.
5. Minnesota, New Hampshire and New Jersey are the only states that define the arts as core subject and have an aligned system of policies for the arts that is consistent with other core curricular areas.

\*Source: Arts Education Partnership/Council of Chief State School Officers report: State of the States. Arts Education State Policy Summary.2016

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MS 129C; MS 43A.38; MS 16A.057; Perpich Board Bylaws; Perpich Board Policies.

**Program: Arts Education**  
**Activity: Perpich Arts High School**

[http://perpich.mn.gov/index.php?section=high-school\\_overview](http://perpich.mn.gov/index.php?section=high-school_overview)

**AT A GLANCE**

- Statewide, residential public high school for 11th and 12th grade students
- Rigorous academic programs with offerings in six art areas: dance, literary, media, music, theater and visual
- 25% of families receive financial assistance to support attendance
- 27% students of color
- Support goals of 100% graduation and 100% college placement

**PURPOSE & CONTEXT**

The Perpich Arts High School is a statewide, public school with a residential component that serves 11th and 12th grade students. The purpose is to empower students who have a passion for the arts to participate creatively, critically, and confidently in the global community. Students who wish to attend the school go through a competitive application and review process.

Those accepted have shown artistic promise and a strong commitment to learning in an environment that supports rigorous academic programs.

This innovative, statewide school attracts students from all over the state who represent all aspects of Minnesota’s demographics, including ethnic diversity, at-risk-youth, and families suffering economic hardship. We support a learning environment that students and parents suggest is free of bullying and sharply focused on student artistic growth, personal leadership, and academic achievement.

The arts high school sponsors an internal college fair each fall where students are able to meet with college representatives from around the country, presenting their portfolio and transcript information. Many are granted immediate acceptance and scholarships from these visits, benchmarking our success in preparing students for college and for careers. Feedback from college admissions counselors suggest that arts high alums do well because they participate in their education, accept responsibility, and thrive on learning. A survey of alums conducted by the Perpich Foundation, revealed that 75% of respondents received advanced degrees following their undergraduate studies.

**SERVICES PROVIDED**

The Perpich Arts High School provides:

- Opportunity for Minnesota junior and senior students to attend a school focused on teaching and learning in and through the arts.
- Consulting services to other Minnesota schools from Arts High educators in the areas of professional development, curriculum development, standards implementation, assessment of student achievement, teacher evaluation, and other resources.
- Services for Minnesota families on identifying and handling characteristics common to creative thinkers and learners.
- A model community where students thrive in an innovative, challenging, and safe learning environment <sup>1</sup>

**RESULTS**

**Benchmark #1 – Teacher Evaluation and the Delivery of Education**

From 2013-2016 Perpich teachers have been working to further develop an assessment plan that incorporates the evaluation of critical and creative thinking development. Measurements created by teachers served as better tools though varied widely among academic and arts teachers as to how to develop the best, consistent methods for formative assessment.

<sup>1</sup> Cited in 2013 student survey as most critical reason for attending the arts high

In 2014-15, teachers worked to establish a systematic, school-wide assessment criteria and defined competencies that each Arts High student would possess by the time they graduated. Those competencies are: Creative Practice, Relational Practice, Individual Practice, Thinking Practice and Habits of Mind.

**Indicators associated with Competencies, include:**

- Maker of art
- Innovator
- Resource savvy
- Keen observer
- Empathetic collaborator
- Articulate communicator
- Engaged citizen
- Culturally competent
- Fluent critical and creative thinker
- Disciplinary thinker
- Problem framer and solver
- Decision maker and forward planner
- Self-knowledgeable
- Productive and accountable
- Devoted to improving

**Performance Measure:**

1. Beginning in FY13, teachers are participating in a three-year continuous improvement professional development plan to align curriculum with indicators and competencies.
2. Required quarterly exhibitions and performances include measureable competencies as students plan, create, promote, and work in collaboration with each other to produce public shows.
3. Peer review is included in non-arts and arts classes to foster collaboration, self-awareness, communication, improvement and other competencies.
4. Curriculum is aligned with learning standards, development of new interdisciplinary and arts integrated courses, and methods and strategies for delivering content.

**Benchmark #2 – Improve student achievement:** Preparing students for post-secondary education and careers commensurate with their abilities and desires has long been a tradition at the Arts High. A two-year program today makes it imperative for us to support a rigorous academic program with standards related to those in colleges seeking our students.

**Indicators:**

- Graduation rates
- State and national achievement awards

**Performance Measure:** Improvements in student achievement<sup>2</sup>

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	State, national awards	81	122	2014 & 2016
Quantity	Graduation rate	98%	100%	2014 & 2016

**Performance Measure:** Achievement in academics

Perpich Arts High uses numerous methods to determine achievement in its academic programs, including AP scores and College in the Schools participation. Below is a representative sample of a measurement of student achievement in AP from 2016.

<i>Class</i>	<i>Perpich Mean Score</i>	<i>Minnesota Mean Score</i>	<i>Global Mean Score</i>
Calculus AB	4.00	3.05	2.96
English Lit & Comp	3.56	3.01	2.75

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<sup>2</sup> Improvements in student achievement are attributed to planned implementation of procedures addressing the systemic issues affecting achievement, including attendance, engagement, and early intervention by student services for academic, health or other concerns.

**Program:** Arts Education

**Activity:** Perpich Center Library

[http://perpich.mn.gov/index.php?section=library\\_overview](http://perpich.mn.gov/index.php?section=library_overview)

#### AT A GLANCE

- Statewide public educational resource center
- 15,000 items in library collection
- 21% of collection is unique in state, for arts and education resources, including books, electronic media, and teaching kits
- Special collections include Multicultural and Diversity, Professional Development and Research, and National Gallery of Art Teacher Resources

#### PURPOSE & CONTEXT

The Center's library operates three primary divisions: a professional library that provides resources to teachers and artists statewide; a school library for students and faculty; and a state library available to citizens across Minnesota. As a state lending library, the collection is free to all Minnesota residents. The library addresses needs of Minnesota's educators and artists through a collection of arts, pedagogical, and children's resources and it supports staff and students at the Arts High School with a carefully-designed collection of resources across the curriculum. The library also provides technology resources, research instruction, and reference services.

Membership to and collaboration with other lending libraries and professional organizations provides financially viable options for expanding services and resource materials. These associations include the American Library Association; Capitol Area Library Consortium; Information and Technology Educators of Minnesota; Independent School Media Association; MnPALS; Minitex (a publicly supported network of academic, public, state government, and special libraries working cooperatively); Online Computer Library Center; and West Metro Media Group.

#### SERVICES PROVIDED

- Access to an easy-to-use collection catalog that can be searched online
- Print, multimedia and electronic resources on arts education, arts-integrated education, arts in cultural context, and relevant professional development topics for educators
- Presentations on library materials and their use in instruction, for lesson planning, and to supplement classroom resources
- Bibliographies for arts education, professional resources, arts in cultural context, or customized for specific educational needs
- Reference, resource referral, and professional library inquiries from artists and educators around the state

#### RESULTS

- Serving 400 students, 75 faculty and staff of Perpich Arts High School and Crosswinds Art and Science School
- Supporting 28 school districts participating in arts integration
- Supporting 15 Perpich Outreach and Regional Center staff through displays, public speaking, and resources for constituents
- Providing information to Minnesota teachers through state teacher conferences, workshops, and presentations

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**Program: Arts Education**  
**Activity: Perpich Center Outreach**

[http://perpich.mn.gov/index.php?section=outreach\\_overview](http://perpich.mn.gov/index.php?section=outreach_overview)

**AT A GLANCE**

- Teachers provide assistance in media, visual, dance, theater, music, and literary arts
- 28 school districts around the state have participated in the arts integration project
- Assisted 1700 arts and academic teachers in FY15-16
- Arts integration projects launching in southwest Minnesota
- Three professionals served on national standards writing teams for media, visual, and dance

**PURPOSE & CONTEXT**

The Center’s teachers and education specialists assist government leaders and school constituents in the areas of curriculum, standards, student assessment, specific content training, integration of arts with other core academics, teacher coaching, program assessment, research, multicultural education, and artist partnerships. Constituents include teachers, administrators, school board members, students, community organizations, and teaching artists throughout the state. Support with strategic planning that includes community participation and the leveraging of existing resources is also provided to districts by Center staff.

Compelling research shows that study in the arts results in better student preparation for college or workforce readiness, opens opportunities for employment in creative industries, provides essential 21st Century work skills, prepares students to be better learners and to perform academically, and is linked to better academic ratings and graduation rates.<sup>1</sup> As a result, school districts are seeking greater involvement and assistance from Center staff. In 2014, 84% of all school districts, representing 85% of all Minnesota students, requested assistance from the Center.<sup>2</sup>

Changing community demographics is also a factor in districts seeking assistance in arts education.<sup>3</sup> The Center’s Outreach specialists support ongoing research and development, documentation and implementation of a repository of effective practices and culturally and artistically diverse resources that can be used in a variety of learning contexts across the state of Minnesota.

**SERVICES PROVIDED**

- Statewide professional development and other services to strengthen and support the delivery of arts education in Minnesota schools.
- Research and the application of new methods for best practice teaching and assessment.
- Strategic planning and advocacy services for districts, schools, or art departments.
- Development of national and state standards and policies for arts education.
- Resources for community, teaching artists, and arts organizations.

<sup>1</sup> Catterall, James S. "Involvement in the Arts and Success in Secondary School." In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Achievement and Social Development*, 2002. Washington, DC. The Arts Education Partnership

Helmrich, B.H. (2010). Window of Opportunity? Adolescence, Music and Algebra. *Journal of Adolescent Research*, 25(4), 557-577.

Ingram, D., & Riedel, E., (2003). Arts for Academic Achievement: What does arts integration do for students? University of Minnesota: Center for Applied Research and Educational Improvement, College of Education and Human Development

<sup>2</sup> Source: Minnesota Department of Education Staff Development report, 2012

<sup>3</sup> Ronnigen, Barbara J. (2000). Immigrants in Minnesota: An increasingly diverse population Sources: Minnesota State Demographic Center and U.S. Census Bureau, Decennial Census and Population Estimates. [mn.gov/admin/demography/data-by-topic/immigration-language/](http://mn.gov/admin/demography/data-by-topic/immigration-language/)

## RESULTS

### Benchmark #1 – Leverage resources to enhance arts education for rural schools

Four school districts with long-term relationships with the Perpich Center are serving as regional centers and charged with bringing opportunities in arts education to districts in their surrounding area. Studies show that students involved in arts education learn how to communicate effectively, practice constructive criticism, listen better and apply their skills directly to employment opportunities. Another study showed that students who participate in arts education as youth stay in their local communities as adults and contribute to economic and civic growth.<sup>4</sup>

#### Indicators:

- Outreach service capacity & program sustainability
- Regional Center success
- New services
- State policies for arts education

#### Performance Measure:

- The four regional centers expanded their geographic reach to include school districts within a 60-mile radius of their school district. Results include expanded participation in workshops and the use of surveys to determine topic of local interest or need. Examples follow.
  - In FY16, the Northeast regional center, with coordinators from Duluth Public Schools, assisted 60 music and visual arts teachers representing 19 districts with professional development, peer mentoring, and classroom work with students.
  - The Central regional center, with its coordinator from Elk River Public Schools, served 75 attendees during their three-day Arts Camp for educators and teaching artists. Its reach expanded, with participants from Central Lakes College to St. Paul schools to Lac Qui Parle Valley.
  - In FY16, the Central regional center sponsored six workshops and events on topics determined from survey results of the region's educators.
  - In FY16, the Southwest regional center, with its coordinator from Westbrook-Walnut Grove Public Schools, held three workshops, attracting teachers from Red Rock, Ruthton, Tracy, Westbrook-Walnut Grove, and Comfrey.
  - In a survey of fine arts instructors, the Southwest regional center received feedback that the following topics are of concern to their area teachers: art as a career, advocacy for arts in schools, and isolation of instructors. Future programming will take these local issues into consideration.
  - In FY16, the Southeast regional center, with its coordinator from Albert Lea Public Schools, used some of their funds to support new music teachers in attending the Minnesota Music Educators Association statewide conference.
- Sixty-one arts educators participated in a workshop sponsored by Perpich Center as part of the State Policy Pilot Program of the American for the Arts for which Perpich was selected to participate.
- In response to current trends among school districts for assigning theater responsibility to teachers with no or little theater background or education, Perpich Center education specialists forged a joint venture with Hennepin Theater Trust to establish an educational workshop that concluded with mentorship opportunities among teachers. Thirty educators participated in the inaugural program in July, 2016. Another program is being planned for 2017.
- Direct services for visual and media arts teachers were provided to schools in 20 districts in FY16, compared to 22 school districts in FY15. Additional school districts received support through statewide or regional conferences in which Perpich visual-media arts specialist(s) sponsored presentations.

<sup>4</sup> Minton, S. (2002). Assessment of High School Students' Creative Thinking Skills: A Comparison of the Effects of Dance and Non-dance Classes. In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Academic and Social Development* (pp.8-9). Washington, DC. The Arts Education Partnership

## Benchmark #2 - Strengthen student engagement/achievement through arts integration

The arts integration project creates networks of teachers throughout the state in order to foster collaborative arts integration through K-12 teacher professional development and funding to schools. With Perpich Center facilitation, teacher teams develop and implement arts integrated lessons and units and build skills as they plan and teach units of study that integrate the arts (dance, music, media, theater, and visual arts). Started as a Legacy project in 2011, the program's demonstrated success resulted in inclusion of the initiative as part of the Center's Outreach program when the appropriation ended.

### Indicators:

- Increased student learning
- Increased capacity of Minnesota teachers

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Result	Student engagement	92% of observed lessons involving the arts showed students highly engaged, versus 53% of those lessons not involving the arts.	97% of observed lessons involving the arts showed students highly engaged, versus 62% of those lessons not involving the arts.	2012-13 & 2013-14
Result	Student thoughtfulness and rigor of learning <sup>5</sup>	56% of lessons involving the arts showed students highly thoughtful, or acting rigorously, versus 32% of those lessons not involving the arts.	70% of lessons involving the arts showed students highly thoughtful, or acting rigorously, versus 38% of those lessons not involving the arts.	2012/13 & 2013/14
Result	Impact on teacher capacity	85% reported that they had experienced great improvement in creating arts-integrated units; 79% in aligning instruction to standards; 78% in knowledge of arts integration; 74% in collaboration with colleagues	2013-14 school year: TBD, report released December 2014	2012/13 & 2013/14
Result	Student engagement	92% of observed lessons involving the arts showed students highly engaged, versus 53% of those lessons not involving the arts.	97% of observed lessons involving the arts showed students highly engaged, versus 62% of those lessons not involving the arts.	2012-13 & 2013-14

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<sup>5</sup> Noblit, G., Corbett, D., Wilson, B., LaGarry, A. (2014). Student and Teacher Learning in the Perpich Arts Integration Project. Evaluators established criteria for measuring thoughtfulness (page 7) and conducted classroom observations to compare and contrast student behaviors in classes with arts integration curricular, arts education curricular, and arts-free courses.

Program: Arts Education

Activity: Crosswinds Arts and Science School

[http://perpich.mn.gov/index.php?section=about\\_crosswinds](http://perpich.mn.gov/index.php?section=about_crosswinds)

**AT A GLANCE**

- School was conveyed to the Center in July, 2014 and operates as a wholly-owned subsidiary/independent school district
- Year-round middle school focused on integration and diversity
- 60% students of color
- 63% of students receive free/reduced meals
- Curricular focus on art and science to engage all learners
- Serves as incubator for teacher/administrator training in culturally relevant pedagogy and teaching strategies

**PURPOSE & CONTEXT**

Crosswinds Arts and Science School serves students from the east metro region. The school’s mission is to create a culturally-diverse education community where each student’s special talents and needs are recognized as he/she becomes a responsible citizen and an environmental steward. In response to Minnesota’s achievement gap and the continued demographic growth among families of ethnic diversity, Crosswinds will utilize Perpich Center’s expertise in art and cultural context to develop a curriculum that brings each student’s culture or frame of reference into the classroom to make learning more meaningful and applicable.

To further address Minnesota’s student achievement gap and to better prepare teachers for emerging demographic shifts, Crosswinds Arts and Science School operates a

Teacher Training Institute for student teachers and student administrators from Minnesota college and university teacher/educator preparation programs. Research continues to suggest that student achievement improves in classrooms where students and teachers share similar social and cultural backgrounds.

**SERVICES PROVIDED**

- Culturally relevant teaching and mentoring of teachers and administrators
- Year-round programming with service learning and enrichment opportunities for all students
- Holistic approach to teaching and learning that addresses the systemic issues affecting achievement
- Training by Center staff on culturally relevant teaching and pedagogy
- Access by all interested Minnesota teachers to professional development conferences and/or counsel by Perpich Center professional development staff
- Services for families and area community leaders that help address changing demographics and/or special health, social or other humanistic needs

**RESULTS**

- Assessment of behavioral program completed; PBIS program modified to be more responsive for students of color
- Teacher/staff professional development days increased from three to 15 to accommodate programs for cultural competence, arts integration, and integration of social, emotional and academic learning
- Professional Learning communities created to assist teachers with classroom management
- Strategic planning in place for short and long term initiatives that support building a model school of integration
- Culturally responsive pedagogy being put in place to engage and value all learners

M.S. 129C.30

**Program:** Arts Education

**Activity:** Arts Education - Grants

<http://perpich.mn.gov/>

#### AT A GLANCE

- Following statewide policies and procedures for securing and accepting grants
- Center has adopted a goal of establishing significant public-private partnerships

#### PURPOSE & CONTEXT

Grants enable the agency to increase capacity while leveraging existing resources. Grants allow schools with whom we work to address substantive issues, such as academic achievement, community engagement, ever-changing demographic challenges, and financial stability for programs of arts education in the schools

#### SERVICES PROVIDED

- Planning and development for arts-focused magnet schools throughout the state.
- Use of arts curriculum and teaching artists to build academic capacity in low performing schools.<sup>1</sup>
- Development of programs assuring access to arts education by all Minnesota students.
- Training programs for development of 21st Century leaders that include skills generated through arts education: critical thinking and problem-solving, creativity and innovation, collaboration, and communication.<sup>2</sup>

#### RESULTS

- The Center was one of 10 states selected by Americans for the Arts to participate in a three-year pilot project to strengthen arts through state policy. The Center will receive a \$30,000 grant for participating.
- The Center was one of 3 states selected by the National Endowment for the Arts (NEA) to pilot a national high school Songwriting Challenge. A grant of \$15,000 was awarded that was used to pay the expenses for coordination of the project.
- Community-level grants were awarded to Crosswinds Arts and Science school for support of school programs (artist in residence, outdoor garden, student support and field trips)
- In FY 2013 & 2014 Perpich expended grant amounts received totaling \$22,978 and in FY 2015 & 2016 Perpich expended grant amounts received totaling \$46,089

<sup>1</sup> Catterall, James S. "Involvement in the Arts and Success in Secondary School." In R.Deasy, Critical Links: Learning in the Arts and Student Achievement and Social Development, 2002

<sup>2</sup> IBM. IBM Global CEO Study among 1,541 Chief Executive Officers, 60 countries, 33 industries. [www.ibm.com/ceostudy](http://www.ibm.com/ceostudy) American Management Association. Critical Skills Survey. 2010.

Wooock, C., Lichtenger, J. & Wright, M. (2008). Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce? Report No. R-1424-08-KF, The Conference Board

**Program:** Arts Education

**Activity:** Turnaround Arts: Minnesota

[http://perpich.mn.gov/index.php?section=about\\_turnaround](http://perpich.mn.gov/index.php?section=about_turnaround)

### AT A GLANCE

- Turnaround Arts is part of the President's Committee on the Arts and the Humanities
- Minnesota was selected to participate in 2014, along with schools in Boston, California, Chicago, Des Moines, and Louisiana
- 3,700 total students; 300 teachers and specialists
- Funds were approved during the 2014 and 2015 legislative sessions, with additional support from the Perpich Center for Arts Education and the Minnesota State Arts Board

### PURPOSE & CONTEXT

The Turnaround Arts initiative is designed to improve student achievement and engagement by using the arts as an improvement tool in high-poverty, underperforming schools (as designated by the Minnesota Department of Education). Each school in the national program started out in the lowest performing 5% in the state, but are working hard to close the achievement gap and turnaround their school. With guidance and direction from professionals of the Perpich Center for Arts Education, these schools will develop programs to strategically use arts education and arts integration to address persistent, pervasive problems commonly found in high-poverty, chronically underperforming schools, such as student achievement and engagement, school culture and climate, and family and community involvement.

Eight schools have been accepted into the program. They are:

- Bethune Community School (Minneapolis)
- Northport Elementary School (Brooklyn Center)
- Red Lake Middle School (Red Lake)
- Northside Elementary School (St James)
- I.J. Holton Intermediate School (Austin)
- Stonebridge World School (Minneapolis)
- Riverside Elementary School (Rochester)
- Cityview Community School (Minneapolis)

This project addresses the agency mission, to provide "all Minnesota students the opportunity to develop and integrate their artistic and academic abilities to their highest potential," by building whole school capacity to help improve some of our lowest performing schools through the arts.

### SERVICES PROVIDED

The program provides both uniform and customized resources to respond to the particular arts education-related needs of the individual schools selected to participate, including:

- Strategic planning support
- Principal and teacher coaching and support
- In-school professional development for the entire teaching staff
- Tools, approaches, and resources designed to reach students and improve achievement

### RESULTS

This program began with the 2014-15 school year. External evaluators have collected data at all Turnaround Arts sites in the country. Measurements include:

- Increased MCA scores in all Minnesota schools ranging from 15.3% to 65.7% in FY16
- Increased student attendance by decreasing tardiness and school suspensions in all MN schools ranging from 57% to 96% in FY 16
- Administration of the “5 Essentials Survey” for tracking growth in ambitious instruction, effective leaders, collaborative teachers, supportive environment, and involved families

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Laws of 2014, Chapter 312, Article 4, Section 2, Subd.6