



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 designated 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.

Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda
Committee on Education

L A T E

Monday, February 11, 2008

Support of SB.2230, relating to the Fine Art's programs in schools.

Hello, My name is Dylan Butler I am here supporting SB.2230.
Senators, Schools today are having their Fine Art's programs dropped because of the loss of funding, due to the "No Child Left Behind Act" Public law 107-110.

The "No Child Left Behind Act" states that *Funding will be provided to programs esental to learning.*

I ask you.....Is Fine arts esental to learning ?

I say yes, because catagories within the Fine Art's program, help improve other skills that would be used through life.

In Example, **Music & Art**. They all have components that can improve a students math skills.

Drama's and Play's, can improve a students memorization, and public speaking skills.

If you were to give public schools, and public charter schools the sum of \$250,000 a year. This would be enough to pay teachers and supply the equipment needed for the Fine Art's program.

I'm asking you as a student who goes to a public charter school. And as a musician. Don't let the Fine Art's Die out with in a schools criculum.