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B. Arts Education Needs Assessment:

**Minnesota Department of Education
Statistics Related To Time Allotments,
Staffing and Assessment Results**

conducted by
The Minnesota Department of Education

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Introduction

This report on the status and needs of arts education in Minnesota public schools is presented in two sections. The first contains data collected by the Minnesota Department of Education (MDE) and the second is a report of a survey conducted by the market research firm of Anderson, Niebuhr and Associates, Inc. The information in both sections has been used in determining the arts education recommendations at the end of the report.

The report is divided into three categories: the quantity of arts education opportunities being provided to students, the quality of the learning experiences and the attitudes of students, parents, teachers and administrators about arts education. Both sections of the report include these categories.

The MDE portion of the needs assessment contains information from a variety of sources, including MDE assessment reports and statistical data and other reports on Gifted and Talented Programs and the Comprehensive Arts Planning Program. The Minnesota State Arts Board provided information on its Artists in Education program and the Minnesota Alliance for Arts in Education provided updates on the "1982 Status Report of Arts in Minnesota Schools." A recent Ph.D dissertation and master's thesis provided findings on the effects of licensed art and music teachers in elementary classrooms.

The section of the report written by Anderson, Neibuhr and Associates, Inc. is the result of survey responses from a random sampling of classroom teachers, arts specialists, administrators, parents and students.

The final pages of the report contain recommendations for improving and expanding arts education for all students, kindergarten through grade twelve, in the state. They are divided into two categories: policy recommendations and nonpolicy recommendations.

Educational policy pertains to the broad directives set by elected or appointed officials or bodies. Under Minnesota's public education system, these would include the Governor, the Commissioner of Education, the Minnesota State Board of Education, the Legislature and local Boards of Education. Policies would include State Board of Education (SBE) rules and laws passed by the Minnesota Legislature. Non-policy recommendations include administrative procedures and technical assistance. Administrative procedures, or guidelines, are what agency administrators such as MDE or local school districts do to carry out established policies. Examples include MDE's devising plans to carry out new policies such as changes in SBE rules, or local district decisions on fulfilling SBE rules. Technical assistance refers to the activities and work programs of those who carry out policies and procedures, including teachers, counselors and librarians in local districts and subject specialists and other professional staff of the MDE.

The recommendations in this report are directed to those persons or organizations concerned with providing quality arts education opportunities for students. Among others, these include the Governor, local school districts, the Minnesota Department of Education, the Minnesota State Board of Education, the Minnesota Legislature, the Governor-appointed Arts Education Task Force, the Minnesota Alliance for Arts in Education and the Minnesota State Arts Board.

In keeping with the educational goals of the State of Minnesota, implementation of the recommendations contained in this report will help ensure a quality arts education for all Minnesota students.

A. Current Status of Arts Education

1. Allocation of Time

Minnesota State Board of Education Rules pertaining to elementary education specify that art and music are subjects, or "common branches of learning" required for all students at every elementary grade level. The area of language arts, which includes creative writing and drama, and physical education, which includes dance, are also common branches. Time allocations for physical education are specified at 45 minutes or 2-3 classes per week in kindergarten, and 30 minutes per day in grades one through six. Time allocations for art, music and language arts are not specified, but a separate Minnesota Department of Education document, "Recommended Time Allocations for Elementary School Subjects" gives the following recommendations, in percentages, for primary grades: art - 8 percent (approximately two hours), music - 8 percent (approximately two hours) and language arts - 34 percent (approximately eight and one-half hours).

For intermediate grades, recommended times are: art - 8 percent (approximately two hours), music - 8 percent (approximately two hours) and language arts - 2.7 percent (approximately seven point four hours).

For middle and junior high schools, the Minnesota State Board of Education designates more specific time requirements for all subjects. For middle schools containing grade six, 120 clock-hours of art and music are required for every student. Middle schools containing fifth and sixth grades must require 150 clock-hours of these subjects. At the junior high level, 90 clock-hours of art and 90 clock-hours of music are required of all students. Since junior high class periods generally run 45-50 minutes, a minimum of two trimesters or three quarters of art and music must be scheduled for each student. Minnesota Department of Education art staff recommends two required semesters of art in junior high.

At the present time, the Minnesota Department of Education has not systematically collected information on school district compliance with the State Board of Education rules. For purposes of this report, the Minnesota Department of Education monitoring staff and regional special education directors conducted a telephone survey of junior high schools in outstate school districts. Of 258 respondents (59 percent of all Minnesota districts), 54 (21 percent) indicated that they were not meeting the 90 clock-hour art requirement and 69 (27 percent) were not meeting music requirements. (See Table 1.)

TABLE 1

Number of Clock Hours of Art and Music
Required of Junior High School Students
in Non-Metro Area School Districts
(by size of district enrollment)

District Enrollment	ART		MUSIC	
	90 Hours and Over	Under 90 Hours	90 Hours and Over	Under 90 Hours
1-499	86	23	81	28
500-999	62	20	60	22
1,000-1,999	37	10	31	16
2,000+	<u>19</u> 204	<u>1</u> 54	<u>17</u> 189	<u>3</u> 69

These figures are higher than those collected in 1982 from a survey of arts specialists. According to the "1982 Status Report of Arts in Minnesota Schools," approximately 18 percent of the responding schools did not meet State Board of Education rules in art or music. The situation is better in metropolitan-area districts, but several of them do not meet the junior high requirements either. Further information on time allocations for secondary arts education is found in the Anderson, Neibuhr and Associates, Inc. section of this report.

2. Current Staffing

Over the past ten years, the number of arts teachers and programs in schools has declined steadily. To portray an accurate picture, however, this declining number must be analyzed in comparison with student and staff decline over the same period. These figures indicate that decline in arts staff was greater than decline of total staff.

Tables 2a, 2b and 2c show 1973-84 student enrollments, total teaching staff and arts staff. As illustrated by the tables, student enrollment declined 21.7 percent over those eleven years and total staff dropped 11.3 percent. A physical education teacher decline of 11.5 percent and music teacher cut of 12.5 percent are slightly in excess of total staff cuts. Art and theater teachers experienced excessive declines, with 25.9 percent in art and 63.4 percent in theater--totals much greater than total staff reductions of 11.3 percent. It should be noted that special education teachers have shown a significant increase since 1973-74. So, while the total number of teachers has declined 11.3% in that period, if special education teachers were excluded from total staff numbers, the professional staff in Minnesota's public schools would have declined about 18 percent. Art and theater cuts are still significantly higher than this adjusted amount.

Financially, 1982-83 was a difficult year for Minnesota School Districts. Total staff cuts of 7.3 percent were made that year, and cuts in arts staff were nearly double that amount. One hundred six art positions were eliminated for a 12 percent decline. Two hundred nineteen music positions, (10.9) percent and 180 physical education teachers (7.9 percent) were cut. An already small number of theater teachers declined by 22.8 percent. The loss of so many arts teachers in one year has resulted in severe reductions, changes and elimination of school arts programs.

TABLE 2a

**COMPARISON OF STUDENT ENROLLMENT, TOTAL STAFF AND ARTS STAFF
1973-74 THROUGH 1983-84**

Year	Fall Enrollment PK-12	Percent Change	Total Staff, Full-time Equivalent	Percent Change
1973-74	900,566	--	50,760	--
1974-75	889,751	- 1.2%	50,741	--
1975-76	879,432	- 1.2%	51,528	+ 1.6%
1976-77	862,445	- 1.9%	51,346	- 0.4%
1977-78	835,513	- 3.1%	50,633	- 1.4%
1978-79	805,076	- 3.6%	50,575	- 0.1%
1979-80	775,629	- 3.7%	50,273	- 0.6%
1980-81	754,915	- 2.7%	50,328	+ 0.1%
1981-82	733,738	- 2.8%	49,120	- 2.4%
1982-83	715,221	- 2.5%	45,524	- 7.3%
1983-84	705,238	- 1.4%	45,004	- 1.1%
Overall Change	- 195,328	- 21.7%	- 5,756	- 11.3%

TABLE 2b

Year	VISUAL ART STAFF, FULL-TIME EQUIVALENT			MUSIC STAFF, FULL-TIME EQUIVALENT		
	Elementary	Total	Percent Change	Elementary	Total	Percent Change
73-74	155	1004		851	2061	
74-75	162	1019	+ 1.4%	860	2078	+ .8%
75-76	156	1042	+ 2.3%	854	2101	+ 1.1%
76-77	165	1024	- 1.3%	823	2089	- .6%
77-78	162	989	- 3.9%	838	2050	- 1.9%
78-79	163	979	- 1.0%	841	2264	+ .7%
79-80	162	943	- 3.7%	859	2045	- .9%
80-81	173	925	- 1.9%	864	2058	+ .6%
81-82	168	885	- 4.3%	850	2014	- 2.1%
82-83	134	779	-12.0%	733	1795	-10.9%
83-84	<u>129</u>	<u>744</u>	<u>- 4.4%</u>	<u>748</u>	<u>1804</u>	<u>+ .5%</u>
Overall Change	- 26	- 260	-25.9%	-103	- 257	-12.5%

TABLE 2c

Year	PHYSICAL EDUCATION STAFF, FULL-TIME EQUIVALENT			THEATRE STAFF, FULL- TIME EQUIVALENT	
	Elementary	Total	Percent Change	Total	Percent Change
73-74	637	2472		71	
74-75	669	2538	+ 2.7%	67	- 5.8%
75-76	644	2547	+ .3%	64	- 4.1%
76-77	676	2641	+ 3.7%	64	- .1%
77-78	662	2551	- 3.4%	55	-13.6%
78-79	677	2606	+ 2.2%	51	- 7.6%
79-80	667	2497	- 4.2%	52	+ 2.9%
80-81	701	2480	- .7%	48	- 7.7%
81-82	685	2405	- 3.0%	37	-23.5%
82-83	617	2215	- 7.9%	29	-22.8%
83-84	<u>620</u>	<u>2187</u>	<u>- 1.3%</u>	<u>26</u>	<u>- 7.8%</u>
Overall Change	- 27	- 285	-11.5%	-45	-63.4%

One way of assessing arts education opportunities in schools is to compare the number of arts teaching staff with the total number of classroom teachers. (See Figure 1.)

In 1983-84, there were 45,000 full-time equivalent (FTE) classroom teachers in Minnesota. Of these, 2,187 (5 percent) were physical education teachers. (In most school districts, dance is a proportionately small part of the physical education program.) One thousand eight hundred and four teachers (4 percent), were music teachers, 744 (2 percent) were licensed art teachers and 26 (.05 percent) were theater teachers.

Staffing Percentages
Teachers of Art, Music, Physical Education and Theatre
as compared with teachers of Other Subjects
1983-84

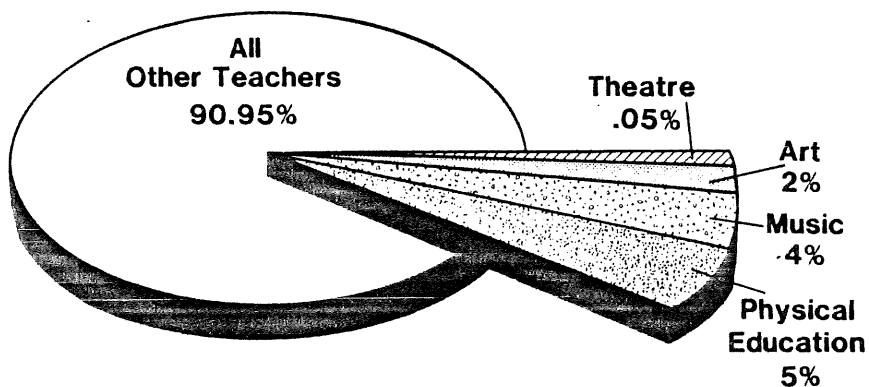


Figure 1

Examining teacher-to-student ratios is another way of determining arts education opportunities for students. In 1983-84, 705,000 public school students were taught by 45,000 FTE classroom teachers for a teacher-to-pupil ratio of 1:16. As seen in Figure 2, if all students were receiving arts instruction by licensed arts teachers, teacher-to-pupil ratios would be significantly higher--approximately 1:300 for physical education, 1:400 for music, 1:950 for art and 1:27,000 for theater.

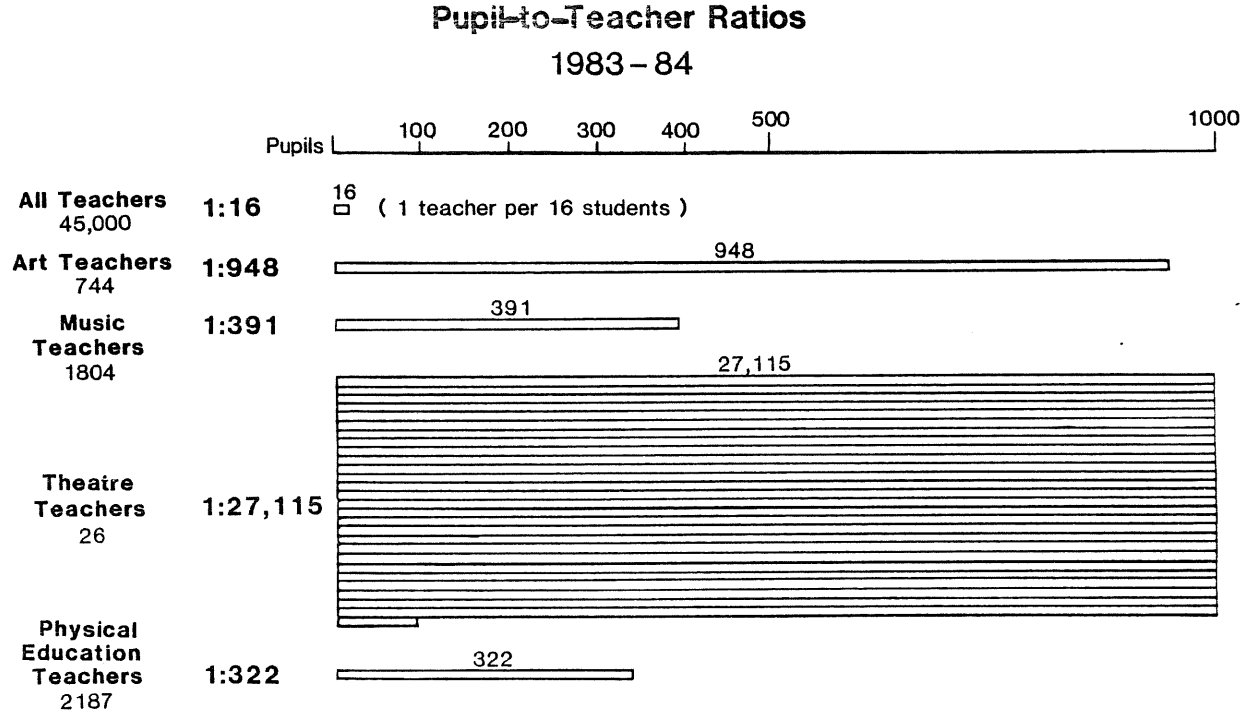


Figure 2

B. Quality of Education in the Arts

1. Minnesota Statewide Assessment

The Minnesota Department of Education's Assessment Program provides a means of collecting and evaluating information on student achievement over a broad range of curriculum areas. The program, which started in 1973, is responsible for developing tests which provide data on the knowledge, skills and attitudes of Minnesota students in various subject areas. The assessments also provide a means to evaluate curriculum strengths and needs.

Several assessments in the arts have been conducted during the past several years. Writing assessments were conducted during school years 1979-80 and 1983-84, music in 1980-81 and 1984-85 and art in 1981-82. To date, there has been no assessment of physical education (dance) or theater.

To be sure assessments reflect current educational goals and priorities, Minnesota educators are involved in their development process. Subject specialists identify educational objectives from the learner outcome documents of the Minnesota Department of Education. Specialists also establish criteria for performance and data interpretation. As a result, each assessment provides data based on the priorities of Minnesota educators.

Teachers and other educators help interpret assessment results and develop conclusions and recommendations following assessment. Relative strength and weakness in curricula, instruction and student performance are identified from the results, and changes may be implemented. The Minnesota Department of Education Assessment Section then compiles a report on the results which is distributed to educators, legislators, citizens and media. The data is also used by Minnesota Department of Education staff in determining technical assistance needs of local districts.

As an added service, the Minnesota Department of Education Assessment Section makes its services and materials available to Minnesota school districts for their own curriculum analysis and performance comparisons with state and national groups or similar-sized districts.

2. Assessment Results in Art

The "1981-82 Minnesota Assessment in Art," was the first statewide art assessment. It tested students at grades four, eight and eleven, and included student knowledge and attitudes about art. To a small extent, it dealt with art production techniques. Students were not asked to produce art because of the difficulty in administering and scoring these projects.

In setting the standards for acceptable assessment performance, education specialists did not use an "ideal" art program as their model. Instead, the Minnesota Department of Education asked them to consider what students could accomplish by participating in an "adequate" art program, specifically, a program in compliance with the rules and recommendations of the State Board of Education, using licensed art teachers and having adequate resources.

In general, the assessment indicated that performance at all grade levels was below acceptable standards established by Minnesota art teachers. On sixteen out of seventeen assessment subobjectives, students fell below the acceptable level.

The teachers who analyzed the assessment results expressed the opinion that students did not appear to be learning the role of art and artists in contemporary society, or about art history. For example, fourth graders were not aware that artists design functional items such as appliances, clothing or cars. Most eighth graders could not identify major movements of Western art.

The only subobjective where performance was considered acceptable was understanding design qualities. Fourth graders showed some strength in this area.

The art assessment indicated that Minnesota students do not appear to have an open-minded attitude about art. They seemed to accept modern architectural styles, but their appreciation of non-traditional drawings and paintings was low. Data suggests that students have not yet learned appropriate criteria for judging art. Over one-third of Minnesota's eleventh graders and one-half of its fourth and eighth graders reported never having been on a school-sponsored field trip to an art museum, and most eighth and eleventh graders reported there were few art critiques during the year.

A national assessment, similar to the Minnesota Assessment, was conducted in 1979. Minnesota students scored approximately the same as their counterparts throughout the nation and Central United States on comparison items, but national scores were consistently below standards set by educators. Girls at all grade levels displayed performance advantage over boys.

The results of the "1981-82 Minnesota Assessment in Art" clearly indicate that Minnesota students have not achieved the basic outcomes necessary to a sufficient art education. Based on these results, Minnesota art programs need to be improved and expanded.

3. Assessment Results in Music

The results of the statewide music assessment given in 1980-81, have shown eighth grade performance to be consistent across school district categories, indicating that this group's knowledge of music is similar throughout the state. Eighth graders performed better than fourth graders in the areas of recognizing form, discriminating vocal ranges, theme and variations, and recognizing string instruments. They also performed better than fourth graders in recognizing and counting music symbols such as sharps and flats.

Eleventh grade performance on the music assessment test was considered acceptable or above on four out of five objectives. The results identified a need for improving or expanding knowledge of one objective--recognizing composers and performers.

Girls outscored boys on every objective at every grade level. Further study was suggested to determine the reasons for differences in performance based on the sex of students as well as the sex of music teachers.

The following recommendations can be made, based on the results of the statewide assessment. 1) greater emphasis should be placed on multi-cultural music, including the historical contexts and diversities of music, 2) more emphasis needs to be placed on notation, symbols and dynamics, and 3) greater emphasis needs to be placed on developing or improving listening skills at all grade levels.

Minnesota students displayed a considerable achievement advantage over national and Central United States student groups, on a national music assessment given in 1979 similar to the one given in Minnesota. Students in Minnesota received higher average scores on all comparable assessment items.

4. Assessment Results in Writing

The Minnesota Department of Education has conducted two statewide assessments of writing--one in 1979-80 and one in 1983-84. Only partial results are available from the 1983-84 assessment, as the data has not yet been completely analyzed.

The 1979-80 assessment was conducted at grades four, eight and eleven in such a fashion that it was possible to compare Minnesota results with nationwide scores in certain areas. Compared with their counterparts across the nation, Minnesota students 1) wrote longer compositions containing more complex sentences, 2) wrote compositions which were freer of mechanical mistakes (e.g. spelling errors, subject-verb agreement errors, etc.) and 3) made more word-choice errors and used more awkward sentences.

The 1983-84 writing assessments results, in addition to being incomplete, varied from those of the earlier assessment in that a more detailed test design was used and different grade levels were tested (six, nine and eleven).

With each assessment, several different modes of writing were evaluated. Narration or storytelling--one aspect of creative writing--was one of those modes. Because creative writing is intended to be a freer form of written expression, it is the most difficult of the modes to assess in any standardized fashion. As a result, scores in this area are more open to question than are scores for other forms of written expression (e.g. persuasion, summarization) where criteria for success are more easily agreed upon.

Because of differences in test design, national comparisons were not possible in the area of narration. However, based on analysis by subject specialists, the following generalizations emerged: 1) Fourth-grade students made scant use of sensory detail in their stories, but two-thirds of the stories they wrote did contain a minimally complete narrative structure, e.g. beginning, middle, end, and 2) the detail used by eighth graders was considered "adequate" with over 80 percent of their stories revealing complete narrative structure. The assessment also revealed that girls consistently outperformed boys at all grade levels and in all writing modes. Eleventh graders were not assessed in the area of narration.

Within the area of narration, assessment results indicated that students' written stories are generally coherent, well-sequenced and readable, but not particularly interesting or unique. Students' stories at all three grade levels lack originality and the more sophisticated characteristics of storytelling, e.g., character development, suspense, sensory detail, etc.

As with the 1979-80 assessment, it appears that, in general, girls are much more accomplished writers than boys.

APPENDICES

A. Rules of the Minnesota State Board of Education

Minnesota State Board of Education Rules state that the arts are to be included in the education of all students.

Education Rule 3500.1100, Elementary, requires that art and music be taught at all grade levels. It also requires that language arts and physical education be taught in all grades, but does not specify that creative writing, drama or dance must be included in these subjects.

A proposed elementary rule change is being considered in 1985 which would have more specific time requirements for all subjects, and expanded definitions of some subject areas.

Education Rule 3500.1600, Middle School, requires that art and music be taught 120 clock-hours in grades six through nine and 150 clock-hours in grades five through nine. Sixty minutes are equal to one clock-hour.

Education Rule 3500.1900 requires that 90 clock-hours of art and 90 clock-hours of music be taught in junior high. In junior high, there are no specific requirements for dance, theater, creative writing or dance. These programs are usually taught as part of communication skills and physical education courses. Three hundred sixty clock-hours must be given to communications skills and 240 clock-hours to physical education.

Education Rule 3500.2100 contains no senior high school requirement for students in art or music. Communications skills, which include creative writing and theater, are required for 360 clock-hours in grades 10-12. Physical education which includes dance, is required in grade 10 for 60 clock-hours.

Education Rule 3500.2010 stipulates that, beginning with the 1985-86 school year, all high schools must offer two years of art and music, respectively. Students are not required to take these courses, but they must be offered regardless of the number of students who enroll in them.

B. Research on the Value of Elementary Art and Music Specialists

A study* was conducted to find a possible relationship between the performance of fourth grade music students on the Statewide Educational Assessment of Music, 1980-81, and specific schooling variables such as the use of music specialists or number of teaching methods. The selected variables were those over which the schools had control.

The results of this study indicated that students, in schools employing music specialists, performed significantly better on the music assessment than those students whose schools did not employ music specialists. The study also indicated that students in schools employing male music specialists who used several methods to teach music received higher achievement scores. The reason for this was not explained by the study, but further research has been recommended to explain this difference.

Another study** compared fourth grade student achievement in visual art with several schooling variables. The data suggests that students generally performed better on the art tests if their art classes were taught 1) by licensed art teachers who used curricula and supplementary materials, 2) in classes of normal size, 3) in buildings with a designated art area accessible to staff, 4) using a variety of visual resources and 5) with adequate resources allocated to the art program.

* Vaughan, Susan K. "The Effects of Schooling Variables on the Music Achievements of Fourth Grade Minnesota Students," Ph.D diss., University of Minnesota, 1983.

** Pierson, Susan L. "The Relationship Between Schooling Variables and Grade Four Visual Arts Assessment Test Performance." Master's thesis, University of Minnesota, 1984.

C. The Comprehensive Arts Planning Program

Comprehensive Arts Planning Program grants were awarded to 30 school districts to improve arts education in their individual districts. Each district formed a community-based team of eight persons representing the district and the community to plan, develop and promote comprehensive arts education in the district. The CAPP committee participated in various training sessions provided by the Minnesota Department of Education, the Minnesota State Arts Board and the Minnesota Alliance for Arts in Education staff, as well as received written materials developed by the staff of the same organizations. The CAPP districts have either completed or are currently involved in three major types of activities, including needs assessment, development of a five-year comprehensive arts plan and curriculum development/improvement projects. The CAPP committee has identified future activities, many of which have been proposed to various administrative or funding bodies and are awaiting action.

Recommendations for the CAPP program include continued funding for the arts from the state and the district levels. In addition to being a funding source, it was recommended that the state serve as an information center, establishing a network of CAPP programs, making resources and materials available to CAPP program participants, providing training/in-service for various audiences about the programs in particular. At the local district level, CAPP districts recognized the need for continued school and community awareness activities, the need for administration support and a concern for the composition the CAPP committee. Districts must deal with the time commitment the CAPP program requires of its participants.

CAPP committee chairpersons and members generally agreed that the CAPP program should continue in their districts, as well as statewide. Many recommended that, because of the positive impact it had on their arts education programs, it should be expanded to other districts across the state. Several suggested that the expertise of existing CAPP programs be used to assist other districts initiating CAPP programs.

--taken from, "Evaluation Report on Comprehensive Arts Planning Program (CAPP)", prepared by Evaluation Section, Division of Program Effectiveness, January, 1985

D. Update on "Arts in Minnesota Schools: A 1982 Status Report"

A survey of arts in education was conducted in 1982 by the Minnesota Department of Education (MDE), in cooperation with the Minnesota State Arts Board (MSAB) and the Minnesota Alliance for Arts in Education (MAAE). The results of this survey, published in a report titled "Arts in Minnesota Schools: 1982 Status Report" produced several findings with over 60 recommendations for improvement in arts education.

Since the 1982 report was published, some progress has been made in implementing the recommendations. The report called for methods to assist districts in comprehensive arts program planning and development. In response, the Legislature provided \$125,000 for the Comprehensive Arts Planning Program (CAPP). Several other report recommendations being implemented through this program included the development of written curricula in the arts, integration of arts into complete school curricula, arts workshops and community involvement.

Another recommendation called for state funding for MSAB and Regional Arts Councils for artists in the schools. The state contributed to the Artists in Education program for the first time in 1983, allocating \$100,000 to MSAB for the biennium.

The report recommended that the Minnesota Alliance for Arts in Education and other arts education organizations should continue to provide services, information and advocacy for strengthening arts education. Increased coordination among the key organizations and agencies concerned with arts education was also recommended. Since then, arts education specialists at the Minnesota Department of Education, the Minnesota State Arts Board and the Minnesota Alliance for Arts in Education have organized regular staff meetings to coordinate their goals and activities. In addition, each organization is developing a long-range, as well as a combined plan for the three groups. In addition, resource materials have been published by these three agencies, such as the 1985 Music Handbook (MDE), the Artists Roster and Residency Planning Guide (MSAB) and the Creative Dramatics Resource Guide (MAAE).

Implementation of two other report recommendations is in the offing, as well. An arts education improvement act will be introduced during the 1985 Legislative session in response to a proposal that funding be provided to increase the number of elementary arts teachers. To address the need for alternative learning programs for students talented in the arts, the Governor has proposed a Minnesota School of the Arts and Resource Center. The institution would offer year-long programs for selected students, and summer programs for students throughout the state, as well as teacher internships and other arts education resources.

As exemplified above, some report recommendations have been carried out, though many still need implementation. Though Department of Education Arts Specialists have helped achieved gains for arts education, the arts have not yet emerged as a top priority of the Department. Data collected for the 1982 Status Report showed that many Minnesota schools were not in compliance with rules pertaining to junior high art and music--a situation which has not changed. The Department of Education must give priority to ensuring school district compliance with arts rules.

In summary, though some advances have been made toward improving arts education in schools, much still needs to be done to ensure that arts play a meaningful part in the K-12 curriculum of all Minnesota students.

E. Additional Arts Opportunities

Minnesota students and teachers have access to a number of arts education opportunities beyond those provided by the school system. Arts organizations and artists contribute to arts education, offering student and teacher courses, workshops, field trips, artist residencies, school performances and lecture demonstrations. National and state monies are distributed through the Minnesota State Arts Board and the Regional Arts Councils, and businesses help underwrite the costs of arts institutions and their educational programs. Service fees and private donations also contribute to arts education costs.

Community or organizational support for arts education takes the form of student contests and scholarships, such as music and drama competitions sponsored by the Minnesota State High School League, art awards sponsored by Scholastic magazine and the PTA, college and university-sponsored summer camps and private lessons. Professional education organizations provide services to arts teachers.

Within the educational system, support for arts education comes from state and local taxes. At present, there are no categorical state aids designated for arts education. Local school districts support their arts programs as part of the total local district budget. Districts also provide arts opportunities through community education programs, state-funded gifted and talented programs and arts magnet schools in large districts such as Minneapolis and St. Paul.

Supporting school and community arts education opportunities is the Minnesota Alliance for Arts in Education (MAAE). MAAE encourages schools and communities to provide an arts education for all students, including the gifted and handicapped. The group successfully lobbied for the Comprehensive Arts Planning Program (CAPP), which was established by the 1983 Legislature. Thirty school districts are currently involved in this program and have established local arts in education committees, written long-range plans for arts in the schools, sought school board endorsement and begun work in curriculum development and improvement.

Each year, the Minnesota State Arts Board sponsors an Artists in Education program. In fiscal year 1984, 250 artists and arts organizations such as COMPAS and Film in the Cities were involved in the program, delivering over 200 weeks of residencies. Student and audience participation totaled 118,324 during that year.

According to "District Data on Gifted and Talented Education in Minnesota Public Schools, March, 1983," 407 Minnesota school districts (91.5%) had gifted and talented programs during the 1982-83 school year. Seven point five percent of all Minnesota students were enrolled in gifted programs.

Two programs can be singled out as including the arts: "Omnibus," a series of lesson plans and units for students in gifted and talented programs at the elementary level, and senior high humanities courses which use interdisciplinary approaches including the arts. Seventy districts participated in "Omnibus" during 1982-83. Of 24 "Omnibus" units of study, nine include one or more of the arts. Specific numbers of student participants in individual programs are not available.