MI CREATIVE STATE

REPORT

2024

Presented by :

MI CREATIVE POTENTIAL

Collaborating for Collective Impact

The Michigan Assessment Consortium (MAC) is a professional association of educators who believe quality education depends on accurate, balanced, meaningful assessment. The MAC leads **MI Creative Potential,** a new collective impact initiative to increase equitable access to high-quality arts education for Michigan's youth through data collection, strategic networking, collaboration, and a statewide action agenda.

Arts Education in Michigan

MI Creative Potential also includes the MAC's Michigan Arts Education Instruction & Assessment project (MAEIA). Since 2012, MAEIA has advanced statewide arts education supported by the Michigan Department of Education. MAEIA assessments, resources, and professional learning support quality instruction, social-emotional learning, culturally responsive teaching, and educator effectiveness. For the past four years, MAEIA has convened arts/education associations to align mutually reinforcing activities after the dissolution of two key arts education organizations.
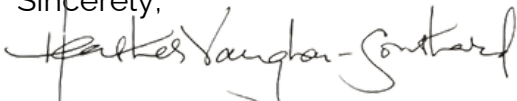
K-12 Arts Education Survey

The Michigan K-12 Arts Education Survey of public schools and public academies was conducted in 2023-24 by the Michigan Assessment Consortium with support from the Michigan Arts and Culture Council and the Michigan Education Association. Collectively, this group is known as the MI Arts Ed Coalition. This work was also performed with endorsements from statewide arts/education associations and the Michigan Department of Education.

Arts Education Action Agenda

Results of the Michigan K-12 Arts Education Survey and recommendations to advance needs-based systems change are presented in this report. This will benefit all of Michigan's students through equitable access to quality arts education. The data analysis embedded in this document by Public Policy Associates offers a guidepost for our next steps, which will include a Roadmap and Toolkit for advancing arts education in our state.

We invite you to join us.

Sincerely,

Heather Vaughan-Southard
Director, MI Creative Potential

Presented by :

MI CREATIVE POTENTIAL

Table of Contents

Presented by :
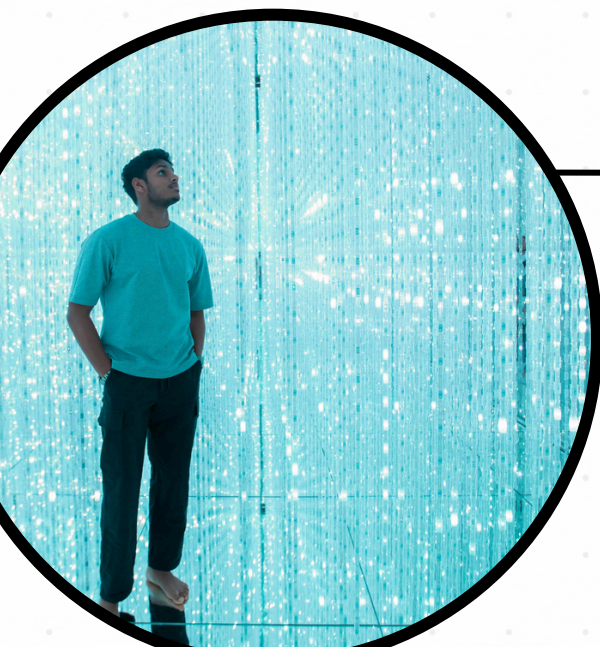
MI CREATIVE POTENTIAL

Research proves:

The arts help children succeed in school, work, and life.
(Catteral, 2012)

The arts generate innovation, engagement, achievement, and well-being.
(Cohen, 2024)

The arts help states thrive in building community, innovation, and economy.
(Cohen, 2024)

Presented by :

MI CREATIVE POTENTIAL

The arts strengthen the economy.

The nation's Arts and Culture sector—nonprofit, commercial, education—is a $1.1 trillion industry that supported 5.2 million jobs in 2022, which was 4.3% of the nation's economy—a larger share of GDP than powerhouse sectors such as Transportation, Construction, Education, and Agriculture.

(*National Assembly of State Arts Agencies, 2024*)

The arts have social impact.

University of Pennsylvania researchers have demonstrated that a high concentration of the arts in a city leads to greater civic engagement, more social cohesion, higher child welfare, and lower poverty rates.

(*Social Impact of the Arts Project*, 2024)

The arts serve as a foundational resource leading to:

- vibrant communities,
- a dynamic workforce, and
- improved quality of life.

Presented by :

MI CREATIVE POTENTIAL

The arts support health and wellness.

Doctors' prescriptions for museum visits address loneliness, dementia, and other physical and mental health concerns.

Interactive exhibits dissolve the boundaries between art and viewers, engaging all of our senses and strengthening memory.

(Magsamen & Ross, 2023)

In their own words, students in Lansing, Michigan shared why the arts are important to them.

Third grader Alexander says he loves art because,

"You don't have to do one thing; you can be as creative as you want to be."

Kindergartner Ari says,

"Art is important because it helps me with math, and I can help others with their drawings."

Presented by :

MI CREATIVE POTENTIAL

From a policy standpoint, according to Arts Education Partnership (AEP) all 50 states and the District of Columbia have content or performance standards for arts education.

However, ArtScan 2024's state-by-state comparison illustrates Michigan's lacking arts education policy.

(Arts Education Partnership, 2024)

Legislation could bring Michigan up to par related to arts education content standards, instructional requirements, certification and arts endorsement.

A forthcoming publication, MI Creative Roadmap: Statewide Arts Education Action Agenda, will provide specific recommendations for this work.

Although Michigan is a flagship for K-12 arts education resources in instruction and assessment, prior to this survey it was **1 of only 3** states not collecting and using arts education data to increase access to arts education.

Presented by :

MI CREATIVE POTENTIAL

Key findings in the 2023 survey:
- Overall, 95% of responding schools reported they offered some form of arts education during the regular school day.
- The most commonly offered disciplines were music (84%) and visual arts (74%).
- Far fewer schools reported they offered media arts (39%), theatre (19%), or dance (4%).

- Disparities in arts education exist as a function of school level.
  - A greater variety of arts disciplines are available to schools serving older students.
  - Arts budgets are greater at high schools.

- In schools serving more economically disadvantaged students, fewer arts disciplines are available.

Presented by :

MI CREATIVE POTENTIAL

- Many schools use parent groups and local district education foundations to supplement their arts budgets.

- Relevant professional learning opportunities are available to many educators.

- Many students have access to arts field trips and can perform or exhibit their artwork in their community.

- However, in schools serving more economically disadvantaged students:

  - Opportunities for field trips, performances, or exhibits are less common.
  - Arts-specific professional learning opportunities are less likely.
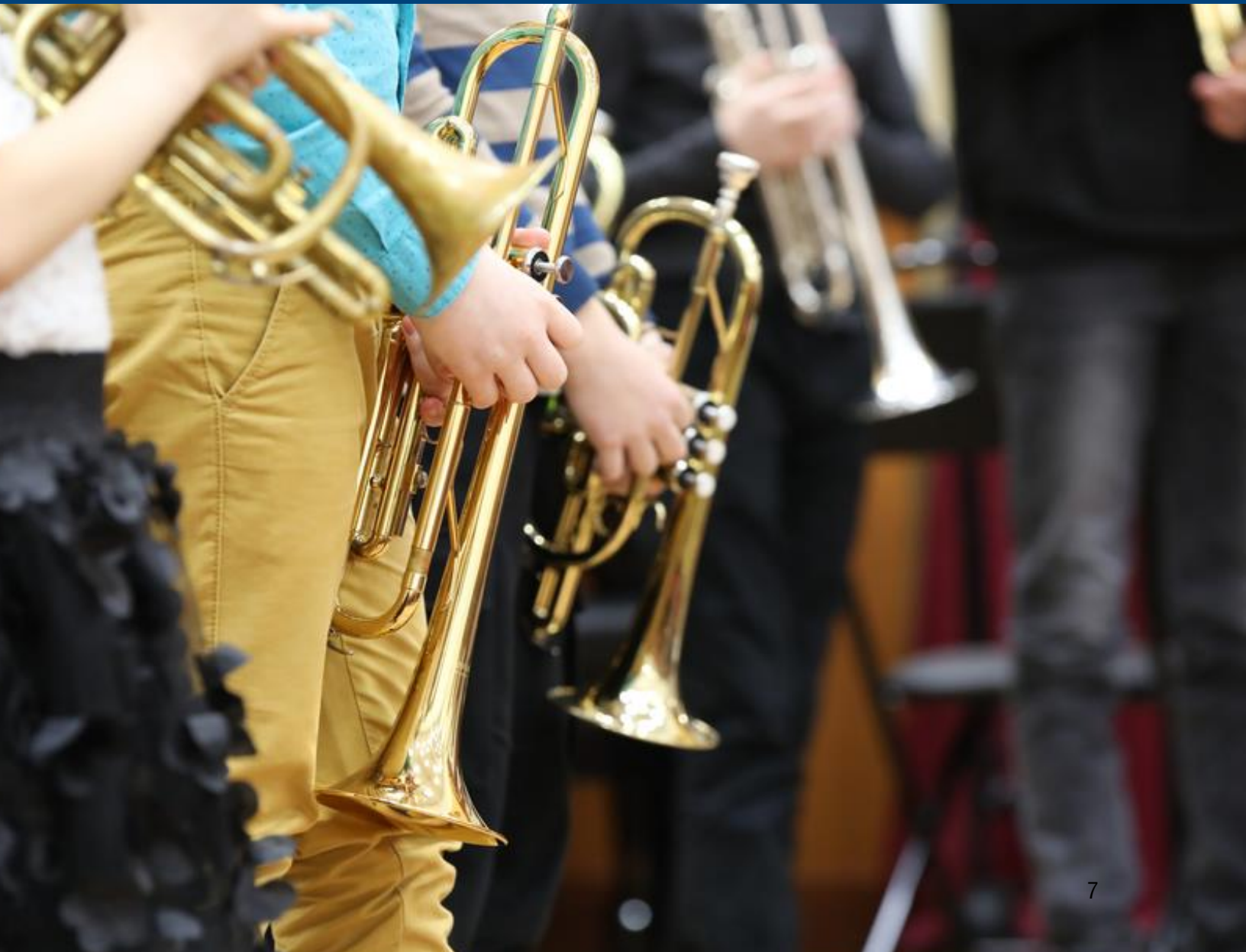 - Arts budgets are lower.

Presented by :

MI CREATIVE POTENTIAL

Public Policy Associates

Michigan Arts Education Survey Findings

REPORT PREPARED FOR MICHIGAN ARTS EDUCATION INSTRUCTION AND ASSESSMENT (MAEIA)

June 2024

Public Policy Associates is a public policy research, development, and evaluation firm headquartered in Lansing, Michigan. We serve clients in the public, private, and nonprofit sectors at the national, state, and local levels by conducting research, analysis, and evaluation that supports informed strategic decision-making.

Prepared for

Michigan Arts Education Instruction and Assessment (MAEIA)
1980 North College Road
Mason, MI 48854

Prepared by

Public Policy Associates
publicpolicy.com

Author

Rebecca R. Frausel, Ph.D.

Table of Contents

Introduction

Arts education plays a critical role in the well-rounded development of K-12 youth. Engagement in arts education can promote creativity and critical thinking, cognitive abilities that can enhance students' academic performance in arts as well as non-arts domains (Winner, Goldstein, & Vincent-Lancrin, 2013). Educating students in the arts also helps students express and understand their own emotions, as well as the emotions of others, which supports the development of self-awareness and empathy (Kou, Konrath, & Goldstein, 2020).

Arts education matters, not just for creating the next generation of artists, but for fostering skills such as creativity and empathy that students will carry with them throughout their academic and post-academic careers. The skills learned through arts education are highly valued in the workforce. Understanding arts education in Michigan will contribute to statewide interests related to attracting and retaining an innovative workforce, fostering a creative economy, and building thriving, healthy communities where people want to live and work. Therefore, it is crucial for educators, policymakers, and other decision leaders to understand the availability of arts education throughout Michigan.

Michigan Arts Education Instruction and Assessment (MAEIA), a project of the Michigan Assessment Consortium (MAC), is leading the effort to connect decision makers with updated data on the status of arts education in Michigan through a collective impact initiative called MI Creative Potential. MAEIA is the result of a collaboration between the Michigan Department of Education (MDE), Michigan Arts and Culture Council (MACC), and MAC. MI Creative Potential advances access to quality arts education for all of Michigan's students. This is achieved through data collection, strategic partnerships, the tailored use of MAEIA resources (instruction, assessment, and continuous improvement), regional arts education networks, and a statewide arts action agenda.

This report presents the findings from a comprehensive survey conducted in fall 2023 among K-12 public school and public school academy principals from across the state. The purpose of the survey was to determine the availability of arts programming and resources dedicated to arts education throughout Michigan. Furthermore, as will be discussed in the Conclusion, the survey will ultimately support larger data collection efforts being undertaken by MAEIA.

The following results shed light on the overall status of arts education in Michigan, including the availability and duration of arts education programs by arts discipline (see sidebar), the number of qualified arts teachers and coordinators, the presence of arts-related extracurricular activities and enrichment opportunities for students, school and district arts policies, and allocated arts budgets.

Arts Disciplines:
- Music
- Visual Arts
- Media Arts
- Theatre
- Dance

Crucially, disparities in availability of arts education were identified based on level of schooling (e.g., elementary, middle, high school) and the percentage of Economically-Disadvantaged (ED)[1] students. Disparities were *not* identified on the basis of BIPOC (Black, Indigenous, and Persons of Color)[2] student enrollment or school community type (i.e., urban, suburban, town/rural). Understanding the extent of these inequities by school resources and grade level will allow stakeholders to develop targeted interventions that will lead to equitable access to quality arts education for all of Michigan's K-12 students.

More specifically, we found the following:

Availability of Arts Instruction
- Music (84%) and visual arts (74%) are the most commonly offered arts disciplines across Michigan's schools. These disciplines are also more likely than other disciplines to have a district curriculum guide for teachers to follow (music: 70%; visual arts: 67%).
- Full-year arts courses are more common for music (across all grade levels) and for elementary schoolers (for all disciplines).
- On average, schools serving elementary schoolers reported that most of their students (82%) receive some form of arts instruction. Elementary schoolers tend to receive 30-59 minutes of arts instructional minutes per week (i.e., art is part of their weekly schedule).
- A greater variety of arts disciplines are available at schools serving older students (particularly in visual arts). High schoolers and middle schoolers

---

[1] We use MI School Data's definition of economic disadvantage, meaning students are eligible for free/reduced lunch.

[2] BIPOC is defined by the researchers as students who fall into one of the following categories: Native American/American Indian/Alaska Native; Asian; African/African American; Hispanic/Latino/a; Hawaiian/Pacific Islander; and two or more races.

tend to receive 90+ minutes of arts instruction per week (i.e., art is part of their daily schedule).

Availability of Extracurricular Opportunities

- Music (33%) and theatre (33%) are the most commonly offered extracurriculars, and are particularly common in schools serving high schoolers.
- Many students have access to arts-related field trips (67%) or can perform or exhibit their artwork in the community (42%). It is more common for schools serving high schoolers (60%) to have opportunities for students to perform or exhibit their artwork in the community.

Disparities Based on Economically-Disadvantaged Student Enrollment

- Fewer arts disciplines (as well as arts disciplines using written curriculum guides) are available in schools serving more ED students.
- Extracurriculars (across all disciplines) are less likely to be offered at schools serving a larger proportion of ED students.
- Arts field trips and performance/exhibition opportunities are less common at schools where the majority of students are ED.
- These same disparities do not exist when examining BIPOC student enrollment.

Arts Educators, Funding, and Resources

- Schools tend to have 4-6 arts educators per discipline, half of whom are certified in the arts and half of whom are certified in a non-arts discipline.
- Schools tend to have one school-based arts coordinator and one district-based arts coordinator.
- Professional learning opportunities are available to many arts educators, but are less likely to be available for educators working at schools serving proportionally more ED students.
- Arts budgets are greater at high schools and at schools serving relatively few ED students.
- The use of Every Student Succeeds Act (ESSA)/Title funds to support arts education is more common at schools serving more ED students.
- Many schools use parent groups and local district education foundations to supplement their arts budgets. Parent groups are more common at elementary schools (23%) and district education foundation funding is more common among schools serving fewer than 50% ED students (43%).

Arts Policies

- 77% of schools serving high schoolers reported arts is a requirement for

graduation. Arts is also required for 20% of schools serving middle schoolers and 49% of schools serving elementary schoolers.

- 36% of schools reported they had minimum hiring requirements for arts teacher/specialists.

These findings are intended to serve as a foundation for informed decision-making and advocacy efforts, with long-term aims of enhancing the availability and quality of arts education in Michigan's K-12 schools.

Methods

SURVEY DESIGN

The target audience for the survey was K-12 public school and public school academy principals, who were asked to report on the following topics for their school: arts programming by discipline, school and district resources, and arts-specific policies. Principals were instructed to reflect on the 2022-23 school year when completing the survey and were asked to complete the survey regardless of the range of arts opportunities available at their school.

The survey was developed by MAEIA with feedback from Parliament Data, MDE, MACC, and the Michigan Education Association (MEA). It draws on questions from MAEIA's Program Review Tool and the Artlook data platform's school survey. The survey instructions recommended that principals preview the questions (in an attached PDF) before completing the survey so they could gather the requested data ahead of time. See the Appendix (Part C) for a copy of the complete survey instrument.

Arts Programming by Discipline

Five arts disciplines (dance, music, theatre, visual arts, and media arts[3]) were the focus of the survey. Arts programming included the availability of specific courses (see Table S1 in Part B of the Appendix for the full list of courses included on the survey) as well as the availability of blended learning opportunities, such as supplemental arts education experiences (e.g., field trips; local arts exhibitions or performances) and extracurricular activities available in different disciplines. Principals also reported, by discipline, how many instructional minutes students receive each week and the duration of typical courses.

School and District Resources

The survey asked about resources dedicated to arts education, including the availability of written curricula for each discipline, how many educators (certified in the arts, certified in a non-arts field, and non-certified educators) provide instruction in each discipline, the number of arts coordinators (school- and district-based) at the school, whether there was district support for professional learning for arts educators, and arts budgets (including the utilization of external funding sources).

Arts Policies

Lastly, the survey also asked about school-board approved policies in the district related to the arts (e.g., arts as a requirement for specific grade levels or for graduation).

DATA COLLECTION

Prior to initiating the survey in the field, the research team identified the target number of responses, 350, which represents approximately 10% of schools in Michigan. Contact information for all district administrators and school

---

[3] The survey included this explanatory text related to media arts: "Although Michigan does not have standards for media arts, the National Endowment for the Arts defines media arts as 'all genres and forms that use electronic media, film, and technology (analog and digital; old and new) as an artistic medium or a medium to broaden arts appreciation and awareness of any discipline. This includes projects presented via film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games, immersive and multi-platform storytelling, and satellite streaming.'"

principals was downloaded from Michigan's Educational Entity Master (EEM) as of November 2022.

While the research team initially pursued sampling schools via a random sample stratified by MACC region, the research team ultimately made the survey available to all principals across Michigan (i.e., a census approach utilizing a convenience sample including all K-12 public school and public school academy principals). Outreach was conducted using both individualized email links (addressed to the school principal according to the EEM) as well as a universal survey link advertised in newsletters for K-12 school principals in Michigan. See Part A of the Appendix for additional details on sampling, including how the sampling procedure could introduce bias. A total of 394 survey responses were submitted, of which 374 were found to be unique and usable after data cleaning. This represents a response rate of approximately 12.5%. As will be discussed in the Conclusion section (see pg. 31 and footnote 7), low response rates are a common research problem that might have been exacerbated by the pandemic.

The Detroit Public Schools Community District (DPSCD) employs a rigorous protocol for accessing data and communicating with district staff, which impacted the timeline of this survey and the number of survey responses from this district. As a result, no responses were collected from DPSCD.

DATA ANALYSIS

Following the closure of the survey in mid-December 2023, the raw survey responses were downloaded from SurveyMonkey. Some schools responded multiple times, and some schools who responded to the universal survey link did not provide their school's name. After removing these and other blank/empty survey responses, 374 usable responses were retained for analyses.

Michigan School Data Student Count Files were downloaded from MISchoolData.org for the 2022-2023 school year on September 21, 2023. From the student count files, two school characteristic variables were computed: percentage of students that are ED and percentage of students that are BIPOC. These variables were then used to categorize schools as falling into one of four quartiles of ED student enrollment, and one of four quartiles of BIPOC student enrollment. The ED and BIPOC student variables, along with other relevant demographic and geographic characteristics from the student count files (see school characteristics in Table 1 below) were merged with the survey data.

TABLE 1. SCHOOL CHARACTERISTICS.

BUILDING CONFIGURATION	ED STUDENT ENROLLMENT
• PK/K-5 (Elementary)	• 0-24.99%
• 6-8 (Middle)	• 25-49.99%
• 9-12 (High)	• 50-74.99%
• PK/K-8 (Elementary/Middle)	• 75-100%
• 6-12 (Middle/High)	**BIPOC STUDENT ENROLLMENT**
• PK/K-12 (Comprehensive)	• 0-24.99%
COMMUNITY TYPE	• 25-49.99%
• Rural/Town	• 50-74.99%
• Suburban	• 75-100%
• City	

Building configuration was used to describe differences in the availability of arts programming or resources by schools serving different grade levels of students. The analyses by grade level describe the availability of arts education in schools who serve the elementary, middle, and high school grades, regardless of building configuration (e.g., a school serving K-12 would be reported three times, for elementary, middle, and high school). Practically, this increases the sample size. The research team also theorized that school resources would be shared across the building, regardless of grade levels served. Overall, 2 in 3 survey responses were from a school serving *only* elementary schoolers, middle schoolers, or high schoolers. The plurality of school responses (41%) came from schools serving only elementary schoolers. Future analyses could examine whether the availability of arts education and programming in comprehensive schools like K-12 schools is unique or distinct from other school types. See Table S2 in Part B of the Appendix for the number of responses by each type of building configuration, and how grade level aligns with building configuration.

A crosswalk between MACC regions and Michigan counties was accessed[4] and used to classify schools into their MACC region (see Figure 1, below). While comparisons by MACC region were conducted, results did not yield meaningful differences, possibly due to the variability of school operations within each region (i.e., not all MACC regions may align with established administrative boundaries). This report focuses on other standardized geographic and demographic characteristics, many of which (particularly community type) overlap substantially with MACC region. See Table S3 in Part B of the Appendix

---

[4] Michigan Economic Development Corporation. (n.d.). Regional Regranting / Mini-grant Information. https://www.michiganbusiness.org/industries/macc/regional-regranting-information/

for MACC regional breakdowns by building configuration, community type, ED student enrollment, and BIPOC student enrollment.

Figure 1. MACC Regions
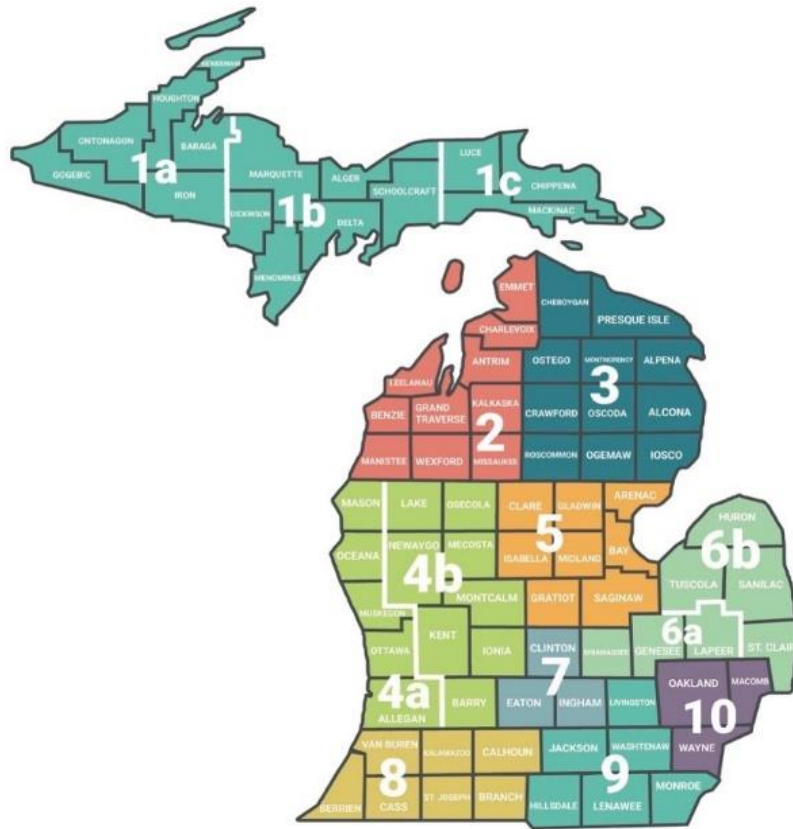
Note: MACC regions are identical to Michigan's prosperity regions.

Demographic and geographic characteristics of responding schools are reported in Table S4 in Part B of the Appendix, along with a comparison to the characteristics of the population of Michigan schools. Because no responses were gathered from DPSCD, Table S4 also presents the Michigan school population excluding schools in this district for comparative purposes.

Although a convenience sample was utilized, the schools represented by the survey responses are generally in line with the population of Michigan schools. However, the absence of responses from DPSCD means that the sample may be biased against urban districts and against districts enrolling large percentages of

BIPOC students.[5] Even though the survey sample does not perfectly reflect the school population, it's important to note that within each subgroup or cell, the sample size is sufficiently large enough to be able to detect meaningful differences or patterns between different types of respondents. This allows for robust and reliable results to be produced, even though the sample does not fully represent the entire population.

In the following sections of this report, descriptive and summary statistics are used to present key characteristics and patterns observed in the data. These include basic summaries of key variables such as means and frequencies. The results are based primarily on overall responses, and where differences exist by school demographic or geographic characteristic(s), these are noted. Differences by demographic and geographic characteristic are only presented if they were statistically significant (at the $p < .05$ level), using primarily the analysis of variance (ANOVA) statistical test.

Results

AVAILABILITY OF DISCIPLINES DURING THE REGULAR SCHOOL DAY

Most Schools Offer Music and Visual Arts

Overall, 95% of responding schools reported they offered some form of arts education during the regular school day. The most commonly offered disciplines were music (84%) and visual arts (74%). Far fewer schools reported they offered media arts (39%), theatre (19%), or dance (4%).

Number (Percent) of Schools Offering Each Discipline:

- Music: N = 315 (84%)
- Visual Arts: N = 277 (74%)
- Media Arts: N = 144 (39%)
- Theatre: N = 71 (19%)
- Dance: N = 14 (4%)

Due to the small number of schools who offered dance instruction during the regular school day (N = 14), differences in availability of dance are not examined by school characteristics. Table S5 in Part

---

[5] For example, more schools who responded to the survey are located in rural/town community types (53%), compared to the school population (41%). Additionally, 64% of school survey respondents enroll fewer than 25% BIPOC students, which is substantially higher than the population of schools (51%). Moreover, only 21% of survey responses came from MACC Region 10 (encompassing Oakland, Macomb, and Wayne counties), compared to 33% of the school population.

B of the Appendix provides the demographic characteristics of these schools (as well as demographic characteristics for schools offering the other four disciplines). However, the availability of extracurriculars involving dance is examined.

As shown in Table 2, 43% of schools in the sample (N = 161) offered two disciplines. For 73% of these schools, the two disciplines offered were music and visual arts. Only four of the sampled schools reported that they offered all five arts disciplines during the regular school day.

TABLE 2. NUMBER OF SCHOOLS OFFERING DIFFERENT NUMBERS OF ART DISCIPLINES

NUMBER OF ARTS DISCIPLINES OFFERED	NUMBER OF SCHOOLS	PERCENT OF SAMPLE
0	19	5%
1	65	17%
2	161	43%
3	86	23%
4	39	10%
5	4	1%
Total	374	100%

A Greater Variety of Arts Disciplines are Available to Schools Serving Older Students

Average Percentage of Students Receiving Any Form of Arts Instruction at Schools Serving:

- Elementary schoolers: 82%
- Middle schoolers: 69%
- High schoolers: 54%

Principals were asked approximately what percentage of their students received any form of arts instruction. The answer on average was 73% but ranged from 0% to 100%. In general, principals at schools serving elementary students reported that a higher percentage of their students received arts instruction (82%), compared to schools serving middle schoolers (69%) or high schoolers (54%).

In total, 351 schools reported the percentage of their students who received arts instruction, and total enrollment at these schools in the 2022-23 school year was 155,210 students. Of these schools, it was estimated that 111,164 students (72%) received any form of arts instruction, meaning 44,046 students (28%) did not receive arts instruction.

Although proportionally more elementary students received arts instruction, a greater *variety* of arts disciplines are available at schools serving high schoolers,

and to a lesser extent at schools serving middle schoolers. As shown in Figure 2, below, except for music (available at 84% of schools serving elementary students), all other arts disciplines were more likely to be offered at schools serving high schoolers, including visual arts (83%), media arts (62%), and theatre (41%).

Figure 2. Percentage of Schools Serving Each Grade Level of Students Offering Each Arts Discipline
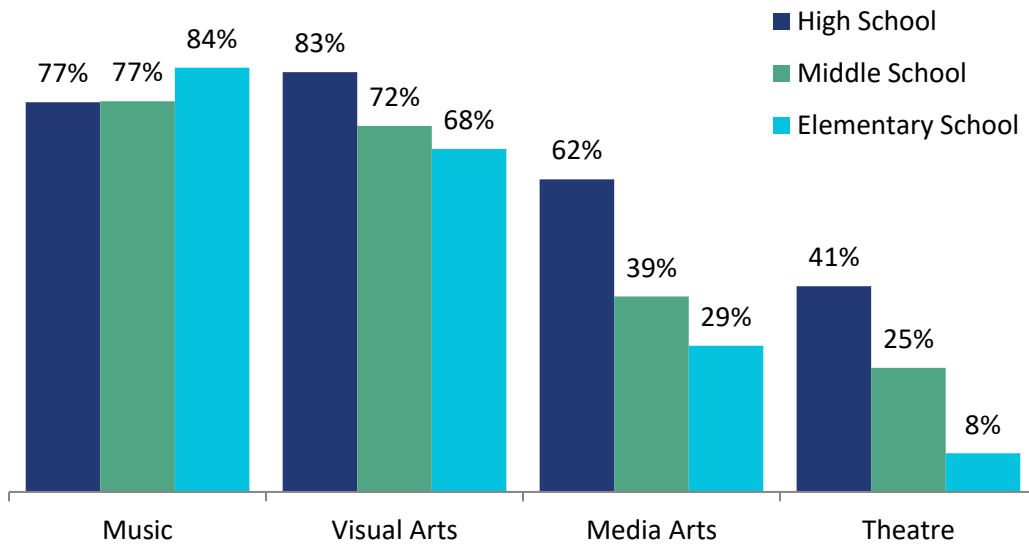
School principals also reported on the courses within each discipline offered to students. The total number of distinct courses offered in each discipline was summed up for each school, and the means by grades served (elementary, middle, and high school) are reported in Figure 3. Schools serving high schoolers tend to offer a greater number of distinct courses than schools serving middle schoolers or elementary school students, particularly in visual arts (which overall has the greatest diversity of courses available to students in Michigan). Please note that these data do not address differences in depth of courses offered.

Figure 3. Mean Number of Courses in Each Discipline by Grades Served
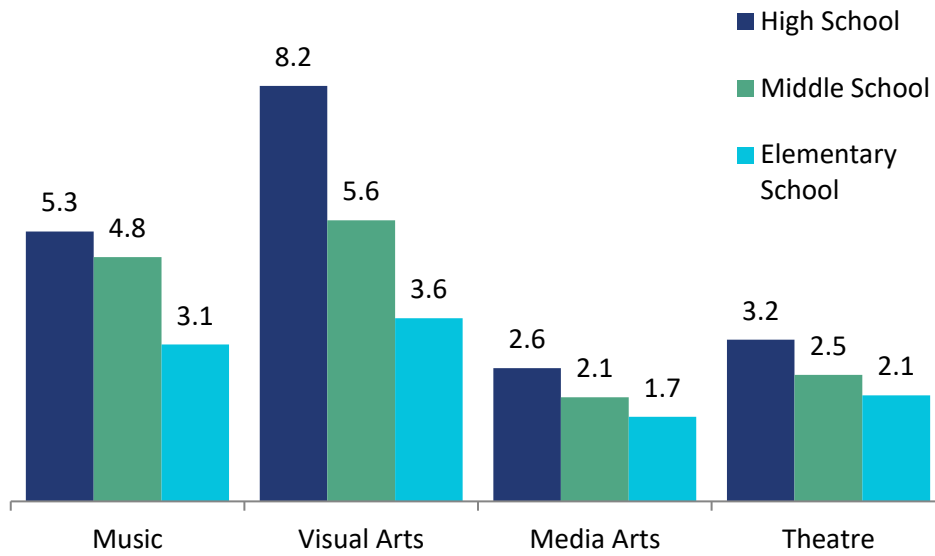
Fewer Arts Disciplines are Available in Schools Serving More ED Students

In addition to grades served, another school characteristic that related to arts discipline availability was the percentage of students at the school who are ED. As shown in Figure 4 (below), when proportionally more ED students are enrolled in the school, the less likely it is that the arts discipline is offered. For example, for schools serving 75% or more ED students, only 68% offered music during the regular school day, compared to 100% of schools serving fewer than 25% ED students.

Figure 4. Percentage of Schools Offering Each Arts Discipline Based on Enrollment of ED Students

Legend:
- 0-24.99% ED students
- 25-49.99% ED students
- 50-74.99% ED students
- 75-100% ED students

Music: 100%, 97%, 79%, 68%
Visual Arts: 82%, 70%, 67%, 50%
Media Arts: 63%, 41%, 36%, 27%
Theatre: 27%, 25%, 13%, 15%
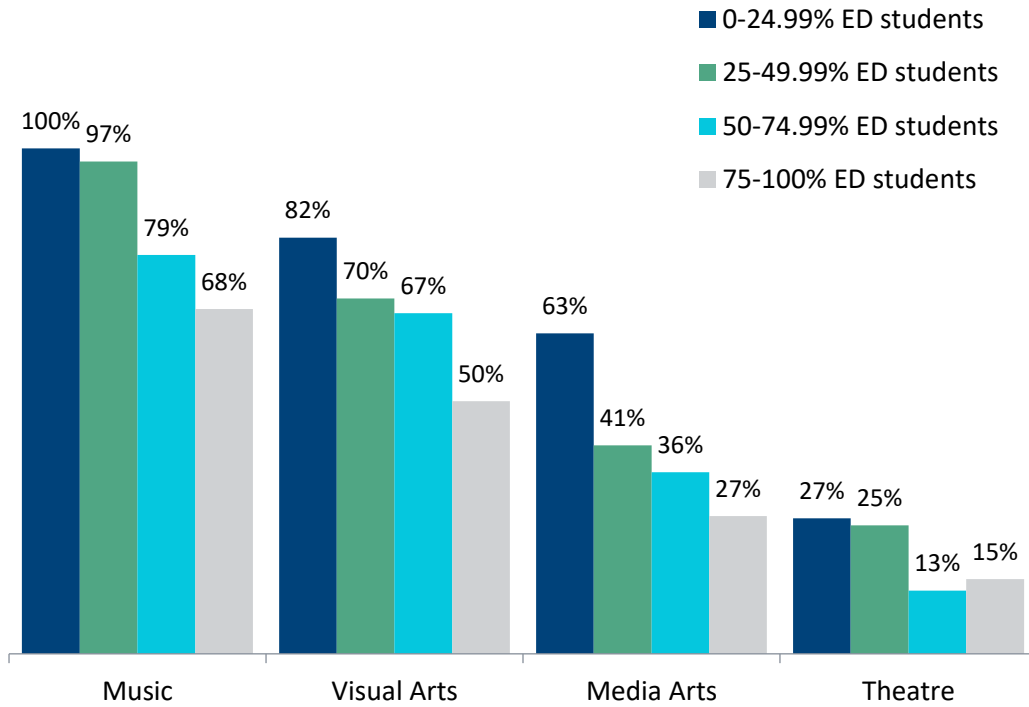
Arts Education Did Not Differ Systematically Based on Enrollment of BIPOC Students

In Michigan's schools (as in schools across the country), ED student enrollment and BIPOC student enrollment are related (r = .47, p < .001). The research team tested whether, like ED student enrollment, the proportion of BIPOC students enrolled at the school related to which arts disciplines were offered (see Figure 5, below).

For music, the relationship between BIPOC student enrollment and music availability is present (and statistically significant), but the pattern is not as straightforward. Unlike with ED student enrollment, there is not a clear "stair-step" pattern for BIPOC student enrollment, where increases in the proportion of the student group of interest is related to reduced availability. Additionally, there were no significant differences for the other arts disciplines (visual arts, media arts, and theatre).

Figure 5. Percentage of Schools Offering Each Arts Discipline Based on Enrollment of BIPOC Students

Legend:
- ■ 0-24.99% BIPOC students
- ■ 25-49.99% BIPOC students
- ■ 50-74.99% BIPOC students
- ■ 75-100% BIPOC students

Music: 89%, 76%, 81%, 71%
Visual Arts: 74%, 76%, 78%, 66%
Media Arts: 40%, 44%, 33%, 24%
Theatre: 18%, 21%, 19%, 18%
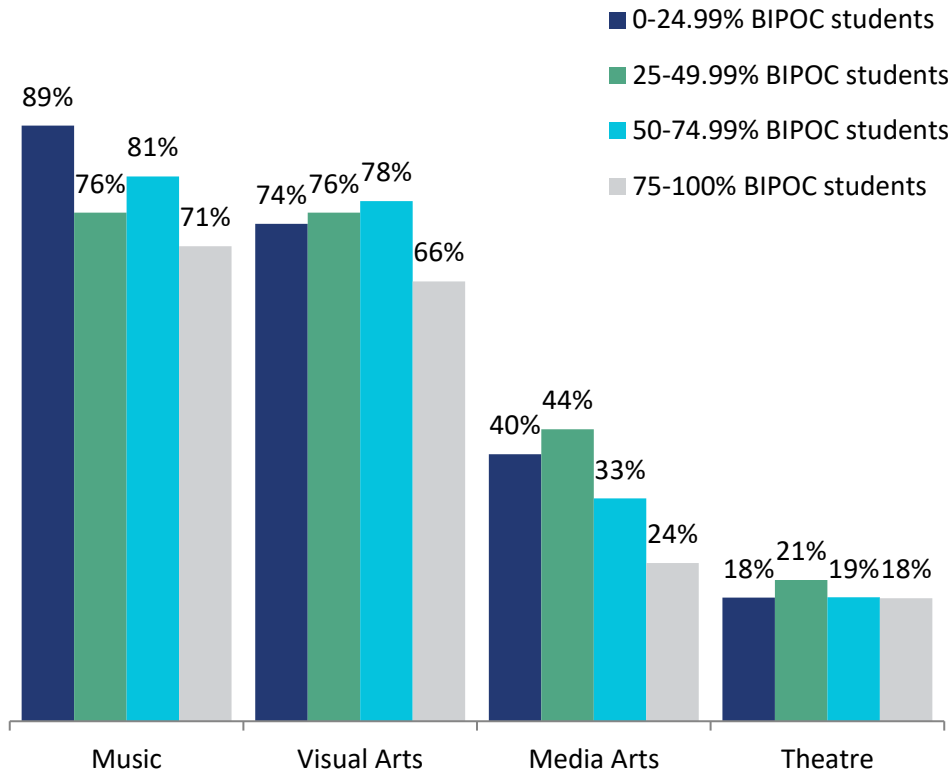
Together, these findings highlight the clear pattern between ED student enrollment and arts discipline availability, possibly due to school resources and funding. In contrast, the relationship between BIPOC student enrollment and arts discipline availability is not as straightforward. While some schools with significant BIPOC student populations may also have limited arts discipline availability, others have more robust programs, suggesting other external factors such as community support may play a role.

The remainder of this report also presents several other instances where ED student enrollment relates to other aspects of arts instruction. In these instances, the same pattern emerged: ED student enrollment is a strong, consistent predictor and BIPOC student enrollment is not.

USE OF WRITTEN CURRICULUM GUIDES FOR ARTS DISCIPLINES

Music and Visual Arts Were More Likely Than Other Disciplines to Have a District Curriculum Guide for Teachers to Follow

Principals were asked to indicate whether each arts discipline taught during the regular school day had a written curriculum. As shown in Figure 6 (below), music and visual arts (the two most common arts disciplines) were most likely to have a written curriculum. Of the 12 schools who offered dance instruction who responded to this question, only 2 reported that they used a written curriculum, which is reflected in the figure below.

Figure 6. Percentage of Schools Offering Each Discipline With a Written Curriculum Guide in That Discipline
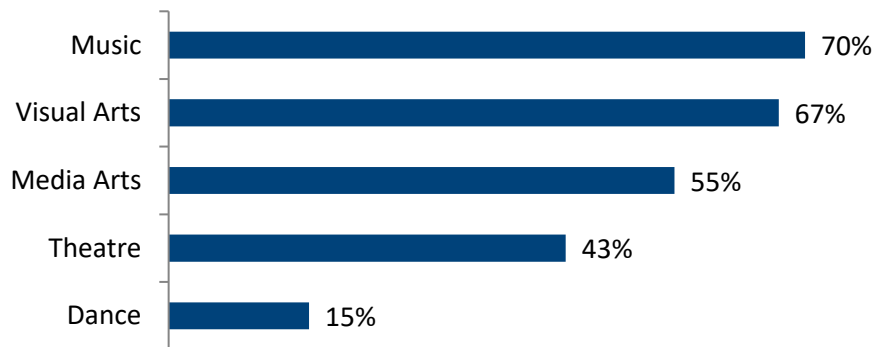
Schools Serving High Proportions of ED Students are Less Likely to Have Written Arts Curriculums

However, as shown in Figure 7, below, schools serving higher proportions of ED students were less likely to have a written curriculum in either music or visual arts, which may result in lower quality of music and visual arts instruction in these schools.

Figure 7. Percentage of Schools Utilizing Written Curriculum by Discipline and ED Student Enrollment

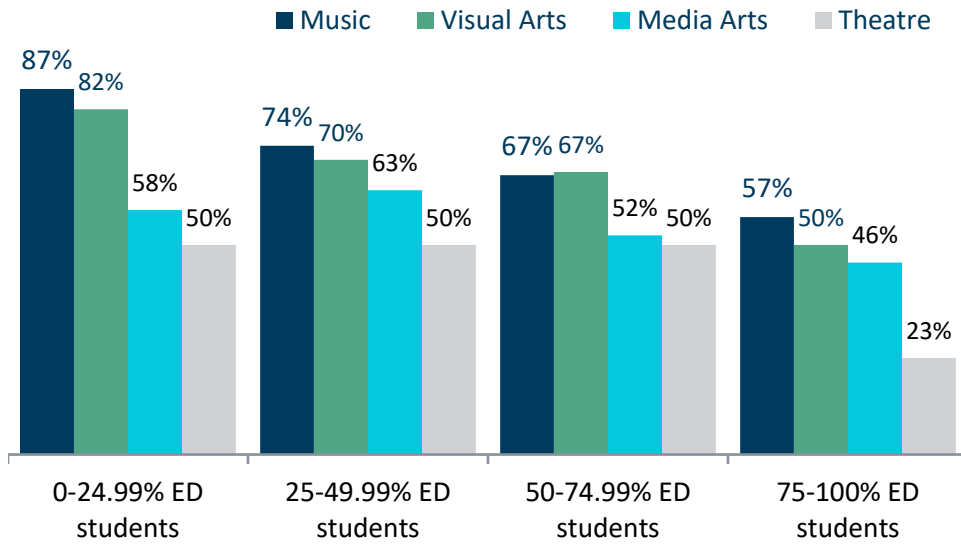Legend: Music, Visual Arts, Media Arts, Theatre

0-24.99% ED students: Music 87%, Visual Arts 82%, Media Arts 58%, Theatre 50%

25-49.99% ED students: Music 74%, Visual Arts 70%, Media Arts 63%, Theatre 50%

50-74.99% ED students: Music 67%, Visual Arts 67%, Media Arts 52%, Theatre 50%

75-100% ED students: Music 57%, Visual Arts 50%, Media Arts 46%, Theatre 23%

ARTS INSTRUCTIONAL MINUTES AND COURSE DURATION

Most Arts Courses Are Offered for the Full Year or for a Semester

Principals were asked to report, for each discipline, the duration of a typical course. As shown in Figure 8 (below), 78% of schools reported that music courses were held year-round. Slightly fewer visual arts (51%) and media arts (49%) courses were offered year-round, with about a third in each discipline lasting a semester. Almost half of the schools (45%) that offered theatre reported it was only offered during one semester.

Figure 8. Typical Course Duration by Arts Discipline
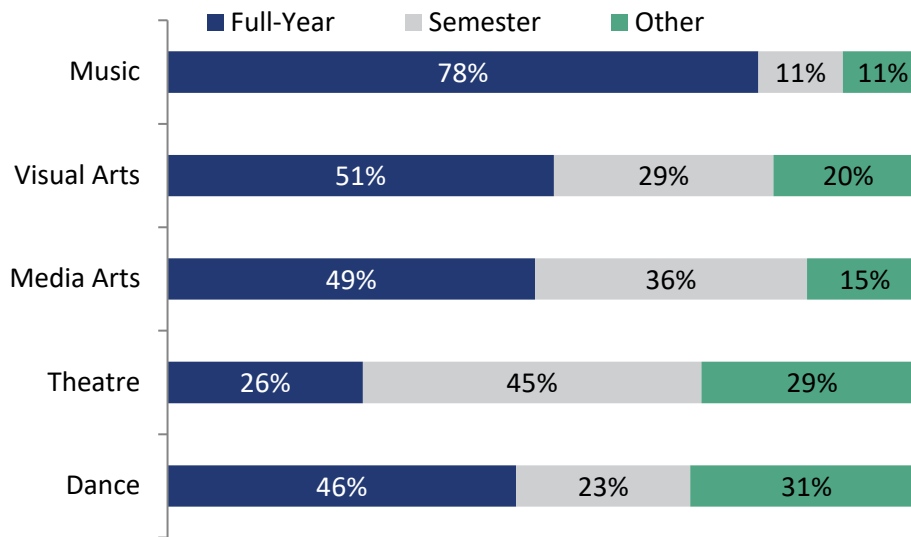
Music Courses (for All Grades) and Arts Courses for Elementary Schoolers Most Frequently Last the Full School Year

At the grade level, most music instruction was offered year-round for schools serving high schoolers (68%), middle schoolers (70%), and elementary schoolers (84%). For the other arts disciplines (visual arts, media arts, and theatre), it was relatively more common for the course to last the full school year *only* in schools serving elementary school students, as shown in Figure 9.

Figure 9. Percentage of Schools Serving Each Grade Reporting the Typical Course Duration in That Discipline Was the Full School Year
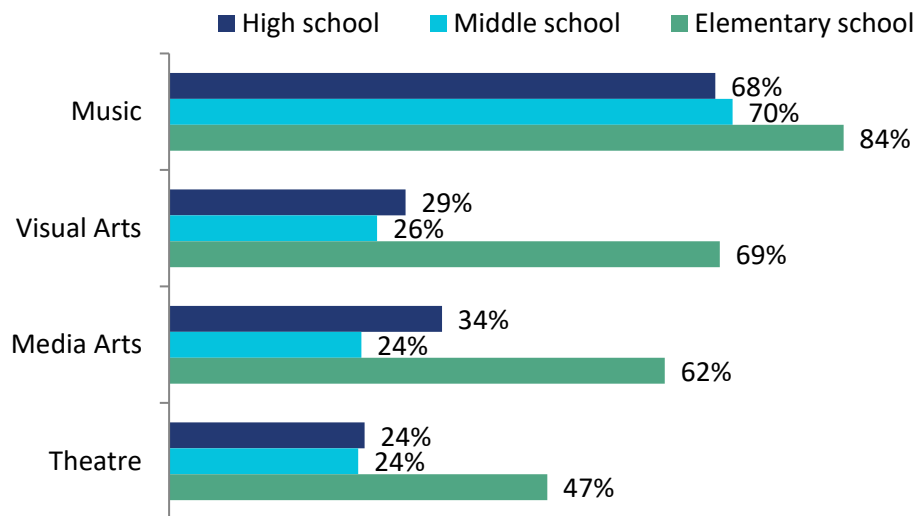
High Schoolers and Middle Schoolers Tend to Receive 90 Minutes or More of Weekly Arts Instruction, While Elementary School Students Tend to Receive 30-59 Minutes of Weekly Arts Instruction

In terms of instructional minutes, most students received either 30-59 minutes (grey bars) or more than 90 minutes (dark blue bars) of arts instruction per week, as shown in Figure 10. The exception was for dance instruction; 46% of schools that offer dance instruction reported that students receive less than 30 minutes (salmon bars) of dance instruction per week.

Figure 10. Typical Weekly Instructional Minutes by Arts Discipline.
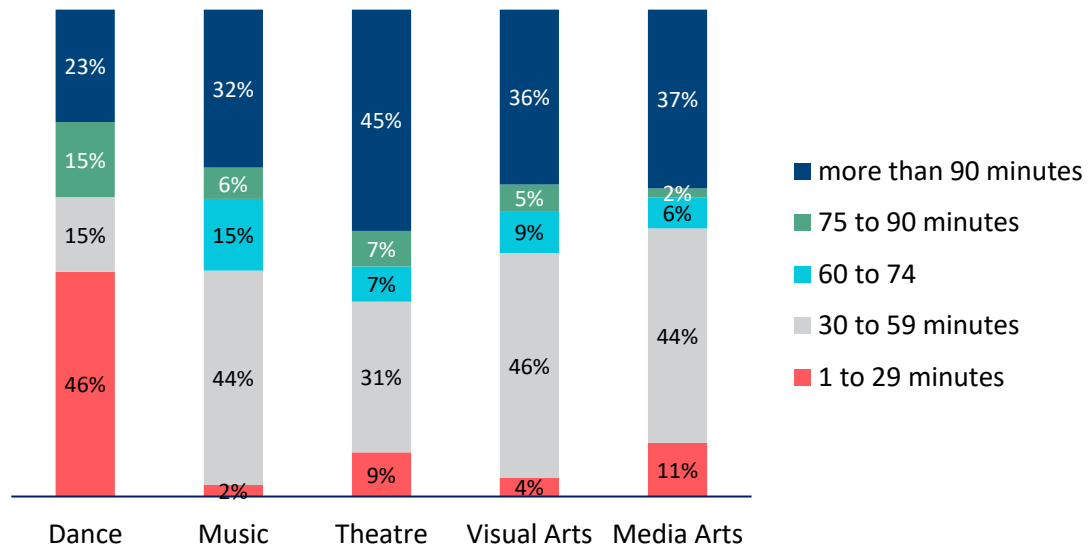
In general, the two most reported frequencies of weekly instructional minutes (greater than 90 minutes; 30 to 59 minutes) correspond to instructional minutes at the middle/high school level and at the elementary level, respectively. Using music instruction as an example, at schools serving high schoolers, 61% reported their students received greater than 90 minutes of music instruction each week, and only 23% reported their students receive music instruction for 30 to 59 minutes each week. The opposite pattern is present for schools serving elementary school students (see Figure 11, below). At these schools, 53% reported their students receive 30 to 59 weekly instructional minutes in music, and only 16% reported that their students receive music instruction for 90 minutes or longer.

Figure 11. Typical Weekly Instructional Minutes in Music for Schools Serving Different Grade Levels

■ Greater than 90 minutes   ■ 30-59 minutes   ■ Other duration

High school	61% / 23% / 16%	
Middle school	51% / 32% / 17%	
Elementary school	16% / 53% / 31%	
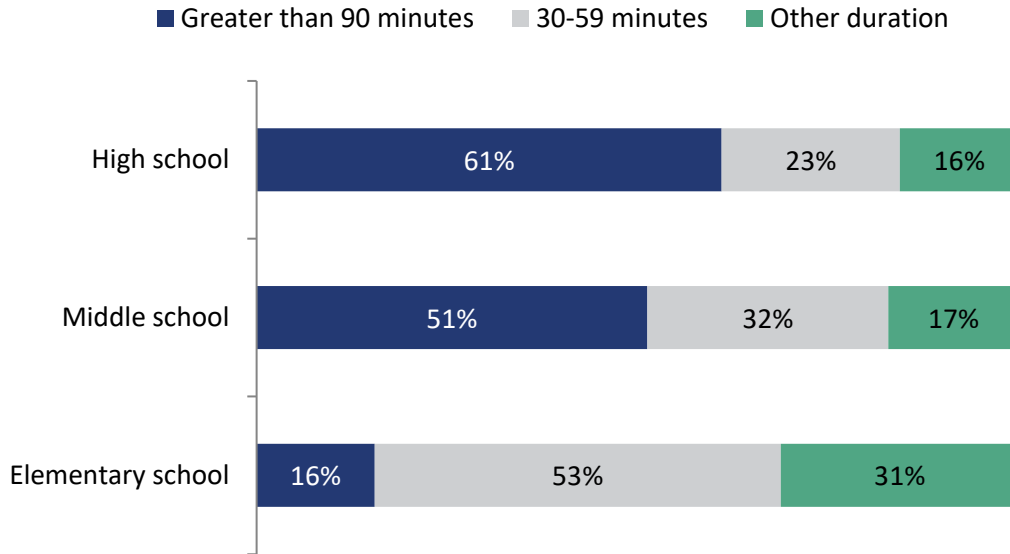
AVAILABILITY OF EXTRACURRICULARS AND SUPPLEMENTAL ARTS EXPERIENCES

Number (Percent) of Schools Offering Extracurriculars in Each Discipline:

- Music: N = 122 (33%)
- Theatre: N = 120 (33%)
- Visual Arts: N = 94 (26%)
- Media Arts: N = 49 (13%)
- Dance: N = 43 (12%)

Music and Theatre Are the Most Commonly Offered Extracurriculars, Particularly for Older Students

School principals also reported whether any extracurricular activities in the five arts disciplines were available for students. Overall, 53% of schools reported that they offered extracurricular activities in at least one arts discipline. The most common disciplines with extracurriculars were music and theatre (across all schools, each 33%).

As shown in Figure 12, below, it was more common for schools serving older students (high schoolers and middle schoolers) to have extracurricular activities. Extracurriculars in theatre were particularly common among schools serving high schoolers (53%) and middle schoolers (36%). Additionally, 42% of schools serving high schoolers and 34% of schools serving middle schoolers offered extracurriculars in music. It was less common for schools to offer extracurriculars in dance, regardless of grade level.

Figure 12. Percentage of Schools Serving Each Grade Level of Students Offering Extracurricular Activities in Different Arts Disciplines
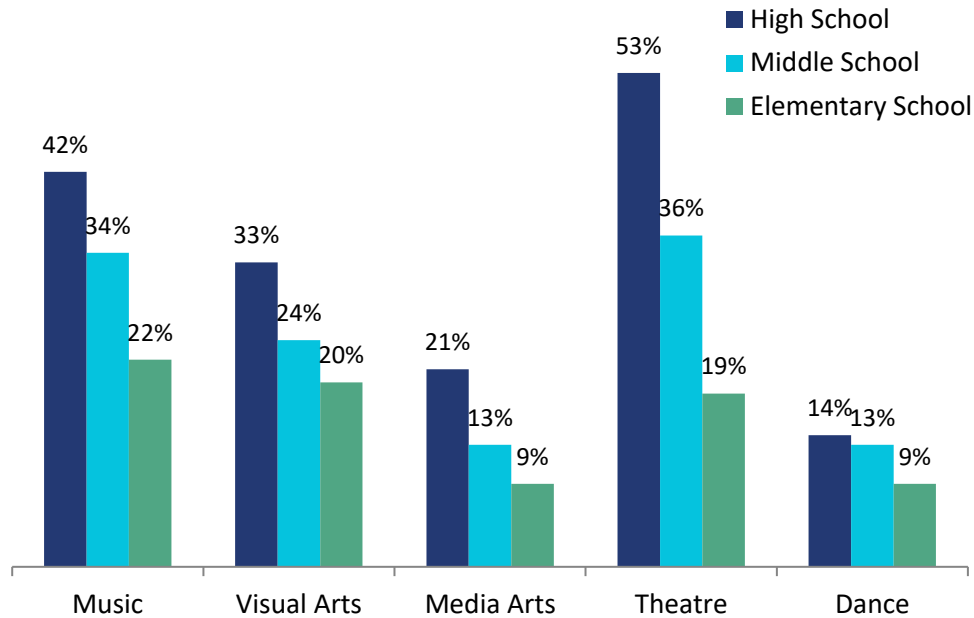
Extracurriculars in the Arts Are Less Likely to be Available at Schools Where the Majority of Students Are Economically Disadvantaged

As with other patterns described in this report (relating to arts discipline availability and the use of a written curriculum guide), the availability of extracurricular activities in the arts disciplines was also related to the percentage of ED students served by the school, as shown in Figure 13, below. For example, for schools serving 75% or more ED students, only 18% offered extracurriculars in music and only 14% offered extracurriculars in theatre.

Figure 13. Percentage of Schools Offering Extracurriculars in the Arts Disciplines, Based on Enrollment of ED Students
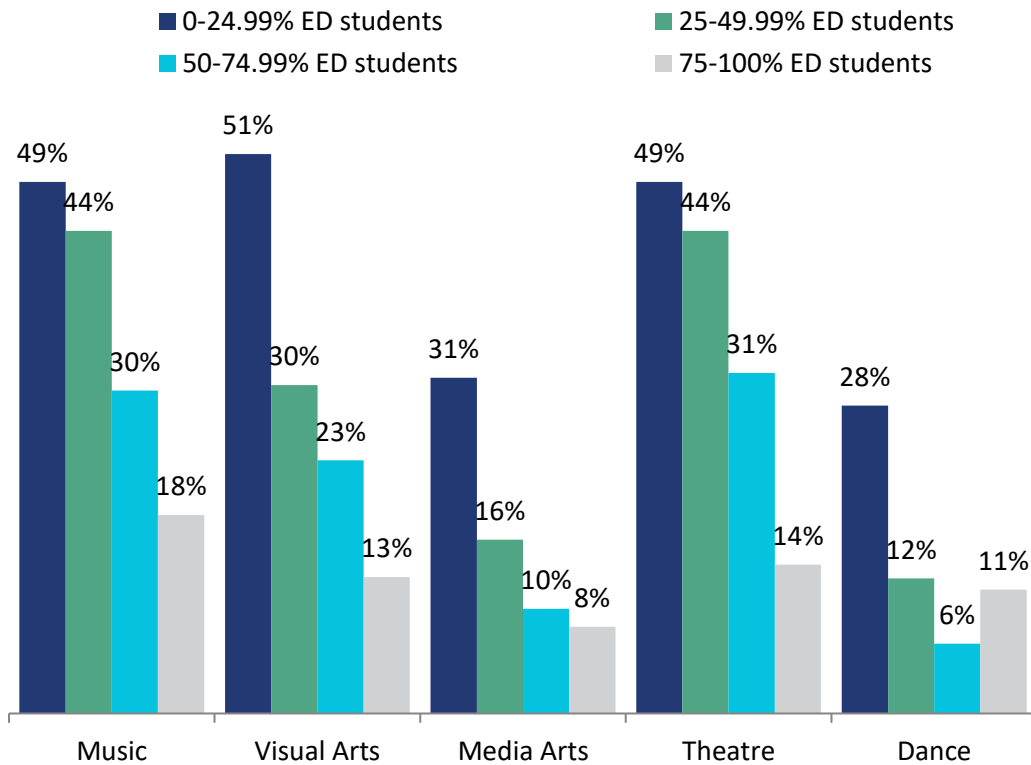
Legend:
- ■ 0-24.99% ED students
- ■ 25-49.99% ED students
- ■ 50-74.99% ED students
- ■ 75-100% ED students

Discipline	0-24.99%	25-49.99%	50-74.99%	75-100%
Music	49%	44%	30%	18%
Visual Arts	51%	30%	23%	13%
Media Arts	31%	16%	10%	8%
Theatre	49%	44%	31%	14%
Dance	28%	12%	6%	11%

Many Students Have Access to Arts Field Trips and Can Perform or Exhibit Their Artwork in the Community

In addition to describing extracurricular opportunities available to their students, school principals identified which of the following supplemental arts education experiences were provided to students in their school. Overall, 83% of schools offered some form of supplemental arts education experience. As shown in Figure 14, below, 2 in 3 schools (67%) offered field trips to attend external exhibitions, performances, or events, and 42% of schools provided exhibition spaces or performance opportunities for students.

Regardless of grade level, students at all schools (i.e., schools serving elementary, middle, and high school students) had equal opportunities to attend field trips, but it was more common for students in schools serving high schoolers (60%) or middle schoolers
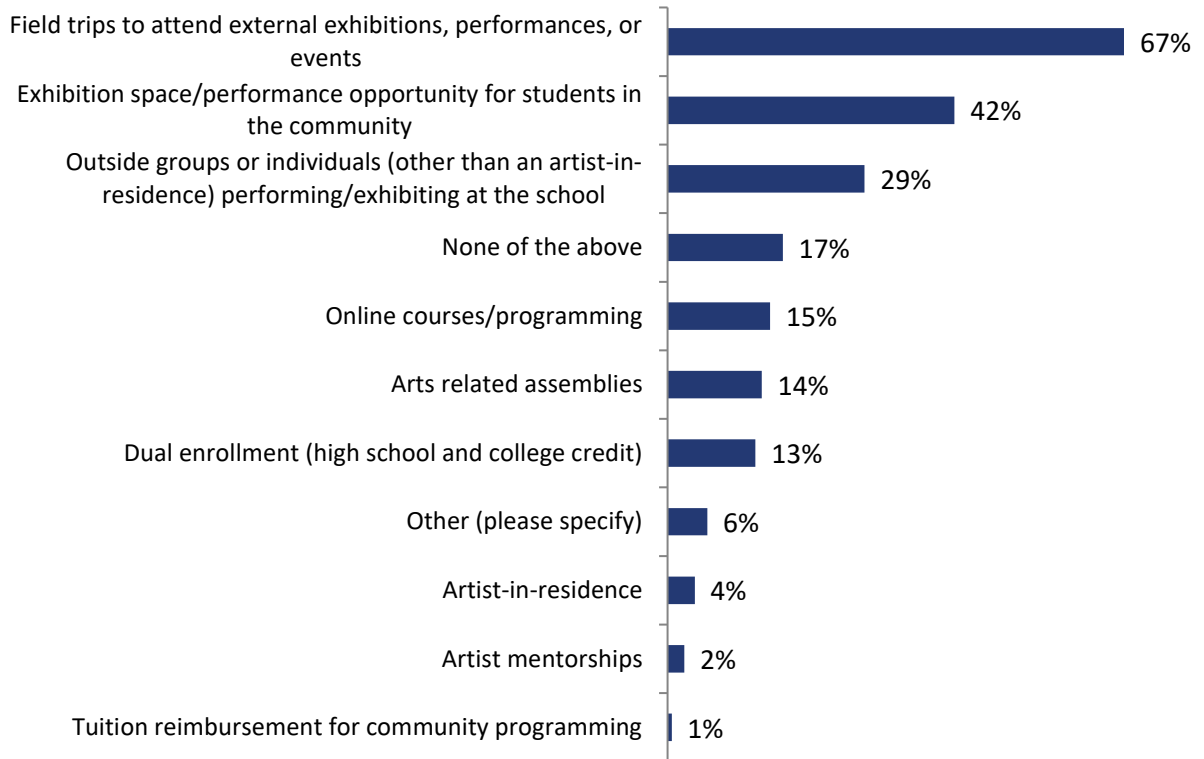
Percentage of Schools Serving Different Grade Levels with Opportunities for Students to Perform or Exhibit Their Work:

- High schoolers: 60%
- Middle schoolers: 46%
- Elementary schoolers: 34%

(46%) to perform or exhibit their work in the community, compared to elementary school students (34%).

Figure 14. Percentage of All Schools Offering Supplemental Arts Education Experiences

Category	Percentage
Field trips to attend external exhibitions, performances, or events	67%
Exhibition space/performance opportunity for students in the community	42%
Outside groups or individuals (other than an artist-in-residence) performing/exhibiting at the school	29%
None of the above	17%
Online courses/programming	15%
Arts related assemblies	14%
Dual enrollment (high school and college credit)	13%
Other (please specify)	6%
Artist-in-residence	4%
Artist mentorships	2%
Tuition reimbursement for community programming	1%

Arts Field Trips and Performance/Exhibition Opportunities Are Less Common at Schools Where the Majority of Students Are Economically Disadvantaged

However, students' access to supplemental arts experiences, such as field trips and performance/exhibition opportunities, also related to the percentage of ED students served by the school, as shown in Figure 15 (below). Only 56% of schools serving 75% or more ED students had access to arts-related field trips, compared to 80% of schools who served fewer than 25% ED students.

Figure 15. Percentage of Schools Offering Certain Supplemental Arts Experiences, Based on Enrollment of ED Students

Legend:
- Field Trips
- Exhibitions or Performances

0-24.99% ED students: Field Trips 80%, Exhibitions or Performances 60%
25-49.99% ED students: Field Trips 76%, Exhibitions or Performances 51%
50-74.99% ED students: Field Trips 61%, Exhibitions or Performances 38%
75-100% ED students: Field Trips 56%, Exhibitions or Performances 25%
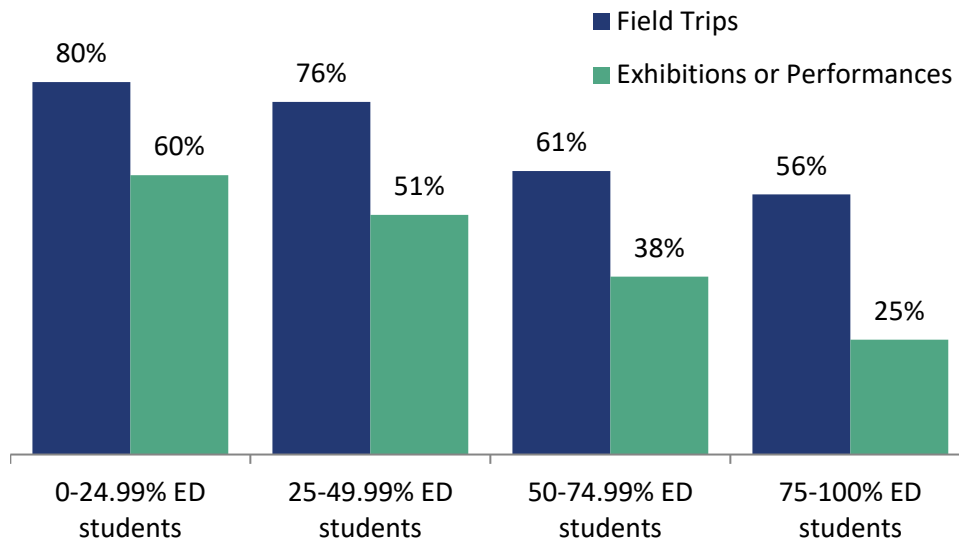
ARTS EDUCATORS AND COORDINATORS

Schools Tend to Have 4-6 Arts Educators Per Discipline, Half of Whom Are Certified in the Arts and Half of Whom Are Certified in a Non-Arts Discipline

Principals were asked to report the number of educators with different credentials (certified in the arts; certified in a non-arts discipline; non-certified) providing instruction in each arts discipline. Results are presented in Figure 16, below, showing that schools on average have 2-3 certified arts educators per discipline, and 2-3 educators that are certified, but not in an arts discipline. Far fewer schools reported that they utilized non-certified educators (e.g., community members) to provide arts instruction.

There were no differences in the number of arts educators by school characteristics (e.g., grade levels served; ED student enrollment; BIPOC student enrollment).

Figure 16. Mean Number of Educators at the School Providing Arts Instruction With Different Credentials
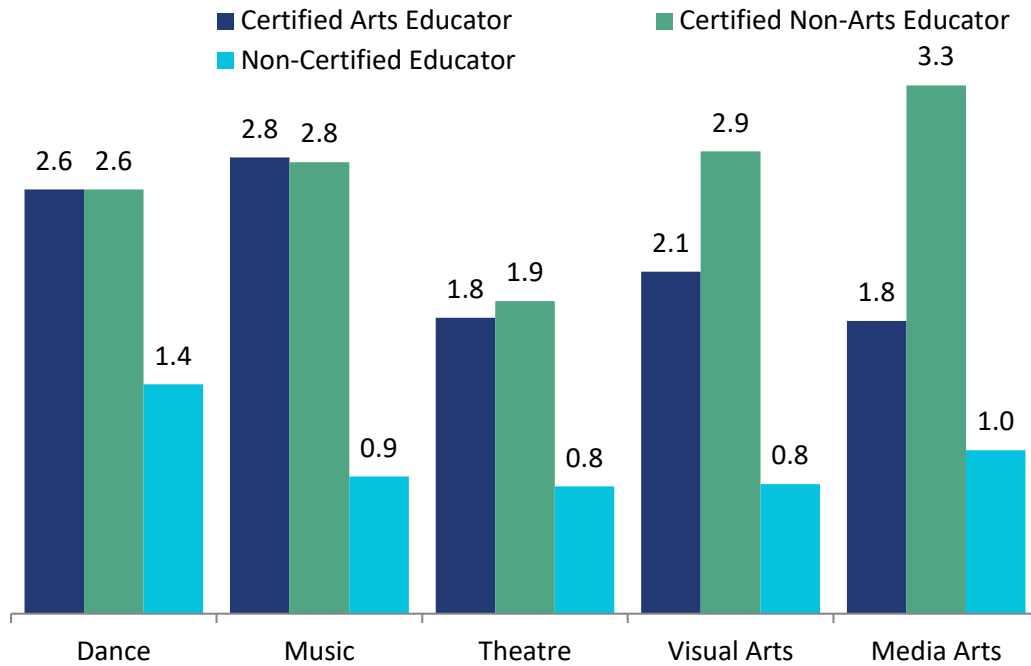
Schools Tend to Have One School-Based Arts Coordinator and One District-Based Arts Coordinator

Principals also reported how many arts coordinators (based at the school or the district) work at the school. What constitutes an "arts coordinator" was not defined in the survey. Results are presented in Figure 17, below, showing that schools on average have one full-time school-based coordinator and one full-time district-based arts coordinator. There were no differences in the number of arts coordinators by school characteristics (e.g., grade levels served; ED student enrollment).

Figure 17. Mean Number of Arts Coordinators at Each School
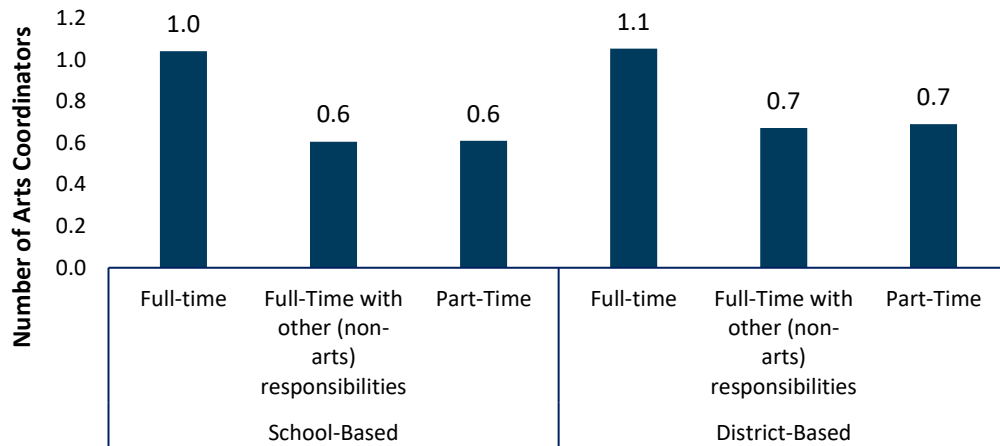
Professional Learning Opportunities Are Available to Many Arts Educators, but Are Less Likely at Schools Serving More ED Students

Principals also provided details on whether arts educators or administrators received support[6] from the district to participate in professional learning activities in the arts. Overall, 40% of schools said no such support was provided, but the remaining 60% said arts educators had received support, and 6% of schools reported their school administrators had received support. A higher percentage of schools serving high schoolers (62%) reported their arts educators had received district support to participate in professional learning, compared to schools serving middle schoolers (53%) or elementary school students (56%). Professional development opportunities for arts educators were less likely to be provided at schools serving greater proportions of ED students, as shown in Figure 18, below.

---

[6] "Support" can include in-district offerings, release-time, paying for substitute teachers, and/or paying fees and expenses for participation.

Figure 18. Percentage of Schools Offering Professional Learning Support to Arts Educators, Based on Enrollment of ED Students
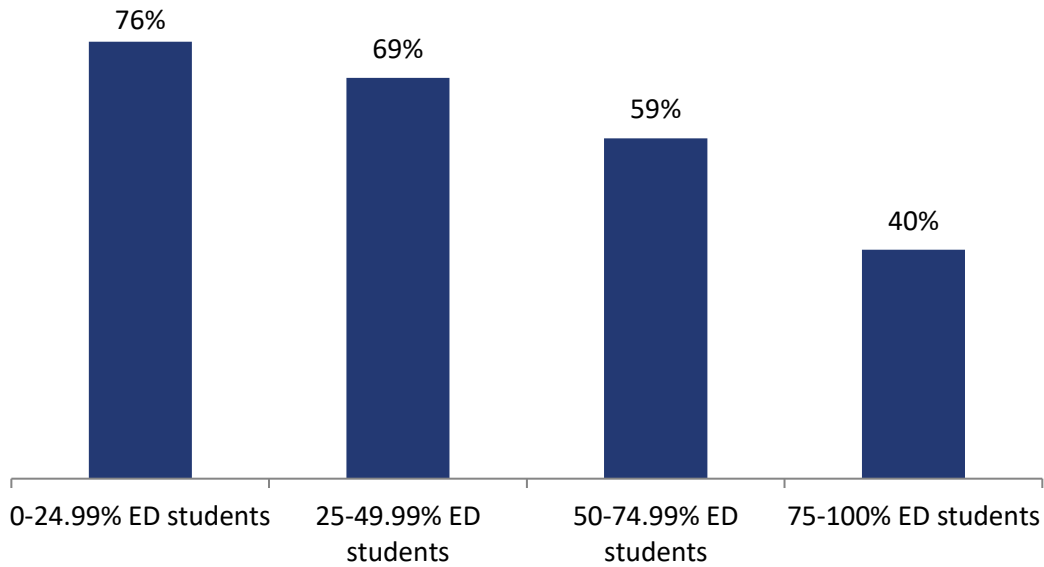
FUNDING AND BUDGETS

Arts Budgets Are Larger at High Schools and at Schools Serving Relatively Few ED Students

School principals reported the total school arts budget (in dollars) for the 2022-23 school year (including arts education supplies, materials, and programs, but excluding teacher salaries and capital expenses). To account for differences in school size, the arts budget was divided by the total student enrollment.

Arts Budgets Per Student for Schools Serving Different Proportions of ED Students:

- 0-25% ED students: $32.17
- 25-50% ED students: $19.52
- 50-75% ED students: $20.34
- 75-100% ED students: $20.37

The average student budget at schools serving high schoolers was $32; for schools serving middle schoolers, it was $23; and for schools serving elementary school students, it was $22. There were some differences overall by ED student enrollment; for schools serving fewer than 25% ED students, the per-student budget was $32, while for the other quartiles, the per-student budget was $20.

Use of ESSA/Title Funds to Support Arts Education was More Common at Schools Serving More ED Students

Principals also reported whether any of their school's ESSA/Title funding categories were used to support arts education as a strategy for students to meet the state's academic standards. Overall, 16% of schools reported that this was the case, and this was more common at schools serving a greater proportion of ED students, as shown in Figure 19.

Figure 19. Percentage of Schools Using ESSA/Title Funds to Support Arts Education, Based on Enrollment of ED Students
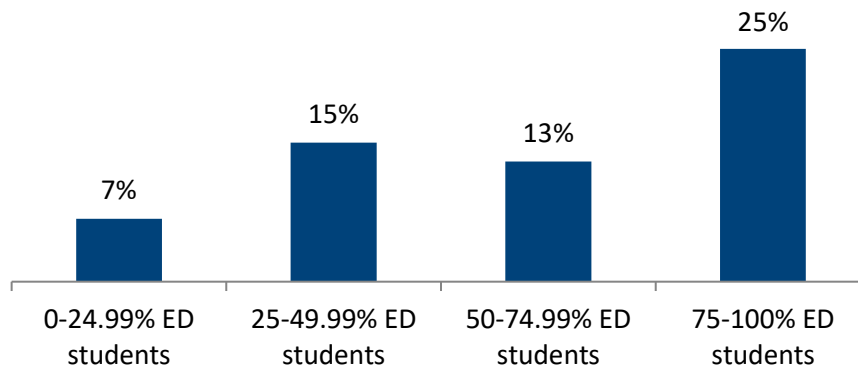
Many Schools Use Parent Groups and Local District Education Foundations to Supplement Their Arts Budgets

Principals were also asked to report on other external funding sources utilized by their school to support arts education (e.g., for supplies, materials, and programs). Results are shown in Figure 20, below, showing that more than a third of schools utilized a parent group (e.g., Parent-Teacher Association [PTA], Parent-Teacher Organization [PTO]) and a third of schools utilized a local district education foundation. As shown in the sidebar, it was more common for schools serving elementary school students (23%) to utilize a parent group, compared to schools serving middle schoolers (10%) or high schoolers (11%). The use of a parent

Use of Parent Group by Grade Level:

- Elementary: 23%
- Middle: 10%
- High: 11%

Use of a Parent Group by ED Student Enrollment:

- 0-25% ED students: 24%
- 25-50% ED students: 49%
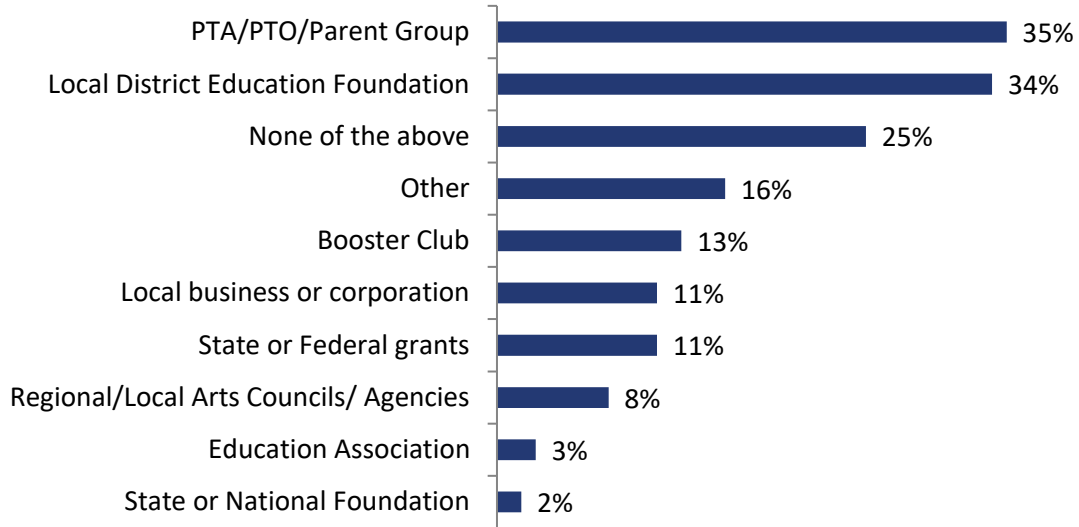- 50-75% ED students: 18%
- 75-100% ED students: 9%

Use of a Local District Foundation by ED Student Enrollment:

- 0-25% ED students: 43%
- 25-50% ED students: 42%
- 50-75% ED students: 27%
- 75-100% ED students: 27%

group was also more common in schools serving less than 50% ED students. Additionally, the use of a local district education foundation was more common among schools serving fewer than 50% ED students (43%), as compared to schools serving more than 50% ED students (27%).

Figure 20. Percentage of Schools Using Different External Funding Sources to Support Arts Education

Source	Percentage
PTA/PTO/Parent Group	35%
Local District Education Foundation	34%
None of the above	25%
Other	16%
Booster Club	13%
Local business or corporation	11%
State or Federal grants	11%
Regional/Local Arts Councils/ Agencies	8%
Education Association	3%
State or National Foundation	2%

DISTRICT ARTS POLICIES

Arts is Less Likely to be a Requirement at the Middle School Level

Principals were asked to report on arts-related policies in place at the district level, including whether arts courses were required for high school graduation, for students at the middle school level, or for students at the elementary school level. As shown in Figure 21, below, 77% of schools that serve high schoolers reported art was required for high school graduation, and 49% of schools that serve elementary school students reported art was required for students. By contrast, only 20% of schools serving middle schoolers reported that art was a requirement for students in these grades. This finding highlights a disruption in instruction, and potentially a need for policy change.

Figure 21. Percentage of Schools Reporting Arts as a Requirement for Different Grade Levels
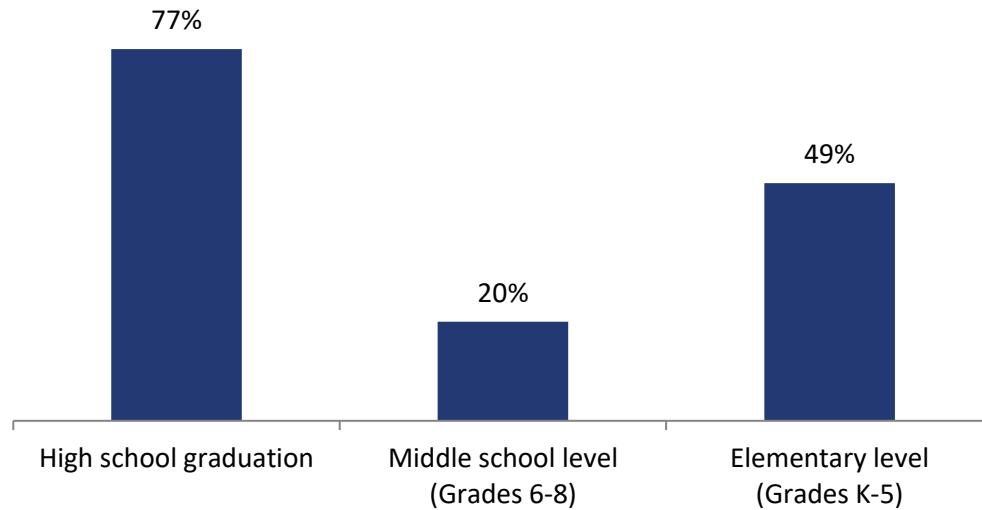
Schools serving high schoolers were equally likely to report arts as a requirement for graduation, regardless of the proportion of ED students enrolled. However, at the elementary level, almost all (88%) schools serving fewer than 25% ED students had arts as a requirement, compared to less than half (39%) of schools serving 75% or more ED students.

Other Types of District Arts Policies Were Less Likely To Be in Place

In addition to asking about arts as a requirement for graduation, for middle grades, and for students in elementary school, principals also reported on whether other arts-related district policies were in place, as reported in Figure 22, below. These policies were less common than policies related to graduation requirements, especially for high school graduation.

Figure 22. Percentage of Schools with Different Arts Policies in Place

Policy	Percentage
Minimum hiring requirements for arts teachers/specialists	36%
Minimum arts instruction time at the elementary/secondary levels	25%
Arts courses are weighted equitably with other academic courses	24%
Arts graduation requirement can be met through alternate arts experiences	24%
None of the above	15%
Use of community or cultural organizations to provide supplemental arts instruction	8%
Other arts policies	6%

Conclusion

Equitable access to arts education is vital if the next generation of students is expected to develop essential skills that are highly valued in the workplace, such as creativity and empathy. In Michigan, most schools (95%) reported offering some form of arts instruction, with music (84%) and visual arts (74%) being offered most frequently.

However, significant disparities in arts education, programming, and resources exist based on economic status and school level. As seen in the survey results, schools with more ED students face barriers in accessing arts education. These schools tended to offer fewer disciplines, extracurriculars, field trips, and performance opportunities. Consequentially, students who attend these schools may have reduced opportunities to develop the skills associated with a robust arts education, including creativity, critical thinking, and empathy. These inequities can perpetuate cycles of disadvantage, making it harder for these students to contribute to and benefit from a creative economy, ultimately impacting Michigan's community well-being and economic growth. Addressing these disparities in Michigan's schools is essential for fostering an inclusive and innovative workforce and building thriving, resilient communities.

These inequities underscore the need for targeted interventions by educators, policymakers, and decision leaders to ensure equitable access to quality arts education for all students. Enhancing arts education availability and quality will

support statewide goals of fostering an innovative workforce and attracting residents, thus promoting community well-being. Understanding and addressing these disparities are crucial steps toward achieving these long-term aims.

LIMITATIONS

As noted in the report, when recruiting participants, the research team transitioned from using a stratified random sample to a convenience sample. This was deemed necessary due to the low response rate to the initial random sample.[7] One of the contributing factors to these low response rates was the presence of out-of-date email addresses for some school principals. Other factors that might have contributed to low response rates include ongoing disruptions from the COVID-19 pandemic (see Krieger, et al., 2023 for a discussion of this issue for several major U.S. national surveys, including the U.S. Census).

While convenience sampling is practical and convenient, it introduces potential selection bias, where schools with more resources, institutional bandwidth, or even arts programming can be either overrepresented or underrepresented, affecting the representativeness of the sample.[8] Randomized sampling, on the other hand, minimizes bias and enhances generalizability by providing each member of the population with an equal chance of being included in the sample. This method is generally considered more robust and reliable for making valid inferences about the target population. Given these considerations, the survey results should be interpreted with caution, particularly given the absence of responses from Michigan's largest district, DPSCD.

NEXT STEPS

This work represents just the first stage of MAEIA's work on assessing the availability and quality of arts education in Michigan. MAEIA is leading a collective impact initiative called MI Creative Potential that advances access to quality arts education for all students through data collection, resources, strategic

---

[7] This issue is not unique to this survey. One survey of all Michigan school principals conducted from November 2022 through April 2023 yielded 205 responses, which represents a response rate of approximately 8% (Torres, Burroughs, Frausel, Gardner, Zuschlag, & Reichel, 2023).

[8] Reporting the sampling error and confidence interval is not meaningful because this is not a random sample.

partnering, and the development of a statewide arts action agenda. Key collaborators for MI Creative Potential include MDE, MACC, and the MEA.

Looking to the future, one of MAEIA's key objectives is to purchase Artlook, a platform for collecting data and connecting K-12 schools and community arts providers/partners. This would allow for much more robust data on arts education to be gathered, allowing for regional continuous plans to inform a statewide arts action agenda. The present survey findings serve as baseline data to support the initial build of the statewide arts action agenda that will address policy, partnerships, and recommended resources related to classroom practice.

References

Kou, X., Konrath, S., & Goldstein, T. R. (2020). The relationship among different types of arts engagement, empathy, and prosocial behavior. *Psychology of Aesthetics, Creativity, and the Arts, 14*(4), 481–492. https://doi.org/10.1037/aca0000269

Krieger, N., LeBlanc, M., Waterman, P. D., Reisner, S. L., Testa, C., & Chen, J. T. (2023). Decreasing survey response rates in the time of COVID-19: Implications for analyses of population health and health inequities. *American Journal of Public Health, 113*(6), 667-670. https://doi.org/10.2105/AJPH.2023.307267

Torres, C., N. Burroughs, R. Frausel, J. Gardner, D. Zuschlag, & C. Reichel. (2023). *Final Report: The State of the Educator Workforce in Michigan; An In-Depth Look at K-12 Staffing Challenges*. Prepared by Public Policy Associates, with assistance from the Marsal Family School of Education at the University of Michigan and the Office of K-12 Outreach at Michigan State University, on behalf of the Michigan Alliance for Student Opportunity. https://mialliance.com/educatorworkforcereport/

Winner, E., Goldstein, T. & Vincent-Lancrin, S. (2013). *Art for Art's Sake? The Impact of Arts Education*. Centre for Educational Research and Innovation, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264180789-en

Appendix

PART A: SURVEY SAMPLING

As described in the main text, the research team initially planned to collect survey responses using a stratified random sample. From the list of schools from the EEM, a random sample of 700 schools was created, stratified by MACC region. The target number of survey responses (350) would be reached with a response rate of 50%. To pre-emptively increase the survey response rate, the MAC sent pre-notification notices via MailChimp in late September 2023 to the 700 randomly-identified school principals (with bounced or non-delivered emails replaced until 700 working principal emails were identified). A pre-notification notice was also sent to the school principals' corresponding superintendent in early October 2023. These pre-notification notices were meant to provide advance notice of the survey, allowing schools and districts to allocate resources to survey completion, as well as to open a clear line of communication between MAEIA and the schools and districts.

One week after the pre-notification notices were sent, principals were sent the survey link via individualized email collectors in SurveyMonkey. Throughout October and November 2023, three additional reminders were sent to school principals (via SurveyMonkey). At this point, the survey response rate was approximately 7%, well below the 50% target, but in line with response rates observed in other studies (e.g., Torres, et al., 2023).

In order to reach the desired 350 survey responses, the research team decided to open the survey to the entire population of public school and public school academy principals in Michigan; in essence, to rely on a *convenience sample* rather than a *random sample*. In line with the revised approach, the remaining school principals were sent the survey link via individualized email collectors in SurveyMonkey. As discussed in the main text, responses were not gathered from DPSCD.

Revising the sampling strategy has implications for the potential generalizability of the survey, as discussed in the Conclusion. Regardless, convenience sampling is useful for practicality and convenience, and revising the sampling strategy was deemed necessary to gather survey responses from the largest number of schools possible, allowing for the inclusion of more perspectives.

Throughout November and December 2023, multiple reminders were sent to the population of school principals. While the overall number of responses did increase, the overall response rate remained at approximately 7% and was still well below the target number of responses (350).

Given the desire to capture additional responses, the research team employed several ad-hoc outreach strategies to enhance the survey response rate. Additional outreach, which included a universal Survey Monkey link, was conducted in two newsletters whose audience is K-12 school leaders (the Michigan Association of Secondary School Principals and the Michigan Elementary and Middle School Principals Association). MAEIA's partners and affiliates also assisted with distributing the universal survey URL through targeted emails, newsletter articles, and social media posts. In total, these efforts resulted in a total sample of 374 usable survey responses. Of these, 14% came from individualized survey links using the initial random sample; 81% came from individualized survey links using the school population; and 5% came from the universal survey link.

PART B: SUPPLEMENTAL TABLES

TABLE S1. NUMBER OF SCHOOLS OFFERING EACH ARTS COURSE

	BEGINNING	INTERMEDIATE	ADVANCED
Music (N = 296)			
General Music	197	81	23
Chorus/Choir	110	81	51
Band	133	118	83
Orchestra	50	31	31
Music Theory/Composition	36	12	4
Music Technology	24	4	2
Music History	36	6	2
AP Music Theory	3	2	3
IB Music	4	3	3
Visual Arts (N = 259)			
General Art	217	120	47
Drawing/Painting	123	82	43
Ceramics	74	47	23
Sculpture	65	38	17
Graphic Design	54	34	18
Printmaking	34	10	3
Jewelry/Crafts	36	12	6
Digital Arts	53	34	13
Art History	47	19	4

	BEGINNING	INTERMEDIATE	ADVANCED
AP Art History	4	4	4
AP Studio Arts	3	3	12
IB Visual Arts	4	2	4
Media Arts (N = 112)			
General Media Arts	91	46	11
Media Arts – Comprehensive	20	11	1
Media for Performance	10	4	1
Media Arts Theory	6	3	0
Media Arts – Independent Study	9	7	1
Media Arts – Workplace Experience	13	9	2
Theatre (N = 58)			
General Theatre	49	18	9
Stage Acting	22	7	3
Technical Theatre	13	7	2
Musical Theatre	16	10	3
Play or Scriptwriting	7	1	1
IB Theatre	1	1	1
Dance (N = 14)			
General Dance	13	4	1
Ballet	1	0	0
Composition/Choreography	2	1	1
Modern	3	2	1
Jazz	1	0	0
Social	1	0	0
World/Multicultural	3	2	0
IB Dance	0	0	0
Dance Team	4	4	3

Note: Sample size by discipline name represents the number who responded to the question about that discipline's specific course.

TABLE S2. SCHOOL BUILDING TYPES

			GRADE LEVEL		
BUILDING CONFIGURATION	N	%	ELEMENTARY (N = 249)	MIDDLE (N = 163)	HIGH (N = 118)
Elementary school (PK/K-5)	154	41%	●		
Middle school (6-8)	38	10%		●	
High school (9-12)	57	15%			●
Elementary and middle school (PK/K-8)	64	17%	●	●	
Middle and high school (6-12)	30	8%		●	●
Elementary, middle, and high school (PK/K-12)	31	8%	●	●	●

Note: Percentages do not sum to 100% due to rounding.

TABLE S3. SCHOOL CHARACTERISTICS BY MACC REGION

		MACC REGION																		
		1		2		3		4		5		6		7		8		9		10	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Building Configuration	PK/K-5	4	21%	9	38%	4	40%	28	40%	16	47%	12	31%	11	44%	18	43%	17	52%	35	45%
	6-8	0	0%	2	8%	0	0%	10	14%	3	9%	4	10%	3	12%	6	14%	1	3%	9	12%
	9-12	3	16%	4	17%	0	0%	12	17%	5	15%	6	15%	4	16%	5	12%	7	21%	11	14%
	PK/K-8	5	26%	3	13%	1	10%	11	16%	6	18%	14	36%	4	16%	5	12%	5	15%	10	13%
	6-12	2	11%	3	13%	4	40%	4	6%	2	6%	0	0%	1	4%	5	12%	3	9%	6	8%
	PK/K-12	5	26%	3	13%	1	10%	5	7%	2	6%	3	8%	2	8%	3	7%	0	0%	7	9%
Grades Served	Elementary	14	74%	15	63%	6	60%	44	63%	24	71%	29	74%	17	68%	26	62%	22	67%	52	67%
	Middle	12	63%	11	46%	6	60%	30	43%	13	38%	21	54%	10	40%	19	45%	9	27%	32	41%
	High	10	53%	10	42%	5	50%	21	30%	9	26%	9	23%	7	28%	13	31%	10	30%	24	31%
Community Type	Rural/Town	19	100%	24	100%	10	100%	44	63%	20	59%	21	54%	14	56%	24	57%	16	48%	5	6%
	Suburb	0	0%	0	0%	0	0%	19	27%	4	12%	14	36%	7	28%	12	29%	12	36%	48	62%
	City	0	0%	0	0%	0	0%	7	10%	10	29%	4	10%	4	16%	6	14%	5	15%	24	31%
ED Student Enrollment	0-24.99%	1	6%	0	0%	0	0%	10	14%	2	6%	2	5%	1	4%	11	26%	8	24%	17	22%
	25-49.99%	6	33%	13	54%	0	0%	21	30%	10	29%	12	32%	12	48%	20	48%	12	36%	17	22%
	50-74.99%	8	44%	7	29%	7	70%	24	34%	15	44%	12	32%	8	32%	11	26%	10	30%	17	22%
	75-100%	3	17%	4	17%	3	30%	15	21%	7	21%	11	30%	4	16%	0	0%	3	9%	27	35%
BIPOC Student Enrollment	0-24.99%	17	89%	22	92%	10	100%	47	67%	27	79%	30	77%	17	68%	20	48%	22	67%	26	33%
	25-49.99%	2	11%	2	8%	0	0%	13	19%	5	15%	3	8%	3	12%	17	40%	8	24%	18	23%
	50-74.99%	0	0%	0	0%	0	0%	1	1%	2	6%	6	15%	3	12%	3	7%	1	3%	19	24%
	75-100%	0	0%	0	0%	0	0%	9	13%	0	0%	0	0%	2	8%	2	5%	2	6%	15	19%

TABLE S4. DEMOGRAPHIC CHARACTERISTICS OF SURVEYED SCHOOLS AND SCHOOL POPULATION

		SAMPLED SCHOOLS (N = 374)		SCHOOL POPULATION (N = 3,338)		POPULATION W/O DPSCD (N = 3,234)	
		N	*VALID %*	*N*	*VALID %*	*N*	*VALID %*
Community Type	Rural/Town	197	53%	1,346	41%	1,346	42%
	Suburb	116	31%	1,262	38%	1,262	39%
	City	60	16%	704	21%	601	19%
	Missing/Online	1	--	26	--	25	--
Building Configuration	PK/K-5	154	41%	1,236	37%	1,222	38%
	6-8	38	10%	360	11%	358	11%
	9-12	57	15%	609	18%	588	18%
	PK/K-8	64	17%	553	17%	495	15%
	6-12	30	8%	279	8%	278	9%
	PK/K-12	31	8%	295	9%	289	9%
	Other	0	--	6	--	4	--
MACC Region	1	19	5%	134	4%	134	4%
	2	24	6%	128	4%	128	4%
	3	10	3%	72	2%	72	2%
	4	70	18%	592	18%	592	18%
	5	34	9%	195	6%	195	6%
	6	39	10%	318	10%	318	10%
	7	25	7%	165	5%	165	5%
	8	42	11%	326	10%	326	10%
	9	33	9%	318	10%	318	10%
	10	78	21%	1,090	33%	986	30%
ED Student Enrollment	0-24.99%	41	11%	355	11%	355	11%
	25-49.99%	114	31%	831	25%	830	26%
	50-74.99%	128	35%	1,135	34.5%	1,123	35%
	75-100%	88	24%	970	29.5%	879	28%
	Not Reported	3	--	47	--	47	--
BIPOC Student Enrollment	0-24.99%	238	64%	1,704	51%	1,704	53%
	25-49.99%	71	19%	720	22%	720	22%
	50-74.99%	27	7%	350	10%	348	11%
	75-100%	38	10%	564	17%	462	14%

Notes: ED = Economically Disadvantaged. BIPOC = Black, Indigenous, and Persons of Color. DPSCD = Detroit Public Schools Community District (the population without DPSCD is presented for comparison purposes because, as previously noted, no responses from DPSCD were collected).

TABLE S5. DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS BY AVAILABILITY OF ARTS INSTRUCTION BY DISCIPLINE

		MUSIC		VISUAL ARTS		MEDIA ARTS		THEATRE		DANCE	
		N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
Community Type	Rural/Town	169	54%	144	52%	70	49%	30	42%	3	25%
	Suburb	97	31%	87	32%	54	38%	32	45%	5	42%
	City	48	15%	45	16%	20	14%	9	13%	4	33%
Building Configuration	PK/K-5	140	44%	106	38%	39	27%	2	3%	4	31%
	6-8	34	11%	31	11%	17	12%	13	18%	3	23%
	9-12	49	16%	53	19%	42	29%	29	41%	1	8%
	PK/K-8	50	16%	42	15%	15	10%	8	11%	3	23%
	6-12	23	7%	24	9%	13	9%	10	14%	1	8%
	PK/K-12	19	6%	21	8%	18	13%	9	13%	1	8%
MACC Region	1	16	5%	13	5%	13	9%	3	4%	1	8%
	2	23	7%	19	7%	9	6%	2	3%	0	0%
	3	7	2%	3	1%	1	1%	1	1%	0	0%
	4	61	19%	59	21%	22	15%	13	18%	1	8%
	5	30	10%	22	8%	15	10%	8	11%	0	0%
	6	32	10%	25	9%	17	12%	11	15%	1	8%
	7	20	6%	20	7%	5	3%	2	3%	0	0%
	8	37	12%	29	10%	17	12%	7	10%	3	23%
	9	26	8%	26	9%	17	12%	3	4%	2	15%
	10	63	20%	61	22%	28	19%	21	30%	5	38%
ED Enrollment	0-24.99%	41	13%	35	13%	26	18%	11	16%	4	33%
	25-49.99%	111	35%	92	33%	47	33%	29	42%	1	8%
	50-74.99%	101	32%	93	34%	46	32%	16	23%	1	8%
	75-100%	60	19%	56	20%	24	17%	13	19%	6	50%
BIPOC Enrollment	0-24.99%	212	67%	177	64%	95	66%	44	62%	4	31%
	25-49.99%	54	17%	54	19%	31	22%	15	21%	3	23%
	50-74.99%	22	7%	21	8%	9	6%	5	7%	2	15%
	75-100%	27	9%	25	9%	9	6%	7	10%	4	31%

PART C: SURVEY INSTRUMENT

Michigan K-12 Arts Education Survey

This is the PDF version of the questionnaire. Please submit your responses online at the link provided to you. Thank you.

This survey is being conducted by the Michigan Assessment Consortium as part of the MAEIA Project, and was designed to gather information about arts education programming **in your school in 2022-23.**

Instructions

1. We recommend that you **preview the PDF version of the questionnaire** and gather your data before you begin entering the information online, so that you can enter all of your information at one time.

2. In this online survey, be sure to **click the NEXT button** at the bottom of each page to save the responses you have entered up to that point.

3. To access previous responses you entered, **click the PREVIOUS button** at the bottom of the page. **Do not** click the back arrow in your browser, or you will lose your data.

4. **Do not** clear your browser until you click the SUBMIT button at the end of the questionnaire, or all of your data may not be saved.

5. Click the **SUBMIT button at the end of the questionnaire** to send your responses to us. Once you click the SUBMIT button, your responses cannot be changed.

If you need technical assistance, please contact Kathy Humphrey at kathyhumphrey42@gmail.com or 517.816.4520.

Thank you for your participation in this survey.

MAEIA Project Team
Michigan Assessment Consortium
Visit the MAEIA Project at: https://maeia-artsednetwork.org/

* 1. **Contact Information**

Please provide your contact information so we may reach you if we have questions.

First Name

Last Name

**School Email
Address**

* 2. **School and District Information**

District Name

School Name

This survey pertains to student access to the arts in <u>your school</u> during 2022-23, including dance, music, theatre, visual arts, <u>and</u> media arts*.

- *Although Michigan does not have standards for media arts, the National Endowment for the Arts defines media arts as:
  "all genres and forms that use electronic media, film, and technology (analog and digital; old and new) as an artistic medium or a medium to broaden arts appreciation and awareness of any discipline. This includes projects presented via film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games, immersive and multi-platform storytelling, and satellite streaming."

Click "Next" to begin your questionnaire.
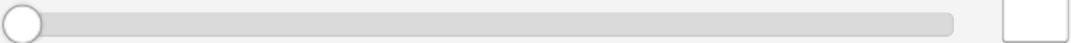
Student Access to Arts

* 3. Which of the following arts disciplines, if any, does your school offer to students during the regular school day?

- [ ] Dance
- [ ] Music
- [ ] Theatre
- [ ] Visual Arts
- [ ] Media Arts
- [ ] None of the above

* 4. What percentage of students in your school received arts instruction in any discipline during the regular school day in 2022-23?

0 percent   100 percent

* 5. Does your school offer extra-curricular activities in any arts disciplines? Check all that apply.

- [ ] Dance
- [ ] Music
- [ ] Theatre
- [ ] Visual Arts
- [ ] Media Arts
- [ ] None of the above

* 6. In which of the following arts disciplines offered at your school, if any, does your district have a written curriculum guide that teachers are expected to follow?

- [ ] Dance
- [ ] Music
- [ ] Theatre
- [ ] Visual Arts
- [ ] Media Arts
- [ ] None of the above

Dance Courses

7. For each of the **dance classes/courses** listed below, please indicate the depth of instruction provided to students **during the regular school day**. Your school may offer multiple levels of the same discipline (e.g., both Beginning Dance and Intermediate Dance). **Please check all that apply.**

Additional instructions:
·   If your building offers a course that is not listed, report it under "Other" and enter a description.
·   Most required elementary and middle school/junior high school course offerings will fall under the "General" categories (indicated by *).
·   Please report information for a subject/course listed below regardless of the discipline/department it is assigned to in your school or district.

	Beginning	**Intermediate**	**Advanced**
General Dance*	☐	☐	☐
Ballet	☐	☐	☐
Composition/Choreography	☐	☐	☐
Modern	☐	☐	☐
Jazz	☐	☐	☐
Social	☐	☐	☐
World/Multicultural	☐	☐	☐
Int'l Baccalaureate	☐	☐	☐
Dance Team	☐	☐	☐

Other (please specify)

Educators Teaching Dance

8. How many educators with the credentials listed below are providing **dance instruction at your school**? If NONE, enter zeros.

	Number
Certified Arts Educator *(visual arts, music, theatre, or dance specialist)*	
Certified Non-Arts Educator *(classroom teacher)*	
Non-Certified Educator *(community arts education provider, teaching artist)*	

9. On average, how many **minutes of dance-specific instruction** do your students **receive weekly** during the regular school day?

○ None

○ 1 to 29 minutes

○ 30 to 59 minutes

○ 60 to 74 minutes

○ 75 to 90

○ More than 90

10. What is the duration of a typical course, i.e., do students receive **dance** instruction throughout the school year or for some portion of the year? (If your school has different course durations based on grade bands, please respond based on the majority of grade bands in your school.)

○ Full school year

○ Semester

○ Trimester

○ Six weeks or less

○ Other (please specify)

Music Courses

11. For each of the **music classes/courses** listed below, please indicate the depth of instruction provided to students **during the regular school day**. Your building may offer multiple levels of the same discipline (e.g., both Beginning Choir and Intermediate Choir). **Please check all that apply.**

Additional instructions:
·   If your building offers a course that is not listed, report it under "Other" and enter a description.

·   Most required elementary and middle school/junior high school course offerings will fall under the "General" categories (indicated by *).

Please report information for a subject/course listed below regardless of the discipline/department it is assigned to in your school or district.

	Beginning	Intermediate	Advanced
General Music*	☐	☐	☐
Chorus/Choir	☐	☐	☐
Band	☐	☐	☐
Orchestra	☐	☐	☐
Music Theory/Composition	☐	☐	☐
Music Technology	☐	☐	☐
Music History	☐	☐	☐
AP Music Theory	☐	☐	☐
Int'l Baccalaureate	☐	☐	☐

Other (please specify)

Educators Teaching Music

12. How many educators with the credentials listed below are providing **music instruction at your school**? If NONE, enter zeros.

	Number
Certified Arts Educator *(visual arts, music, theatre, or dance specialist)*	[ ]
Certified Non-Arts Educator *(classroom teacher)*	[ ]
Non-Certified Educator *(community arts education provider, teaching artist)*	[ ]

Music Instruction

13. On average, how many **minutes of music-specific instruction** do your students **receive weekly** during the regular school day?

○ None

○ 1 to 29 minutes

○ 30 to 59 minutes

○ 60 to 74 minutes

○ 75 to 90

○ More than 90

14. What is the duration of a typical course, i.e., do students receive **music** instruction throughout the school year or for some portion of the year? (If your school has different course durations based on grade bands, please respond based on the majority of grade bands in your school.)

○ Full school year

○ Semester

○ Trimester

○ Six weeks or less

○ Other (please specify)

Theatre Courses

15. For each of the **theatre classes/courses** listed below, please indicate the depth of instruction provided to students **during the regular school day.** Your building may offer multiple levels of the same discipline (e.g., both Beginning Stage Acting and Intermediate Stage Acting). **Please check all that apply.**

 Additional instructions:

·   If your building offers a course that is not listed, report it under "Other" and enter a description.

·   Most required elementary and middle school/junior high school course offerings will fall under the "General" categories (indicated by *).

·   Please report information for a subject/course listed below regardless of the discipline/department it is assigned to in your school or district.

	Beginning	Intermediate	Advanced
General Theatre*	☐	☐	☐
Stage Acting	☐	☐	☐
Technical Theatre	☐	☐	☐
Musical Theatre	☐	☐	☐
Play or Script Writing	☐	☐	☐
Int'l Baccalaureate	☐	☐	☐

Other (please specify)

Educators Teaching Theatre

16. How many educators with the credentials listed below are providing **theatre instruction at your school?** If NONE, enter zeros.

	Number
Certified Arts Educator *(visual arts, music, theatre, or dance specialist)*	
Certified Non-Arts Educator *(classroom teacher)*	
Non-Certified Educator *(community arts education provider, teaching artist)*	

17. On average, how many **minutes of theatre-specific instruction** do your students **receive weekly** during the regular school day?

- ◯ None
- ◯ 1 to 29 minutes
- ◯ 30 to 59 minutes
- ◯ 60 to 74 minutes
- ◯ 75 to 90
- ◯ More than 90

18. What is the duration of a typical course, i.e., do students receive **theatre** instruction throughout the school year or for some portion of the year? (If your school has different course durations based on grade bands, please respond based on the majority of grade bands in your school.)

- ◯ Full school year
- ◯ Semester
- ◯ Trimester
- ◯ Six weeks or less
- ◯ Other (please specify)

  [   ]

Visual Arts Courses

19. For each of the **visual arts classes/courses** listed below, please indicate the depth of instruction provided to students **during the regular school day.** Your building may offer multiple levels of the same discipline (e.g., both Beginning Sculpture and Intermediate Sculpture). **Please check all that apply.**

 Additional instructions:
·   If your building offers a course that is not listed, report it under "Other" and enter a description.

·   Most required elementary and middle school/junior high school course offerings will fall under the "General" categories (indicated by *).

Please report information for a subject/course listed below regardless of the discipline/department it is assigned to in your school or district.

	Beginning	Intermediate	Advanced
General Art*	☐	☐	☐
Drawing/Painting	☐	☐	☐
Ceramics	☐	☐	☐
Sculpture	☐	☐	☐
Graphic Design	☐	☐	☐
Printmaking	☐	☐	☐
Jewelry/Crafts	☐	☐	☐
Digital Arts	☐	☐	☐
Art History	☐	☐	☐
AP Art History	☐	☐	☐
AP Studio Arts	☐	☐	☐
Int'l Baccalaureate	☐	☐	☐

Other (please specify)

Educators Teaching Visual Arts

20. How many educators with the credentials listed below are providing **visual arts instruction at your school**? If NONE, enter zeros.

	Number
Certified Arts Educator *(visual arts, music, theatre, or dance specialist)*	
Certified Non-Arts Educator *(classroom teacher)*	
Non-Certified Educator *(community arts education provider, teaching artist)*	

Visual Arts Instruction

21. On average, how many **minutes of visual arts-specific instruction** do your students **receive weekly** during the regular school day?

○ None

○ 1 to 29 minutes

○ 30 to 59 minutes

○ 60 to 74 minutes

○ 75 to 90

○ More than 90

22. What is the duration of a typical course, i.e., do students receive **visual arts** instruction throughout the school year or for some portion of the year? (If your school has different course durations based on grade bands, please respond based on the majority of grade bands in your school.)

○ Full school year

○ Semester

○ Trimester

○ Six weeks or less

○ Other (please specify)

Media Arts Courses

23. For each of the **media arts classes/courses** listed below, please indicate the depth of instruction provided to students **during the regular school day.** Your building may offer multiple levels of the same discipline (e.g., both Beginning Media Arts Theory and Intermediate Media Arts Theory). **Please check all that apply.**

Additional instructions:
· If your building offers a course that is not listed, report it under "Other" and enter a description.

· Most required elementary and middle school/junior high school course offerings will fall under the "General" categories (indicated by *).

Please report information for a subject/course listed below regardless of the discipline/department it is assigned to in your school or district.

	Beginning	Intermediate	Advanced
General Media Arts*	☐	☐	☐
Media Arts—Comprehensive	☐	☐	☐
Media for Performance	☐	☐	☐
Media Arts Theory	☐	☐	☐
Media Arts—Independent Study	☐	☐	☐
Media Arts—Workplace Experience	☐	☐	☐

Other (please specify)

Educators Teaching Media Arts

24. How many educators with the credentials listed below are providing **media arts instruction at your school**? If NONE, enter zeros.

	Number
Certified Arts Educator *(visual arts, music, theatre, or dance specialist)*	
Certified Non-Arts Educator *(classroom teacher)*	
Non-Certified Educator *(community arts education provider, teaching artist)*	

25. On average, how many **minutes of media arts-specific instruction** do your students **receive weekly** during the regular school day?

○ None

○ 1 to 29 minutes

○ 30 to 59 minutes

○ 60 to 74 minutes

○ 75 to 90

○ More than 90

26. What is the duration of a typical course, i.e., do students receive **media arts** instruction throughout the school year or for some portion of the year? (If your school has different course durations based on grade bands, please respond based on the majority of grade bands in your school.)

○ Full school year

○ Semester

○ Trimester

○ Six weeks or less

○ Other (please specify)

Community and Cultural Collaboration

27. Which of the following **supplemental arts education experiences**, if any, were provided to students in your school during 2022-23? Check all that apply.

- [ ] Field trips to attend external exhibitions, performances, or events
- [ ] Exhibition space/performance opportunity for students in the community
- [ ] Outside groups or individuals (other than an artist-in-residence) performing/exhibiting at the school
- [ ] Artist-in-residence
- [ ] Artist mentorships
- [ ] Arts related assemblies
- [ ] Online courses/programming
- [ ] Dual enrollment (high school and college credit)
- [ ] Tuition reimbursement for community programming
- [ ] Other (please specify)

  [   ]

- [ ] None of the above

District Policies

28. Does your district have school board-approved policies in any of the following areas? Check all that apply.

☐ Arts Education as a requirement at the elementary level (Grades K-5)

☐ Arts Education as a requirement at the middle school level (Grades 6-8)

☐ Minimum arts instruction time at the elementary/secondary levels

☐ Arts course(s) required for high school graduation

☐ Arts graduation requirement can be met through alternate arts experiences

☐ Arts courses are weighted equitably with other academic courses

☐ Minimum hiring requirements for arts teachers/specialists

☐ Use of community or cultural organizations to provide supplemental arts instruction

☐ Other arts policies (please specify)

☐ None of the above

School Funding

29. What was the **total school arts budget** (dollar amount) for 2022-23? This is the amount of funding your school used for arts education supplies, materials, and programs. Please include funding from all sources, but do not include teacher salaries or capital expenses.

Please enter a whole number. Do *not* use decimals, percentages, commas, or dollar signs.

Total school arts
budget for 2022-23

30. Were any of **your school's ESSA /Title funding categories** used in **2022-23** to support arts education as a strategy for students to meet the state's academic standards?

○ Yes

○ No

External Funding Sources

31. Which of the following external funding sources, if any, did your school utilize in **2022-23** for arts education supplies, materials, and programs? **Check all that apply.**

☐ Local District Education Foundation

☐ Local business or corporation

☐ PTA/PTO/Parent Group

☐ Booster Club

☐ Regional/Local Arts Councils/ Agencies

☐ Education Association

☐ State or National Foundation

☐ State or Federal grants

☐ Other (please specify)

[_____]

☐ None of the above

Arts Coordinators

32. How many **Arts Education Coordinators,** if any, does your school and district have at each employment level listed below? An Arts Education Coordinator may provide leadership in the instruction, organization, development, planning and assessment of a K-12 arts curricula and coordinate spending on arts materials and equipment.

If none, please enter zeros.

	Full Time	Full-Time with other (non-arts) responsibilities	Part Time
School-Based Arts Coordinator			
District-Based Arts Coordinator			

Comments:

Professional Learning

33. During the **2022-23 school year,** did any **arts educators or administrators** in your school receive support from the district to participate in **professional learning activities in the arts**? "Support" can be in-district offerings, release-time, paying for substitute teachers, and/or paying fees and expenses for participation. Check all that apply.

<input type="checkbox" /> Arts Educators

<input type="checkbox" /> School Administrators

<input type="checkbox" /> None of the above

34. Additional Comments
Please provide additional information that may clarify your responses to this survey.

Thank you for completing this questionnaire.
Please click the SUBMIT button to send your responses to us.

CONCLUSION

Using Data as a Guidepost

The Michigan Arts Education Survey pointed to inequities in arts education. The data analysis embedded in this document offers a guidepost for our next steps: a Roadmap and Toolkit for advancing arts education in our state.

Building an Equitable Future

MI Creative Potential will offer statewide arts education data and networking, which will enhance opportunities to connect, engage, learn, and grow. It will help provide tailored resources and relevant professional learning for K-12 arts instruction, assessment, and continuous improvement planning.

Transforming Learning Experiences

K-12 and community arts providers will create transformative learning experiences for students through MI Creative Potential. Regardless of a student's race, socioeconomic status or other factors, they will engage in the arts regularly inside and outside of schools. Through MI Creative Potential, we envision a state fabric woven with vibrant arts events, field trips to arts and cultural venues, plentiful art supplies, instruments, and space.

Garnering Resources

In 2024-25, via Section 33 of the State Aid Act of 2024, the Michigan Department of Education will facilitate Arts Education Grants for K-5 music and visual arts programs will help schools support the whole child, bolstering attendance, engagement, and academic achievement.

Realizing Michigan's Creative Potential

Access to quality K-12 education will help Michigan foster vibrant communities, a dynamic workforce, and improved quality of life across the state. Michigan's industries will be filled with creative minds who solve problems with teamwork and innovation. The MI Creative Potential initiative will continue to advance this vital work.

Presented by :

MI CREATIVE POTENTIAL

Feedback on this survey was provided by:

MI Creative Potential Partners:

Presented by :

References

Arts Education Partnership. (2024, April). ArtScan - Arts Education Partnership. http://www.aep-arts.org/research-policy/artscan/

Bernard, C. F. (2019). Lived experiences: Arts policy at the street level in the New York City Department of Education. Arts Education Policy Review, 121(1), 30–41. https://doi.org/10.1080/10632913.2018.1530713

Bolwerk, A., Mack-Andrick, J., Lang, F. R., Dörfler, A., & Maihöfner, C. (2014). How art changes your brain: Differential effects of visual art production and cognitive art evaluation on functional brain connectivity. Plos One, 9(7). https://doi.org/10.1371/journal.pone.0101035

Bowen, D. H., & Kisida, B. (2022). Investigating the causal effects of arts education. Journal of Policy Analysis and Management, 42(3). https://doi.org/10.1002/pam.22449

Bowen, D. H., & Kisida, B. (2023). Investigating arts education effects on school engagement and climate. Educational Policy. https://doi.org/10.1177/08959048231174880

Carter, B., & Roucher, N. (2019). In their own words: Lessons from community arts partnership leaders. Arts Education Policy Review, 121(1), 23–29. https://doi.org/10.1080/10632913.2018.1530712

Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf

Cohen, R. (2024). 10 Reasons to Support the Arts in 2024 | Americans for the Arts. Americansforthearts.org. https://ww2.americansforthearts.org/publications/10-reasons-support-arts-2024

Deasy, R. (2002). Critical Links: Learning in the Arts and Student Academic and Social Development. In Arts Education Partnership. https://www.gpo.gov/fdsys/pkg/ERIC-ED466413/pdf/ERIC-ED466413.pdf

Eisner, E. W. (1999). Does Experience in the Arts Boost Academic Achievement? The Clearing House, 72(3), 143–149. http://www.jstor.org/stable/30189431

Elpus, K. (2020). Access to arts education in America: The availability of visual art, music, dance, and theater courses in U.S. high schools. Arts Education Policy Review, 123(2), 1–20. https://doi.org/10.1080/10632913.2020.1773365

Fiske, E. B. (1999). Champions of Change: The Impact of the Arts on Learning. Washington DC: Arts Education Partnership and President's Committee on the Arts and Humanities. http://files.eric.ed.gov/fulltext/ED435581.pdf

Greene, J.P., Kisida, B., and Bowen, D.H. (2014). The Educational Value of Field Trips: Taking students to an art museum improves critical thinking skills, and more. Education Next, 14(1), 78-86.

Presented by :

MI CREATIVE POTENTIAL

References

Kisida, B., & Bowen, D. (2019, February 12). New evidence of the benefits of arts education. Brookings. https://www.brookings.edu/articles/new-evidence-of-the-benefits-of-arts-education/

Kisida, B., Bowen, D. H., & Greene, J. P. (2016). Measuring Critical Thinking: Results From an Art Museum Field Trip Experiment. Journal of Research on Educational Effectiveness, 9(sup1), 171–187. https://doi.org/10.1080/19345747.2015.1086915

Leroux, K., & Bernadska, A. (2014). Impact of the Arts on Individual Contributions to US Civil Society. Journal of Civil Society, 10(2), 144–164. https://doi.org/10.1080/17448689.2014.912479 https://mymodernmet.com/illustrated-periodic-table/

Magsamen, S., & Ross, I. (2023). Your Brain on Art: How the Arts Transform Us. Random House.

Michigan Assessment Consortium. (2016). Michigan Blueprint of a Quality Arts Education Program. https://maeia-artsednetwork.org/wp-content/uploads/2016/05/MAC-Blueprint-Document-2016-May112016.pdf

Morrison, B., Kisida, B., & Tuttle, L. (2017, May 19). To elevate the role of arts education, measure it. Brookings. https://www.brookings.edu/articles/to-elevate-the-role-of-arts-education-measure-it/

National Assembly of State Arts Agencies. (2024). Creative Economy Research: A Primer. https://nasaa-arts.org/wp-content/uploads/2024/03/Creative-Economy-Research-A-Primer-Policy-Brief.pdf

Rabkin, N., & Hedberg, E. C. (2011). Arts education in America: What the declines mean for arts participation. https://www.arts.gov/sites/default/files/2008-SPPA-ArtsLearning.pdf

Richerme, L., Shuler, S., Mccaffrey, M., Hansen, D., & Tuttle, L. (2012). Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction. https://www.philasd.org/arts/wp-content/uploads/sites/144/2017/07/SharedDeliveryofArts.pdf

Schoen, D. (2013, October 3). Exploring the Arts. HuffPost. https://www.huffpost.com/entry/exploring-the-arts_b_4036910

Strauss, V. (2014, October 16). Why the kids who most need arts education aren't getting it. Washington Post; The Washington Post. https://www.washingtonpost.com/news/answer-sheet/wp/2014/09/29/why-the-kids-who-most-need-arts-education-arent-getting-it/?utm_term=.92792da339d7

University of Pennsylvania, School of Social Policy & Practice, Social Impact of the Arts Project. (2024). Scholarly Commons. Repository.upenn.edu. https://repository.upenn.edu/exhibits/orgunit/siap

Presented by :

MI **CREATIVE POTENTIAL**