

Investment in Arts Integration Research

Indiana Arts Commission
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Partnering Arts, Communities, and Education (PACE)

Find the full PACE research to-date online at:

https://www.in.gov/arts/files/PACE_Project-Report-2017.pdf

More information and past reports about the PACE program on the IAC website:

<https://www.in.gov/arts/PACE.htm>

Reach out to us: Stephanie Haines shaines@iac.in.gov 317-232-1274



I Saiah

Drama interpretation makes me feel special because everything I say is important, every kid should have drama because Mrs. Cristy makes me feel special, independent, smart, and a better person in life. I feel like my thoughts matter, I'm not just a student in way more. I do truly matter, I'm more than just an average student in way more because of drama.





Partnering Arts, Communities & Education (PACE): 2016-2017 Project Report

F. Robert Sabol, Ph. D.
Purdue University,
West Lafayette, Indiana

March 2018

Findings from the 2016-2017 study demonstrated **growth** and a **positive impact** on the overall development of the arts education and attitudes of young people involved in the program.



What is the Indiana Arts Commission?



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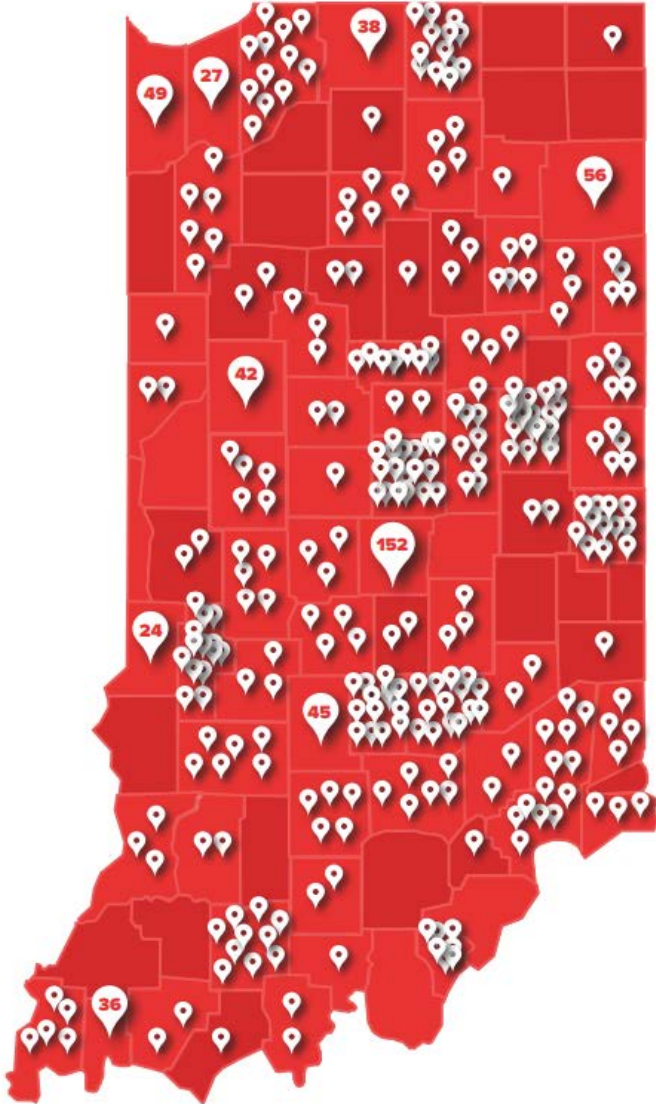
National
Endowment
for the Arts
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456
FY16
Total Grants

\$3,250,000
FY16 Grant
Investment



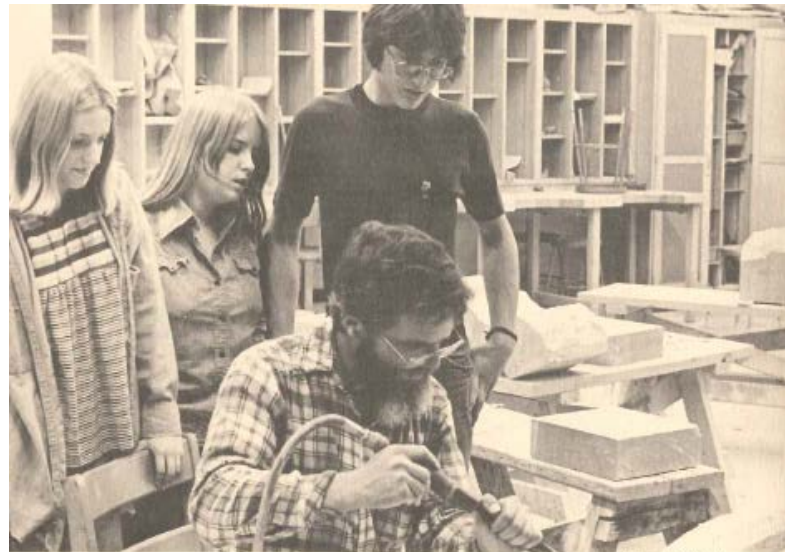
The IAC has directly invested in arts and cultural development in **76 counties** and has directly provided services in **91 counties**

History of Arts in Education Investment



(Photo courtesy of Young Audiences of Indiana)

Third grade students at Indianapolis Public School 70 join Artists-in-Schools movement specialist Susan Carter in a warm-up exercise as part of their creative dance class.



(Photo by Jim Borch)

During a workshop designed to renew interest in the art of limestone carving, professional sculptor David Rodgers demonstrates his techniques for students at Bedford North Lawrence High School.



(Photo courtesy of Roland Hobart)

Two residents of the Indiana Boy's School, Plainfield, complete a wall mural that they helped design during an arts program at the school sponsored by Hospital Audiences, Incorporated and the Indiana Arts Commission.

1974-1975



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Shifting the Focus

In 2014, the commission began talking about impact and a new strategy emerged for Arts in Education grants.

The “New” Model

Partnering Arts, Communities, and Education (PACE)

- Create “localized” data – to add to the national conversation
- Create a roadmap for schools to explore deeper arts integration approaches
- Make a deeper impact with the funding through long-term residencies



PACE Framework

Because consistency needed for data collection, a common framework was developed.



PACE Michigan City

PACE Framework

- Minimum of 20 workshops per year = artist residency
- Three consecutive years of artist residency collecting data with the same students
- Elementary Age - Grade 2-5
- All classrooms in one grade level
- In the second and third years, two to three grade levels
- School partner is experienced, community-based arts organization



PACE Michigan City



PACE South Bend



PACE Terre Haute

PACE Eligibility

- Focused on high needs schools
 - Below state average on standardized testing
 - Above state average percentage of Free and Reduced lunch participation
 - Doesn't have current arts intervention programming



PACE Funding Strategy



- Multi-year funding for planning and programming
- One school per region of the state
- Funding includes joint planning phase

PACE Research Overview

- Developed 5 assessments tools to measure 5 key areas
 - Arts vocabulary and knowledge
 - Arts skills
 - Self-image related to the arts
 - Classroom engagement
 - Writing skills

Assessment tools

C. Knowledge and Vocab



Name _____ Date _____

Instructions: For the next 3 questions, write a short sentence or a few words.

1. Describe some different kinds of art. _____

2. Where could you go to see art? _____

F. PACE Student Attitude During Arts Activities (to be completed by artist observation)



Date _____

Student name/number _____ (Indicate One) 1st Assessment _____ 2nd Assessment _____

Student Attitude	Strong evidence—3	Sufficient evidence—2	Limited evidence—1
Engagement	Student demonstrates a consistently high level of attention, interest, and curiosity during arts activities. Above average motivation and perseverance are evident.	Student is typically attentive and interested during arts experiences, sometimes demonstrating curiosity and determination in carrying out the activity.	Student demonstrates slight interest during arts activities, is often inattentive and lacks motivation.
Self Esteem/Confidence	Student consistently demonstrates a high level of self esteem and confidence during arts experiences.	Student demonstrates an average level of self esteem and confidence during arts experiences.	Student demonstrates a limited sense of self esteem and confidence during arts experiences.
Communication/Interaction	Student consistently communicates and interacts appropriately with the artist and classmates and expresses ideas freely and with clarity.	Student usually communicates and interacts appropriately with the artist and classmates, and with an adequate level and quality of self-expression.	Student seldom communicates and interacts with the artist and classmates through sharing thoughts and ideas.



How the Research Works

- Collecting data on one group of students for three years
- Same assessments for three years to see growth
- Teaching artists are primary assessment implementer
- Data is collected through an excel sheet



Highlights So Far

- Growth and a positive impact on the overall development of the arts education and attitudes of young people involved in the program
- PACE program is providing consistent growth and advancement of students' knowledge and skills in the arts.
- Ideally positioned to contribute to literacy development of students engaged in the program
- Teachers overwhelmingly found that the program reinforces and integrates classroom skills and vocabulary



How's it going in the schools?



How's it going at the schools?

“ The program gave the students stronger background knowledge to make text to self and text to world connections. It increased their appreciation for art and literature and it broadened their horizons. We can physically and visually see so much growth through their artwork and their journals; especially those students who have benefited from this grant all three years.”

Sincerely,

Mrs. Sutliff, Ms. Short, Ms. McCullough-First Grade Teachers

Mrs. Glendening, Mrs. Turpen-Second Grade Teachers

Mrs. Blake, Mrs. Moore-Third Grade Teachers

Mrs. Cassandra Cook-Meadows Elementary School, Principal



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How's it going at the schools?

“Teachers, after attending the second PL [Professional Learning] session, were discussing how neglected movement and creativity had become in the classroom.”

-Brenda West, South Wayne Elementary Principal, Fort Wayne, IN

Long Term Vision for PACE

- Creating a roadmap and sharing it out
 - Legislature and State Board of Education
 - Educators and Administrators in Indiana
 - Arts Organizations and teaching artists
 - Community decision-makers, funders, and leaders
- All schools that have completed the PACE grant, are continuing the program without the IAC's direct involvement or support

Long Term Vision for PACE

“As we look at student achievement and trying to drive that up in the State of Indiana we need to support the arts also. I want to be sure we don’t forget about the arts as a board and also within local school districts. It’s an essential component of a child’s education. It not only drive student achievement but it’s the right thing to do for educating the whole child.”

– Dr. David Freitas, Indiana State Board of Education



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