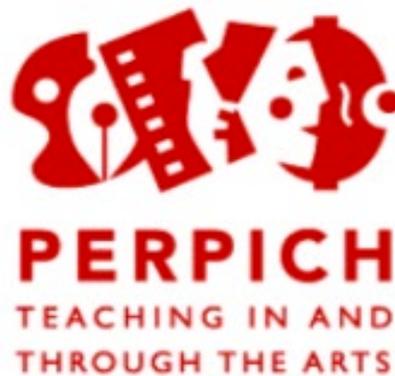


# **Report to the State of Minnesota and the Minnesota Legislature**

Perpich Center for Arts Education  
January 15, 2021

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



## Perpich Center for Arts Education

### Annual Director's Report January 15, 2021

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 12)*
- (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 18) 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,



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, our Arts High School and our Professional Development Resource Programs (PDR). Perpich Center maintains a traditional lending library for Perpich students, public patrons, and arts educators across the state of Minnesota.

Perpich Center has been fostering development of arts education throughout Minnesota school districts since 1985. Building upon this solid foundation of arts in Minnesota schools, Perpich Center has developed a plan to meet the needs of arts teachers and public school arts programs statewide. Outreach programs were assessed, modified, and in some cases eliminated, in FY18 based upon statutory language, mission, impact, cost, and duplication of services. A partnership with eight Regional Service Cooperatives provided a location to meet, technology and connectivity, and member communication services. This partnership provided resources to schools and teachers, rather than having them travel to the metropolitan area.

Perpich Arts High School opened its doors in 1989 and graduated its first class in 1991. It 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. 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. The Arts High School experienced an upward trend in student enrollment in 2019-2020. There was an increase from 116 (2018-2019) to 125 (2019-2020). For 2020-2021, student enrollment saw an increase to 145 students. The school is entering its second year of intensive professional development to improve student engagement, establishing defined student outcomes and providing for effective support and evaluation. Additionally, the staff and administration are committed to ongoing implicit bias and equity training. Goals of the school include 100% graduation, success in State and National Art achievement awards, and above average testing scores.

There was a major event that happened in March, 2020 that quickly changed how we approached the remainder of the school year and it continues to this day. The impact of the COVID-19 pandemic affected the entire state agency and priorities had to be adjusted to deal with changes in how we did business, educated students, and supported educators. The COVID-19 pandemic caused us to switch quickly to a Distance Learning model for the Arts High School and caused PDR arts educators to offer services to schools throughout the state with online resources in a virtual environment. A person can notice the impact of COVID-19 on Perpich outreach efforts beginning in March through the remainder of the year.

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 with COVID-19, 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 free and gain access to our extensive arts education resources. Meanwhile, all Perpich Arts High School students can use the library as a place to check out books and movies, complete research projects, borrow technology, work on schoolwork, and more.

### **FY20 Program Staff**

PDR staff include: the Director of PDR, an Administrative Support Specialist, a part-time Director of the Comprehensive Arts Planning Program (CAPP), a full-time Director of Regional Centers, a Librarian, and four Arts Education Specialists (The Music and Visual/Media Arts Education Specialists are full-time and the Dance and Theater Education Specialists are part-time).

### **FY20 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 Arts Education 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 K-12 Academic Standards in the Arts
- Designing and delivering content specific workshops for arts educators statewide
- Designing tools and resources to support teacher effectiveness

- Supporting Regional Arts Teacher-Leaders from the 9 Service Coop Regions
- Providing workshops and resources for Demonstration Schools

Examples of this work and work specific to their constituents in each of the arts 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 Education Specialist:

- Designed and hosted the 2020 Dance Summit at Perpich Center, February
- Cultivated a collaborative relationship with MNSHAPE, the Minnesota organization for physical education teachers
- Delivered workshops for teachers at Regional Service centers in Rochester, Fergus Falls, Sartell, Olivia, and in the Osseo district
- Collaborated with the Minneapolis School District to create and provide professional development on the new academic arts standards
- Collaborated with the St. Paul School District to create grade by grade curriculum based on the new arts standards
- Co-planned *Equity Through the Arts: Engaging Students with Disabilities*
- Co-planned and supported the Dance Educators Coalition (DEC) workshop in August titled *Trauma Informed Movement Practice*
- Co-planned and supported a June workshop with Patricia Reedy - *Space Hold - Motivation and Reflective Practice*
- Instituted distance learning brainstorming sessions in response to the pandemic - March, April, May
- Created distance learning curriculum in response to the pandemic - March through June
- Produced regular email/newsletter blasts
- Delivered Regional Arts Teacher Leader training in dance
- Hosted Demonstration Schools in Lake City (other demo schools cancelled because of the pandemic)
- Presented at MEA, MREA, and MNSHAPE
- Established regular Dance seminars, *Dance/Talk Talk/Dance* in August and September
- Provided PD consultation for the Minneapolis Public School District and The Cowles Center for their First Moves Project - PD date in May cancelled because of pandemic
- Dance MTLE Test Development

### **Music Education Specialist (1.0)**

The priority of the music education specialist has been to travel statewide to support in-person professional development. In the first half of FY20, the Music Education Specialist:

- Led two full-day workshops in each of the nine Service Cooperatives – *Assessment using Technology; Create and Respond Strands of the New Minnesota Standards in Music*
- Hosted full-day workshops at Perpich Center – Five-day Summer MusEd Series; *Music for PreK Children; Finale 101; Conversational Solfege*

- Facilitated Demonstration Schools in Buffalo, Detroit Lakes, Elk River, Osseo, Pillager, Plainview-Elgin-Millville, Renville County West, Sartell, Saint Louis Park, Spring Lake Park, Wayzata, Westonka
- Provided district-specific support in Anoka-Hennepin, Bloomington, Browns Valley, Cambridge-Isanti, Farmington, Forest Lake, Hopkins, Lakeville, Minneapolis, MRVED, Pillager, Pine City, Pipestone, Robbinsdale, Stillwater, Winona, Worthington
- Supported Regional Arts Teacher-Leaders (RAT-Ls) in their Annual Leadership Plans
- Worked closely with other music education organizations to support teachers, including National Association for Music Education (NAfME), American String Teachers Association (ASTA), Minnesota Music Educators Association (MMEA), ACDA-MN, NWMBDA

From July to March, our Music Education Specialist was able to work with 250 districts and over 1400 teachers and administrators through state-wide workshops, district professional development, and music organization conferences. She conducted workshops at all nine Service Cooperatives and supported RAT-Ls with the annual leadership plans and demonstration schools.

On March 16, the focus of the music education specialist's work shifted to virtual delivery and two new priorities.

- **Priority #1: Support new paradigms and practices in music education relative to remote learning.** The Music Education Specialist attended countless webinars by professional education and arts organizations to learn how to better support teachers and students. Many hours each day were spent researching, creating, and sharing K-12 lessons for music classrooms to both model instructional strategies and resources and to support the new workload teachers were under – 44 lessons were shared out over nine weeks, March into early May. She learned to lead virtual workshops, the first of which was delivered three times, *Mapping the New Minnesota Standards in Music*. District-specific professional development was provided virtually for Owatonna K-12 music educators.
- **Priority #2: Help address teacher isolation and build communities of belonging.** The Music Education Specialist hosted 11 roundtable meetings for music educators across the state to connect, share strategies and online resources, and begin to think collectively about Fall, 2020. She also facilitated multi-session book study cohorts on *Who Moved My Cheese?* and *Music Education and Social Emotional Learning: The Heart of Teaching Music*. Monthly newsletters and weekly check-in emails continued to connect with 3,800 constituents.

### **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 Education Specialist:

- Collaborated with the Hennepin Theater Trust to deliver a summer theater workshop for teachers statewide

- Delivered STEAM/Arts Literacy workshops for educators in Brooklyn Park (Osseo district) and at Regional Centers in Rochester, Fergus Falls, and Sartell (in collaboration with Dance Education Specialist)
- Delivered professional development workshops for theater educators in Minneapolis
- Presented various workshop sessions at the Communication and Theater Association of Minnesota conference (including an update on K-12 Standards, New Directors, and Issues of Cultural Representation)
- Delivered Regional Arts Teacher-Leader training in theater, and worked with RAT-L theater educators in Duluth to deliver a conference on cultural competency training
- Hosted Demonstration schools in Paynesville, Hibbing, Moorhead, and Chanhassen
- Worked in conjunction with the PDR team, MDE, and theater educators to develop curriculum resources based on the new K-12 theater standards
- Collaborated with Tectonic Theater Project to deliver a theater devising process workshop for teachers statewide
- Co-Directed the Scholars of Distinction Program in conjunction with the Minnesota Department of Education
- Worked in conjunction with the Minnesota Department of Education to edit the glossary for the new K-12 standards, and to provide feedback on the Minnesota Common Course Catalogue
- Provided support, connection, and observation experiences for districts wanting to add theater education to their curriculum
- Responded to individual educator requests for assistance, support, project development, and arts advocacy information from theater teachers across the state

After the shift to distance learning in March of 2020 due to COVID-19, our work transitioned to the online environment, and we quickly re-framed our professional development workshops as virtual experiences, and simultaneously worked to curate and disseminate resources for arts educators so that they could continue to teach the arts in the most effective way possible. This included creating information and resource hubs on our website; delivering electronic newsletters to theater educators across the state; hosting monthly Virtual Theater Education Jam Sessions to promote networking and support, break down isolation, and share best new practices; working with MDE to edit a guide for arts educators in distance learning; and responding quickly to individual requests for support. During a moment in which teachers were being asked to fly the plane while building it (i.e. actually teaching in distance learning, while just learning how to do so themselves), the PDR team provided dedicated support, tools, and resources to make this transition easier. Drawing upon the emerging research, our own resources, and our networks across the state, we were able to provide support and guidance quickly and seamlessly.

### **Visual & Media Arts Education Specialist (1.0)**

The Visual and Media Arts Education Specialist has responsibility for two arts areas. In the first half of FY20, the Visual and Media Arts Education Specialist:

- Facilitated and developed Demonstration School events in Rockford, Mankato, and Northfield
- Supported Regional Arts Teacher-Leaders in their Annual Leadership Plans

- Provided district-specific support for curriculum development to districts including Cambridge-Isanti, Columbia Heights, Duluth, Lakeville, Minneapolis, Northfield, Osseo, Rochester, Minnetonka, Rosemount-Apple-Valley-Eagan, Winona, and Worthington
- Worked closely with Art Educators of Minnesota to support visual and media arts educators including representing our state in presenting within the National Art Education Association's Leadership Conference and presenting at the Art Educators of Minnesota annual conference
- Worked with pre-service programs at University of MN Duluth, St. Olaf College, and the Minneapolis College of Art and Design

On March 16, the focus of the Visual and Media Arts Education Specialist's work shifted to virtual delivery of these new priorities:

- Having directed the 2020 National Art Education Association Conference in its development for much of the year, the world's largest arts education conference pivoted with only a week's notice to shift many offerings into an online platform when COVID-19 caused the cancellation of the conference that was to be held at the Minneapolis Convention Center in March 26-28, 2020.
- Developed and curated many instructional support resources for teachers who shifted to distance learning at the beginning of the COVID-19 pandemic
- Supported new paradigms and practices in visual/media arts education relative to remote learning

## **FY20 Summaries of PDR Program Work**

### **Comprehensive Arts Planning Program (CAPP) (.5)**

After a pilot program in FY19, FY20 is the first full year of this renewed program, with eight school districts having been selected in the spring of 2019: Bemidji, Columbia Heights, Minneapolis, Pine City, Proctor, St. James, South St. Paul, and Yellow Medicine East. Each district selected two co-chairs to lead their local CAPP committee. Those representatives attended a full-day co-chair conference kick-off in September, focusing on committee & stakeholder development, arts programming needs and analysis, and future goal visioning. Between October 2019 and January 2020, full-day strategic planning workshops were led by the CAPP Director for each local CAPP committee in their respective communities. In early February 2020, the local co-chairs gathered again at Perpich to continue their training on completing the first year of strategic planning.

While some CAPP activities and local CAPP committee meetings were delayed a month or two due to COVID-19, many districts continued committee meetings virtually in May and June. Each of the school districts continued to work on their strategic plans (with program modifications for COVID-19), with many seeking and being awarded approval for their plans during the months of June 2020 through October 2020. During the 2020-2021 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 move from setting a direction to implementing and sustaining the plan. Continued COVID-19 modifications are happening for projects and programs. The current CAPP cohort will evaluate and finish this two-year program

in June, 2021. More cumulative data will be available at the end of this two-year cycle. The next CAPP cohort will start in the fall of 2021.

### **Highlights from each school district:**

**Bemidji** is working on equitable access for all students to access the arts district-wide. **Columbia Heights** is working on systems for accountability, professional development, evaluations, and funding streams. **Minneapolis** is currently working on an entire district redesign. CAPP has led the district through strategic planning workshops and is continuing to develop sustainable plans and pathways for the arts throughout the district. **Pine City** has recently hired an elementary visual arts specialist and created a community-school website for upcoming events and news. **Proctor** is currently working on arts integration for their elementary classroom teachers. **South St. Paul** is planning for new state arts standard implementation and looking at their professional development process and how that could support the new standards. **St. James** is working on integrating their equity initiatives and their arts committee to better serve their entire district. **Yellow Medicine East** is creating strong connections with the Upper Sioux Council, tribal members, and artists to build communication and trust, and showcase arts and resources.

### **Regional Centers (1.0)**

During FY20, the Regional Workshops program offered dance, music, and theater education workshops statewide through the Educational Service Cooperatives. Visual & media arts education workshops had been planned for the late spring and were cancelled due to COVID-19.

The Demonstration Schools were expanded to include 36 sites with 23 of them being offered including all arts areas. One hundred teachers from 56 districts participated in these professional development offerings. The remaining 13 sites were scheduled for late spring and had to be cancelled.

The Regional Arts Teacher-Leader (RAT-L) Network, having completed their first year focusing on professional development for participants, moved into teacher-leaders offering professional development, individualized support for educators, and development of resources. Many of our teacher-leaders found themselves supporting other educators in the transition into distance and hybrid learning models. The Regional Arts Teacher-Leader Network also served as a support among the state during these incredibly difficult times for teachers. The RAT-L network worked with 838 teachers in 211 districts. Regional Arts Teacher-Leaders completed an annual report that was examined for trends on impact in leadership development. In their annual reports, 97% reported experiences of personal growth and 86% reported putting leadership training into practice when working with other educators. Those who did not report putting leadership training into practice also noted the negative impact of COVID-19 on their ability to connect with other educators.

In March, all programming shifted to full virtual meetings with an emphasis on teachers supporting teachers through the challenges that arose during the pandemic. This involved individualized support as well as sharing of resources. The shift to virtual meetings allowed for an increase in frequency of meetings, shorter meeting times, and increased access to

teachers. Additional work began to re-design programming in anticipation for a full virtual year in FY21.

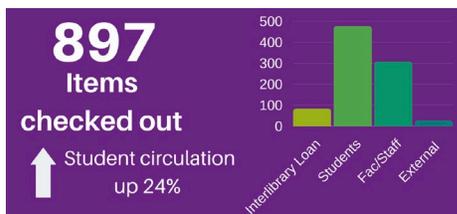
**Perpich Arts Library**

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. In FY20 work included:

- Academic support and resources for Perpich Arts High School students and staff
- Maintaining and circulating technology for students
- Providing Interlibrary loan materials
- Creating an extensive Zine collection
- Evaluating new materials for purchase
- Weeding outdated materials
- Supporting PDR Arts Specialists with book lists, bibliographies, and resources for workshops and communications

Before COVID-19 caused us to go to distance learning in March 2020, the Perpich library had been having a very busy school year. The number of daily classes in the library was up by 63% and the number of visitors to the library was up by 52%. Library checkouts for students rose by 24%.

After the students transitioned to distance learning, the library readjusted its work by locating and sending out helpful online resources for students and teachers to aid in distance learning and to promote reading from home. Over the summer, the library focused on making the professional collection more relevant for Minnesota educators by removing outdated materials and purchasing new ones to meet the changing needs of our patrons. The library also supported the PDR branch of the Perpich Center by creating several print and video bibliographies to promote available resources.



### **Minnesota K-12 Academic Standards in the Arts**

New Minnesota arts standards, which replaced the ones developed in 2008, were reviewed and revised during the 2017-18 school year. The Minnesota Department of Education, in collaboration with Perpich Center for Arts Education, convened a committee of 40 educators, parents, artists, and community members to recommend changes to the standards. It was agreed by the committee that they would use the 2014 voluntary national arts standards as the starting point for the review and revision.

An administrative law judge has now approved the new 2018 K-12 Academic Arts Standards. Full implementation is expected to take place in the 2021-22 school year. In FY20, in collaboration with the Minnesota Department of Education (MDE), an Arts Standards Implementation Leadership Team was convened. That group is providing leadership to address needs arts educators identified on a survey distributed by MDE. New resources for teachers to implement the arts standards are being developed.

### **Annual PDR Conference**

In June 2020, a large conference, open to the public, was planned by Professional Development and Resource Programs. As in previous years, the theme continued to focus on Equity Through the Arts, this time focusing on inclusion practices. In March we made the shift to an asynchronous online conference. *Equity through the Arts: Engaging Students with Disabilities* became an eight video virtual conference addressing inclusion in each art discipline. Educators throughout the state were able to access the entire conference online via the Perpich website. The content of the PDR conference was to help educators increase their skills and knowledge of diversity and inclusion to assure all students have an excellent education that includes the ability to complete learning in all of the arts standards. The conference also addressed areas related to diversity and equity required for professional educators to renew their teaching licenses.

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

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

- (1) The map and chart below give an overview of how many districts, teachers, and administrators were served by specialists and programs collectively in FY20 and where the work was located. Within this FY20 data, numbers reported are unique, no repeats are counted. There were over 3,000 contacts with individuals throughout the state, many of them served multiple times and in multiple ways. A comparison to FY19 data is included but looking at different types of numbers. In the FY19 data, teachers and administrators are reported as points of contact. Individuals are counted as many times as they participated.

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. 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.

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

### **Key Findings from FY20 Data**

Perpich Arts Education Specialists provided professional development for arts educators in all five arts areas: Dance, Media Arts, Music, Theater, and Visual Arts. PDR programs have:

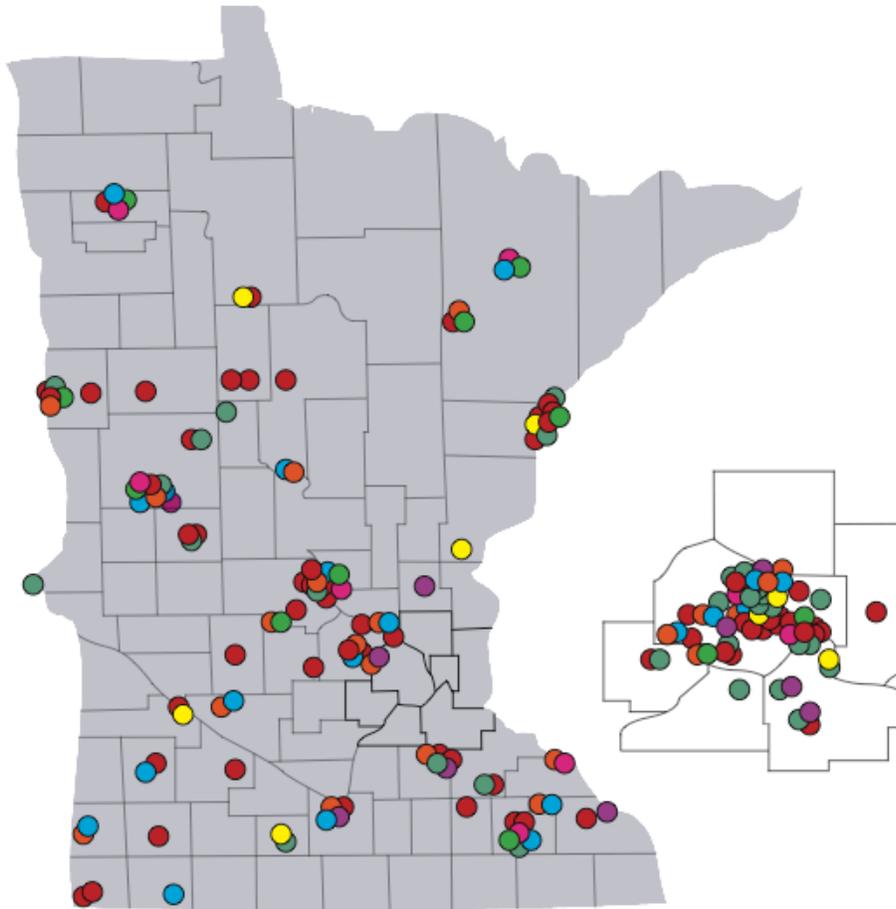
- Had contact with 304 districts across the state, more than in any previous year
- Provided technical assistance and professional development for 2,033 arts educators
- Provided professional development for 295 non-arts educators who learned to integrate the arts into their classrooms
- Regional Arts Teacher-Leader network has representation in all nine Service Cooperative Regions providing Regional Workshops and Demonstration Schools
- Comprehensive Arts Planning Program accepted 8 districts and completed year one of the process

**(1) Location of work by Perpich Center for Arts Education in FY20**

The following map shows the locations where PDR programs and work were held across Minnesota.



Perpich Center for Arts Education  
Professional Development and Resource Programs  
FY20



- Regional Art Teacher-Leader Network
- Standards Leadership & Writing Team Members
- Comprehensive Arts Planning Program (CAPP) (selected sites)
- Demonstration Schools
- Dance Professional Development
- Music Professional Development
- Theater Professional Development
- Visual & Media Arts Professional Development

**(1) Number of Districts, Teachers, and Administrators served by Perpich Center for Arts Education in FY20**

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	
<b>FY20</b>	304	2328	2033	295	178
<b>FY19</b>	274	2650	2183	373	94

**(1) Data Collection on the depth of work by 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 Perpich Center’s professional development across the state. The tiers represent the variety 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 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.

<b>Tier 1: Introductory</b>	<b>Tier 2: In-Depth</b>	<b>Tier 3: Sustained</b>	<b>Tier 4: Systemic</b>
<i>Up to 4 hours 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	18%
2	63%
3	14%
4	6%

**(2) PDR quantitative impact (on a 1 – 5 scale)**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.28</b>	<b>4.59</b>

**(2) PDR qualitative impact**

- “The reflective activity that we did with our partners in this workshop was really effective. I loved connecting one on one with dance teachers that I didn't know well previously.”
- “As a result of today’s workshop, I plan on learning more about the history of the form I'm teaching so that I can communicate to students from whom and where the movement came. I also plan on discussing how certain qualities of the form (alignment, weightiness, rhythm, music) are similar to or different from other dance forms, and that those qualities are not superior ways of dancing.”
- “I loved the ideas for engagement and building community virtually. I will definitely be sharing these ideas with teachers I work with and using them with my own students. It was such a great reminder of how we can still get some movement into learning and how that movement opens doors to additional learning.”
- “There were many 'ah-has' that I had today, some including how to incorporate the use of technology in my dance unit as well as throughout my curriculum. The demonstration gave many different ways and ideas to use technology to enhance learning such as using 'gifs' to give students another visual aid.”

- “I can incorporate literacy and dance easier than I first believed! Overall a great workshop!”
- "The range of tactics and ways to engage - movement classes, theoretical discussions, practical pedagogy sessions, all in the same day."
- "I always come away from your workshops with things that I can immediately apply in my classes plus you get me thinking outside the box on ways I can improve."
- “Thank you for your time and expertise today with our music needs. Your insights for retaining students in the music program and assessment ideas were invaluable.”
- “Today’s workshop showed me that many 'small parts' make an impressive 'whole.'"
- “I’m always looking for ways to tie engagement and extension activities that help connect our concerts to learning outside of the concert hall. The formats and various breakdowns of the standards and benchmarks make it so easy for me to make these extra lessons I’m creating applicable and relevant.”
- “Thank you for hosting Backstage Center Stage! What a wonderful day of learning, sharing, and meeting new colleagues. So often it feels like we work in isolation; what a great way to unite and share information and resources. I look forward to the next event.”
- “You all rock. I so appreciate this opportunity and will commit to creating and delivering curriculum designed with an anti-racist and equitable lens.” (Commenting on Penumbra Theatre Company’s RACE Workshop and follow-up conversations with Perpich staff)
- “I have encouraged others in my building to sign up for the next session [of “Using the Body, Voice and Movement to Unlock Texts” workshop]. There are some great ideas to literally get kids out of their seats and learn, whether in a classroom or learning online.”
- “Perpich Center for Arts Education has been an invaluable resource for me personally and professionally. I have been able to take part in a series of art teacher classes that have been centered around increasing my media arts skills as well as providing myself and my colleagues with resources from the library/media center.”
- “Though we work with state and national standards, instruction is entirely local. Our visual and media arts education specialist from Perpich helps us connect our local classrooms with others around the state, enabling us to share real classroom solutions to big-picture standards.”
- “Through Perpich, I am able to come together with educators from around the state to share ideas, grow in our understanding of diversity in the arts, and develop deeper, more meaningful lessons for our students.”

### **Looking to the Future**

FY20 was the first year in many that we have had consistency in our programming, staff, and data collection. The new structure of Professional Development and Resource Programs was implemented completely in FY20. A full year of full staff was on board to carry out the new structure, showing an increase in work accomplished. The system of data collection was consistent throughout the year. When COVID-19 hit, PDR was able to adjust its work and continue to serve the arts teachers, administrators, and school districts throughout the state.

### **Looking forward to FY21, PDR plans to:**

- Support teachers and districts to safely serve students in this time of COVID-19;
- Create and share materials and resources centered in distance learning;
- Advocate for the fine arts in districts around the state making tough financial decisions;

- Focus on regional activity for the Regional Arts Teacher-Leader Network (RAT-L) - providing professional opportunities in their regions and PDR staff focusing on regional convening;
- Reinstate Demonstration Schools when it is safe to do so;
- Implement Year 2 of full programming for the eight (8) CAPP districts;
- Complete the CAPP application process to bring on new districts in Fall, 2021;
- Continue to work on implementing the new arts standards;
- Expand data with Creative MN to add elementary and middle levels to collect K-12 data;
- Explore ways to increase the number of districts served.

**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;**

**FY20 Enrollment Trends**

- 1) Enrolled students on Day 1 of the 2019-20 school year: 125
- 2) Enrolled students on Day 1 of the 2020-21 school year: 144
- 3) Enrolled Students on Day 1, 2020:
  - (a) Commuters: 60 (42%)
  - (b) Dorm Residents: 84 (58%)
- 4) Enrolled Students on Day 1, 2020 - Residence Location:
  - (a) 7-County Metro Area: 105 (73%)
  - (b) Greater MN: 39 (27%)
- 5) Breakdown of student enrollment by grade in 20-21: Gr. 12 = 73 Gr. 11 = 71
- 6) Juniors who finished the 2019-20 school year at AHS: 52  
*Number of 2020-21 Seniors that were enrolled at AHS during 2020-21: 49*  
*94% of last year's Juniors returned for their senior year*
- 7) Number of students new to Perpich in 2020-21 (total: Seniors/Juniors) 95  
*Total New Students (71 New Juniors; 24 New Seniors)*  
*66% of the student body is new to the Arts High School in 2020-21*
- 8) Congressional District Representation

CD1	17	CD5	37
CD2	13	CD6	16
CD3	28	CD7	10
CD4	14	CD8	9

**FY20 Student Recruitment Efforts**

- **Direct Recruitment**
  - Extensive greater Minnesota travel to share the news of the dorm fee waiver for students 20+ miles from campus
  - Nine (9) information sessions on campus: five (5) weeknight sessions and four (4) scheduled on Saturdays
  - Recruitment visits to high schools, arts organizations, art retail stores, dance studios, book stores, and public libraries in 81 of the 87 counties in Minnesota
  - Targeted outreach efforts to Hmong Cultural Center in St. Paul, Minneapolis American Indian Center, and Asian Media Access
  - Outreach to homeschool organizations and 4H Clubs of Minnesota
  - Outreach to arts organizations offering programming for middle and high school students

- Admission review forms, processes, and training revised to better evaluate student fit and future success in the Perpich community
- **Presence for Student Recruitment and Outreach**
  - Exhibitor at:
    - Golden Valley Arts Festival
    - Minnesota Bookfest (largest literary festival in Upper Midwest)
    - Rural Arts and Cultural Summit
    - Education Minnesota Fall Conference
    - Minnesota Rural Education Association Annual Conference
    - Art Educators of Minnesota Convention
    - Minnesota Music Educators Association Annual Conference
    - Minnesota School Board Association Leadership Conference
    - Minnesota Association of Secondary School Principals Conference
    - Minnesota Association of School Counselors Conference
    - Minnesota Elementary School Principals Association Conference
    - Minnesota Association of School Administrators/Minnesota Administrators for Special Education Conference
    - Rural Arts and Culture Summit
    - \*CANCELED\* Host of MSHSL Region 5 and Statewide Visual Arts and Theater Arts shows
- **Marketing/Public Relations**
  - Further development of new website and marketing materials within organization brand
  - Partnership with TPT – Twin Cities PBS created two short videos for online use
  - TPT feature on Arts Education in Distance Learning, April, 2020
  - On-air campaign with Univision television for the latinx community, September, 2019 – January, 2020
  - Minnesota Public Radio advertising, November, 2019 – January, 2020
  - Social media advertising and Google Ads campaigns
  - Active social media channels: Facebook, Twitter, Instagram, YouTube
  - Promotion of Summer Camp 2020 with publications such as Star Tribune, Minnesota Parent, and Minnesota Women’s Press
  - 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
  - Advertisement in multiple programs/playbills in arts venues including Chanhassen Dinner Theater, The Artistry Theater, Children’s Theatre Company, The Ordway, Hennepin Theatre Trust
  - Advertisement in City Pages, Sun Sailor, MN Women’s Press, Minnesota Parent, etc.

**Looking forward to FY21, our enrollment efforts will include:**

- Modified recruitment efforts forced by COVID-19 including no statewide travel, reduced in-person tours, and creation of virtual/electronic materials.

- Virtual Information Session featuring student and staff voices, promoting each art area and our new Musical Theater track
  - Virtual Video Tour of classrooms, arts areas, dormitory, and campus
- Relationship building with alumni to encourage their role in promoting Perpich in their networks
- Outreach to youth camps and organizations to increase awareness of Perpich
- Sponsorship of virtual conferences related to arts and education
- Continued use of CRM “Copper” as a data management tool, enhancing communication with prospective students and families
- Second year of promotion with TPT – Twin Cities PBS including on-air spots, membership magazine feature, social media posts, etc.
- Social media advertising and Google Ads campaigns

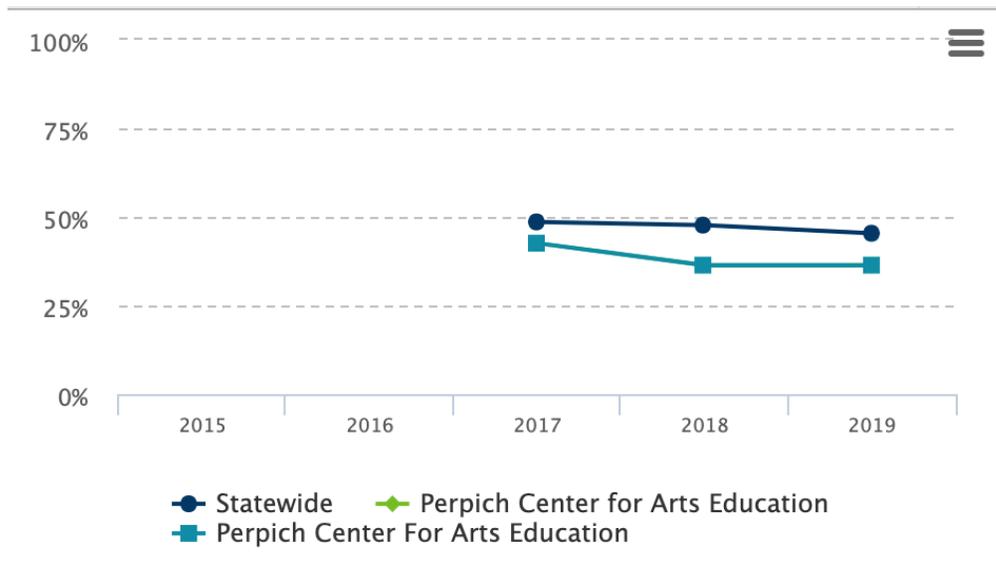
**Section IV – students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education.**

**1. Academic Data**

a. Standardized Assessments

i. Minnesota Comprehensive Assessments – Math

\*Note: Assessment not given in 19-20



ii. The ACT Test

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2016	94	64,145	84	61	40	46	65	45	49	40	32	29
2017	97	61,101	86	63	43	48	72	50	47	42	29	31
2018	81	61,253	84	60	56	47	70	48	42	42	37	30
2019	54	59,186	85	61	39	47	76	48	48	42	30	30
2020	52	56,706	79	59	35	46	69	48	44	42	29	30

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2016	94	64,145	23.0	20.0	20.4	21.2	24.2	21.3	22.4	21.3	22.6	21.1
2017	97	61,101	23.7	20.4	20.6	21.5	24.9	21.8	21.9	21.6	23.0	21.5
2018	81	61,253	23.2	20.2	21.8	21.4	25.9	21.7	22.1	21.4	23.4	21.3
2019	54	59,186	23.4	20.3	19.8	21.4	24.9	21.7	21.6	21.6	22.6	21.4
2020	52	56,706	22.4	20.0	20.1	21.3	25.3	21.8	21.8	21.5	22.5	21.3

iii. Advanced Placement (AP) Test Results

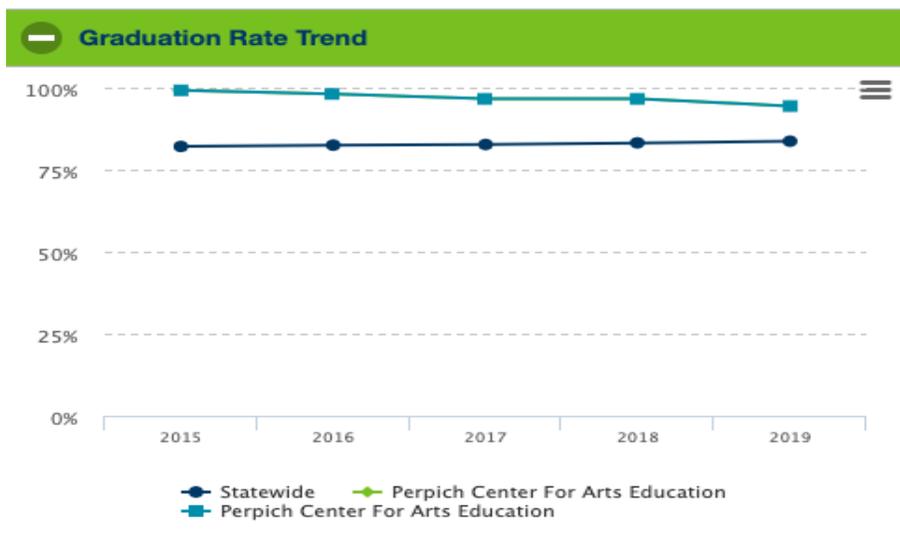
**SCHOOL SUMMARY**

	2016	2017	2018	2019	2020
Total AP Students	47	51	39	35	10
Number of Exams	56	63	51	52	15
AP Students with Scores 3+	23	29	27	25	8
% of Total AP Students with Scores 3+	48.9	56.9	69.2	71.4	80.0

**2. Graduation Rates**

a. 2020 Perpich High Arts High School Graduation Rate was 94%

i. Graduation Rate Trends (2015-2019) *Source: MDE Report Card*



### **3. Students Enrolled in Post-Secondary Education**

- a. 2020 Perpich Art High School Seniors: 64 students
  - i. 36 Graduates (60%) Enrolled in Post-Secondary – Fall, 2020\*

#### (16) Graduates Enrolled at Minnesota Post-Secondary Institutions

Anoka Ramsey Community College  
Augsburg University  
Concordia University - St Paul  
Minneapolis College of Art & Design (3)  
Minneapolis Community and Technical College  
Normandale Community College  
St Catherine's University  
St Cloud Tech & Community College  
University of Minnesota - Morris  
University of Minnesota - Twin Cities (3)

#### (20) Graduates Enrolled at Non-Minnesota Post-Secondary Institutions

Berklee College of Music  
Columbia College (4)  
Columbus College of Art & Design  
Cornish College of the Arts  
Defer - Pratt, Brooklyn NYC  
Kansas City Art Institute  
Leeds College of Music  
Long Island University  
Northeastern University  
Pacific Lutheran University  
Parsons School of Design  
School of the Art Institute of Chicago (3)  
Smith College  
University of Nebraska - Lincoln  
University of Wisconsin - River Falls

*\*Post-Secondary Enrollment Data self-reported upon Graduation including a significant number of students (in the remaining 40%) reporting a planned post-secondary institution attendance fall of 2021*