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<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 113 full and part-time teachers and staff
- Work with four school districts to serve rural teachers
- Crosswinds middle school was incorporated as part of the Center in July, 2014
- Arts high school has 100% graduation
- 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:

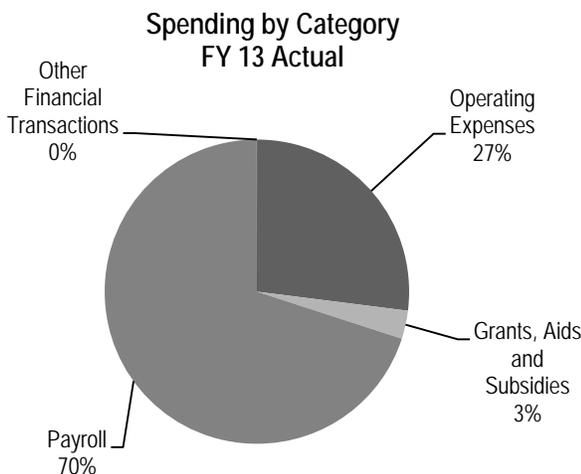
1. **Professional Development and Outreach** provides programs for K-12 administrators, teachers, and teaching artists to increase student achievement, strengthen local school district support, enhance teacher performance, and promote standards-based learning.

2. **Perpich Library** is the only statewide lending library serving K-12 teachers, students, and the general public with resources unique in the state for arts education, pedagogical use, multicultural and diversity programs, and professional development.
3. **Schools Division** operates two public schools. The arts high school is a statewide, residential school for 11th and 12th grade students who need services beyond those provided by their local school districts. Crosswinds Arts and Science School serves east metro students in grades 6 through 10 in a specialized program fostering voluntary integration.

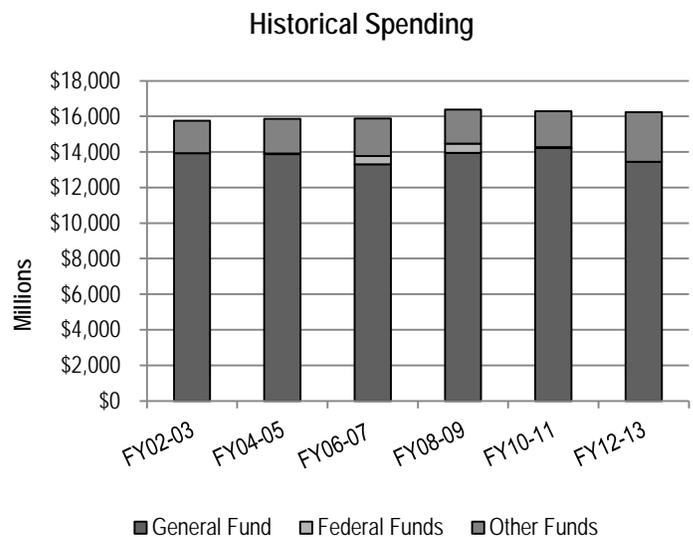
Demonstrated results of the work of the Center show that the agency contributes to the following objective for a better Minnesota: **Minnesota students receive the education and skills needed to achieve their goals.**

The Center is also focused on the Governor's objective of **functioning with extreme efficiency, innovation and accountable government services**, guided by an initiative that will result in application for the Malcolm Baldrige National Quality Award, an award that recognizes organizations in business, health care, education, and nonprofit sectors for performance excellence.

BUDGET



Source: SWIFT



Source: Consolidated Fund Statement

The Perpich Center had a total biennial budget of \$16.2 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.

STRATEGIES

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

1. **Standards and policies** – Policies and standards for arts education guarantee access to the arts by all Minnesota K-12 students, the primary legislative directive for establishment of the Center. Current standards, passed by the legislature in 2008, were developed by teachers, administrators and community members over a two-year period with collaborative leadership by Perpich Center and the Minnesota Department of Education (MDE). These standards are mandated for legislative revision in 2016. The Consortium of National Arts Education Associations released new standards in June 2014, which will need to be considered when preparing revisions for Minnesota standards. Center team members have expertise in helping teachers implement standards in all art areas as well as in interdisciplinary arts education. National research continues to show qualitative and quantitative results that point to the impact of arts education in schools in addressing the systemic issues affecting achievement, including engagement, behavior, equity and attendance¹.
2. **Student access to arts education** – 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 stresses arts and academics equally and emphasizes creative and analytical thinking, problem solving, and decision-making. Perpich Arts High School is founded on a unique approach to learning. The school curricula are based on clearly defined, high standards of achievement and are centered on the learner. Every student is an active participant in his or her personal learning and assessment. With the assistance of their instructors, students are continually measuring progress and growth toward defined outcomes.
3. **Teacher professional development** – The Center aims to improve K-12 education for all Minnesota students and educators through innovative programs, partnerships, and research that is centered on teaching in and through the arts. Guidance for establishing, sustaining and/or financing arts education programs is available to district administrators. Teachers are offered resources focused on professional development, curriculum development, standards-based teaching, and student assessment.

MS 129C.10

¹ 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 21st Century Learning. (2011). Partnership for 21st Skills. Retrieved from http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf.

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).

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 leadership¹, and informed decision-making.

SERVICES PROVIDED

- Provide internal and external decision-makers with research-based information proving 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 education²
- 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 needs³
- 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 plans⁴
- Leverage and balance existing resources to support employee ability to perform job responsibilities
- Managers provide information needed 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
- The agency leadership team makes certain 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.

¹ 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

² 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

³ Center professionals participate in or serve as leaders for The College Board, Council of Chief State School Officers, Arts Schools Network, Arts Education Partnership, Conference Board, the National Coalition for Core Art Standards, State Education Agency Directors of Arts Education.

⁴ Minnesota Arts Education Research Project: Building a Legacy/Arts Education for all Minnesota Students. Quadrant Arts Education Research, New Jersey.

RESULTS

A 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	29%	32%	2013 & 2015

Benchmark #3 – 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. 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 one of seven states with 11 of 13 state required policies in place that are deemed essential for quality arts education. None of the 50 states measured reached all 13 policies.
2. Minnesota is one of 19 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.2014

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

AT A GLANCE

- Statewide, residential public high school for 11th and 12th grade students
- Students from all over the state
- Rigorous academic programs with offerings in six art areas: dance, literary, media, music, theater and visual
- 40% of families on financial assistance
- 27% students of color
- 100% graduation rate

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. Not all students who apply are admitted. 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 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 environment¹

RESULTS

Benchmark #1 – Achieve accreditation

Accreditation is a voluntary method of quality assurance by which schools adhere to a clearly defined, high set of educational standards to drive student performance and assure continuous improvement in education. The arts high school was granted accreditation in 2014 through 2019 by North Central Association on Accreditation and School Improvement following two-years of comprehensive internal and external assessments.

Indicators:

- Alignment of curriculum to state standards
- Teacher participation in pilot project for MDE Teacher Assessment and Evaluation program

¹ Cited in 2013 student survey as most critical reason for attending the arts high State of Minnesota

- Respondent information from internal and external stakeholder surveys
- Application of school resources and distribution of budget
- Assessment of school committees (communications, curriculum, technology, governance)
- Recommended changes to meet growing complexity of student profile

Performance Measure: Accreditation granted for next five years

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Results	Accreditation obtained	Conditional status, with conditions	Granted, with recommendations	2009 & 2014

Benchmark #2 – Improve student achievement

Perpich Arts High Admission Governing Rules enable students accepted for admission as juniors to have earned less than a 2.0 or “C” grade point average; incoming senior students must have attained a minimum of a 2.0. Growing disparity among school districts for teaching methods, course requirements, student aptitude, adherence of standards, accessible special education and other services, and student engagement result in complex and challenging circumstances for meeting school and career development for each student.

Indicators:

- Absenteeism
- Graduation rates
- State and national achievement awards
- College admissions

Performance Measure: Improvements in student achievement²

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Absenteeism	20 daily average	5 daily average	2012 & 2014
Quantity	State, national awards	45	81	2012 & 2014
Quality/Quantity	National Merit Scholars/Gold-Silver Key Scholars	5	23 ³	2012 & 2014
Quantity	Graduation with honors (GPA 3.6 or above)	25	30	2012 & 2014
Results	College admissions applications	82%	90%	2012 & 2014
Results	College scholarships offered	\$3 million	\$4 million	2012 & 2014

Performance Measure: Achievement in Advanced Placement scores

The College Board classifies “success” in Advanced Placement tests as the percentage of students receiving scores of three or above on a five-point rating achievement scale. For the 2013-14 academic year, the Arts High was awarded “success” by the College Board for 80% of Arts High students receiving scores of three or above, compared to cumulative scores in Minnesota of 66%, while global scores showed 61% of students achieving scores of three or above.

<i>Class</i>	<i>Perpich Mean Score</i>	<i>Minnesota Mean Score</i>	<i>Global Mean Score</i>
Art History	2.89	3.13	2.82
Calculus AB	4.70	3.02	2.94
English Lit & Comp	4.18	2.96	2.76
Studio Art:2-D design	3.54	3.23	3.32

MS 129C.10

² 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.

³ Staff training, changing procedures, and focused attention on individual student ability have resulted in advanced recognition of student work in state and national academic and arts-related competitions.

Program: Arts Education
Activity: Perpich Center Library

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

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Outreach events serving educators/artists	11	30	2012 & 2014
Quantity	Outreach participants	536	764	2012 & 2014
Quantity	External statewide patron item checkout	433	526	2012 & 2014
Quantity	Student/Faculty item checkout	2576	2651	2012 & 2014

MS 129C.10

Program: Arts Education

Activity: Perpich Center Outreach

http://perpich.mn.gov/index.php?section=outreach_overview

AT A GLANCE

- Teachers provide assistance in media, visual, dance, theater, music, and literary arts
- Served 258 urban, suburban and rural school districts
- Assisted 1700 arts and academic teachers
- Collaborated with 340 teaching artists and arts organizations
- 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.¹ As a result, school districts are seeking greater involvement and assistance from Center staff. In 2012, 84% of all school districts, representing 85% of all Minnesota students, requested assistance from the Center.²

Changing community demographics is also a factor in districts seeking assistance in arts education.³ 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.

¹ 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

² Source: Minnesota Department of Education Staff Development report, 2012

³ 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/

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.⁴

Indicators:

- Discussion of local issues by arts educators
- Engagement of area artists
- School districts meeting state standards
- Arts education included in district strategic plans
- Course offerings

Performance Measure: Expanded services/regional center outreach

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Regional impact - Outreach services conducted by Regional Centers: Albert Lea, Duluth, Elk River, Westbrook-Walnut Grove	Services offered for local school district	Services offered to 70 schools/districts	2011 & 2014
Quality	Professional Development for administrators/teachers from Regional Center	DNA	3 group training sessions	2011& 2013-14

Performance Measure: Expanded services/Indication of Congressional Districts served 2012-2014

<i>Type of Measure</i>	<i>Congressional District</i>	<i>Schools/ Districts</i>	<i>Curriculum Specific</i>	<i>Standards Specific</i>	<i>Assessment Specific</i>	<i>Mgmt</i>
Quantity	District 1	41	11	13	12	5
Quantity	District 2	17	8	8	9	6
Quantity	District 3	29	13	5	9	13
Quantity	District 4	31	9	8	9	7
Quantity	District 5	26	21	19	21	20
Quantity	District 6	38	15	7	12	11
Quantity	District 7	47	18	14	22	8
Quantity	District 8	29	13	8	15	8

MS 129C.10-15

⁴ 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
State of Minnesota

Program: Arts Education
Activity: Crosswinds Arts and Science School

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
- 58% students of color
- 60% 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 is a member of the East Metropolitan Integration District and serves students from that 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. 94% of Minnesota teachers were white¹ in 2014. 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

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Staff professional development workshops on culturally relevant teaching	1	3	2011 & 2014
Quantity	Per teacher daily use of culturally-relevant teaching strategies	3	7	2012 & 2014
Quantity	Number of guest artists that provided diverse perspectives in multiple subject areas	3	5	2013 & 2014
Results	Minnesota Comprehensive Assessment for Reading	44.5% proficiency	52.6% proficiency	2013 & 2014
Results	Minnesota Comprehensive Assessment for Math	21.6% proficiency	35.9% proficiency	2013 & 2014

¹ Minnesota Public Radio. July 24, 2014. State of Minnesota

Program: Arts Education

Activity: Arts Integration Project

http://perpich.mn.gov/index.php?section=outreach_statewide_arts-integration

AT A GLANCE

- The Center launched a pilot project of arts integration in 2011
- Nine school districts in and around Fergus Falls participated in the pilot; this program is now self-sustaining
- Projects have been launched in southeast and northeast Minnesota
- Current regions serve 2,500 students, 127 teachers in 29 schools
- Five schools participating in pilot project for arts integration secondary course development
- Funded through the Clean Water, Land and Legacy Amendment

PURPOSE & CONTEXT

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, media arts, music, theater, and visual arts) with other subjects such as social studies, math, English language arts, and science. In the art integration secondary course initiative, teams of two or three teachers at the secondary level plan and deliver whole courses that integrate the arts across the curriculum. Participating schools receive funds to cover expenses associated with the programs. These arts integration networks are designed as three-year initiatives in each region.

The goal of the arts integration project is twofold:

- **Increase student learning and deepen engagement** through standards-based arts integration in Minnesota schools.
- **Increase the capacity of Minnesota teachers** to plan and teach using arts integration, and to assess the resulting student learning.

These programs address 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 teacher capacity in rural areas to help students connect their learning and engagement more deeply in school. Student populations served represent socio-economic and geographic diversity, often living in areas where there is limited access to the arts and to ongoing, embedded professional development for teachers.

SERVICES PROVIDED

- **Teacher professional development and coaching:** Helping teachers learn, develop, and assess standards-based arts integration as well as aligned curriculum, instruction and assessment
- **Administrator professional development:** Helping administrators explore and understand the impact of arts integration, and strategies for supporting it in their schools
- **Teaching and learning tools and resources:** Through a website and workshops, teachers gain access and learn to use resources, tools, and strategies for designing arts integration, aligning student learning to standards, reflecting on and making adaptations to instruction based on student work/achievement and collaborating with teaching colleagues.

RESULTS

Type of Measure	Name of Measure	Previous	Current	Dates
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 ¹	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

Laws 2013, Ch.137, Art.4, Sec. 2, subd.8
 Laws 2011, 1SS, Ch. 6, Art. 4, Sec. 2, subd.9
 Laws 2009, Ch. 172, Art. 4, Sec. 2, Subd.8

¹ 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.

RESULTS: Teacher Training Institute

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of student teacher and student administrators placed in middle school	3	6	2013 & 2014
Quantity	Professional development program offered on arts integration/cultural context	0	2	2013 & 2014
Quantity	Partnership with college/university for student teacher and student administrator placement	0	1	2013 & 2014
Quantity	Number of student teachers and student administrators impacted from classroom observations and/or co-teaching experiences	30	46	2013 & 2014

MS 129C.30

Program: Arts Education

Activity: Arts Education - Grants

<http://perpich.mn.gov>

AT A GLANCE

- Procedures are in place for securing and accepting grants
- Center has adopted a strategic goal of establishing significant public-private partnerships
- More than 60 active partnerships support existing programs

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.¹
- 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.²

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.

¹ 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

² IBM. IBM Global CEO Study among 1,541 Chief Executive Officers, 60 countries, 33 industries. www.ibm.com/ceostudy
American Management Association. Critical Skills Survey. 2010.

Woock, 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
State of Minnesota

Program: Arts Education

Activity: Turnaround Arts: Minnesota

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
- Perpich Center selected four schools for participation: Bethune Community School (Minneapolis), Northport Elementary School (Brooklyn Center), Red Lake Middle School (Red Lake), and Northside Elementary School (St. James)
- 1,700 total students; 155 teachers
- Funds were approved during the 2014 legislative session, 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.

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.

The four schools in the program this year serve racially and ethnically diverse populations, with high rates of poverty in each community.

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 will be collecting data at all Turnaround Arts sites in the country. Measurements that will be used include:

- Test results from the Minnesota Comprehensive Assessment
- Student attendance
- Administration of the "5 Essentials Survey" for tracking growth in ambitious instruction, effective leaders, collaborative teachers, supportive environment, and involved families

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