

## Extra! New Report! 'CHAMPIONS OF CHANGE'

Just released, a new GE Fund/MacArthur Foundation report compiles the results of seven major arts education research projects and finds:

- Students with high levels of arts participation outperform "arts-poor" students on virtually every measure.
- The arts have a measurable impact on students in "high-poverty" and urban settings.
- The arts in after-school programs guide disadvantaged youth toward positive behaviors and goals.
- Learning through the arts has significant effects on learning in other domains.
- Arts experiences enhance "critical thinking" abilities and outcomes.
- The arts enable educators to reach students in effective ways.

Taken together, *Champions of Change: The Impact of the Arts on Learning and Gaining the Arts Advantage: Lessons From School Districts That Value Arts Education* provide arts education supporters with both evidence of *why* the arts are critical to teaching and learning and *how* to build strong district-wide arts education.



Both studies were developed with the support of the GE Fund and the John D. and Catherine T. MacArthur Foundation, the Arts Education Partnership, and the President's Committee on the Arts and the Humanities. *Gaining the Arts Advantage* also was sponsored by Binney & Smith, Inc. with the additional support of the National Endowment for the Arts, the U.S. Department of Education, and the White House Millennium Council.

**TO LEARN MORE:**  
Visit [www.aep-arts.org](http://www.aep-arts.org) and [www.pcah.gov](http://www.pcah.gov). Both studies are available online and can be downloaded in text and pdf formats. To request copies (quantities limited), contact the President's Committee.

**Arts Education Partnership**  
1 Massachusetts Avenue, N.W., Suite 700  
Washington, DC 20001-1431  
202/326.8693 • Fax 202/408.8076  
E-mail: [aep@ccso.org](mailto:aep@ccso.org)

**President's Committee on the Arts and the Humanities**  
1100 Pennsylvania Avenue, NW, Suite 526  
Washington, DC 20506  
202/682.5409 • Fax: 202/682.5668  
E-mail: [pcah@neh.gov](mailto:pcah@neh.gov)

## GAINING THE ARTS ADVANTAGE

### How You Can Help Gain the **ARTS ADVANTAGE** FOR YOUR CHILD AND SCHOOL DISTRICT

- continued from front panels

#### PRINCIPALS:

In view of the national trend to site-based management, your support and that of your fellow principals in your school district are essential. You also help develop arts learning when you...

- regularly communicate your own interest in and appreciation of the arts to your school community. (Just including school arts news with the athletic news in your morning announcements is a big plus.)
- make room for the arts in your building and in your school day.
- support arts educators by including them as full-fledged members of the faculty.
- encourage your classroom teachers and arts specialists to work together in developing integrated, interdisciplinary projects and curricula.
- welcome community artists in your school and arts programs and work with your teachers, artists, and district arts coordinator to develop successful projects that improve learning and offer potential for further curricular development.
- work with other principals to support district-level arts initiatives.

#### DISTRICT ARTS COORDINATORS:

You are in a position to make the connections that make for strong district-wide arts education. You can...

- provide arts specialists and classroom teachers with information on successful arts-integrated units.
- encourage arts specialists and classroom teachers to consider community artists' participation when they develop curricular initiatives.
- promote professional development of all district educators in interdisciplinary curriculum and teaching.
- communicate the arts needs, plans, and programs of the district to the community and vice versa.

- participate in the activities of your local arts organizations and develop ongoing relationships, collaborative programs with well-defined goals, and partnerships in grant initiatives.

#### ARTS TEACHERS:

As you know, you teach not only the arts but also the *value* of the arts in all students' learning and lives. Help educate parents and civic leaders as you...

- take advantage of back-to-school night, concerts, and arts shows to show and tell *why* the arts are vital to every child's education.
- share the latest research on arts education with your colleagues and community (see back panel - *Champions of Change*).
- encourage non-arts teachers to incorporate the arts into their disciplines. For example, create an arts component for a literacy campaign.
- practice your art and share it. Invite students, parents, colleagues to your exhibits, concerts, plays. Your arts involvement says that the arts are important in your life, and that teachers are learners, too.

#### A WORD – OR TWO – ON THE VALUE OF ARTS EDUCATION

One of the most helpful actions you can take to advance arts education in your school district is to develop your own personal statement on the value of the arts in learning. (New research findings in the study *Champions of Change* – see back panel – will help you make a strong case even stronger.) Then share it with parents, teachers, administrators and urge them to join your growing community of arts education supporters.

ARTS EDUCATION  
PARTNERSHIP WITH  
THE PRESIDENT'S  
COMMITTEE ON THE ARTS  
AND THE HUMANITIES



LEARN MORE  
ABOUT THE  
**ARTS ADVANTAGE.**  
VISIT [WWW.PCAH.GOV](http://WWW.PCAH.GOV)  
OR [WWW.AEP-ARTS.ORG](http://WWW.AEP-ARTS.ORG)



## WHY YOUR CHILD NEEDS THE **ARTS** ADVANTAGE AND HOW YOU CAN GAIN IT

*Lessons From Parents, Principals, School Board Members, Teachers, Superintendents, Artists, Arts Coordinators and Community Leaders Who Value Arts Education*





## DOES YOUR SCHOOL DISTRICT HAVE THE

## ARTS ADVANTAGE?

**G**aining the Arts Advantage: Lessons from School Districts That Value Art Education is the first national study to examine district-wide arts education and identify strategies for its success.

Are these 13 "critical success factors" at work in your school district?

- ✓ **a community** actively engaged in the arts politics and instructional programs of the district – inside and outside the schools?
- ✓ **a school board** providing a supportive policy framework and environment for the arts?
- ✓ **a superintendent** regularly articulating a vision for arts education in the district?
- ✓ **a cadre of principals** that collectively supports the policy of arts education for all students?
- ✓ **teachers who practice their art** and are encouraged by district administrators to grow in their art as well as in their teaching competence?
- ✓ **district arts coordinator(s)** who facilitate program implementation and maintain an arts supportive environment?
- ✓ **parent/public relations** programs to inform the community and gain its participation and support?
- ✓ **national, state, and other policies**, and programs employed by the district to advance arts education?
- ✓ **an elementary foundation** in the arts?
- ✓ **opportunities for higher levels of student achievement** through specialized programs?
- ✓ **continuous improvement** in arts education through reflective practices at all school levels?
- ✓ **planning** with a comprehensive district-wide education vision but incremental implementation?
- ✓ **continuity in leadership** in the school and in the community?

## GAINING THE ARTS ADVANTAGE FOR YOUR CHILD AND SCHOOL DISTRICT

*Tomorrow's workforce – and especially its leaders – will need broad abilities beyond technical skills. There will be a demand for people who are creative, analytical, disciplined, and self-confident – people who can solve problems, communicate ideas, and be sensitive to the world around them.*

– Joyce Hergenhan, President, GE Fund

**H**ow will today's children and tomorrow's leaders develop those broad abilities, which educators are now calling the 4C's: cognition, communication, culture, and creativity?

"Hands-on participation in the arts is a proven way to help develop these abilities," the GE Fund's president observes, pointing to brand new research. (See *Champions of Change*, back panel.)

Children who receive an elementary foundation in the arts; ongoing, comprehensive, sequential educa-

tion in music, drama, dance, and the visual arts; who are afforded opportunities for higher levels of achievement – these are children who will step into tomorrow's world with "the arts advantage." They will bring to it a quick mind, focus, discipline, imagination, judgment, personal drive, experience in teamwork, attention to detail, grasp of the big picture, and an essential urge to continue learning.

*"The strongest single factor in determining whether a school district provides arts education is the community's insistence, support, and participation in making it happen. So everyone who has a stake in our children's success should see arts education as their cause."*

– Hillary Rodham Clinton



## Q. WHAT CAN I DO?

## A: LOTS OF THINGS.

### COMMUNITY MEMBERS:

Whether you are an artist, arts council member, civic leader, or interested citizen you can...

- speak at school budget hearings on the value of the arts in a child's education.
- vote for local officials who support a vision for education that includes the arts.
- participate in your district's and community's concerts, plays, dance programs, and art exhibits.
- invite the district arts coordinator to serve on your arts council board and establish joint arts community-school district goals and integrated initiatives.
- volunteer to share an artistic skill, such as accompanying on the piano or talking about your graphic design work.
- offer to help write grant proposals or seek partners for district arts education initiatives.
- monitor the district's progress in key "critical success" areas such as planning; providing an elementary foundation and advanced opportunities; and the use of arts assessment techniques to improve student, teacher, and administrator performance.

### AN ENSEMBLE EFFORT

Building and sustaining strong district-wide education requires a community's ensemble effort, finds *Gaining the Arts Advantage*. Everyone can play an important part in that ensemble. Beginning in the column at left are suggestions from community members, school district administrators, and teachers all around the country who are doing just that. *Gaining the Arts Advantage's* 91 profiles and case studies – representing widely different school districts in 42 states – offer hundreds of useful strategies and action steps from real people working in "real world" contexts. You can learn more from these districts – from Maine to Miami, Anchorage to Arlington County, VA – by visiting the study at: [www.pcah.gov/gaa](http://www.pcah.gov/gaa) or [www.aep-arts.org](http://www.aep-arts.org).

## SCHOOL BOARD MEMBERS AND SUPERINTENDENTS:

Colleagues across the country in similar leadership roles urge you to:

- take the lead by assessing the community's commitment to the arts in learning before setting educational goals.
- develop an arts-supportive policy framework and an infrastructure that supports teaching and learning in and through the arts.
- provide ongoing professional development for arts specialists and classroom teachers.
- treat the arts as equal to other school subjects when budget cuts are required and apportion resources in accordance with the plan.
- consider the artistic qualities of buildings and the needs of arts education programs during facility renovation and development.
- hire and support strong district arts coordinators to link the district and the community, work collaboratively with principals, arts specialists, and curriculum specialists, and seek competitive funding for professional and curriculum development and innovative arts programs.
- encourage entrepreneurial thinking. Districts with outstanding arts programs seek and obtain federal, state, and local government grants, private grants, and use of community facilities for events.

– continued on back panels





---

## **Clinton Presidential Records Digital Records Marker**

---

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

---

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

---



# GAINING THE **ARTS** ADVANTAGE

*Lessons From School Districts That Value*  
**ARTS EDUCATION**





**FY 2001**  
**Arts Education**

**A**

The Department of Education is requesting \$10 million to conduct a new grant competition that would provide arts programming as a positive alternative for youth attending schools located in low-income areas to become engaged in the arts. Research has shown that engagement with the arts leads to higher academic achievement and fewer incidences of drug abuse and youth violence.

The project would be conducted in collaboration with the National Endowment for the Arts to encourage high-quality arts programs in schools that serve primarily low-income and at-risk students. These schools often lack the resources to provide the high-quality arts instruction that wealthier schools do. The competition would address this disparity by providing funds for approximately 200 schools and their partner arts organizations across the Nation to help them establish and expand student opportunities for learning in and through the arts.

Use of the funds would include grants to support arts programs, that involve partnerships between schools, museums, symphonies and other arts organizations that help integrate the arts into the regular curriculum and after school programs, and provide intensive professional development in arts instruction to teachers and teaching artists. Examples might include projects such as:

**Milwaukee, WI, Arts in Community Education**, is a nationally recognized model of music education and integration of music with other core subjects in grades K-8. Begun in 1991, Arts in Community Education serves more than 7,000 students in 21 schools in the Milwaukee area. More than 40 percent of the Arts in Community Education participants come from low-income neighborhoods. Among the expected goals for students in the arts program are the ability to think critically, communicate ideas effectively, and actively participate in group situation. In addition, students develop an appreciation for aesthetic and cultural experiences both in and outside of school. The project links to Wisconsin's educational goals and standards as well as the national voluntary standards in music.

**Fairfax County Public Schools** in Virginia, in partnership with George Mason University, is creating a model program for infusion of the arts into the elementary school academic curriculum. Teachers, administrators, and parents at Mosby Woods Elementary School are designing and implementing the new curriculum with assistance from an artist-faculty team of the University's Institute of the Arts. In addition, the National Museum of American Art, the Northern Virginia Institute of Architects, and the Wolf Trap Center for the Performing Arts are providing additional curriculum and instructional resources. The results of this project, funded in part by a Curriculum-Based Arts Education grant from the Arts Endowment, will be shared with other schools in Fairfax County as well as outside of the County.

## B

The Department of Education is requesting \$2.5 million to continue the media project with the NEA begun in FY 2000. \$1 million would be used to continue the FY 2000 projects.

In FY 2000 Congress appropriated \$1 million to the Department of Education to support arts education programs targeting youth violence. The Senate Appropriations Committee report states:

“The Committee has provided sufficient resources for additional grants to support programs targeting youth violence, delinquency and substance abuse, both in-school and during the after-school hours, through innovative arts programming and youth arts education initiatives.”

The Department of Education, in collaboration with the National Endowment for the Arts, has developed a program in FY 2000 to award five to ten competitive grants, targeting youth violence by focusing on positive alternatives for youth through innovative arts programming. Initially, the project will support model partnerships between schools and arts-based organizations to demonstrate new methods of improving the interpretive and creative skills of young people in dealing with the media arts. Young people will learn how to interpret the messages they receive on a daily basis through media such as television, the world wide web, CD-ROM's, video games, and also how to engage in the creative process and develop better programming alternatives.

The FY 2000 project will accomplish two goals. First, it will demonstrate new ways to help young people evaluate and understand the messages they receive through the use of technology; and second, it will put young people and technology together to create better programming ideas that focus on issues other than violence, substance abuse and delinquent behavior. This initiative will focus on organizations and schools that are leading the way in this area such as:

**Street-level Youth Media Project in Chicago**, which brings professional artists together with students and teachers to familiarize them with new media technologies and the process of making art, stressing teamwork, creativity, and critical thinking. Started on the city's West Side by artists as a way to get youth off the street, Street-Level has evolved into a national leader in the media education and technology access movements. In addition to its collaborations with teachers and schools to integrate media arts into the overall curriculum, Street-Level offers media making employment opportunities for young people in collaboration with recognized cultural institutions throughout Chicago.

**The Appalachian Media Institute** in eastern Kentucky, where two of every five students who reach ninth grade subsequently drop out of school, is combating low educational achievement and expectations by offering high school sophomores and juniors summer workshops in video and radio production skills. Students turn their camera lenses, microphones, and creativity toward their own communities, creating their own media pieces. Their completed works are presented to teachers, students, families and community members and several of them have aired on local cable and statewide public television.

## C

### Music Educators request

The Elementary and Secondary Education Act - Title II deals with professional development of teachers. It used to provide money only for math and science teachers. When the Clinton Admin and Congress re-authorized ESEA 6 years ago, the Clinton Admin proposal to add other core subjects (as listed in Goals 2000) to those eligible for those funds was successful. The final deal was that math and science got the first \$250 million but that teachers of other subject areas were eligible after that. The funds are sent directly from the federal to state level determined by formula and passed on to locals by formula. Music education advocates are looking for their own set-aside in this. Here are their two requests:

1. An ongoing, formal consultative role for the professional organizations that represent the nation's teachers of music and the other arts. In this way, we can ensure that those closest to the day-to-day educational challenges will be directly involved in the development of effective arts programs to serve our school children;
2. An explicit national commitment to replicate successful math and science professional development programs for teachers in music and the other arts. This would help ensure that the arts are treated as core academic subjects throughout the United States.



FOR IMMEDIATE RELEASE  
October 18, 1999

CONTACT: Christopher Beakey  
(202) 667-0901 #191  
[chrisb@twbg.com](mailto:chrisb@twbg.com)

GE FUND/MACARTHUR FOUNDATION REPORT PRESENTS  
GROUNDBREAKING EVIDENCE OF IMPACT OF  
ARTS ON LEARNING

Top Research and Education Teams to Convene October 22 in  
Washington to Review Key Findings

(WASHINGTON, D.C.) A new report compiling the results of seven major studies provides important new evidence of enhanced learning and achievement when the arts are an integral part of the educational experience, both in and out of America's K-12 schools.

*Champions of Change: The Impact of the Arts on Learning* will be released on **Friday, October 22<sup>nd</sup>** at the Arts Education Partnership meeting, which will be held at the National Education Association, 1201 16th Street, N.W. in Washington, D.C. Interview opportunities and the meeting agenda are available on request.

Researchers whose work is featured in the report will be available to review qualitative and quantitative data on the learning and achievement of students involved in a variety of arts experiences. The research projects included students, educators, artists and others in **New York, Boston, Chicago, Los Angeles** and the **San Francisco/Bay Area**. The report was edited by former *New York Times* Education Editor Edward B. Fiske, who is also the author of *Smart Schools*, *Smart Kids* and the bestselling *Fiske Guide to Colleges*.

In an introduction by **U.S. Secretary of Education Richard Riley**, the findings are referred to as "groundbreaking," and are offered to "address ways that our nation's educational goals may be realized through enhanced arts learning."

(more)



## **Arts and Learning**

### **Page 2**

The *Champions of Change* research offers clear evidence of how the arts can improve academic performance, energize teachers and transform learning environments. Among the findings:

**Students with high levels of arts participation outperform “arts-poor” students on virtually every measure.**

Based on an analysis of the Department of Education’s NELS:88 data base of 25,000 students, **UCLA Graduate School of Education and Information Studies Professor James S. Catterall** found that sustained involvement in the arts correlates with success in other subjects, and in developing positive attitudes about community -- both generally and also for children in poverty. The correlation is particularly strong between music and success in math.

**The arts have a measurable impact on students in “high-poverty” and urban settings.**

In the midst of an inspiring turnaround, the **Chicago Public School District** saw significant student improvement in reading and mathematics in schools where the **Chicago Arts Partnerships in Education (CAPE)** developed arts-integrated curricula.

**The arts in after-school programs guide disadvantaged youth toward positive behaviors and goals.**

After a decade studying dozens of after-school programs for disadvantaged youth, **Shirley Brice Heath** of **The Carnegie Foundation for the Advancement of Teaching** and **Stanford University** found that youth in arts programs were achieving more in both school and their personal lives than those from the same socioeconomic categories, as tracked by NELS: 88. Students involved in the arts programs were doing even better than those in programs that focused on sports and community involvement.

**Learning through the arts has significant effects on learning in other domains.**

**Judy Burton, Rob Horowitz** and **Hal Abeles** at the Center for Arts Education Research at **Teachers College** in New York found that student achievement is heightened in an environment with high quality arts education and a school climate supportive of active, productive learning.



(more)

## Arts and Learning

### Page 3

#### Arts experiences enhance “critical thinking” abilities and outcomes.

Students preparing for what Federal Reserve Chairman Alan Greenspan describes as America’s “economy of ideas” need an education that develops imaginative, flexible and tough-minded thinking. In examining the offerings of **ArtsConnection**, the largest outside provider of arts education for the New York City public school system, researchers at the **National Center for Gifted and Talented at the University of Connecticut** found that students involved in the arts were motivated to learn not just for test results or other performance outcomes, but for the learning experience itself.

Unlike other learning experiences that seek only right or wrong answers, engagement in the arts allows for multiple outcomes. **Steve Seidel** and researchers from **Harvard University’s Project Zero** found that when “refusing to simplify” Shakespeare’s challenging texts, students became passionately engaged in learning classic works which high schoolers often consider boring.

#### The arts enable educators to reach students in effective ways.

**Dennie Palmer Wolf** and researchers from the **Performance Assessment Collaboratives for Education (PACE)** of **Harvard’s Graduate School of Education** examined professional development programs for teachers, and articulated the numerous ways that sustained, integrated and complex projects – like producing an opera – offer teachers a way to deepen learning across many disciplines.

*Champions of Change* was developed with the support of The GE Fund, The John D. and Catherine T. MacArthur Foundation, the Arts Education Partnership and the President’s Committee on the Arts and the Humanities. For an embargoed copy of the report, please contact Christopher Beakey by phone at (202) 667-0901, ext. 191, or by email at [chrisb@twbg.com](mailto:chrisb@twbg.com).

###



## **Update from Arts Education Partnership**

Two current movements:

- 1) the cumulative effect of research that is adding up regarding the power of the arts - especially for poor students (low Socio-Economic Status – SES) in terms of closing the achievement gap.
- 2) the growing and strengthening cluster of foundations that are reviewing their support of the arts and to education and thinking more about combining those areas of their giving. Those foundations that focus on education are starting to value the arts in education.

### Task Forces

- Teacher Education and Professional Development
- Assessment (National Assessment of Educational Progress)
- Children's Learning and the Arts: Birth to Age Eight
- Research

### Publications

- Champions of Change: The Impact of the Arts on Learning  
Seven research studies examining learning in the arts, the relationship to other learning and the impact on student learning and development.
- Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education  
Case studies and profiles of 91 school districts throughout the United States that are recognized for offering arts education throughout their schools. Identifies the critical factors that must be in place to implement and sustain comprehensive arts education. Stresses the essential role of community involvement and partnerships.
- Why Your Child Needs the Arts Advantage and How You Can Gain It  
This brochure highlights the findings of the two-year study Gaining the Arts Advantage: Lessons From School Districts that Value Arts Education which identifies interrelating factors that contribute to the creation of strong, district-wide arts education.
- Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community  
Presents the major impacts on school policy and practices, the principles of effectiveness and key questions to be addressed at each stage of development of successful arts education partnerships.
- Young Children and the Arts: Making Creative Connections  
Provides guiding principles and recommendations to organizations to support the development of arts-based early childhood programs and resources.
- Priorities for Arts Education Research  
Identifies ten major priorities for research in arts education and presents a rationale for each. Five focus on the impact on student learning and five on the information needed for policy

making.

- **Good Schools Require the Arts**  
Discusses the purpose and accomplishments of the Arts Education Partnership (formerly the Goals 2000 Arts Education Partnership) and its more than 100 national arts, education, business and philanthropic organizations. Provides guidance on how to join the Partnership.
- **Arts and Education: Partners in Achieving Our National Education Goals**  
A comprehensive plan of action for positioning arts education in the context of national and state education reform. The plan guides the activities of the Arts Education Partnership.

#### Videos

- **Arts Literacy for A Changing America** the December 1, 1999 national teleconference, co-produced by the US Department of Education and the Arts Education Partnership, and hosted by Education Secretary Richard Riley, discussed the importance of arts education and the results of the 1997 NAEP Arts Assessment.
- **The Arts and Children: A Success Story** is a 12-minute video featuring actress Meryl Streep. Produced by the Arts Education Partnership, the video summarizes major research findings on the role of the arts in student learning. It is accompanied by print materials summarizing arts education research.

#### On the Horizon

The Partnership is convening arts education consultants from state departments of education at Kennedy Center in April.

Survey of state arts education assessments due back in April

Partnership meeting in June focusing on power of arts in whole school reform

Proposed report with Title I program at U.S. Department of Education to get word out about power of arts for low SES students. "A Matter of Fairness"

#### Still Needed

- Getting word out re: research
- Possible meeting with researchers, foundation supporters and key personnel:  
James Cattarell, UCLA  
Steve Seidel, Harvard  
Dennie Palmer Wolf, Harvard  
Jane Polin, formerly GE Fund, presently S&H Green Points  
Nick Rabkin, MacArthur Foundation  
Dick Deasy, Arts Education Partnership  
Secretary Riley/Terry Peterson, US Department of Education  
Chairman Ivey/Scott Shanklin-Peterson, National Endowment for the Arts



---

## **Clinton Presidential Records Digital Records Marker**

---

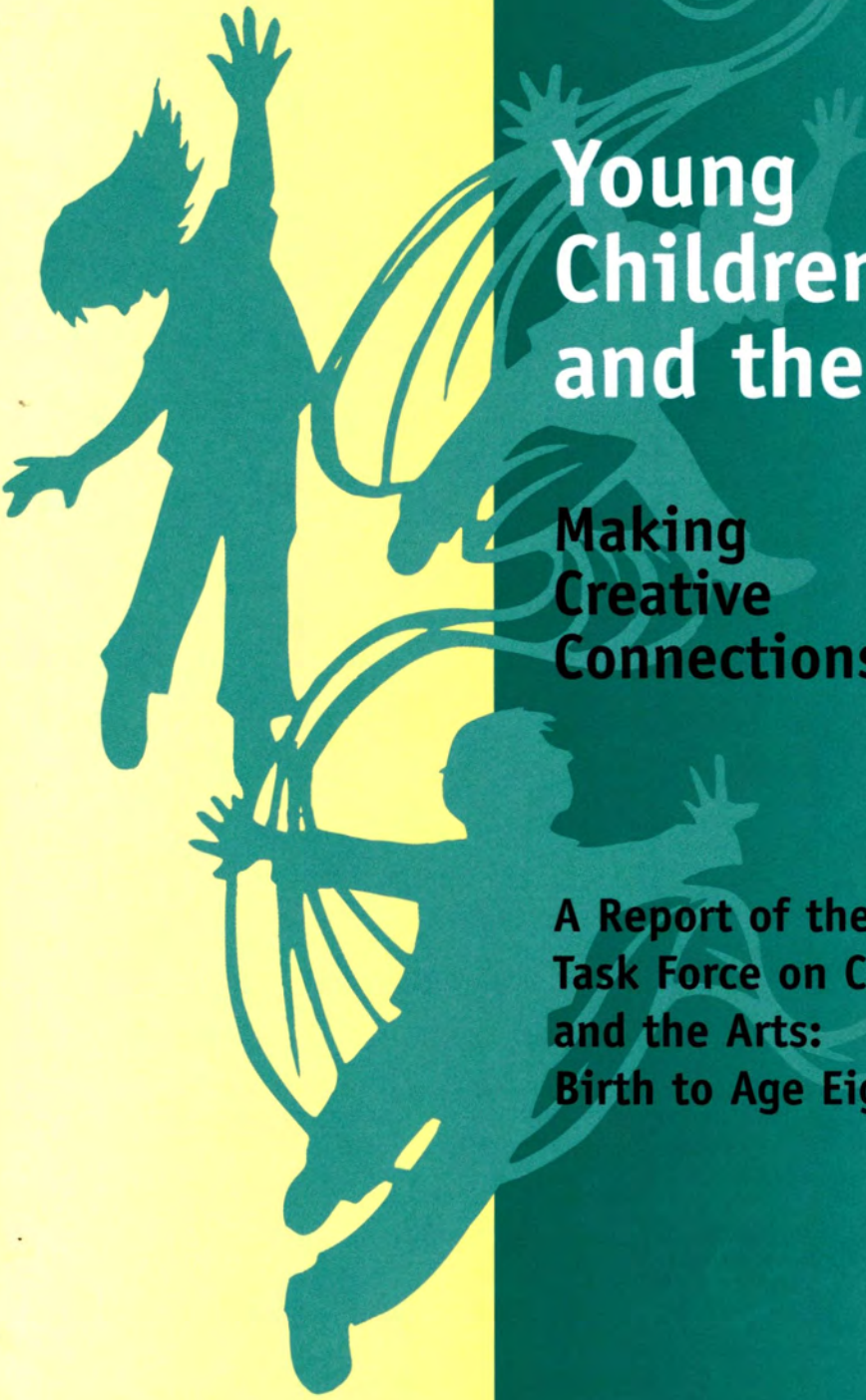
This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

---

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

---



# **Young Children and the Arts:**

**Making  
Creative  
Connections**

**A Report of the  
Task Force on Children's Learning  
and the Arts:  
Birth to Age Eight**