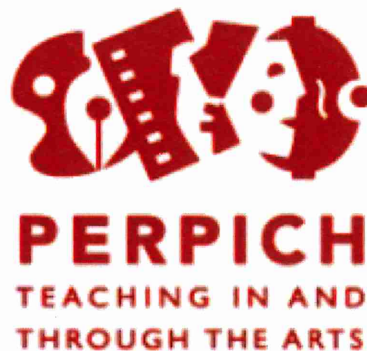


Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education
January 15, 2022

Executive Director's Annual Report
Minnesota Statute §129C.27



Perpich Center for Arts Education

**Annual Director's Report
January 15, 2022**

The 1985 Legislature created a state agency – Perpich Center for Arts Education – to
1) operate a residential arts high school and 2) support arts education opportunities for K-12
students and teachers throughout the state (§129C.15 Subd. 1).

The 2017 Education Omnibus Bill created the Executive Director Annual Report:

129C.27 ANNUAL DIRECTOR REPORT.

The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section 3.195:

- (1) outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs; (page 4)*
- (2) the impact of the center's outreach activities; (page 14)*
- (3) enrollment trends, including the number of students from each congressional district admitted to the Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019; (page 19) and*
- (4) students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education. (page 21)*

The following report contains the data requested.

Respectfully submitted,

Charles Rick

Dr. Charles O. Rick, Executive Director
Perpich Center for Arts Education

Executive Summary

The mission of Perpich Center for Arts Education is to provide all Minnesota students the opportunity to develop, enhance, and integrate their artistic and academic abilities to their highest potential. As a public educational institution, Perpich Center is uniquely positioned to fuse artistic passion and academic excellence to produce creative, critical thinkers. We do this by teaching in and through the arts. The agency operates two distinct divisions, Professional Development Resource Programs (PDR) and the Arts High School. Perpich Center maintains a traditional lending library for Perpich students, public patrons, and arts educators across the state of Minnesota.

The overarching goal of Professional Development and Resource Programs is to build teacher and administrator capacity statewide so they can provide innovative, inclusive, standards-based, measurable, and student-centered learning in and through the arts. Perpich Center has been fostering development of arts education throughout Minnesota school districts since 1985. Perpich Center's arts education specialists serve the work of Minnesota fine arts educators and administrators through dynamic face-to-face and online workshops, consultation, and professional development customized to school or district needs.

Perpich Arts High School is a statewide, public school with a residential component that has served 11th and 12th grade students since 1989. The purpose is to empower students who have a passion for the arts to participate creatively, critically, and confidently in the global community. This innovative, statewide school attracts students from Minnesota, representing the eight (8) congressional districts, who have shown artistic promise and a strong commitment to learning in an environment that supports rigorous academic programs.

Overall, Perpich Center for Arts Education continues to strive to achieve our mission and vision by the Board of Directors. In these times of uncertainty we continue to adapt to the changing environment of arts education to better serve our community.

Section I -- Outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs;

PDR Summary

The overarching goal of Professional Development and Resource Programs is to:

Build teacher and administrator capacity statewide so they can provide innovative, inclusive, standards-based, measurable, and student-centered learning in and through the arts.

Perpich Center's arts education specialists serve the work of Minnesota fine arts educators and administrators through dynamic face-to-face and online workshops, consultation, and professional development customized to school or district needs. A major focus of their work centers on implementation of the 2018 Minnesota Academic Standards in the Arts.

The Regional Centers program includes; Regional Workshops, Demonstration Schools, and a Regional Arts Teacher-Leader (RAT-L) network. Service Cooperatives in 8 of the 9 regions serve as hubs for regional activities to assure a statewide delivery system. Perpich Center serves as the hub in the metropolitan area.

The Comprehensive Arts Planning Program (CAPP) provides strategic planning for school districts to help them create multi-year strategic plans to guide local and district decision-making related to arts education. This program is coordinated in the district by local co-chairs and a local committee comprised of district staff as well as community members.

The Perpich Arts Library is a resource for Perpich Arts High School students and the Minnesota public alike. Any resident of Minnesota can join the library for access to our extensive arts education resources, while all Perpich Arts High School students can use the library for a place to check out books and movies, research projects, borrow technology, work on schoolwork, and more.

FY21 Program Staff

PDR staff include: an administrative support specialist, a part-time director of the Comprehensive Arts Planning Program (CAPP), director of Regional Centers, Librarian, and four arts education specialists (Music and Visual/Media Arts are full-time; Dance and Theater are part-time).

FY21 Summaries of Art Specialists' Work

All four specialists have the same basic role and expectations and then, additionally, each role is customized to meet the particular needs of teachers in that discipline. The fundamental responsibilities for the four Specialists include:

- Providing leadership to support arts educators statewide to improve their teaching practices, instructional approaches, curriculum development, and assessment design
- Facilitation, understanding, implementation, and support of the new Academic Standards in the Arts K-12

- Designing and delivering content specific workshops for arts educators statewide
- Designing tools and resources to support teacher effectiveness
- Supporting Regional Arts Teacher-Leaders from Service Coop Regions

Examples of this work and work specific to their constituents in each of the art areas are below, listed by specialist.

Dance Education Specialist (.5)

The dance education specialist works with dance educators, as well as physical education teachers who deliver dance as part of the PE curriculum. This makes for a complex system of professional development to meet the needs of two quite different populations of teachers. The dance specialist:

- Designed and hosted the 2021 Dance Summit Part 1 and Part 2 for a virtual audience
- Co-planned and hosted a pre-Summit workshop on Breathwork and Sound
- Cultivated a collaborative relationship with MNSHAPE, the Minnesota organization for physical education teachers
- Delivered workshops for teachers in Montrose and Anoka
- Collaborated with the Minneapolis School District to create and provide professional development on the new academic arts standards
- Collaborated with the Minneapolis School District and Marcy School to support teachers in arts literacy and arts integration
- Collaborated with the St. Paul School District to create online dance curriculum based on the new arts standards
- Co-planned and supported a fall workshop with Andrew Chapman – *The Dancing Camera*
- Co-planned and supported the Dance Educators Coalition (DEC) workshop in August, titled *Inspiring the Artists and Bodies Who Teach*
- Co-planned and supported a June workshop with Gerald Casel – *Dancing Around Race - Moving the Conversation*
- Co-planned and supported a June workshop with Dr. Betsy Maloney Leaf – *Standard 10 - Session 1*
- Co-planned and supported a June workshop with Erinn Liebhard – *Grooving Toward Empathy – Jazz Dance for Empathy Building*
- Co-planned and presented a state wide workshop on literacy through dance
- Transitioned all professional development, including regional meetings, to statewide virtual meetings
- Instituted distance learning brainstorming sessions in response to the pandemic – July-June
- Created distance learning curriculum in response to the pandemic – July-December
- Produced email/newsletter blasts
- Presented at National Dance Education Organization Conference
- Served on the National Dance Education Organization Board of Directors and on the National Dance Education Organization JEDI (Justice, Equity, Diversity and Inclusion) audit

Music Education Specialist (1.0)

The priority of the music education specialist has been to support teachers virtually through their distance, hybrid, and in-person teaching. To do so, the work has included:

- Publishing a monthly newsletter, **Take Note!**, to keep 3,800 Minnesota music educators connected to each other, to professional development opportunities, and to new resources
- Hosting 11 virtual networking/roundtable sessions for idea sharing and support
- Creating 100 standards-based lessons and 3 explanatory videos that are posted on the Music Education page of the Perpich Center website
- Presenting virtual half - and full-day workshops multiple times – *Mapping the New Standards* (eight times), *Implementing Standards-Based Grading in Music Classes* (four times), *Current Topics in Elementary Music* (one time), *New Avenues in Music Education* (series of three sessions)
- Presenting a series of virtual 60-Minute Seminars – *New K-12 Standards and Benchmarks in Music* (eight times), *Music of Minnesota American Indian Communities* (11 times), *Music Education and Intentional Social Emotional Learning* (three times), *Meet 10 American Women Composers* (three times), *3-D Assessment in Music* (six times)
- Hosting a virtual watch party of the documentary *Rumble: The Indians Who Rocked the World*
- Leading the work of virtual multi-district Professional Learning Communities (PLCs) – four groups, 18 music educators, 13 districts across three Service Cooperative regions
- Facilitating virtual book studies, multiple cohorts meeting three times each
 - *Music Education and Social Emotional Learning: The Heart of Teaching and Learning*, Scott Edgar
 - *Marginalized Voices in Music Education*, Brent Talbot, ed.
 - *Taught by the Students: Culturally Relevant Pedagogy and Deep Engagement in Music Education*, Ruth Gurgel
- Engaging music educators in a collaborative, crowd sourcing project
- Providing district-specific support in: Barnesville, Bemidji, Cambridge-Isanti, Cloquet, Columbia Heights, Duluth, ISD196, LaCrescent-Hokah, Milaca, Monticello, Montevideo, Moorhead, Owatonna, Pine City, Roseville, Spring Grove, West St. Paul
- Serving as a guest presenter for pre-service teachers at Bemidji State University and Winona State University
- Supporting music Regional Arts Teacher-Leaders (RAT-Ls) in their Annual Leadership Plans
- Working closely with other music education organizations to support teachers, including Minnesota Music Educators Association (MMEA), ACDA-MN (choral teachers), MNSOTA (orchestra teachers), NWMBDA and NEMBDA (band teachers)

Theater Education Specialist (.5)

Perpich Center's Theater Education Specialist advances the work of theater education in Minnesota by supporting theater teachers and directors, English Language Arts teachers, elementary generalists, and others through dynamic face-to-face and online workshops, consultation, theater company partnerships, a mentorship program, and professional development customized to school or district needs. The Theater Specialist:

- Collaborated with Penumbra Theatre Company to deliver a racial equity training workshop for arts educators statewide

- Collaborated with Tectonic Theater Project to deliver beginner and intermediate theater devising workshops for teachers and directors statewide
- Facilitated a virtual panel presentation on Creating and Performing in the Virtual Space, offering theater educators and directors best practices in a new and shifting performing arts environment
- Convened a reading group around the latest in theater education research, beginning with an article that addressed equity and belonging in high school theater programs
- Delivered virtual STEAM/Arts Literacy workshops for educators (arts specialists and generalists) as well as administrators statewide, in collaboration with the Dance Education Specialist
- Delivered professional development coaching and support for theater educators in St. Francis and Pillager, as well as broader workshops for arts and non-arts educators in Minneapolis Public Schools
- Presented various workshop sessions at the Communication and Theater Association of Minnesota (CTAM) conference (including a partnership with New Dawn Theatre and their film *A Breath for George*, Safe Theater Practices during COVID, and Social Justice Theater)
- Worked in conjunction with the PDR team, MDE, and theater educators to edit and refine curriculum resources based on the new K-12 theater standards
- Partnered with the MSHSL to facilitate a Q&A session for the One Act Play festival, as the shift to a virtual competition necessitated significant changes to the process
- Responded to individual educator requests for assistance, support, project development, and arts advocacy information from theater teachers across the state

Due to the ongoing impact of COVID-19, our work in FY21 continued in the online environment, with our professional development workshops and support happening as virtual experiences. This included building and strengthening the information and resource hubs on our website; delivering electronic newsletters to theater educators across the state; hosting regular Virtual Theater Education Jam Sessions to promote networking and support, break down isolation, and share best new practices; and responding quickly to individual requests for support. Over the course of the year, we have witnessed and helped to usher in a new era of connectivity for arts educators across the state. With virtual offerings, we have found that geographic distance is no longer a barrier to participation, and educators have been able to connect as never before with those in their arts areas across all corners of the state. Though regional gatherings still serve a purpose, we are excited by the ways in which statewide networks of arts educators have been strengthened, deepened, and diversified in this time. We look forward to carrying this learning into our future work.

Visual & Media Arts Education Specialist (1.0)

The Visual and Media Arts Education Specialist has responsibility for two arts areas. In FY21, the Visual and Media Arts Education Specialist:

- **Provided Standalone Workshops:**
 - Developed and presented *Introduction to Media Arts Standards* = 77 attendees from 69 school districts in collaboration with the MN Department of Education
 - University of St. Thomas' PLAYfest 2021 = 57 attendees

- Art-A-Fair Student Art Awards and Teacher Professional Development, MSU Moorhead = 44 teacher attendees
- Presenter within the MSU Moorhead *Future of Arts Education Forum* = 22 attendees
- Perpich On-Site Workshop Series: Visual/Media Arts of Dakota & Ojibwe People, Mankato = 24 attendees
- Online visual/media arts education workshops in two regions for Southwest West Central Service Cooperative to 12 member districts and Mankato Area Visual Arts PLC to six attendees
- **Professional/Technical Support to Visual & Media Arts Educators:**
 - Provided district-specific professional/technical consults and training to 223 arts educators for curriculum development to school districts including: Aitkin, Albert Lea, Austin, Becker, Bemidji, Bloomington, Burnsville, Brainerd, Blooming Prairie, Byron, Cambridge-Isanti, Cloquet, Columbia Heights, Duluth, Eden Prairie, Edina, Jackson County Central, Kasson-Mantorville, La Crescent-Hokah, Lake Park-Audobon, Lakeville, Little Falls, MACCRAY, Minneapolis, Moorhead, New Prague, Northfield, Osseo, Owatonna, Pillager, Pine City, Pine River-Backus, Rochester, Rosemount-Apple-Valley-Eagan, Robbinsdale, Roseville, Sartell, Shakopee, Southland, South Washington County, Upper Mississippi Academy, Wayzata, Winona, White Bear Lake, and Worthington
 - Supported new paradigms and practices in visual/media arts education relative to remote learning. Developed and curated many instructional support resources for teachers who shifted to distance learning at the beginning of the COVID-19 pandemic. This yielded 3,159 sustained views of online resources that were distributed during FY21. Lastly, authored periodic Perpich Visual/Media Arts Newsletters to the State Visual/Media Arts Educator contact list with a circulation of 2,768.
- **State Arts Education Association Collaboration/Liaison:**
Art Educators of Minnesota
 - Worked closely with Art Educators of Minnesota to support visual and media arts educators representing our state while presenting within the National Art Education Association's Annual Conference
 - Authored quarterly articles/State updates in the AEM Newsletter
 - Supported development for the Scholastic Art Awards
 - Served as State liaison to the AEM president and Board
- **National Association Collaborations/Liaison:**
National Art Education Association
 - Elected to the National Art Education Association (NAEA) Board of Directors
 - Facilitated keynote alongside the music group OK Go and OK Go Sandbox for the NAEA National Leadership Conference = 178 attendees
 - Directed the two-day NAEA Supervision and Administration Preconference = 110 attendees
 - Presented multiple sessions at the NAEA conference = 311 attendees
 - Co-authored pandemic learning supports that were distributed across Minnesota and the rest of the country to support art teachers as they continue to navigate pandemic learning. To date, these resources have garnered 113,894 page views.
 - Contributed and authored quarterly articles, on timely arts education topics, to the entire 15,838 membership.

National Endowment for the Arts:

- Panelist, National Endowment for the Arts Meeting on Arts & Technology = 45 attendees
- **Higher Education Support and Collaboration:**
 - Provided standards implementation training for preservice educator programs:
 - Minneapolis College of Art and Design
 - Minnesota State University Moorhead
 - St. Olaf College
 - University of MN Duluth
 - University of Minnesota Twin Cities
 - Commencement Speaker MSU Moorhead = 272 winter graduates

FY21 Summaries of PDR Program Work

Comprehensive Arts Planning Program (CAPP) (.5)

Completed Cohort 2019-2021

Eight school districts (Bemidji, Columbia Heights, Minneapolis, Pine City, Proctor, South St Paul, St. James, Yellow Medicine East) finished their second year of the Comprehensive Arts Planning Program, ending in June, 2021.

Notable data from this particular cohort includes:

- After participation in CAPP, 90% of survey respondents strongly agreed/agreed that there was robust collaboration between district arts programming and the community.
- After participation in CAPP, 70% of survey respondents strongly agreed/agreed there was frequent communication between district arts programming and the community.
- After participation in CAPP, 100% of survey respondents agreed that their local CAPP committee developed a strategic plan specific to their district and community. For this standard, 40% of respondents said it was fully met, another 50% had partially met and were actively continuing to refine their plan, and 10% said they had partially met and had paused work due to COVID-19.

Co-chairs reflected positively on their experience with CAPP. Just over half of co-chairs interviewed described a notable shift in the climate or lens through which arts-related programming was viewed at the district. One co-chair stated, “Overall, being in CAPP has helped our district focus on actually thinking about more arts in a K-12 way, not just ‘my class’ or ‘my program’ or ‘my grade level’ but across the spectrum.” Another co-chair shared that, “It really brought the music and visual arts teachers together, so we had so much more opportunity to talk and collaborate.” For many districts, CAPP provided the impetus and infrastructure to initially work towards defining and later accomplishing district-defined goals.

Additional comments from CAPP Co-chairs reflected on successes within their local CAPP committee and school district. “One of the things we wanted to accomplish was taking a look at what our course offerings are and what they should be, and in that process we discovered that we really weren’t meeting the state minimum standards for K-8 because we were only offering two arts areas... we did a student

survey and figured out how to add the third area for next year and address some issues that we saw with the scheduling, particularly with our band program, because there was scheduling in place that was really weakening our band program, so we got that fixed.”

Another Co-chair remarked on their district’s success. “One thing that CAPP really helped us do was really organize what we were doing as a district with arts specifically, because I think a lot of people were doing ‘idea here, idea here, idea here’-kind of thing, and it really allowed us to take it all together and realize really how much we did already do and how much more we could do from there and stuff, and where we could take it even further. So I think that was a big, from the beginning, takeaway, like we didn’t, I think, realize how much we did until we actually had to sit down and look at what our district does as a whole already.” Another Co-chair identified this simply, “Just meetings, plain old-fashioned having a meeting. I know that sounds really simplistic, but having a group of people who formally gather, plan, dream, implement, review, that has been very helpful.”

Current Cohort 2021-2023

During the spring of 2021, eighteen school districts applied for the 2021-2023 CAPP Cohort and eight districts were selected. This CAPP cohort began in August, 2021. The following eight school districts were selected as the CAPP cohort for 2021-2023: Art and Science Academy, Brooklyn Center Community Schools, Burnsville Eagan Savage School District, Loveworks Academy for Arts, Minnesota Excellence in Learning Academy, Monticello Public Schools, Russell-Tyler-Ruthton School District, and Zumbro Education District.

“Zumbro Education District is honored to be receiving the Minnesota Comprehensive Arts Planning Program award. This will not only set a firm art education foundation for our district but also help our neediest learners. Through CAPP, our district can provide additional art opportunities to our students that were not present before this award.” - Patrick Gordon, Executive Director

“Minnesota Academy of Learning Excellence (MELA) prides itself in bringing equitable access to underserved communities, we know the importance the arts have to the development of a child. To quote Syndey Gurewitz Clemens, ‘Art has the role in education of helping children become like themselves, instead of more like everyone else.’ This award will bring opportunities to our scholars and staff that would have otherwise not been afforded, and we look forward to the unveiling of creativity, inspiration, problem solving, healing, and connections that will be made stronger within our scholars and school community.” - Danielle Fields, Executive Director

This new cohort attended a two-day, virtual co-chair conference kick-off in August, focusing on committee development, arts programming needs and analysis, and future goal visioning. Between October, 2021 and January, 2022, each district participated virtually in two strategic planning workshops with their full local CAPP committees. In addition, the co-chairs and district administration met virtually on Dec 6, 2021 for additional professional development to guide their three-year arts strategic plans.

Each of the school districts will continue their work, seeking school board approval for their plans during the late spring of 2022.

During the 2022-2023 school year, these eight CAPP districts will continue with their second year of CAPP programming, focusing on the first year of their strategic plan and implementation. District committee work will shift from setting overall goals to implementing and sustaining their arts plan.

"Our students are the dreamers of today and the leaders of tomorrow. With a solid arts education, they will be empowered to strengthen all areas of learning for the remainder of their lives and find true joy along the way! Arts Matter!" - Arthur C. Turner, III, Loveworks Academy for Arts, Executive Director

Regional Centers (1.0)

During FY21, the Regional Workshops were replaced by virtual workshops in which participants could join from all across the state.

The Regional Arts Teacher-Leader (RAT-L) Network completed their second year of planning and implementing both group and individual leadership projects. These included a wide variety of topics, and many, if not all of the teacher-leaders, offered support to colleagues in distance, hybrid, and in-person learning impacted by COVID-19. Despite these teachers facing immense challenges in their day-to-day work, they continued to participate in virtual professional development and worked diligently to support other arts educators including 506 teachers across 177 districts. All programming was conducted virtually which dramatically reduced costs and allowed for increased support and meeting frequency for the RAT-L Network.

Since the Demonstration Schools were grounded in on-site observation, we continued to monitor the impact of COVID-19 and state and districts' policies and began planning for a virtual alternative while reallocating labor toward supporting the virtual offerings for the Regional Arts Teacher-Leader Network.

Programming was significantly impacted by COVID-19 both in the methods of delivery and teacher availability for participation. While there were dramatic and obvious negative effects, there have also been opportunities for experimenting with the program model in order to meet the same objectives with increased accessibility.

Perpich Arts Library

The Perpich lending library of arts and education materials is free to all residents of Minnesota and geared toward educators and teaching artists. The collection includes diverse representation of arts and education areas, including special collections on: Multiculturalism and Diversity, Dance Education, National Gallery of Art Teacher Resources, and other resources for teachers in the Professional

Collection. The library serves as the media center and library for the Arts High School and also supports educators statewide.

The 2020-21 school year was a year like no other thanks to the COVID-19 pandemic. Students started in hybrid learning, but were put back in distance learning from November 9, 2020 to February 19, 2021. With the yearlong combination of hybrid and distance learning, there was never more than 1/3 of the student body in the arts high school building at one time. Chairs in the library were spaced 6 feet apart and capacity was only 24 people. As a result, the circulation statistics gathered this year are not indicative of a “normal” year. Therefore, the average number of visitors and number of class visits per month were not measured.

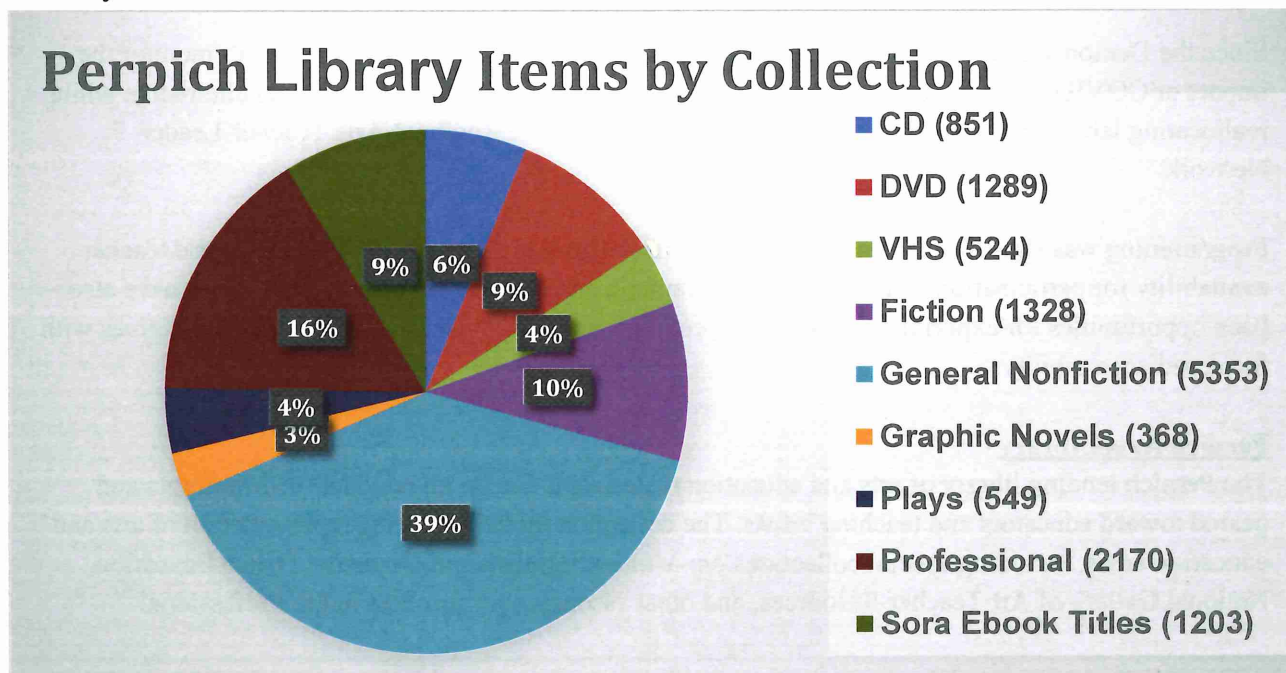
The library remained physically closed to external patrons from March 17, 2020 through May 31, 2021. However, throughout the pandemic we continued to mail any requested materials and opened for curbside service on August 12, 2020. (Inter-library loan was stopped on March 15, 2020 but resumed on August 12, 2020, right before school began.)

Number of Loans by Patron Status

Year	ILL*	Sora Ebook App	Student	Staff/Faculty	External	Total
June 2020-May 2021	52	59	274	261	48	694

*Inter-library loans = Perpich items that are circulated to patrons from other Minnesota libraries.

Library Collection Data



FY21 Work included:

- Work with leadership to create a safer library environment and safer item circulation during the time of COVID-19
- Work with Communications and PDR to improve and update the library website pages
- Work with the PDR specialists to improve the professional collection by removing old items, updating outdated items, and purchasing new items
- Creating monthly book lists and videos for the library newsletter which were posted by Communications to various social media sites and shared in other Perpich newsletters
- Purchase of new matching tables and chairs for the library space. All items have wheels for more flexible configurations.
- Participation in Project Ready, “a series of free, online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy.” This cohort of librarians met on Tuesday evenings every two weeks for 6 months.
- Help with check out of general technology items to staff and students (chargers, webcams, laptops, etc.) and help to check items in and out from the Batcave (media equipment)
- Gain of free access to Infobase databases in the fall, and per faculty request, decided to purchase access to three of them for next school year

Section II -- The impact of the center's outreach activities;

The work of Professional Development and Resource Programs is shown in two distinct ways: (1) Numbers of outreach activities and participants and (2) impact of those activities.

- (1) The map represents all of the districts served directly by PDR specialists and programs. The chart below gives an overview of how many districts, teachers, and administrators were served by specialists and programs collectively in FY21. Within this data, numbers reported are unique; no repeats are counted. There were over 3,300 contacts with individuals throughout the state, many of them served multiple times and in multiple ways. A comparison to FY20 data is included.

The data is also broken down into tiers to show the level of service provided by PDR.

- (2) Impact is shown through quantitative and qualitative data. In the past, participants in PDR programs have been asked two similar questions on an evaluation after each program. The **five-point scale** provides quantitative results. The two questions are:
 - *I have developed or strengthened relationships with other professionals/educators.*
 - *I am leaving with ideas I can transfer into my teaching practices.*We believe the first question is not an area that can be addressed in a virtual environment. So this year we have only provided the feedback from the second question about teaching practices.

Quotations from those same evaluations provides qualitative data about the impact made.

Key Findings from FY21 Data

Perpich Arts Specialists provided professional development for arts educators in all five arts areas: Dance, Media Arts, Music, Theater, and Visual Arts. Regional Centers and CAPP supported their RAT-Ls and districts through the planning and implementation of the arts in their region and schools. PDR programs:

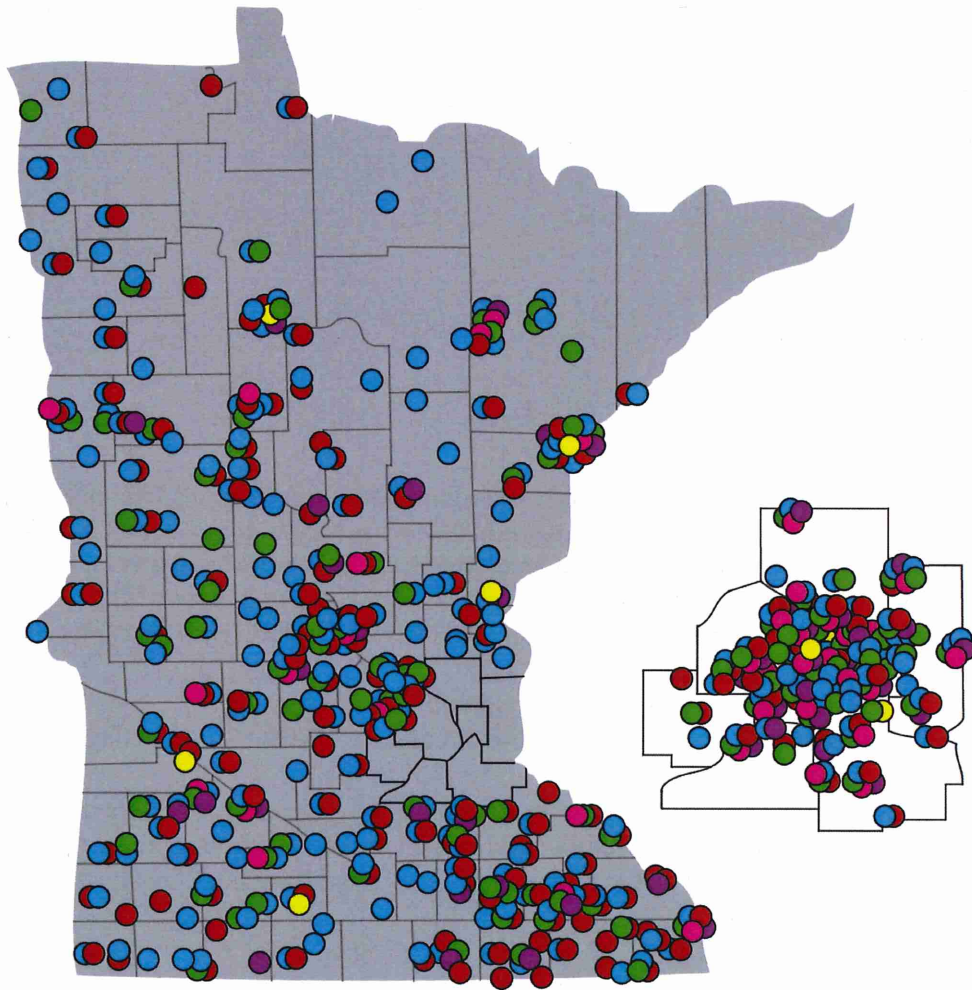
- Reached thousands of educators multiple ways. Although the number of educators we had contact with is down slightly to 2,140, the number of overall contacts is up nearly 450. Meaning the educators who we reached came back for more throughout the year.
- Had contact with 314 districts across the state, more than in any previous year
- More than doubled our recorded events to 411. Specialists and Directors worked hard to provide more support during this year of COVID through more offerings.
- Provided technical assistance and professional development for 1,738 arts educators
- Provided professional development for 402 non-arts educators, a significant increase from FY20, who learned to integrate the arts into their classrooms
- Has representation in all nine Service Cooperative Regions providing 24 Regional Workshops through the Regional Arts Teacher-Leader network
- Completed year two of the Comprehensive Arts Planning Program with eight school districts

(1) Districts Directly Impacted by Perpich Center for Arts Education in FY21

The following map shows the districts directly impacted through PDR programs and work.



Perpich Center for Arts Education
Professional Development and Resource Programs
FY21



- | | |
|--|---|
| ● Regional Art Teacher-Leader Network | ● Dance Professional Development |
| ● Music Professional Development | ● Theater Professional Development |
| ● Comprehensive Arts Planning Program (CAPP)
(selected sites) | ● Visual & Media Arts Professional
Development |

(1) Number of Districts, Teachers, and Administrators served by Perpich Center for Arts Education in FY21

While Professional Development and Resource Programs consist of a number of individual programs, they add up to a holistic approach of serving arts teachers, schools, and administrators across the state to improve arts education opportunities for K-12 students.

Number of Districts, Teachers, and Administrators served by PDR					
Fiscal Year	Districts	Teachers			Administrators (includes superintendents, principals, and curriculum directors)
		Total	Arts	Non-Arts	
FY21	314	2140	1738	402	52
FY20	304	2328	2033	295	178

(1) Data Collection on the depth of work Professional Development and Resource Programs

Because contemporary education professional development is complex and multi-layered, data for PDR is collected and presented in a tiered format. This provides a lens into the breadth and depth of the Perpich Center’s professional development across the state. The tiers represent the variety and depth of professional development offerings when working with teachers, administrators, schools, and school districts.

- **Tier 1 - Introductory:** 1 to 4 hour presentation/workshop, one time
- **Tier 2 - In-Depth:** A day of targeted professional development, or providing a day-long or multi-day conference, one time
- **Tier 3 - Sustained:** Support in developing capacity of a group of educators over time, over a year or multiple years (may include a combination of workshops, coaching, etc.)
- **Tier 4 - Systemic:** Impact a system of education or arts education, often at a school or district level
- Tiers 1 and 2 provide entry to the Perpich Center programs and involve disseminating information and basic technical assistance. Tiers 3 and 4 are based in research and best practices in professional development, which shows that sustained and long-term professional development is most effective and is more likely to create sustainable change in practice.

Tier 1: Introductory	Tier 2: In-Depth	Tier 3: Sustained	Tier 4: Systemic
<i>Up to 4 hour professional/ technical services: stand-alone presentation, meeting, or consulting</i>	<i>Day-long or multi-day professional development: stand-alone workshop, conference, or consulting</i>	<i>Year-long or multi-year support to develop capacity of educators: combination of workshops, coaching, consulting, etc.</i>	<i>Sustained and intensive support to impact a system of education or arts education, at a school or district level</i>

Tiers	Percent of Work
1	29%
2	48%
3	22%
4	1%

(2) PDR quantitative impact

I am leaving with ideas I can transfer into my teaching practices.

4.47

(2) PDR qualitative impact

- “Thank you! What a wonderful week of classes – now I’ve got some work ahead of me adapting my curriculum using the top-notch resources I’ve received. It was a great way to recharge the batteries!”
- “Thank you! I enjoyed the seminar. You put together a lot of useful material and I was reminded of many things. Looking forward to seeing you again.”
- “Just a little note to tell you how much I enjoy getting this email [newsletter] each month! Being the only elementary music teacher in my district, it is so nice to get a few new ideas for my classroom and feel connected to the rest of the music community.”
- “Thank you very much for taking time to send us personalized CEU certificates. Wednesday’s seminar was extremely informative and inspirational. The way in which you unpacked the standards has made me excited to find new ways to meet them. Thank you for all the work you do to inspire music educators and students!”
- “Thank you so much for organizing and facilitating this last book study on SEL. I so appreciate your leadership style! It is so special to connect urban and rural teachers in discussion. So much better than sit and get at the conventions. This is a good thing to come out of Covid for sure.”
- “I appreciated this time for collaboration throughout the year. Not just because of the pandemic and these unusual teaching times, but to be able to collaborate with other music teachers.”

- “The excellent and informative power point presentation was beyond my expectation! One of the best PPT I have ever seen on this topic. The images and Theo's shared experiences were powerful. I saw images from history that were new to me. Thank you immensely for this enlightenment.”
- “The instructors created a very warm and welcoming environment- over zoom- wow! Their knowledge and love for the process and content seeped into everything we did as well as their care and compassion for all the participants.”
- “I learned so many different ways I can address the standard, such as ‘Describe’, ‘Appreciate’, ‘View’, ‘Connect’, and ‘Watch & Respond’. And, so many amazing resources to dive into! Also, the presentation of the settler colonialist narrative to erase the history of Native tribes in MN was enlightening.”
- “I learned so much in this workshop. I think one big takeaway I had was that there are so many ways to make online learning engaging. The mechanics of how trauma manifests itself in the body was so enlightening and something I was really looking forward to learning. I also learned a lot about what participation can look like. At first, I was annoyed and embarrassed that my internet was really glitchy, but I appreciated being able to just sit back and listen to so many important perspectives. It gave me a chance to experience what my students deal with all the time. I found a new understanding for how important it is to build in multiple means of participation for students who may not be able to be on camera or share out loud.”
- “This workshop taught me how to integrate movement into reading lessons - especially for summarizing or identifying main idea (a standard we cover a lot). I'm so excited to start.”

Looking to the Future

In FY21, with COVID-19 impacting school districts, Professional Development and Resource Programs (PDR) was able to adjust its work and continue to serve the arts teachers, administrators, and school districts throughout the state. Looking ahead to FY22, PDR continues to face similar challenges with COVID-19 pandemic affecting PDR services for arts educators, administrators, and school districts.

Looking forward to FY22, PDR plans to:

- Support teachers and districts to safely serve students in this time of COVID-19;
- Create and share materials and resources for in-person, hybrid learning, and distance learning;
- Continue to support school districts with implementation and understanding of new Academic Standards in the Arts K-12;
- Focus on regional activity for the Regional Arts Teacher-Leader Network (RAT-L), providing professional opportunities utilizing technology and virtual platforms;
- Focus on continuing to offer professional development opportunities in a virtual environment;
- Implement Year 1 of full programming (2021-2023) for the eight (8) CAPP Districts.
- Expand data with Creative MN to add more schools and collect K-12 data.
- Explore ways to increase PDR services to school districts throughout the state.

Section III -- enrollment trends, including the number of students from each congressional district admitted to Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019;

FY21 Enrollment Trends

- 1) Enrolled students on Day 1 of the 2020-21 school year: 144
- 2) Enrolled students on Day 1 of the 2021-22 school year: 173
- 3) Enrolled Students on Day 1, 2021 – Commuter & Residential:
 - (a) Commuters: 79 46% of student body
 - (b) Dorm Residents: 94 54% of student body
- 4) Enrolled Students on Day 1, 2021 - Residence Location:
 - (a) 7-County Metro Area: 112 65% of student body
 - (b) Outstate MN: 61 35% of student body

Note: Overall MN Student Distribution
56% - County Metro
44% - Outstate
(Source: MDE)
- 5) Breakdown of student enrollment by grade in 2021-22: Gr. 12 = 85 Gr. 11 = 88
- 6) Juniors who finished the 2020-21 school year at AHS: 68
Number of 2021-22 Seniors that were enrolled at AHS during 2020-21: 67
98% of last year's Juniors returned for their senior year
- 7) Number of students new to Perpich in 2021-22 (total; Seniors/Juniors) 109
Total New Students (88 New Juniors; 21 New Seniors)
63% of the student body is new to the Arts High School in 2021-22
- 8) Congressional District Representation

CD1	13	CD5	45
CD2	15	CD6	22
CD3	33	CD7	12
CD4	15	CD8	18
- 9) The Perpich Arts High School student body has the following representation in the Minnesota Legislature:

House Members:	60%
Senate Members:	85%

FY 21 Student Recruitment Effort

Due to restrictions put in place by the State of Minnesota Office of Management and Budget, several changes occurred to our student recruitment efforts. Despite the limitations presented by the worldwide COVID pandemic, application numbers and accepted student count increased.

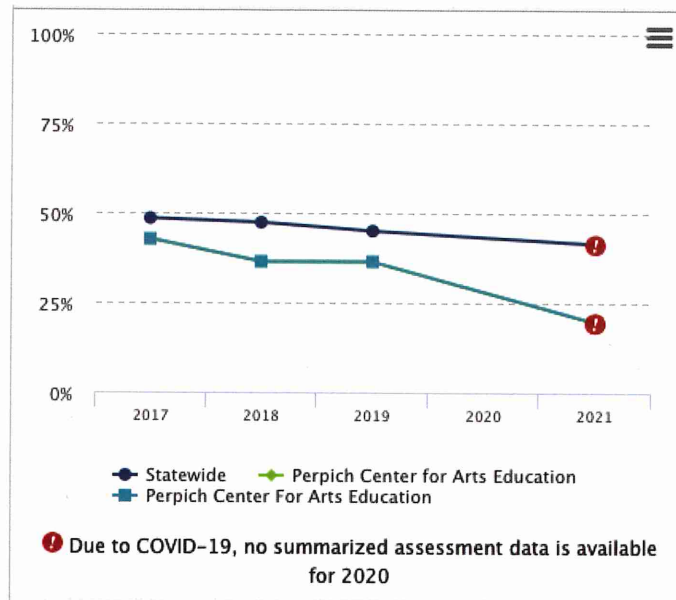
- Direct Recruitment
 - No statewide travel was planned or executed.
 - In-person summer art camps were cancelled. Organizations offering virtual sessions were sent a digital version of the Perpich Arts High School flyer to be included with emailed communications.
 - Continued use of Copper CRM for data management, enhancing communication with prospective students and families.
 - No on-campus Information Sessions were scheduled, nor were prospective student Shadow experiences offered.
 - Hosted 121 individual tours of Perpich Arts High School and dorms for prospective students and families while maintaining COVID-safe protocols.
 - Devised and successfully implemented a means of holding all Admission Reviews virtually via Google Meet. Admission reviews occurred from March 2021-June 2021.
 - New-student orientation was done completely electronically.
- Outreach/Sponsorship
 - Education Minnesota's Fall 2020 conference was held virtually. Perpich Arts High School was a sponsor and had a 'virtual meeting room' for interested attendees to visit.
 - Sponsored and exhibitor for the 2020 Twin Cities Bookfest
 - Sponsored the Hennepin Theater Trust Spotlight Showcase
- Marketing/Public Relations
 - Created a virtual tour of the school and dorm. The video is located on the website and YouTube channel.
 - Created an Information Session video, focused on capturing the comments of current Perpich students to use in lieu of in-person sessions. The video is located on the website and YouTube channel.
 - Designed a new promotional piece for use in USPS mailing and emailing to prospective students/families, art-organization partnering businesses, schools, and other groups.
 - Continued development of website within organization brand
 - Minnesota Public Radio advertising, May, 2021 – June, 2021
 - Social media advertising and Google Ads campaigns
 - Active social media channels: Facebook, Twitter, Instagram, YouTube
 - Media advisories/Press releases sent to local media and media across the state
 - Several on-air and in print features
 - Letters to the Editor submitted

Section IV-- students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education.

1. Academic Data

a. Standardized Assessments

i. Minnesota Comprehensive Assessments - Math



ii. The ACT Test

Table 1: Five Year Trend - Composite ACT Scores

Year / # of students	English	Math	Reading	Science	Composite
2017 / 97	23.7	20.4	24.9	21.9	23.0
2018 / 81	23.2	21.8	25.9	22.1	23.4
2019 / 54	23.4	19.8	24.9	21.6	22.6
2020 / 52	22.4	20.1	25.3	21.8	22.5
2021 / 55	20.5	19.0	23.3	20.7	21.1

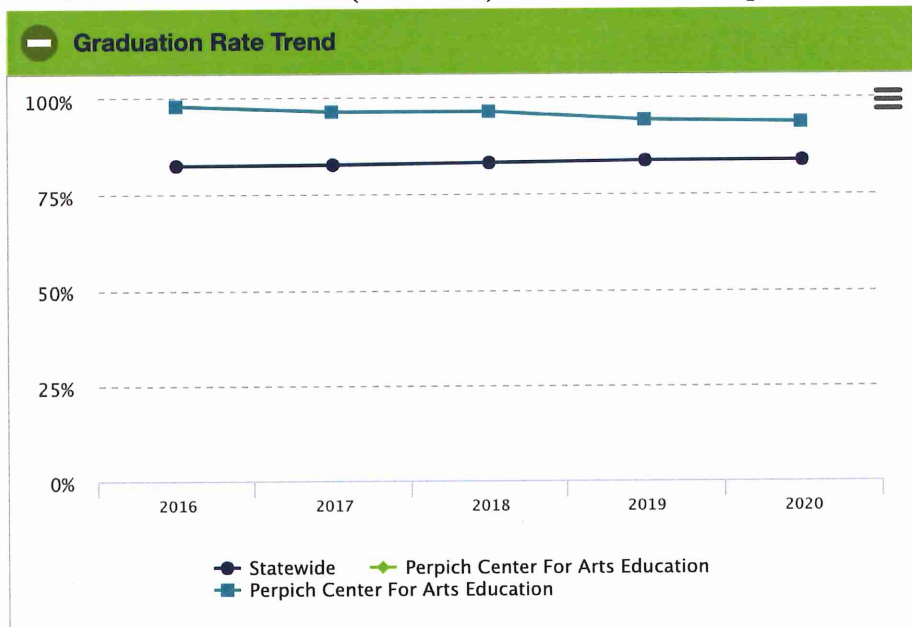
iii. Advance Placement (AP) Test Results

	2017	2018	2019	2020	2021
Total AP Students	51	39	35	10	17
# of Exams	63	51	52	15	26
AP Students w/ Scores 3+	29	27	25	8	12
% of Total AP Students w/ Scores 3+	56.9	69.2	71.4	80.0	70.6

2. Graduation Rates

- a. 2021 Perpich High Arts High School Graduation Rate was 100%

Graduation Rate Trends (2016-2020) *Source: MDE Report Card*



3. Students Enrolled in Post-Secondary Education

a. 2021 Perpich Art High School Graduates: 70 students

i. 44 Graduates (63%) enrolled in Post-Secondary – Fall, 2021*

14 Graduates Enrolled at Minnesota Post-Secondary Institutions

Anoka Technical College
Augsburg University
Minneapolis College of Art and Design
Minneapolis Community and Technical College
Minnesota State University - Mankato
North Hennepin Community College
Oak Hills Christian College
University of Minnesota - Twin Cities

30 Graduates Enrolled at Non-Minnesota Post-Secondary Institutions

Bowling Green State University
Clark University
Columbia College Chicago
Cornell University
Emerson College
Emily Carr University of Art + Design
Full Sail University
Hampshire College
Knox College
Los Angeles Film School
Loyola University Chicago
Lynn University
Maryland Institute College of Art
Massachusetts College of Art and Design
New Mexico State University
North Dakota State University
Parsons School of Design - The New School
Pratt Institute
Reed College
Ringling College of Art and Design
School of the Art Institute of Chicago
South Dakota State University
University of Wisconsin - River Falls
University of Wisconsin - Stevens Point
University of Wisconsin - Stout

**Post-Secondary Enrollment Data self-reported upon Graduation including a significant number of students (in the remaining 37%) reporting a planned post-secondary institution attendance fall of 2022*