



HAWAI‘I EDUCATIONAL POLICY CENTER *Informing the Education Community*

Testimony Presented Before the
Senate Committee on Education

February 11, 2008, 3:00 pm, Room 225

by
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SB 2165: Relating to Education

SB 2230: Relating to Education

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

My name is Donald Young. I am Director of the Hawai‘i Educational Policy Center (HEPC). The Hawai‘i Educational Policy Center (HEPC) supports SB 2165, which appropriates funds for performing arts and fine arts education programs in public middle and high schools.

HEPC also support SB 2230, which appropriates moneys for the development, renewal, and maintenance of fine arts classes in secondary schools.

The data on the impact of the arts on academic achievement strongly suggest a positive relationship. In 2004 HEPC published the study *Do The Arts Matter: A Review of the Links Between Student Involvement in the Arts and Academic Success in School*.

(http://www.hawaii.edu/hepc/pdf/Reports/Do_the_Arts_Matter.pdf), which provided evidence for such a correlation. Attached you will find relevant excerpts from that study.

One Hawai‘i example of the impact of the arts on student achievement is the University Laboratory School, which requires all students to participate in a wide variety of performing and fine arts classes. We believe that the Laboratory School commitment to extend the school day to accommodate the arts has paid off in student motivation and achievement. Although a small school, the Laboratory School’s symphonic band program is among the finest in the State, as are student test scores on the Hawai‘i State Assessments.

Regarding costs of arts programs, HEPC suggests that for any small school, incorporation of the arts is especially a challenge with limited budgets. For this reason, we think any legislative commitment for additional funding include the charter schools. Both SB 2165 and SB 2230 appear to limit support for DOE students only.

Thank you for the opportunity to testify.

ATTACHMENT

Although the data are several years old, HEPC believes the findings of national studies in the late 1990's are still valid today, namely:

In October 1999, the Arts Education Partnership and the President's Committee on The Arts and the Humanities released *Champions of Change: The Impact of the Arts on Learning*. The authors included leading educators and researchers in America working in seven teams of researchers using diverse methodologies. Its findings, summarized in the Executive Summary (Fiske, 1999, pp. viii-xii), included the following:

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

Champions of Change: the Impact of the Arts on Learning

Students with high levels of arts participation outperform "arts-poor" students by virtually every measure.

-Executive Summary, Champions of Change

The executive summary of this very readable 1999 report notes, "Although the *Champions of Change* researchers conducted their investigations and presented their findings independently, a remarkable consensus existed among their findings:

- The arts reach students who are not otherwise being reached.
 - The arts reach students in ways that they are not otherwise being reached.
 - The arts connect students to themselves and each other.
 - The arts transform the environment for learning.
 - The arts provide learning opportunities for the adults in the lives of young people.
 - The arts provide new challenges for those students already successful.
 - The arts connect learning experiences to the world of real work."
- (Fiske, 1999, pp viii-xii)

Consider the following table, which shows some key differences between students with varying levels of involvement in the arts.

Grade and Category of Assessment	All Students		Low SES Students	
	High Arts	Low Arts	High Arts	Low Arts
Grade 8 Academic Performance				
Earning mostly A's and B's in English	79.2%	64.2%	64.5%	56.4%
Scoring in top 2 quartiles on std. Tests	66.8%	42.7%	29.5%	24.5%
Dropping out by grade 10	1.4%	4.8%	6.5%	9.4%
Bored in school half or most of the time	42.2%	48.9%	41.0%	46.0%
Grade 10 Academic Performance				
Scoring top 2 quartiles, Gr. 10 Std Test Composite	72.5%	45.0%	41.4%	24.9%
Scoring in top 2 quartiles in Reading	70.9%	45.1%	43.8%	28.4%
Scoring in top 2 quartiles in History, Citizenship, Geography	70.9%	46.3%	41.6%	28.6%
Grade 10 Attitudes and Behaviors				
Consider community service important or very important	46.6%	33.9%	49.2%	40.7%
Television watching, weekdays percentage watching 1 hour or less	28.2%	15.1%	16.4%	13.3%
Percentage watching 3 hours or more	20.6%	34.9%	33.6%	42.0%

(Chatterall et al., 1999, p. 3)

Kathryn Vaughn and Ellen Winner's study "SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association," as summarized in *Critical Links* (p. 96) presents the following conclusions:

- Students who take arts classes have higher math, verbal, and composite SAT scores than students who take no arts classes.
- SAT scores increase linearly with the addition of more years of arts classes, that is, the more years of arts classes, the higher the SAT scores.
- The strongest relationship with SAT scores was found with students who take four or more years of arts classes.
- Effect sizes for math scores are consistently smaller than those for verbal scores.

Despite this evidence that would argue for the inclusion of integrated arts programs in many of Hawai'i's schools, systemic issues, include the following, inhibit such efforts:

- Education policy makers and administrators are generally unfamiliar with the research linking fine arts to general student academic success in other subjects.
- Education policy makers and administrators are generally unfamiliar with research linking fine arts education to greater success for disadvantaged students, such as lower income, limited English ability, or special education students, as well as troubled or alienated youth. Research indicates these are the students likely to benefit the most from the fine arts.
- Education policy makers and administrators are generally unaware of the use of fine arts by many of Hawai'i's successful independent schools, public charter schools, and higher achieving regular public schools.
- Education policy makers and administrators generally regard the arts as an enrichment that would be nice to include but which we can ill afford at this time (similar to health education and physical education).
- Employers generally are unfamiliar with studies that show young people who have worked in the arts are better prepared for the workforce.
- Support for expansion of fine arts education in Hawai'i seldom comes from outside the arts community. The Department of Education often must rely on the State Foundation on Cultural and the Arts, the Hawai'i Alliance for Arts Education, and other organizations to "carry the ball" for arts advocacy. In fact, in 1999 the Hawai'i state Legislature formally designed the State Foundation of Culture and the Arts as the lead agency for arts education, *not* the Hawai'i Department of Education!
- In the middle and high school grades, Hawai'i's education policy makers continue to insist on a student's school day that is not yet long enough to accommodate the traditional core academic subjects and the fine arts. Students are often dismissed from campus at 2:30 p.m. and an hour earlier on Wednesdays.
- A recent Hawai'i Board of Education decision to add an additional year of science to middle and intermediate schools was initiated and approved without first assessing the impact on fine arts, particularly the music programs, which typically begin at this level. These are still regarded as electives that may be wedged into the school day, but certainly not required.
- The task of fulfilling the No Child Left Behind requirements of highly qualified teachers in specific higher profile subjects places the hiring of fine arts specialists low in the priorities for funding.

February 11, 2008

L A T E

The Honorable Norman Sakamoto, Chair
The Honorable Jill N. Tokuda, Vice Chair
Senate Education Committee

Re: Support for Senate Bill 2165

Chairman Sakamoto, Vice Chairperson Tokuda, Members of the Committee, thank you for this opportunity to testify in support of Senate Bill 2165. My name is Chadwick Kamei and I am the Director of Bands at Pearl City High School. While many other fine arts teachers may be able to relate to my testimony today, I can only speak for my program and our specific circumstances and experiences.

Senate Bill 2165 appropriates funds specifically for the fine arts classes. Under our current weighted student formula, most of the school's budget goes into a general fund. The money is then allocated to different areas by the principal, a steering committee, and the School Community Council. Goals and needs are weighed and many times the fine arts are left with little or no money. Much of the budget goes towards the core classes (math, science, English, social studies) and improving rigor within our classrooms. I do agree that these are important steps, but we must also realize the importance of the fine arts in a well-balanced education system.

Our band program at Pearl City High School achieved great acclaim under the direction of Mr. Michael Nakasone. Our students are highly skilled musicians but many are also high academic achievers. Many say that music program attracts "better" students, however I believe that music cultivates students into better people. There are numerous

studies on the effects of music performance on the brain and brain development. We have talked at length about the Mozart Effect and it's ability to raise test scores. It seems that society has realized the benefits of music for our students, but without adequate funding we may lose our school programs and the beneficial effects of music and other fine arts classes.

Please allow me to walk you through my program's financial situation. For fiscal year 2007 – 2008, our program (band) budget was approximately \$1,500.00. We also received \$6,000.00 in instrument replacement funds for our aging inventory. This gave us a grand total of \$7,500.00 for the entire year. While this may seem like a large sum, keep in mind that one intermediate Tuba costs \$6,000.00 without shipping. An intermediate saxophone costs us \$2,000.00; one intermediate clarinet can cost us up to \$1,000.00; and one bass clarinet can run up as much as \$6,000.00. Currently there are many instruments that come out of developing countries that are inexpensive, however these instruments are often of poor quality and need replacing or repair quite often.

Besides purchasing new instruments, there are also the costs that are incurred when instruments need to be repaired or "tuned-up". These costs can also be quite high. I recently had a tuba professionally cleaned by a local repairperson. The bill for the cleaning and adjustments totaled over \$300.00. These costs are not exorbitant. The time and energy spent on repairing these instruments by these repairmen are nowhere near what the price should be. These businesspeople understand that schools do not have

money to spend, but the lack of repair money in our budget often forces our students to perform on broken instruments.

The budget crunch in our department has forced us to make impossible decisions in our classrooms. Too often we are faced with either fixing “Aaron’s” instrument or “Donna’s” instrument, or buying another flute so “Lucy”, who loves playing, can borrow an instrument to take home to her family to proudly play “Three Blind Mice”. This bill can help eliminate these excruciating instances.

Our band program has approximately 250 students enrolled, and we cannot match up one instrument per student. While sharing is common among many band programs, I believe it becomes a health concern when you are sharing instruments with others. The recent outbreaks of TB and other infectious diseases in our schools worry me because of students doubling up on instruments. Funding for new instruments for the instrumental classes will help to alleviate, if not eliminate the possibility of infectious diseases going through our music programs.

Thank you for allowing me to testify in support of Senate Bill 2165. I hope that my testimony allowed you an inside view of our current situation. Thank you for your time.

Honorable Senator Norman Sakamoto, Chair

Honorable Senator Jill N. Tokuda, Vice Chair

Education Committee

Monday, February 11, 2008

Support of S.B. 2165, relating to Arts Education Programs

My name is Evan Voss and I am a registered voter in the city of Bloomington, Indiana, though I do intend to eventually live and work somewhere near Hilo, Hawaii. I am a firm supporter of the arts- in particular, the performance arts. As a magician and a student I firmly support S.B. 2165, which, if passed, would appropriate funds for performing arts and fine arts education programs in public middle and high schools. I believe that bills such as S.B. 2165 should be passed nation-wide. However, I would like to recommend that the bill be amended to appropriate funds directly to the Charter Schools Administrative Office (CSAO) to make sure that Public Charter Schools receive equal and due funding for the Performance Arts and Fine Arts Education programs. I believe that this is a necessary amendment due to the fact that Public Charter Schools are not always "counted" as public schools, despite actually being public schools.

The law, No Child Left Behind (NCLB), lists the arts as one of ten core academic subjects. However, it only mandates that schools report the results of tests in two subjects- math and reading. The law requires that, by the year 2014, all students in the country must meet state-mandated standards in core subjects. Because of this, teachers must teach "for the tests", meaning that instead of teaching subjects such as music or general art, they must focus entirely on those subjects that will be tested, lest the schools not meet state standards and thus be penalized.

In an article written in 2005 by Presidential Candidate Mike Huckabee and former US Secretary of Education Rod Paige, it is noted that, according to course-taking data provided by the College Board, "students who studied music scored 40 points higher on the math portion of the test than students reporting no arts coursework. Similarly, students who studied acting and play production outscored their non-arts peers on the verbal portion of the SAT by an average of 66 points." (1) This data was collected in 2004.

In the same article, it is stated, "The academic benefits of arts education also go beyond math and reading. An analysis of U.S. Department of Education data on 25,000 middle and high school students found that students who were highly involved in the arts performed better on a variety of academic measures than other students. They earned better grades, did better on exams, performed more community service, and watched fewer hours of television. And a growing amount of evidence shows that the arts can be particularly beneficial to students from economically disadvantaged backgrounds, and can even keep some potential dropouts in school." (1)

John Adams once said, "I must study politics and war that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce and agriculture in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain." Our Founding Fathers fought for freedom and it is through the arts that we express our freedom as well as ourselves. To not teach the importance of art in our public schools would damage our future as a thoughtful, unique society.

So in closing, I believe that every state in America would greatly benefit from having bills such as S.B. 2165 passed and the great state of Hawaii is no exception. Thank you for your time.

Sincerely,

Evan Voss

Bibliography-

(1)- Gov. Mike Huckabee and US Secretary of Education Rod Paige, *Putting Arts Education Front and Center*.
<http://www.americansforthearts.org/NAPD/files/12097/Putting%20Arts%20Education%20Front%20and%20Center.pdf>