

Statewide

A R T S

Education

Assessment

2009

2010

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W y o m i n g



Statewide Arts Education Assessment 2009–2010 School Year

The Statewide Arts Education Assessment (SAEA) was developed by the state arts agencies of Idaho, Montana, Utah, and Wyoming. The study was administered in collaboration with the state offices of education and public instruction in the four states. The principal research was conducted by Bothell Assessment and Research. The project was managed by the Western States Arts Federation.

Reports Available: In addition to this four-state technical report of the SAEA survey, full state-specific reports will be available for the states of Idaho, Montana, Utah and Wyoming. A state-specific brochure that summarizes the report findings is available for each state is also available. Finally, a PowerPoint presentation is available for use in presenting the findings of the study.

For additional copies of this report and/or information about this project, please contact:

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Table of Contents

Introduction ::: pg 1

Acknowledgments ::: pg 3

Design of the Survey Instrument ::: pg 5

Sampling Procedure and Sample ::: pg 7

Survey Responses by Location, Four States ::: pg 9

SAEA Survey Finding Highlights ::: pg 11

Student and Teacher Demographics by State ::: pg 13

Student Learning ::: pg 18

Teachers ::: pg 26

Professional Development ::: pg 31

Space and Resources ::: pg 35

Analysis of Comments ::: pg 39

Examples of the Impact of Arts Education in the Four States ::: pg 43

Schools and Districts that Responded ::: pg 53

Tables, Figures, and Charts

Table A: Surveys Received and Samples Obtained by State

Table B: Average Specialist-to-Student Ratio for Visual Art

Table C: Average Specialist-to-Student Ratio for Music

Table D: Average Student Enrollment

Table E: Average Number of Full-Time Teachers in an Average School

Table F: Average FTE Arts Specialists in an Average School

Table G: Percentage of Schools in the State Where Students Received High-Quality Instruction

Table H: Average Minutes Students Spent Studying Each Art Form Each Week—Elementary

Table I: Average Minutes Students Spent Studying Each Art Form Each Week—Junior High

Table J: Average Minutes Students Spent Studying Each Art Form Each Week—High School

Table K: Treatment of the Arts as a Core Curriculum by the District as Perceived by Schools

Table L: Schools in Which the Arts Were Clearly Articulated in the Schools' Improvement Plans

Table M: Schools Familiar with Their States' Content Standards for the Arts

Table N: Percentage of Schools that Participated in Co-Curricular Activities

Table O: Percentage of Schools that Participated in Other Arts-Education Opportunities

Table P: Factors Most Helpful to Improved Learning in the Arts

Table Q: Percentage of Schools that Used Various Assessment Methods

Table R: Elective Course Offerings

Table S: Frequency Students Received Instruction from Teachers with Certain Qualifications

Table X: Number of Schools that Lost an Arts FTE Position

Table Y: Professional Development Activities in Which Teachers Participated

Table Z: Familiarity with Professional Development Activities in the Arts Offered to Teachers by State Arts Agencies

Table AA: Methods of Reception for Schools of Arts-Education Information

Table AB: Percentage of Schools that Use Incentive Methods for Professional Development

Table AC: Average Paid Hours Per School Per State Per Year Devoted to Collaboration Among Teachers

Table AD: Schools without Appropriate Space Specifically Designed for Teaching Particular Art Forms

Table AE: Percentage of Schools in the State without Appropriate Theatre and Performing Space

Table AF: Schools Familiar with Funds Available from State Arts Agencies

Table AG: Percentage of Schools that Did Not Receive Any Money From these Sources

Table AH: Uses of Funds Received by Schools from State Arts Agencies

Table AI: Schools that Use Partnerships with Artists and Arts Organizations to Accomplish Arts-Education Objectives

Table AJ: Identification of Key Obstacles to Schools' Use of Arts-Education Resources

Table AK: Identification of Barriers to Out of School Art-Related Travel

Table AL: Additional Comments Reported in Surveys Completed in Idaho

Table AM: Additional Comments Reported in Surveys Completed in Montana

Table AN: Additional Comments Reported in Surveys Completed in Wyoming

Table AO: Additional Comments Reported in Surveys Completed in Utah

Table AP: Responses Concerning the Benefits of Arts Education by Participants in Utah

Figure 1: Comparison of Average Per-School Enrollment, 2006-2007 and 2009-2010

Figure 2: Comparison of Student Enrollment in Visual Arts Courses, 2006-2007 and 2009-2010

Figure 3: Comparison of Student Enrollment in Dance Courses, 2006-2007 and 2009-2010

Figure 4: Comparison of Student Enrollment in Music Courses, 2006-2007 and 2009-2010

Figure 5: Comparison of Student Enrollment in Theatre Courses, 2006-2007 and 2009-2010

Introduction

The arts are defined as a core subject in the No Child Left Behind Act (NCLB). However, in order to fully realize the role of the arts in the NCLB environment, parents, arts advocates, and arts educators need better data about the status of arts education in the schools. With such data, they can more effectively inform and positively influence education leaders regarding the value of arts education in the schools. Unfortunately, for a variety of reasons related to resource and project priorities, reports that present a quantitative snapshot of the status of arts education have not been available. To remedy this situation, the state arts agencies of Idaho, Montana, Utah and Wyoming, in collaboration with their state offices of education/public instruction invited all schools in their states to complete a survey, the Statewide Arts Education Assessment (SAEA). The survey was administered in each state during the 2009-2010 school year.

Now is an important time to focus on arts education. Research suggests that arts education fosters the critical thinking skills deemed necessary for success in the workforce of the 21st century. Research also suggests that graduation rates increase in schools with more involvement in the arts, thereby producing a return on investment for arts education. Further, early research suggests that arts education increases emotional intelligence, a highly desirable attribute in a climate where technology often fills voids in social relationships. More information and examples of this research may be found by going to the Arts Education Partnership web site: www.aep-arts.org/publications/index.htm.

While arts-education research has explored the effects of arts education, there is an absence of data regarding the resources dedicated to the delivery of arts education and, in particular, to the structures through which arts education is delivered. The SAEA research will allow state arts agencies and state departments of education to assess the status of arts education regularly, providing consistent and credible data for parents, educators, and policy makers.

This report will serve as a valuable resource for all who want to advocate for a high-quality, well-rounded education for students. Those interested in overcoming the obstacles that hinder the treatment of the arts as a core subject can use the findings in this report to identify areas at the local and state levels that need attention and support. The initial four-study partner states of Idaho, Montana, Utah and Wyoming are now better positioned to understand the strengths and opportunities for improvement of arts education within their states. With an aim of providing quality arts education to every student in every school each year, please join with Idaho, Montana, Utah and Wyoming leaders and the Western States Arts Federation in supporting regular assessments of arts education that will lead to improved availability and quality of arts education for all.

Acknowledgments

This project is the result of an unusual collaboration. It came about when the arts education directors working at the state arts agencies of Idaho, Montana, Utah, and Wyoming decided to collaborate on a project that addressed a key issue in their four largely rural states. The issue they had identified was the need to obtain a snapshot view of the state of arts education in each state—a challenging task due to the lack of information historically gathered on the subject. The key barrier to the collection of such information may have been cost. Across the country, several examples of such research existed; however, virtually all of the completed studies were more expensive than the four states could afford. In addition, the study methods were too expensive to be repeated with any regularity, thus making the tracking of changes in the teaching of arts education in K-12 schools difficult to do.

The four partners approached WESTAF, the Western States Arts Federation, and invited the organization to consider joining in the research effort. The WESTAF research staff agreed to assist in the design of the study and to coordinate the research process. As an organization, WESTAF was interested in the project for several reasons. Principle among them was the interest of WESTAF in playing an appropriate role in the development of arts education in K-12 schools—a difficult task for a 13-state regional arts organization. While it is challenging for a regional arts organization such as WESTAF to be effective in the area of education at the local level, the project's focus on the collection of data essential to state and local arts advocacy was something WESTAF could accomplish.

Another participant in the effort was Tim Bothell of Bothell Assessment and Research. Bothell aggregated and refined the results and prepared a preliminary analysis of the findings. Key to the success of this effort were the leaders of the state arts agencies of Idaho, Montana, Utah, and Wyoming. Upon the recommendation of these leaders, the governing boards of each agency allocated \$10,000 toward the cost of the study. In a time of greatly constricted state arts agency budgets, this financial commitment was extraordinary.

Another group to whom the project partners and WESTAF are grateful, is the group of principals and their designees in the four states who responded to the survey. These already time-taxed individuals were generous in the allocation of their time to complete the survey. Their interest in supporting a scan into the state of arts education in their states is much appreciated, and the time they took to do so is something the project partners very much appreciate.

Finally, the project partners wish to show great appreciation for the band of dedicated arts education activists who agreed to make follow-up calls to school administrators who had started but not completed the surveys, or administrators who experienced difficulty filling out and/or electronically submitting their surveys. There is little that is pleasant about this task, which is why such duties are often assigned to anonymous persons in offshore call centers! These individuals engaged in difficult work, but that work resulted in excellent participation in the survey, and a level of participation that resulted in a highly credible response rate.

Collaborations are not always easy, but the group that managed this project succeeded because the individuals involved believe deeply in the value of arts education. They realize that, in order to advance that belief into action, one needs a starting point. That is what they have created with this project.

Design of the Survey Instrument

To create a successful survey instrument and survey method, three groups collaborated on the overall design of the study. The arts-education directors of the state arts agencies of Idaho, Montana, Utah, and Wyoming had the original idea for the study and took the lead in the design of the content and presentational format of the survey. Tim Bothell of Bothell Assessment and Research of Salt Lake City assumed the role of principal researcher. The staff of the Western States Arts Federation (WESTAF) provided advice and overall project-management support to the project.

Each state arts agency worked closely with its state department of education to secure its assistance in notifying schools of the upcoming administration of the surveys, endorsing the importance of the survey and assisting with the preparation of the list of schools and school principals needed for the proper administration of the survey.

The SAEA survey contained questions in five key areas:

- **Demographics**
- **Student learning**
- **Teachers**
- **Professional development**
- **Space and resources**

The survey questions were crafted to secure quantifiable information and also to evaluate each school's situation in the offering of the arts as a core subject. The data sought included the number of minutes of instruction in the arts, subjects offered, levels of teacher preparation, assessment practices, standards employed, and space and resources available for the arts. The survey was developed to be administered online using iSalient survey software. To view a copy of the survey instrument, see Appendix A.

Sampling Procedure and Sample

The initial goal of the survey design was to obtain a stratified sample that represented 30 percent of the total schools in the state. The stratified sample was designed in the following manner: a) Schools in each state were grouped by types of schools (e.g., elementary, junior high, high, charter and private schools); and b) From each list of schools by type, for each state, a random sample was drawn that represented 30 percent of each list. The researchers sought to ensure adequate sample representation from each school type by seeking a 30 percent response rate from each randomly selected sample pool.

Table A summarizes the number of surveys received by each state. Three states achieved a response that totaled more than 30 percent of all schools in the state; Idaho fell only marginally short of the 30 percent goal. Table A reports the total number of K-12 schools that responded for each state and the number of districts that were represented by the school responses. Given the high number of school responses and the high number of districts represented, the samples for each state can be considered sufficient to reliably report the status of arts education across each state.

Given that this is the first year of data collection, this report only provides descriptive data of each question within the survey. As the methodology is refined and multiple years of data are collected, future year reports will include inferential analyses. The initial intention of this survey is to establish a baseline collection of data related to fundamental aspects of arts education participation by schools, students and teachers within the four-state study area. To maximize the response rate, the following procedures were implemented:

- **Repeated e-mail invitations to complete the survey were sent to all schools in each of the four states.**
- **E-mails were sent from the state department of education offices or state arts agencies or to limit the possibility that the messages would be caught in junk-mail or spam filters**
- **Each invitation to participate explained the importance of the study**
- **High-level education leaders endorsed the e-mailed invitations and encouraged responses to the survey**
- **A period of two months was provided to respond to the survey**
- **In the days preceding the deadline, telephone calls were made to school administrators who had not responded or had only partially responded to the survey**
- **In an effort to avoid bottlenecks in principals' offices, principals were encouraged to delegate the responsibility of completing the survey**
- **Respondents were promised individual reports comparing their school to others**

Survey Responses by Location, Four States

The following map illustrates the dispersion of survey responses across all four participating states. This visual representation shows that responses were received from a wide variety of geographies in all four states. Additionally, Table A shows very high participation rates in terms of the number of districts responding in each state.

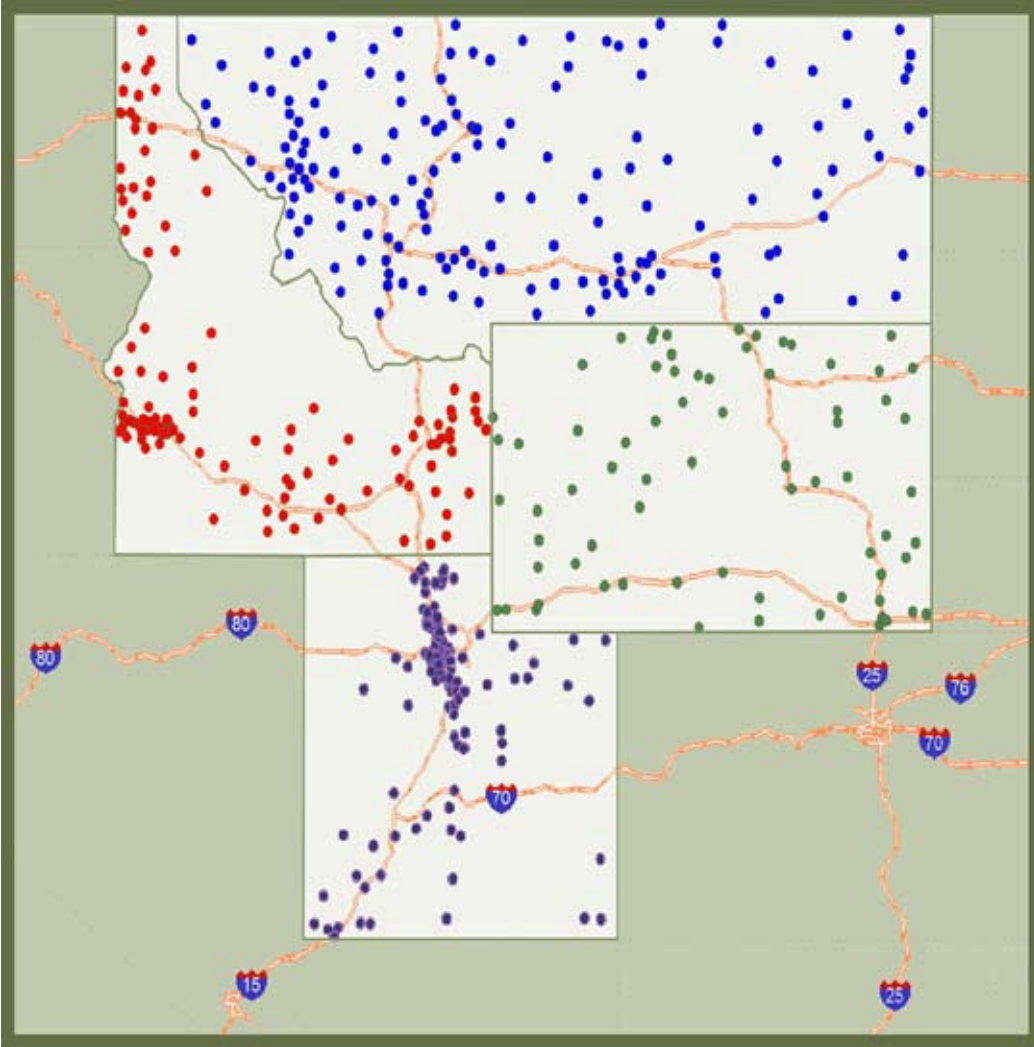


Table A: Samples Obtained by State

	State			
	Idaho	Montana	Utah	Wyoming
Total Schools in State	769	833	766	360
Total Schools Responded	212	313	292	150
Total Districts in State	115	429	42	62
Total Districts that Responded	102	166	35	51
Responses as a Percent of Total Schools Possible	28%	38%	38%	43%
State Population	1,523,816	967,440	2,736,424	532,668
% of Population that are K -12 Students	17%	15%	20%	16%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

SAEA Survey Finding Highlights

- More than half of the districts in three of the states did not treat the arts as a core subject.
- Arts teachers had very high and challenging student-to-teacher ratios.
- Dance education barely existed in the four-state area, except in Utah, where it was often made available.
- The item most frequently mentioned as most helpful to the improvement of learning in the arts across all four states was the ability to obtain a visual arts specialist.
- Some states seemed to be successfully obtaining and maintaining art teachers who are specialists.
- District workshops had the highest participation rates of any form of professional development for art teachers.
- Utah experienced greater increases in student participation in the arts than the other three states.
- The primary obstacles cited to the advancement of arts education were money, priorities, and time.
- Across all four states, administrators and arts-education personnel of approximately half of all schools did not know they could seek financial support through their state arts agencies.

Student and Teacher Demographics by State

Average Enrollment and Teacher-to-Student Ratios

The SAEA survey collected profile information about student enrollment and teachers, allowing for a composite portrait of an average school to be developed for each of the states studied. Table D lists the average student enrollment by type of school and by state. A large disparity existed among the states in the area of student enrollment. On average, Utah had the highest student enrollment and Montana the lowest. These background facts are important to the interpretation of this research. For example, because it has especially high-enrollment levels, Utah had a different environment than the other three states included in the study.

Table E lists the average number of full-time teachers teaching in an average school in each state. Table F reports the number of arts specialists teaching in an average school in each state. Art specialists are teachers who are full-time teachers who are licensed, endorsed, and certified with a college degree in the art form they teach.

Large class sizes can be managed effectively when many teachers share in the task of instructing students; however, arts specialists are often alone in the function of teaching an art form and are often tasked with reaching all students in the school. The result can be a significant challenge for an arts specialist. Low teacher-to-student ratios make the work of arts teachers difficult. Three of the four states surveyed did not have the equivalent of one FTE arts specialist teaching in the average elementary school (see Table F). In these environments, the probability that all students received arts instruction from a highly qualified teacher is low.

Table B: Average Specialist to Students Ratio for Visual Art

State	Ratios
Idaho	1 to 326
Montana	1 to 193
Utah	1 to 472
Wyoming	1 to 169

Table C: Average Specialist to Students Ratio for Music

State	Ratios
Idaho	1 to 204
Montana	1 to 161
Utah	1 to 410
Wyoming	1 to 161

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table D: Average Student Enrollment

State	Elementary Schools	Junior High Schools	High Schools
Idaho	300	276	339
Montana	165	141	242
Utah	501	629	519
Wyoming	222	219	270

Table E: Average Number of Full-time Teachers in an Average School

State	Elementary Schools	Junior High Schools	High Schools
Idaho	19.8	22.1	24.6
Montana	15.4	14.5	22.0
Utah	23.9	25.8	36.2
Wyoming	17.3	16.6	20.7

Table F: Average FTE Arts Specialists* Teaching in an Average School

State	Elementary Schools	Junior High Schools	High Schools
Idaho	0.6	1.7	1.9
Montana	0.8	0.9	2.1
Utah	0.6	3.3	3.6
Wyoming	1.3	1.3	1.9

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

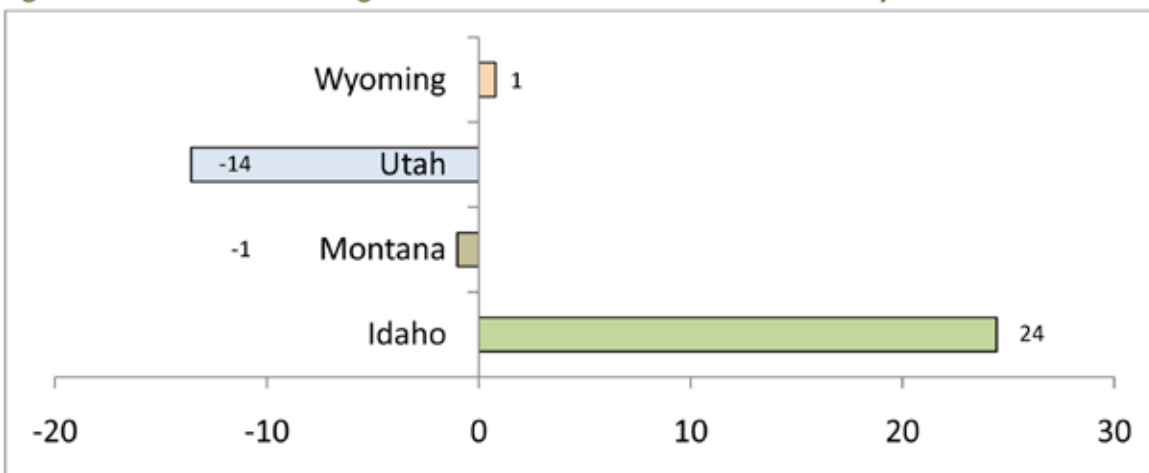
* Art specialists are teachers who are full-time teachers who are licensed, endorsed, and certified with a college degree in the art form they teach.

Enrollment Trends

Enrollment patterns are constantly changing, as are state populations. One general constant is that student enrollment typically increases from year to year. The SAEA survey requested three years of enrollment data, including the percentage of the total number of students participating in arts instruction by art form. The following bar charts illustrate the direction of change in enrollment patterns for each state. The figures depict the change or difference at the completion of school year 2006-2007 compared to the 2009-2010 school year. There was little change in average total enrollment per school. Enrollment did increase, but the average enrollment per school did not change substantially when new schools were built.

Utah experienced the most positive growth in the average percentage of students enrolled in all four art forms. Only theatre experienced an increase in all four states. Other than the state of Utah, the number of students enrolled in activities related to the other three art forms declined.

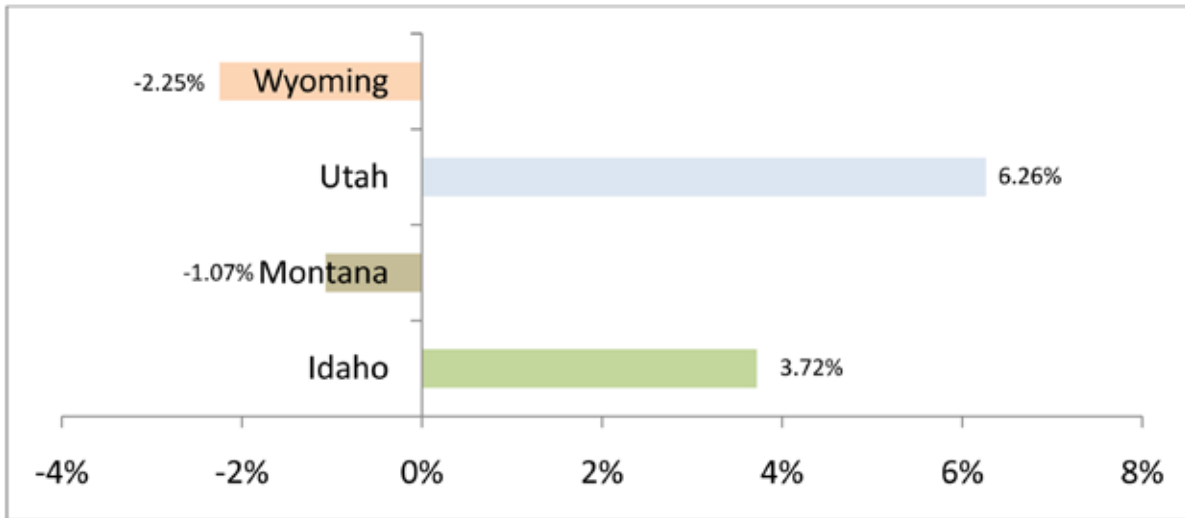
Figure 1: Difference in Average Per School Total Enrollment 2006-2007 year vs. 2009-2010



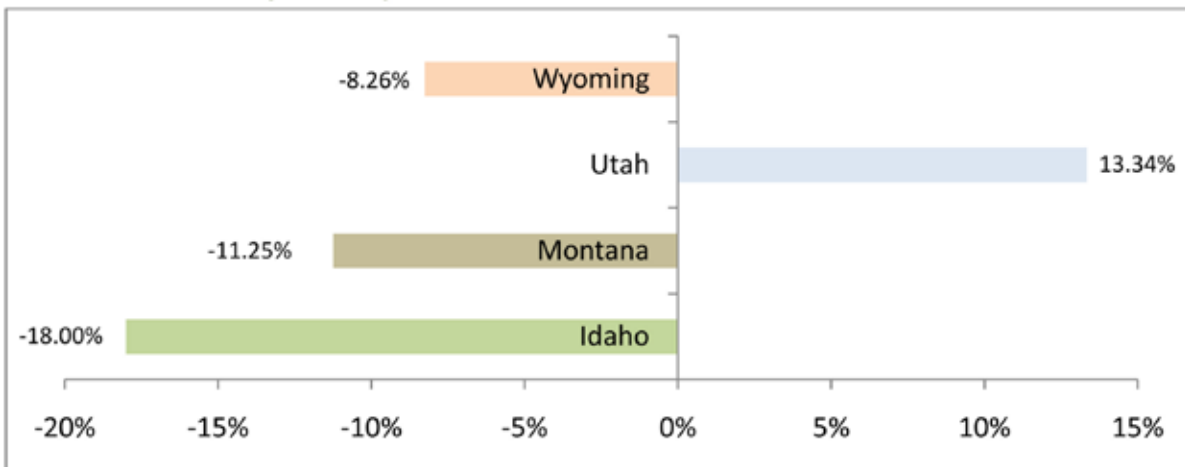
SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

**Figure 2: Difference in Average Percentage of Students Enrolled in Visual Art
2006-2007 year compared to 2009-2010**



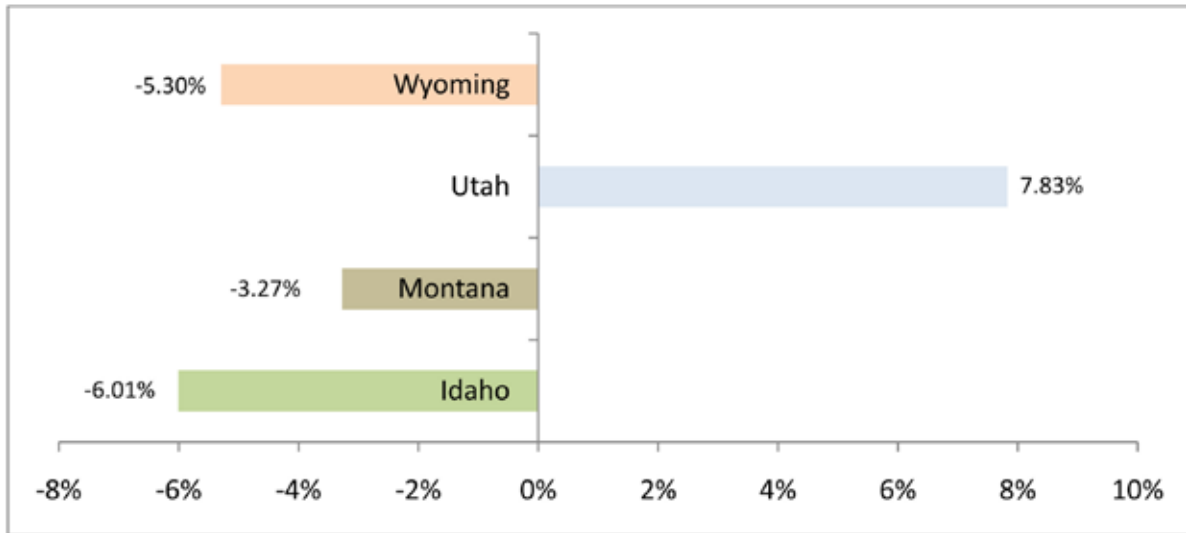
**Figure 3: Difference in Average Percentage of Students Enrolled in Dance
2006-2007 year compared to 2009-2010**



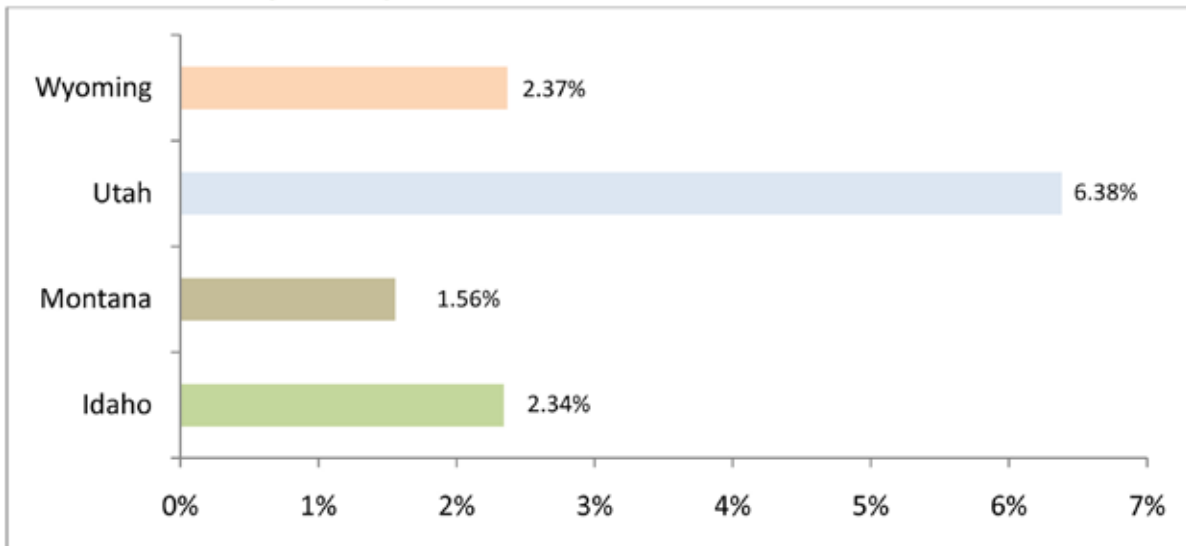
SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

**Figure 4: Difference in Average Percentage of Students Enrolled in Music
2006-2007 year compared to 2009-2010**



**Figure 5: Difference in Average Percentage of Students Enrolled in Theatre
2006-2007 year compared to 2009-2010**



SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Student Learning High-Quality Instruction

To evaluate the standing of the arts as a high-quality core academic subject as outlined in the No Child Left Behind Law (NCLB), the following criteria were employed:

- Instruction is sequential and follows an ongoing arts curriculum
- Instruction is aligned with state and/or national arts standards
- Instruction is taught by a certified/licensed and endorsed specialist

If students received instruction that did not meet these criteria, the instruction was not counted as an art form students studied in the schools. Thus, the SAEA survey produced data concerning the schools in each state that provided high-quality arts experiences that met the criteria, but it did not provide data concerning the number of schools that provided forms of arts instruction that did not meet the criteria.

Table G: Percentage of Schools in the State Where Students Received High Quality Instruction

	Idaho	Montana	Utah	Wyoming
Visual Art	48%	52%	63%	85%
Dance	8%	3%	22%	6%
Music	79%	58%	66%	85%
Theatre	23%	11%	30%	11%
None of the Above	13%	6%	21%	5%

Table H: Average Minutes Students Spend Studying Each Art Form Each Week - Elementary

	Idaho	Montana	Utah	Wyoming
Visual Art	60	87	51	83
Dance	44	21	31	33
Music	70	108	57	87
Theatre	106	62	35	141

Table I: Average Minutes Students Spend Studying Each Art Form Each Week – Junior High

	Idaho	Montana	Utah	Wyoming
Visual Art	185	154	214	167
Dance	131	26	148	35
Music	199	171	241	186
Theatre	152	91	195	186

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

In all four states, more schools provided instruction in music than any other art form. Visual art was the next most popular art form, and theatre was the third. Dance instruction was the art form provided the least. Depending on the state, five percent to twenty-one percent of the schools did not provide any arts instruction that met the high-quality criteria. These are designated in the table as “None of the Above.” Those schools may have provided some form of arts instruction that was not high-quality, as defined above, or they may have provided no arts instruction of any type. An example makes these figures more meaningful. If, as found in the survey, 21 percent of Utah’s elementary schools provided no arts instruction, 54,000 students did not receive any arts instruction in that state.

The findings in Table G suggest much more needs to be done to provide high-quality arts instruction for all students in every school as mandated by No Child Left Behind. If state administrators wanted every student in every school in the state to experience visual art instruction from a specialist, they would have to hire, place and fund, on average across the four states, a full-time arts specialist in an additional 32 percent of the schools.

Minutes Per Week Spent Studying Art Forms

The minutes students spent studying each art form varied greatly from elementary school to junior high and high school, and the minutes varied greatly from state to state. Table H, Table I, and Table J depict the minutes per week of arts instruction. Montana and Wyoming tended to have longer periods for their arts classes than Idaho and Utah at the elementary level. At the junior high level, the opposite occurred, with Utah having longer class periods. Montana had the longest contact time at the high-school level.

Table J: Average Minutes Students Spend Studying Each Art Form Each Week – High School

	Idaho	Montana	Utah	Wyoming
Visual Art	235	357	214	245
Dance	154	90	170	122
Music	262	332	262	208
Theatre	205	237	287	212

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

District Support

When asked whether their districts treated the arts as core curriculum, “no” was the most common answer in three of the four states surveyed. The exception was Utah, where 65 percent of the respondents answered “yes.” The responses from Idaho indicated a particularly low level of district support for the arts as core curriculum. District support can improve the quality of instruction and the number of students who participate and make it easier for school principals to integrate the arts into the curriculum. Schools that suffer from a lack of district support often fail to meet their arts-education goals.

Table K: Schools’ Perspective Concerning Whether the District Treats Arts as Core Curriculum

	Idaho	Montana	Utah	Wyoming
Yes	28%	43%	65%	41%
No	62%	49%	23%	51%
Unsure	10%	7%	12%	8%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Schools' Commitment to the Arts and to Arts Standards

Including and clearly articulating the arts in a school's improvement plan are not requirements in some of the states. Thus, if the arts are included in an improvement plan, such inclusion can indicate a commitment to the arts. Almost half of the schools in Montana and Utah included the arts in some way in their school-improvement plans. Less than a third of the schools in Idaho and Wyoming did so (see Table L).

When schools are familiar with state standards for arts instruction, the quality of arts instruction tends to improve, and the commitment to the arts is typically higher in schools that strive to adhere to state curriculum standards. The level of familiarity with state standards was lower in Idaho and Utah than in Montana and Wyoming. Generally, a high percentage of schools were familiar with the state curriculum standards. Nevertheless, such familiarity does not mean that schools follow or adhere to the state standards.

In addition to following state standards and including the arts in school-improvement plans, students' participation in co-curricular activities or other arts-education activities may demonstrate a commitment to the arts. Table N and Table O report the level of potential arts commitment through these types of activities. The activities that received the greatest participation among schools were: band/choir, instrumental or music performances/rehearsals, theatre productions, assemblies, and visiting performing groups.

Table L: Schools That Include and Clearly Articulate the Arts in the School Improvement Plan

	Idaho	Montana	Utah	Wyoming
Yes	30%	44%	47%	27%
No	70%	56%	53%	73%

Table M: Schools That Are Familiar with the Content Standards for the Arts in Their States

	Idaho	Montana	Utah	Wyoming
Yes	63%	83%	77%	86%
No	38%	17%	23%	14%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table N: Percentage of Schools that Participated in Co-Curricular Activities

	Idaho	Montana	Utah	Wyoming
Art Club	14%	11%	17%	24%
Band/Choir performances or instrumental/vocal music performances	72%	50%	78%	79%
Literary Magazine	7%	6%	9%	7%
Music Rehearsals	56%	39%	56%	64%
Poetry Out Loud	10%	6%	19%	12%
Organized enrichment/remediation classes in the arts	17%	11%	30%	19%
Theatre rehearsals/productions	43%	36%	56%	41%
None of the Above	11%	8%	1%	9%
Other	10%	5%	0%	10%

Table O: Percentage of Schools that Participated in Other Arts Education Activities

	Idaho	Montana	Utah	Wyoming
Visiting Performing Groups	65%	51%	80%	70%
Artists in Residence	17%	30%	28%	33%
Assemblies	68%	45%	83%	66%
Field Trips/Museum Tours	73%	57%	78%	78%
Art Parents	28%	8%	27%	13%
Integrated Projects	44%	33%	53%	50%
Poetry Out Load		12%		0%
Projects with Outside Arts Organizations	25%	24%	30%	40%
Special Projects	29%	23%	27%	31%
Other	7%	5%	8%	4%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Most Helpful to Improve Learning in the Arts

To discover what would be considered of greatest assistance in efforts to improve learning in the arts for students, each state was asked to rank its top-five choices from among the items on the following list:

- Availability of arts-curriculum standards
- Availability of more arts supplies or equipment (for any arts discipline)
- Availability of more curriculum materials (textbooks)
- Certified specialist for teaching visual art
- Certified specialist for teaching dance
- Certified specialist for teaching music
- Certified specialist for teaching theatre
- Change in school board and/or administrative policies and procedures
- District arts coordinator
- Facilities and classroom space
- Funding for community and state arts resources
- More flexibility in scheduling
- Planning time with other teachers
- Professional development opportunities for teachers
- Training for classroom teachers in arts education
- Training in integrating the arts into other subjects

The most popular choice was to have a certified specialist available for teaching visual art. The second most popular choice was to have a certified specialist available for teaching music. Third was to have funding for community and state arts resources. Finally, the availability of more arts supplies or equipment was considered a priority. See Table P for states' rankings of the preferred ways to improve learning in the arts.

Table P: Most Helpful to Improve Learning in the Arts

	Ranks Given by States			
	Idaho	Montana	Utah	Wyoming
Availability of more arts supplies or equipment (for any arts discipline)	3	2	3	3
Certified specialist for teaching visual art	1	1	1	1
Certified specialist for teaching music		2	2	4
Facilities and classroom space	4	4		5
Funding for community and state arts resources	2		4	
More flexibility in scheduling	5	3	5	2
Professional development opportunities		5		
Training on integrating the arts into other subjects	5			

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Diversity of Arts-Education Assessment Methods

Schools that use state-developed and required assessments are more likely to be aligned with states' curriculum standards for arts instruction and arguably provide higher quality arts instruction. The percentage of schools in each state that used state-developed and required arts assessments was low for all four states (see Table Q). For example, only approximately 10 schools out of 200 in Idaho used state-developed assessments.

The most popular method for assessing the arts in all four states was the use of teacher developed assessments. Arts subjects are often perceived as difficult to assess; consequently, many teachers are more comfortable designing their own assessments. A low percent of schools, however, did not assess the arts at all: 45 out of 200 schools reported no assessment methods, and Idaho had the highest percent of schools that did not assess their art programs.

Table Q: Percentage of Schools that Use the Assessment Method

	Idaho	Montana	Utah	Wyoming
District Developed and Required Assessments	17%	15%	10%	64%
State Developed and Required Assessments	5%	6%	6%	19%
Teacher Developed Assessments	69%	57%	66%	82%
No Assessments	23%	8%	15%	6%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Elective Course Offerings

At the junior-high and high school levels, the number of elective course offerings available either limit or increase students' contact with the arts. Utah offered the highest number of elective courses in the arts, with its secondary schools offering an average of more than eight additional options than the other three states surveyed. Utah also had the highest percentage of students choosing to take some form of the arts as an elective. Table R presents the average number of electives offered in each state and the percentage of all electives that were arts electives. Also included in Table R are the percentages of all students who took electives who selected an arts elective.

Table R: Elective Course Offerings

	Idaho	Montana	Utah	Wyoming
Number of Elective Courses Offered at the School	27	28	39	24
Number of Elective Courses Offered that are Arts Electives	9 (33%)	7 (25%)	16 (41%)	7 (29%)
Percentage of Students Choosing to Take Arts as Their Electives	53%	64%	70%	59%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Teachers

Teachers with varying levels of preparation provided arts education across all four states. Idaho and Utah used more volunteers and parents in arts-education instruction than did Montana and Wyoming. Montana and Wyoming used the greatest number of arts specialists with college degrees in their art forms. In Wyoming, 62 percent of the arts classes were taught by specialists. With only 33 percent of its arts classes taught by specialists, Utah had the lowest number of students receiving arts instruction from an arts specialist. Table S summarizes these findings.

Increasing the level of instruction provided by a specialist is desired by all four states. Given the great disparity of success in obtaining and using specialists, there is likely much that can be learned as each state's personnel discusses strategies and approaches to funding, hiring and deploying specialists. In addition, given the amount of instruction provided by core subject classroom teachers and paraprofessionals, access to professional development and training for arts endorsements and licensing remain important challenges for each state. Results of the SAEA survey indicate that, on average, across all four states, two teachers per school were working on arts endorsements or degrees.

Among the art forms taught in the schools, music was taught with the greatest number of specialists, followed by theatre and visual art (see Table T through Table W).

Table S: Frequency Students Receive Instruction from Teachers with Certain Qualifications

	Idaho	Montana	Utah	Wyoming
Specialists with a College Degree in the Art Form	42%	50%	33%	62%
Classroom Teachers With Arts Primary Assignments	12%	34%	22%	18%
Paraprofessionals or Prep-Time Specialists	4%	3%	10%	8%
Volunteers/Parents With Arts Interest or Experience	38%	8%	32%	9%
Artists	4%	4%	3%	2%

Table T: Teachers Used to Teach Visual Art

	Idaho	Montana	Utah	Wyoming
Specialists with a College Degree in the Art Form	22%	48%	26%	60%
Classroom Teachers With Arts Primary Assignments	12%	36%	15%	19%
Paraprofessionals or Prep-Time Specialists	2%	3%	8%	11%
Volunteers/Parents With Arts Interest or Experience	59%	6%	47%	6%
Artists	4%	8%	5%	4%

Table U: Teachers Used to Teach Dance

	Idaho	Montana	Utah	Wyoming
Specialists with a College Degree in the Art Form	27%	4%	44%	32%
Classroom Teachers With Arts Primary Assignments	20%	70%	24%	8%
Paraprofessionals or Prep-Time Specialists	7%	11%	15%	23%
Volunteers/Parents With Arts Interest or Experience	39%	15%	16%	30%
Artists	7%	0%	1%	8%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table V: Teachers Used to Teach Music

	Idaho	Montana	Utah	Wyoming
Specialists with a College Degree in the Art Form	69%	64%	40%	67%
Classroom Teachers With Arts Primary Assignments	10%	24%	26%	19%
Paraprofessionals or Prep-Time Specialists	5%	2%	11%	4%
Volunteers/Parents With Arts Interest or Experience	15%	8%	22%	9%
Artists	1%	2%	1%	1%

Table W: Teachers Used to Teach Theatre

	Idaho	Montana	Utah	Wyoming
Specialists with a College Degree in the Art Form	50%	22%	26%	53%
Classroom Teachers With Arts Primary Assignments	21%	55%	40%	4%
Paraprofessionals or Prep-Time Specialists	5%	7%	8%	17%
Volunteers/Parents With Arts Interest or Experience	15%	15%	22%	22%
Artists	9%	0%	4%	4%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Given today's economic situation and the reduction in school budgets, one might expect large overall reductions in arts full-time employees (FTEs). However, results of the SAEA survey found such losses to be small. From the school years 2008 to 2009 and 2009 to 2010, few schools across the four states lost FTE positions in the arts. Table X outlines the number of schools that lost an arts FTE position by art form and by state. Approximately 11 percent of schools in Idaho lost arts FTEs. In Montana and Utah, the loss was approximately 14 percent. Wyoming experienced the lowest FTE loss, with a loss rate of only 8 percent. Although the losses may appear small in comparison to what may have been expected, significant challenges can emerge when arts FTEs are lost. In some cases, the lost FTE will be replaced by a volunteer or core classroom teacher, in which cases professional development challenges occur. In other cases, there is no replacement, and students suffer from a loss of arts instruction.

Table X: Number of Schools that Lost an Arts FTE Position over the Last Two Years

	Idaho	Montana	Utah	Wyoming
Visual Art	13	17	10	7
Dance	5	14	13	5
Music	2	0	6	1
Theatre	5	0	11	0

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Professional Development

According to data in Table Y, district workshops had the highest arts education participation levels. Instruction and mentoring from professional artists also provided a large amount of professional development for teachers and administrators. Workshops offered by arts organizations and by universities and community colleges were additional sources of professional development. Little arts-education professional development was found to occur through state-level workshops and national conferences.

Approximately half of the states' school administrators participated in professional development in the arts during the year. This finding may come as a surprise, given the pressure placed on school administrators to improve test scores and develop students' skills in reading, writing, and math. The results of the survey suggest that, despite this pressure, a high number of school administrators view the arts as important enough to spend their time in pursuit of arts-related professional development.

Among the four states, Utah had a much higher rate of participation in professional development activities among teachers. Wyoming and Montana had the least teacher involvement in professional development offerings in the arts. Wyoming and Montana teachers also had the least amount of awareness concerning what was offered by the state arts agency (see Table Z).



**Table Y: Professional Development Activities Participated in During the Last Year
Totals Across the State – Numbers of Participants**

	Idaho			Montana			Utah			Wyoming		
	Specialists	Other Teachers	Administrators	Specialists	Other Teachers	Administrators	Specialists	Other Teachers	Administrators	Specialists	Other Teachers	Administrators
School Workshops	134	286	117	66	312	21	502	823	53	61	151	14
District Workshops	148	238	115	89	267	19	371	403	28	120	113	13
University/Community College Workshops	61	57	3	77	136	10	149	120	19	63	16	3
National Conferences	13	28	8	25	39	4	57	28	3	32	33	5
State Arts Council/Commission Workshops	148	106	9	69	15	1	192	137	15	58	35	1
State Department of Education/Office of Public Instruction Workshops	14	41	7	44	87	12	82	69	10	18	29	5
Instruction or Mentoring from Professional Artists	82	107	104	64	124	9	201	225	23	45	9	3
Workshops Offered by Arts Organizations	40	40	4	79	108	8	197	183	11	59	4	1
Other (please specify):	9	19	2	19	21	2	31	17	5	7	6	1

Table Z: Familiarity with Teacher Professional Development Activities in the Arts Offered by State Arts Council/Commission

	Idaho	Montana	Utah	Wyoming
Yes	32%	29%	53%	44%
No	68%	71%	47%	56%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Communicating Arts-Education Information

Teachers and administrators turned first to their state departments of education or their offices of public instruction to obtain information about arts education. Followed by their state arts agencies (see Table AA). A high percentage of teachers, however, were not familiar with the professional development opportunities offered by their state arts agencies. This finding may suggest that state education offices might improve communication with their respective state arts agencies regarding opportunities offered through state arts agencies.

Table AA: Percentage of Schools that Receive Arts Education Information Through These Methods

Methods	Idaho	Montana	Utah	Wyoming
State Department of Education/Office of Public Instruction	42%	35%	24%	27%
State Arts Council/Commission (including their listserv)	19%	15%	17%	23%
Conferences	14%	18%	14%	16%
District Arts or Curriculum Coordinators	12%	14%	34%	13%
Listservs	2%	5%	4%	7%
Professional Journals	6%	9%	4%	10%
Other	6%	5%	3%	5%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Arts Professional Development Incentive Methods

The most popular incentive method for arts educator professional development varied from state to state. Montana and Wyoming favored credits for recertification and release time, while Utah employed credits for professional development and compensation. Idaho used both credits for recertification and professional development and compensation. Table AB presents the incentive methods used by the states for professional development of their art teachers.

Table AB: Percentage of Schools that Use Incentive Methods for Professional Development

	Idaho	Montana	Utah	Wyoming
Release Time	14%	28%	16%	25%
Compensation	20%	23%	26%	22%
Credits for Professional Development	21%	0%	30%	0%
Credits Toward Compensation (Lane Changes)	17%	16%	23%	21%
Credits for Recertification	22%	29%	0%	28%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Collaboration Among Teachers

Utah reported the greatest level of collaboration among arts specialists. Wyoming reported the greatest level of collaboration of arts specialists with teachers of other disciplines. In the average school across the four states, approximately one hour per week was spent in collaboration to plan arts instruction or to integrate the arts with other core subjects.

Table AC: Average Paid Hours Per School Per State Per Year – Devoted to Collaboration Among Teachers (e.g, professional learning communities)

	Idaho	Montana	Utah	Wyoming
Among Arts Specialists (Visual Art, Dance, Music, Theatre)	36	33	40	33
Arts Specialists With Teachers of Other Disciplines	25	18	33	37

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Space and Resources

Space for the teaching of various art forms was limited or lacking in the four-state region, as Table AD suggests. A large number of schools in each state reported a lack of room/space designed and equipped for the effective teaching of the arts. Dance and theatre were reported to have the greatest lack of available dedicated space, while music was reported to have the lowest need for space.

Table AD: Percentage of Schools in the State Without Appropriate Room/Space Designed and Equipped for Teaching Solely the Art Form

	Idaho	Montana	Utah	Wyoming
Visual Art				
% No	58%	50%	47%	18%
Dance				
% No	94%	95%	78%	94%
Music				
% No	26%	26%	35%	18%
Theatre				
% No	80%	81%	68%	82%

Table AE: Percentage of Schools in the State Without Appropriate Theatre and Performing Space With Appropriate Lighting and Sound

	Idaho	Montana	Utah	Wyoming
% No	62%	59%	26%	49%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Funding and Other Resources

Like space and equipment, the availability of funding, internships, artist residencies and technical assistance all can impact the availability and quality of arts education. State arts agencies can provide some of these resources, but only a modest percentage of the schools surveyed were familiar with resources available through state arts agencies (see Table AF). Although familiarity with what is offered does not guarantee schools will attempt to obtain such support, knowing the resources are available seems to be a useful first step. Table AG illustrates that a high percentage of schools across all four states did not receive money for arts education in the most recent year from a list of possible sources.

Table AF: Percentage of Schools that are Familiar with State Art Council/Commission Offerings

	Idaho	Montana	Utah	Wyoming
Artists Residencies	41%	60%	65%	61%
Grants	46%	42%	63%	65%
Professional Development	47%	40%	62%	54%
Artists Directories/Rosters	17%	19%	31%	36%
Technical Assistance	9%	10%	23%	21%

Table AG: Percentage of Schools that Did Not Receive Any Money From These Sources

	Idaho	Montana	Utah	Wyoming
PTA/PTO	65%	73%	65%	70%
Grants from the State Arts Council/Commission	91%	92%	89%	94%
Local Arts Councils	92%	87%	90%	87%
Other Grants	82%	89%	85%	89%
Individual Contributions (parents, grandparents)	70%	79%	73%	77%
Businesses	89%	86%	87%	86%
Foundations	87%	85%	83%	82%
District	61%	56%	66%	55%
Transfer of Funds Within School Budget	68%	77%	69%	74%
Fund Raisers Specifically for the Arts	73%	73%	81%	70%
Donations in Kind	84%	82%	81%	81%
State Lottery	97%		100%	
Board of Cooperative Education Services		100%		99%
Trust Land Funds			74%	

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table AH: Percentage of Schools that Used Received Money for These Items

	Idaho	Montana	Utah	Wyoming
Arts Field Trips	28%	34%	35%	28%
Arts Assemblies	24%	24%	34%	23%
Arts Materials, Supplies, Equipment, Instruments	64%	44%	61%	56%
Release Time, Collaborative Learning Time	5%	6%	7%	5%
Professional Development for Teachers in the Fine Arts Core	8%	9%	16%	12%
To Hire a Full-Time Arts Specialists	5%	4%	11%	5%
To Hire a Part-Time Arts Specialists	6%	4%	19%	5%
Development of Sequential Arts Curriculum	4%	3%	4%	7%
None of the Above	16%	9%	14%	23%
Other	5%	4%	8%	4%

Collaboration with artists or art companies can be employed as a means to meet arts-education goals. Such partnerships can extend resources and improve the amount and quality of arts-education for students. Montana, Wyoming, and Utah built a number of these types of relationships, while Idaho reported fewer of these partnerships.

Table AI: Percentage of Schools That Have a Multi-Year Partnership or Collaboration with Artists or Arts Companies or Cultural Organizations that Help Meet the School/District Arts Education Goals

	Idaho	Montana	Utah	Wyoming
% Yes	11%	27%	20%	22%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Obstacles to Arts Education

When asked about the obstacles preventing schools from making use of outside arts education resources, the schools surveyed first noted a lack of funds. Respondents then cited time in the school day, followed by competing priorities as the most significant obstacles. Two of the most highly competitive priorities were time allocated for testing and remediation efforts pursued to meet policies and guidelines such as those found in the No Child Left Behind mandate. Insufficient space and facilities were rated to be obstacles approximately equal to lack of information about available arts programs.

Table AJ: Percentage of Schools that Selected the Following as the Greatest Obstacle to Utilizing Arts Education Resources

	Idaho	Montana	Utah	Wyoming
Competing Priorities (e.g., testing, remediation)	19%	19%	23%	21%
Time in the School Day	26%	25%	25%	30%
Insufficient Space/Facilities	13%	13%	12%	12%
Budget Constraints	29%	29%	28%	21%
Lack of Information on Available Programs	11%	12%	10%	11%
No Obstacles	1%	1%	2%	4%
Other	1%	1%	1%	2%

Table AK: Percentage of Schools that Selected the Following Barriers as a Reason Students Have Not Traveled Outside the Building for an Arts Exhibition, Performance or Event

	Idaho	Montana	Utah	Wyoming
Time Out of School Day	24%	19%	19%	32%
Transportation Costs	32%	23%	35%	8%
Event/Activity Entry Fees	19%	16%	21%	8%
No Barriers	21%	39%	24%	49%
Other	3%	3%	1%	4%

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Analysis of Comments

The SAEA survey provided an optional opportunity for respondents to comment on any aspect of the subject matter covered in the survey. The majority of the respondents commented on: a) how schools were utilizing arts teachers or what they were doing with the arts in their schools; and b) how various obstacles were hindering schools from fully and effectively implementing arts education. Utah asked an additional open-ended question concerning the benefits of providing arts education in schools. For that question, the top response related to providing a holistic education or educating the whole child and developing well-rounded students. The second most frequent response related to students doing better in other core subjects and improved test scores as a result of arts education in the schools. The third most common response pertained to reaching students who were struggling to achieve or excel in other curriculum areas. Comments of this nature often referred to building students' self-esteem and confidence.

Table AL: Idaho responses to open-ended question – any further comments?

	% of Total Responses
Explanation of how schools are using arts teachers or what schools are doing with the arts	46%
Lack of funding and no money for resources is a problem	20%
Goals of education in the state are focused on big business, reading and math mandates take all the time, there are too many competing priorities	9%
Lack of time in the school day inhibits arts education	9%
Lack of appropriate facilities and space inhibits arts education	7%
Lack of qualified teachers inhibits arts education	5%
Lack of electives inhibits arts education	2%
Lack of support from outside the school (e.g., districts, businesses, state offices)	2%

**44 total responses were provided.*

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table AM: Montana responses to open-ended question – any further comments?

	% of Total Responses
Explanation of how schools are using arts teachers or what schools are doing with the arts	49%
Lack of funding and no money for resources is a problem	18%
Too many competing priorities	14%
Lack of time in the school day inhibits arts education	6%
Lack of qualified teachers inhibits arts education	6%
Lack of appropriate facilities and space inhibits arts education	5%
Lack of professional development inhibits arts education	3%

**80 total responses were provided.*

Table AN: Wyoming responses to open-ended question – any further comments?

Explanation of how schools are using arts teachers or what schools are doing with the arts
Too many competing priorities
Lack of funding and no money for resources is a problem
Lack of qualified teachers inhibits arts education
Lack of professional development inhibits arts education

**42 total responses were provided.*

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table AO: Utah responses to open-ended question – any further comments?

	% of Total Responses
Explanation of how schools are using arts teachers or what schools are doing with the arts	39%
Too many competing priorities	20%
Lack of funding and no money for resources is a problem	16%
Lack of time in the school day inhibits arts education	8%
Lack of qualified teachers inhibits arts education	5%
Being a small school in a rural setting inhibits arts education in our state	5%
Lack of appropriate facilities and space inhibits arts education	2%
Lack of professional development inhibits arts education	2%
Lack of electives inhibits arts education	2%

**132 total responses were provided.*

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Table AP: Utah responses to open-ended question – benefits of providing arts education?

	% of Total Responses
Educating the whole child and providing a wholistic education, developing well rounded students	28%
Students do better in other core subjects and score higher on tests	19%
The arts help us reach students who do not excel or achieve well in other curriculum areas, these students build self-esteem and confidence through arts	16%
The arts improve school attendance, keeps students in the school, attracts students to the school and increases parent involvement	7%
Builds appreciation for the arts, provides exposure to the arts and learning in the arts	5%
Arts education increases students' abilities to problem solve, collaborate, use critical thinking skills and make decisions	5%
The arts help students remember concepts better	4%
The arts help students enjoy life, live happy and use leisure time better	4%
Arts in the school improves the overall school culture	3%
Arts in the schools makes students aware of art all around them in the world	3%
The arts increase students' emotional intelligence	2%
The arts increase teacher and administrator morale	1%
The arts improve student behavior	1%
No Child Left Behind and AYP have improved because of arts in the school	.5%

**233 total responses were provided.*

SAEA Four-State Arts-Education Survey 2009-2010

Source: Bothell Assessment and Research and WESTAF 2010

Examples of the Impact of Arts Education in Four States

To further illustrate the importance of providing every K-12 student with the opportunity to experience high-quality arts education, the sponsors of this report present the following examples of positive effects the arts can have on the lives of students.

While research is a valuable tool for relating hard data to stakeholders, policy makers and the public, describing the current status and benefits of arts education, the intrinsic values of arts education is not always apparent. In order to tell the individual stories of the effectiveness of arts education, the narrative portion of this study relates anecdotal evidence of arts education and its social benefits. As the effectiveness and prevalence of arts education is monitored through statistical analyses such as the SAEA survey, it should be taken in mind that the numbers are not faceless. As more students experience the benefits of a well-rounded education, one that includes a sufficient portion of arts learning, the more stories will emerge such as the ones told within this document.

The below individual accounts of arts education in action illustrate the impacts of arts education through the innovations of individual teachers, partnerships with community arts organizations, and the cross-cultural importance of arts education.



Idaho Music Project Connects Students and Local Composers

By Naomi Zeveloff

High school orchestra is typically the domain of long-dead composers. Students labor over Brahms or Beethoven, composers whose work has outlived them for centuries. Such was the case at public high schools in Idaho, until Dr. Peggy Wenner, the Arts and Humanities Coordinator with the Idaho State Department of Education, enlivened orchestras statewide with an injection of contemporary music. Wenner's 2008 project, which recruited Idaho composers to write music for school bands and orchestras across the state, was born after the Department of Education received an unexpected \$22,000 from the state's attorney general, Lawrence Wasden.

Wasden, along with the attorney generals of several other states, had successfully launched a case on behalf of Idaho citizens to sue CD distributors for their violation of the state's anti-trust law. After Idaho consumers received their share of the settlement, Wasden gave the remaining sum to the Department of Education—with the caveat that the funds be used toward music education. Wenner, who was charged with administering the funds, thought long and hard about what to do. "I tried to figure out something that would benefit a large number of children. I thought of the typical things like giving money to a school for instruments. But that just seemed so limited," she says. "But then I thought of the gift of music and composition. I thought we could have concerts performed throughout the state to highlight the work of local composers."

Wenner issued a call for composers, and 12 Idaho musicians responded. She then selected six, each of whom received \$2,000 to create original compositions that were later made available to public school teachers through the Idaho Music Educators web site. One composer named Jim Cockey, a well-known Idaho musician who was quickly gaining national attention for his rhythmically unusual pieces, was selected to write a piece for one of the best student orchestras in the state—the Madison High School orchestra in Rexburg, Idaho.

Cockey penned his composition—a meandering, technically difficult piece called "Ritmo Gizmo"—with his own high school experience in mind. Cockey's favorite orchestra composition at the time was a piece called "Outdoor Overture" by Aaron Copland. Copland had written the music specifically for young music learners and Cockey was touched by the famous composer's dedication to youth. "When I was given the opportunity to write for the student orchestra, I looked back on that touchstone experience," says Cockey. "I remembered how special it felt to be playing that piece and how much I liked it. That pushed forward my love of music."

For "Ritmo Gizmo," Cockey maintained his signature eccentric rhythm. But he made sure to stretch out each rhythmically distinct section so that the students would have time to get used to the beat before it changed. "I tried to write something that the kids would like and something that would fall into a mid-range of challenge," says Cockey. "Not too easy and not too difficult. I wanted to give them something to strive for but make it attainable and fun. That is exactly what the Copland piece was for me."



Cockey had the opportunity to hear from Madison High School students firsthand when he sat in on an orchestra practice session ahead of the students' performance at the 2008 Governor's Awards in the Arts program, at which their teacher, Rick Hansen was to receive an Excellence in Education award.

"It was great that I could just show up and the students could see that I'm just a regular guy who writes music," says Cockey. "It helped the kids realize—either consciously or subconsciously—that this is something they can do. They can write the next piece."

"It was neat," says Andrew Gordon, a former Madison High School cello player who performed "Ritmo Gizmo" at the awards dinner. "When the kids met the composer some of them might have been inspired to think 'If he can do it I can do it.' It's not some dead person who passed away. He is the evidence of his music."

"Ritmo Gizmo," along with the five other compositions in the Department of Education project, will be performed and recorded this year at a statewide school music conference. Though the project is a one-time venture, Cockey and others hope that other states will take a cue from Idaho. "Yes, the kids are influenced by learning a piece by a local composer. But it is a two-sided coin," says Cockey. "It was exciting for me to write for local kids. It is a project that energizes everybody and should be replicated."

Montana Elementary School Students Learn History, Math, and Science Through Arts Integration

By Naomi Zeveloff

Last year, when the fourth grade teachers at Graff Elementary School in Laurel, Montana, started to teach their students about geometry, something unusual happened. Rather than stare dismally at their workbooks, the students—even those who seemed to hate math—became excited about polygons. They already knew that term, they told their teachers. In fact, to their teachers' amazement, they were familiar with octagons, pentagons, quadrilaterals, and hexagons.

After a bit of sleuthing, the fourth grade teachers learned that the math savvy students had one thing in common: they had all participated in third grade teacher Karen McDonald's polygon workshop. And they all remembered the concepts perfectly. The key, says McDonald, is that she taught math using a performance art technique called "reader's theater," in which students create a skit to dramatize a written concept. The entire class participates and then presents the play to other students in the school. In the polygon reader's theater, the students came up with a skit about a teacher named Professor Polygonius. When he taught his students about geometry, one pesky pupil forgot the lessons as soon as he heard them. "Hold the phone!" the student actor said. "What's a quadrilateral?" he asked, repeating the line four times to represent the four sides of a quadrilateral. "The curriculum in repetition helped them to remember it," McDonald says.

Reader's theater is just one of several art tools that McDonald uses to teach subjects like history, math, and reading. As one of Graff Elementary School's most innovative teachers, McDonald has been instrumental in establishing the school as an arts integration site, where teachers use art concepts to ensure that their students retain the material in their minds. Graff was established as the Laurel School District's first—and to date, only—arts integration site three years ago after Superintendent Josh Middleton attended a workshop at the Kennedy Center for the Performing Arts in Washington, D.C. The Kennedy Center, which hosts thousands of musical and theatrical performances each year, has a nation-wide arts education focus, in which trained arts professionals coach school teachers to integrate the arts in their instruction. Middleton attended the Washington, D.C. workshop with Andrea Fischer, a former Graff principal who now serves as the district's director of curriculum. Bess Fredlund, the education director at the Alberta Bair Theater, a performing arts center in Billings, Montana, was also in attendance. The three were intrigued to learn about the ways that arts strategies can deepen a student's interest in and retention of school material. "By the end of that conference, we looked at each other and said, 'We can make this happen at Graff,'" recalls Middleton.

Upon their return to Montana, Fischer reached out to a core group of Graff teachers, including McDonald, who showed a proclivity for arts integration. "I was ready for some fun," says McDonald, who acquiesced gladly. The teachers participated in a series of workshops hosted by the Alberta Bair Theater in which Kennedy Center instructors explained the four major teaching tools in arts integration: reader's theater, word painting, visual thinking, and tableau (in which students create a frozen "picture" of a historical or fictional event). This fall, the Kennedy Center awarded a \$15,000 matching grant to Laurel School District and Billings School District—which is doing a similar arts integration project—to assess the districts' progress and provide extra coaching.

Superintendent Middleton says that it may be too early to judge Graff's success with the arts. "We are only in our third year of creating an arts focused school. We are still working out many things and discovering what it takes to be effective and efficient." But, he says, he sees anecdotal evidence that students are more excited about classroom material. Teachers, too, seem to be re-energized. "Some teachers have said 'I was thinking about retiring but now that I have had this professional development, now that I am part of an arts-focused school, retirement is nowhere in my sight.'" McDonald, for her part, says that arts integration has touched students with learning difficulties. "Traditional teaching reaches students with a particular learning style. Arts integration can reach those kids who have a hard time. Those kids don't learn by listening, they learn by seeing."

"With arts integration we're getting kids out of the box that we've put them in and we're letting them use the creative side of their brains to figure things out," she continues. "They are learning how to learn. It has been amazing."



Utah Teacher Kim Schaefer Connects to Reservation Students Through Music

By Naomi Zeveloff

Whitehorse High School in Montezuma Creek, Utah, is not the easiest place to be a new teacher. Located on a Navajo reservation in the southwest corner of the state, the school and its surrounding community exist in isolation. It's an hour's drive to the nearest grocery store and an hour more to the doctor's office. The school counts around 300 students, a third of whom never graduate. And while the student population is almost entirely Navajo, most of the teachers and school administrators are not, a fact that foments racial tension between the school and the surrounding community.

No wonder, then, that most unseasoned teachers turn tail just a year after their arrival. But not so with Kim Schaefer. With 11 years under her belt, Whitehorse High School's music teacher is the exception to the rule. In fact, Schaefer's dedication to her students' success in music won her the Utah Teacher of the Year award in 2007. But what's more, Schaefer—a 35-year-old white woman—has earned the respect of her Navajo students and neighbors.

"Part of what makes the families in the community accept me is that for the first time in their child's school experience, that kid is having success," says Schaefer. "The kid didn't have success in reading or math in elementary school and they didn't have success in junior high school. They come to me and I accept them for who they are and what they present and then I say, 'Let's go on from here.'"



Schaefer's empathy coupled with her high expectations has made Whitehorse's music program one of the most popular activities in the school. More than 40 percent of the students participate in either band or piano lessons. "She encourages us to play music and teaches us how music can impact life and how it relates to life," says Arwin Lansing, a 17-year-old senior at Whitehorse who will enroll in Southern Utah University in the fall. "It really gets your feelings and emotions out in a way. And that's what I like about Ms. Schaefer. She relates to the students personally."

Though Schaefer is devoted to Montezuma Creek, she also acknowledges the community's limitations. She has spent countless hours acquiring grant money to show her students the music world beyond their small southern Utah corner.

For instance, last year Schaefer received a grant from the Utah Arts Council to bring five students to the Grand Canyon Music Festival, a series of chamber music concerts in Grand Canyon National Park. The students worked with Raven Chacon, a Navajo musician, to write and perform their own composition at the festival. Schaefer also regularly brings her students to classical music venues in western cities. Most recently, she took a class to Abravanel Hall in Salt Lake City, where the state's symphony and opera company perform. Schaefer used a Utah Arts Council contact to land a tour of the opera costume shop.

"We are incredibly blessed to have her in the school," says John Fahey, principal of Whitehorse High School. "When I want to move the staff forward to a higher level she is the one I go to. She has ideas to bring the kids to a higher level—not just the kids in band, but everybody. She is an example to us all."

But Schaefer's tenure at Whitehorse has not been without controversy. Three years ago, when the school was drafting its mission statement, Schaefer and a few Native American teachers advocated writing the document in both Navajo and English. Several other teachers disagreed and the discussion came to a stalemate. In another instance, Schaefer and a Native American teacher proposed a program in which Navajo students would teach their non-Native instructors their language. But that too was shot down.

"The people with power at our school are non-Native," says Schaefer, who is the only white teacher in the school that lives on the reservation. "We have lots of disagreements over what should be done in the school. Non-Natives say it ought to be one way, but that doesn't always jive with the Native people who have been here." Yet while Schaefer at times finds herself at odds with her fellow teachers, she feels she has connected to the people that matter—her students. "The real reason that kids come to music and stay is not because I care about them but because I accept them for where they are and I challenge them to go further than they thought they could go," she says. "They have a good feeling about their own accomplishments and that makes them want to continue."

Wyoming Art Symposium Highlights Student Work

by Naomi Zeveloff

Holloway grew up as an only child in Rock Springs, Wyoming, a town of 20,000 people in the southwest corner of the state. Without siblings to entertain her, Holloway took to drawing and painting her way out of boredom. Her hobby continued throughout high school, but it wasn't until Holloway attended the Wyoming High School Arts Symposium that she began to envision her future in an art career.

The Wyoming High School Art Symposium, which takes place every April at the Casper Events Center, is the largest art show of its kind in the United States. The event is a miniature Mecca for student artists; 15,000 high schoolers from across the state gather to display and view a dizzying 4,000 works of painting, drawing, sculpture and installation.

When Holloway first set foot into the Casper Events Center, a colossal building that typically hosts monster truck shows and rock concerts, she was moved by the number and variety of art pieces. Now 22 years old, Holloway remembers back to that first visit her sophomore year of high school when she realized that she wasn't the only teenager obsessively dedicated to art. "It was so inspiring," she says. "It was great to know that so many people had the same passion. It was like they were giving something to you and you were giving something to them. It was this great exchange of ideas."

That exchange of ideas is what first fueled two Wyoming art teachers to initiate the symposium 41 years ago. What began as a small Laramie show with four participating high schools quickly ballooned into a statewide event held in one of Wyoming's largest arenas. Today the symposium, which features mural contests and games in addition to the main art show, is organized by a group of public school teachers called the Wyoming Secondary Art Educators Association. The organization boasts 70 individuals who work year round to plan the \$17,500 function, which is funded by student submission fees, teacher dues, and various grants.

"We have a belief that art is created to be displayed," says Shari Kumer, past president of the Wyoming Secondary Art Educators Association. Kumer, who teaches art at East Junior High School and Independence High School in Rock Springs, says the symposium goes beyond showcasing excellent student work. It's meant to demonstrate to state lawmakers the importance of funding art in public schools. Kathleen Clymer Clarke, another past president of the Wyoming Secondary Art Educators Association, agrees. She often accompanies state legislators on tours of the symposium, showing off the thousands of teacher-selected student works. "Every person I have ever shuttled around says, 'I had no idea that high school kids could do this amazing work,'" she says. But convincing them to expand funding for the arts is another story. "The idea that art is good for kids' brains, that it is healthy for their psyche, that this is what they need emotionally, well, they don't get that part. When I have gone to talk to legislative committees to try and secure funding, that is a hard row to toe."

Yet while Clarke and Kumer see the symposium as a catalyst for policy change, Holloway thinks back on the way it jumpstarted her art career. After winning a slew of honors, including the Peoples' Choice Award for best art piece her senior year of high school, Holloway was offered a half-tuition scholarship to the Rocky Mountain College of Art and Design in Denver. She graduated as valedictorian in the spring and is now displaying her realist paintings in Denver and Wyoming galleries.

"I think it is hugely impactful," she says of the symposium. "If it didn't exist or I didn't participate in it, I am not sure that I would have gone into art."



Schools and Districts that Responded

Idaho Respondents

School Name	District	School Name	District
A. W. Johnson Elementary School	Firth #59	Fox Hollow Elementary School	Idaho Falls #91
Aberdeen Elementary School	Aberdeen #58	Freemont H. Teed Elementary School	Kuna #3
Adams Elementary School	Boise Independent #2	Fruitland High School	Fruitland School District #373
American Falls High School	American Falls #381	Galileo Math and Science Magnet School	Meridian Joint #2
Ammon Elementary School	Bonneville #93	Garden City Community (Charter) School	Garden City Community #459
Archer Elementary School	Madison #321	Garden Valley Schools	Garden Valley School District #1
Ashton Elementary School	Fremont #215	Genesee Elementary School	Genesee Joint #282
Athol Elementary School	Lakeland #272	Genesee Junior/Senior High School	Genesee Joint #282
Barbara R. Morgan School	McCall-Donnelly #421	Glenns Ferry Elementary School	Glenns Ferry #192
Bellevue Elementary School	Blaine County #61	Glenns Ferry Senior High School	Glenns Ferry #192
Bickel Elementary School	Twin Falls #411	Grace Elementary School	Grace Joint #148
Blackfoot Charter Community Learning Center	Blackfoot #55	Grangeville Senior High School	Mt. View School District #244
Boise Senior High School	Independent District of Boise #1	Hacker Middle School	Mountain Home #193
Bonneville Senior High School	Bonneville Dist #93	Hagerman Elementary School	Hagerman #233
Bridge Academy	Twin Falls #411	Hansen Junior/Senior High School	Hansen #415
Burley Senior High School	Cassia County #151	Harold B. Lee Middle School	West Side #202
Burley Junior High School	Cassia County #151	Harrison Elementary School	Twin Falls #411
Bush Elementary School	Idaho Falls #91	Harrison Elementary School	Kootenai #274
Butte County High School	Butte County #111	Harwood Elementary School	Jefferson #251
Butte View School	Emmett #221	Hawthorne Elementary School	Idaho Falls #91
Camas County School	Camas County #121	Hazel Stuart Elementary School	Shelley Joint #60
Cambridge Elementary School	Cambridge #432	Heartland Senior High School	McCall-Donnelly Joint #421
Cambridge Senior High School	Cambridge #432	Hobbs Middle School	Shelley #60
Canyon Elementary Science Magnet School	Kellogg Joint #391	Holmes Elementary School	Wilder #133
Canyon Springs Senior High School	Caldwell District #132	Homedale Senior High School	Homedale #370
Capital Senior High School	Boise Independent #1	Horizon Elementary School	Boise Independent #2
Cascade Elementary School	Cascade #422	Hubbard Elementary School	Kuna #3
Cascade Junior/Senior High School	Cascade #422	Idaho City High School	Basin #72
Cassia Alternative High School	Cassia County Joint #151	Idaho Distance Education Academy	Whitepine Joint #258
Cassia Regional Technical Center	Cassia County Joint School District #151	Idaho Falls High School	Idaho Falls #91
Cecil D. Andrus School	Meridian #2	Indian Creek Elementary School	Kuna #3
Central Academy High School	Meridian #2	Iowa Elementary School	Nampa #131
Centennial Elementary School	Boise Independent #1	Irving Kindergarten Center	Blackfoot #55
Central Alternative High School	Madison District #321	Jefferson Elementary School	Boise Independent #1
Central Elementary School	Fremont #215	Jerome Middle School	Jerome #261
Chief Joseph Elementary School	Meridian Joint #2	Joplin Elementary School	Meridian #2
Christine Donnell School of the Arts	Meridian #2	Kaplan Academy of Idaho	Online High School
Clair E. Gale Junior High	Idaho Falls #91	Kellogg Senior High School	Kellogg Joint #301
Clark Fork Junior/Senior High School	Lake Pend Oreille #84	Kendrick Junior/Senior High School	Kendrick Joint #283
Coeur d'Alene Senior High School	Coeur d'Alene #271	Kennedy Elementary School	Madison #321
Collister Elementary School	Independent District of Boise #1	Kenneth J. Carberry Intermediate School	Emmett #221
Compass Public Charter School	Compass Public Charter School, Dist. #455	Kimberly Elementary School	Kimberly #414
Council Elementary School	Council #13	Kimberly High School	Kimberly #414
Council Junior/Senior High School	Council #13	Kootenai Elementary School	Lake Pend Oreille #84
Crimson Point Elementary School	Kuna #3	Kootenai Junior/Senior High School	Kootenai #274
Crossroads Middle School	Meridian #2	Kuna Middle School	Kuna #3
Declo Elementary School	Cassia County #151	Lake City High School	Kootenai #271
Declo Senior High School	Cassia District #151	Lake Hazel Middle School	Meridian #2
Desert Springs Elementary School	Vallivue District #139	Lake Ridge Elementary School	Nampa #131
Dietrich School	Dietrich #314	Lakes Magnet Middle School	Coeur d'Alene #271
Discovery Elementary School	Bonneville #93	Lapwai Elementary School	Lapwai #341
Eagle Middle School	Meridian Joint #2	Lapwai Senior High School	Lapwai #341
East Elementary School	Mountain Home #193	Lewis and Clark Elementary School	Caldwell #132
East Minico Middle School	Minidoka County #331	Linden Park School	Idaho Falls #91
Edgemont Gardens Elementary School	Idaho Falls #91	Lone Star Middle School	Nampa #131
Emmett Senior High School	Emmett #221	Longfellow Elementary School	Idaho Falls #91
Emmett Junior High School	Emmett #221	Lowell Scott Middle School	Meridian Joint #2
Endeavor Elementary School	Nampa #131	Mackay Elementary School	Mackay #182
Ethel Boves Elementary School	Idaho Falls #91	Madison Junior High School	Rexburg #321
Fairmont Junior High School	Boise Independent #1	Madison Middle School	Madison School District #321
Falls Valley Elementary School	Bonneville #93	Melad Elementary School	Oneida #351
Farmin Stidwell Elementary School	Lake Pend Oreille #84	Melad Senior High School	Oneida #351
Fernan Elementary School	Coeur d'Alene District #271	Melad Senior High School 2	Oneida #351
Filer Elementary School	Filer #413	Melad Middle School	Oneida #351
Filer High School	Filer #413	Marsing Elementary School	Marsing #363
Filer Middle School	Filer #413	Marsing Middle School	Marsing #363
Fort Hall Elementary School	Blackfoot #55	Mary McPherson Elementary School	Meridian #2

Idaho Respondents

School Name	District	School Name	District
Maxine Johnson Elementary School	Parma #137	South Fremont Junior High School	Fremont #215
Melba Middle School	Melba #136	South Junior High School	Boise Independent #1
Meridian Academy School	Meridian #2	St. Maries High School	St. Maries Joint School District #041
Meridian Elementary School	Meridian #2	Star Elementary School	Meridian Joint #2
Middleton Middle School	Middleton #134	Stone Elementary School	Oneida #351
Midvale School	Midvale #433	Sunnyside Elementary School	Idaho Falls #91
Minico Senior High School	Minidoka County #331	Sunrise Elementary School	Shelley Joint SD #60
Monroe Elementary School	Boise Independent #1	Syringa Middle School	Caldwell School District #132
Morningside Elementary School	Twin Falls #411	Tammany Alternative Center	Boise Independent #1
Moscow Charter School	Moscow #281	Taylor's Crossing Public Charter School	Taylor's Crossing Public Charter #461
Moscow Senior High School	Moscow #281	Tendoy Elementary School	Pocatello #25
Mountain Home Junior High School	Mountain Home #193	Tetonia Elementary School	Teton #401
Mountain View Middle School	Blackfoot #55	Thatcher Elementary School	Grace Joint. #148
Mt. Harrison Junior/Senior High School	Minidoka County #331	The Academy at Roosevelt Center	The Academy at Roosevelt Center
Mullan Trail School	Post Falls #273	The North Fork School	Private McCall
Nez Perce School	Nez Perce #302	Theresa Bunker Elementary School	Idaho Falls #91
North Elementary School	Mountain Home #193	Thomas Jefferson Charter School	Vallivue #139
The North Fork School	Private School	Tigert Middle School	Soda Springs #150
North Fremont Middle/High School	Fremont #215	Timberlake Junior High School	Lakeland #272
North Gem School District	North Gem #149	Troy Elementary School	Troy #287
North Junior High School	Boise Independent #1	Twin Falls Senior High School	Twin Falls #411
North Star Charter School	Meridian #2	Vallivue Middle School	Vallivue #139
Northside Elementary School	Lake Pend Oreille #84	Van Buren School	Caldwell #132
Notus Elementary School	Middleton District # 134	Victor Elementary School	Teton #401
Ola Elementary School	Independent District of Emmett 221	Wallace Junior/Senior High School	Wallace #393
Orofino Elementary School	Orofino Joint #171	Washington Elementary School	Lake Pend Oreille #84
Paradise Creek Regional High School	Moscow #281	Weiser Middle School	Weiser #431
Pathways Middle School	Meridian Joint #2	West Canyon Elementary School	Vallivue #139
Pepper Ridge Elementary School	Meridian Joint #2	West Junior High School	Boise Independent #1
Pioneer School of the Arts School	Meridian Joint #2	West Middle School	Nampa School District #131
Ponderosa School	Meridian Joint #2	West Park Elementary School	Moscow #281
Ponderosa Elementary School	Post Falls #273	White Pine Intermediate School	Cassia County #151
Post Falls Senior High School	Post Falls #273	Whitman Elementary School	Lewiston #340
Potlatch, Junior/Senior High	Potlatch #285	Whittier Elementary School	Independent District of Boise #1
Prairie Middle School	Cottonwood #242	William Thomas Middle School	American Falls #381
Preston Junior High School	Preston #201	Willow Creek Elementary School	Nampa #131
Priest River Junior High School	West Bonner Schools #83	Woodside Elementary School	Blaine County #61
Project CDA/The Bride Academy	Coeur d'Alene #271	Xavier Charter School	Xavier Charter
Prospect Elementary School	Meridian Joint #2		
Richfield School	Richfield #316		
Ridge Crest Elementary School	Blackfoot #55		
Ridgeline Senior High School	Nampa #131		
Rigby Senior High School	Rigby #251		
Rimrock Junior/Senior High School	Bruneau-Grand View #365		
Ririe Middle School	Ririe District #252		
Riverside Elementary School	Boise Independent #1		
Robert Stuart Middle School	Twin Falls #411		
Roberts Elementary School	Jefferson Joint #251		
Rocky Mountain Senior High School	Meridian Joint #2		
Rocky Mountain Middle School	Bonneville #93		
Rolling Hills Public Charter School	Rolling Hills Boise		
Roosevelt Elementary School	Boise Independent #1		
Ross Elementary School	Kuna #3		
Sacajawea Elementary School	Caldwell #132		
Sacajawea Junior High School	Boise Independent #1		
Saints Peter & Paul School	Diocese of Boise		
Sandcreek Middle School	Bonneville #93		
Sandpoint Charter School	Lake Pend Oreille #84		
Seltice Elementary School	Post Falls #273		
Shadow Butte Elementary School	Emmett #221		
Sherman Elementary School	Nampa #131		
Shoshone Elementary School	Shoshone #312		
Siena K-8 School	Meridian Joint #2		
Silver Sage Elementary School	Meridian Joint #2		
Silver Valley Alternative School	Kellogg Joint #391		
Soda Springs High School	Soda Springs #150		
South Fork Elementary School	Madison #321		

Montana Respondants

School Name	District	School Name	District
Absarokee Elementary School	District #522	Froid School	Froid 65
Absarokee School	District #52 C	Fromberg K-12 Schools	Fromberg #6
Alberton School	Alberton #2	Galata Elementary #21	Galata #21
Anaconda Senior High School	Anaconda #10	Gardiner Public	Gardiner Public
Anderson School	Anderson	Garfield County District Senior High School	Garfield County
Arlee School	Arlee	Garfield Elementary School	Miles City Elementary
Auchard Creek School	Auchard Creek #27	Garrison School	Garrison #20
Augusta Public School	Augusta #45	Glasgow Senior High School	Glasgow
Bear Paw School	Bear Paw #67	Gold Creek Elementary School	District #33
Belt School	Belt	Grant School	Grant #7
Biddle Elementary School	District #6	Grass Range School	Grass Range
Big Sky Elementary School	Billings Public	Great Falls Senior High School	Great Falls Public
Big Sky Senior High School	Missoula #1	Hall Elementary School	Hall #8
Bigfork School	Bigfork	Hamilton Middle School	Hamilton #3
Billings Senior High School	Billings #2	Hammond School	Carter County #1
Billings West High School	Billings Public	Hardin Intermediate School	Hardin #17-H & 1
Birney School	Birney #3	Hardin Middle School	Hardin #17H, #1
Bloomfield Elementary School	Bloomfield #30	Hardin Primary School	Hardin #17-H & 1
Bonner Elementary School	District #14	Harlem Junior/Senior High School	District #12
Box Elder 7-8 School	Box Elder	Harrison K-12 School	Harrison Public #23
Browning Middle School	Browning #9	Havre Senior High School	District A
Bryant Elementary School	Helena #1	Hawthorne Elementary School	Bozeman #7
C.R. Anderson Middle School	Helena #1	Hays/Lodge Pole Elementary/Junior High School	Hays/Lodge Pole #50
Canyon Creek School	Canyon Creek #4	HC Davis Elementary & Anna Jeffries Elementary School	Cut Bank
Canyon Elementary School	Columbia Falls #6	Heart Butte District	Heart Butte #1
Capital Senior High School	Helena #1	Heck/Quaw Elementary School	Belgrade
Cardwell School	Cardwell #16 & 31	Helena Flats School	Helena Flats
Cascade Colony School	Sun River Valley	Hellgate Intermediate School	Hellgate Elementary
Cascade Elementary School	Cascade Public	Highland Park School	Miles City #1
Cayuse Prairie School	District #10	Highwood Senior High School	Highwood High
Central School	Helena Public	Independent School	District #52
CHARLO School	District #7J	Irving School	Bozeman #7
Chester-Joelin-Inverness Senior High School	District 48 1-J/48 2-J	Jackson School	District #24
Chinook 7-8, High School	Chinook #10	Jefferson Elementary School	HSD #1
Choteau Senior High School	Choteau #1	Jefferson Senior High School	District #1
Clancy School, 7-8 School	Clancy #1	Joliet Elementary School	District #7
Cleveland Elementary School	District #14	Joliet Senior High School	Joliet #7
Cohagen Elementary School	District #27	Joliet Middle School	Joliet #7
Colstrip Senior High School	Colstrip #19	Judith Gap School	Judith Gap #21J
Columbia Falls Senior High School	Columbia Falls #6	Kessler School	Helena Public
Columbus Middle School	Columbus #6	Kila School	Kila #20
Columbus Elementary School	Columbus	King Colony School	King Colony #40
Conrad Senior High School	Conrad #10	Kinsey School	Custer County #63
Corvallis Middle School	Corvallis #1	LA Muldown Elementary School	District #44
Crow Agency Public School	Hardin	LaMotte School	LaMotte #43
Culbertson District – Senior High School	Culbertson	Lenner School	District #4
Cut Bank High Senior School	Cut Bank	Lewis & Clark School	District #2
Darby Elementary School	Darby Consolidated #9	Lewis and Clark Elementary School	Missoula County Public
Dayton School	Upper West Shore # 33	Libby Senior High School	District #4
Deer Park School	Deer Park #2	Liberty Elementary School	District #10
Deerfield School	District #15	Lincoln Senior High School	Lincoln Public
DeSmet School	District #20	Lincoln Elementary School	Great Falls Public
Dillon Middle School	Dillon #10	Lincoln McKinley Primary School	Havre Public
Divide School	Divide #4	Lockwood Middle School	District #26
Dixon Elementary, 7-8 School	Dixon #9	Lockwood Primary School	Lockwood #26
Drummond Public Schools	Drummond #11	Lolo School	Lolo #7
Dupuyer School	District #2	Loy Elementary School	Great Falls Public
Dutton/Brady School	Dutton/Brady #28C	Manhattan Senior High School	Manhattan High
East Evergreen School	Evergreen #50	Marion School	Marion #54
East Glacier Park Grade School	East Glacier Park #50	Mary Innes Pre-K School	Dillon Elementary #10
East Middle School	Great Falls Public	McCormick School	McCormick #15
Edgerton School	Kalispell Public	McLeod School	District #29
Ekaleka Public Schools	Ekaleka #15	Meadow Hill Middle School	Missoula County Public
Elder Grove School	Elder Grove #8	Meadow Lark Elementary School	Great Falls Public
Elysian Elementary School	Elysian	Meadowlark Elementary School	Chinook #10
Emily Dickinson Elementary School	BSD #7	Meadowlark School	Conrad Public
Ennis Schools	Ennis #52	Medicine Lake School	Medicine Lake K-12
Fairfield Senior High School	Fairfield Public #21	Melrose School	Melrose
Fergus Senior High School	Lewistown Public	Molt Elementary School	District #12
Florence Carlton Senior High School	Florence Carlton	Montana School for the Deaf and the Blind	
Florence Carlton Middle School	Florence Carlton #15-6	Morningside Elementary School	Great Falls Public
Forsyth Senior High School	Forsyth #4	Mountain View Elementary School	Red Lodge
Fort Shaw Elementary School	Sun River Valley	North Middle School	Great Falls Public
Four Georgians Elementary School	Helena Elementary	North Star School	North Star K-12
Frazer Public Schools	Frazer #2, #2B	North Toole County Senior High School	Sunburst #2
Fred Graff Elementary School	Laurel #7 & #70	Olney-Bissell School	Olney-Bissell #58
Frenchtown Senior High School	Frenchtown #40	Ophir School	Ophir #72
Frenchtown Junior High School	Frenchtown #40		

Montana Respondants

School Name	District	School Name	District
Orchard School	Billings Public	Winnett K-12 Schools	Winnett #1
Ovando Elementary School	District #11	Wisdom School	Wisdom #16
Park City School	District #5	Wise River School	Wise River #11
Parkview Elementary School	Dillon #10	Wolf Creek School	Wolf Creek #13
Paxson Elementary School	Missoula County Public	Yellowstone Academy Elementary School	Yellowstone Academy #58
Lillian Peterson School	Kalispell #5	Zurich School	Zurich #17
Philipsburg Elementary School	Philipsburg #1		
Pine Hills Youth Correctional Facility	Department of Corrections		
Pioneer School	Pioneer Elementary #41		
Plentywood School	Plentywood #20		
Polson Senior High School	Polson #23		
Potomac School	Potomac		
Power Public School	Power		
Prairie Elk Colony School	Vida		
Pryor Public Schools	Pryor #2, Plenty Coups #3		
Quentin Brown Primary School	Corvallis #1		
Ramsay School	Ramsay		
Rattlesnake Elementary School	Missoula County Public		
Red Lodge Senior High School	District #1		
Reichle School	District #26		
Ridge View Elementary School	Belgrade #44		
Riverview Elementary School	Great Falls Public		
Riverview Elementary School	District #13		
Roberts School	Roberts		
Rocky Boy School	Rocky Boy #87J		
Roosevelt Elementary School	Great Falls Public		
Roosevelt Middle School	Red Lodge		
Rosebud School	Rosebud #12		
Rossiter Elementary School	Helena #1		
Roundup Public School	Roundup High		
Roy Public School	District #74		
Ruder Elementary School	District #6		
Ryegate Public School	District #1		
Saco Senior High School	Saco #12B		
Savage Public Schools	Savage #7J, #2		
St Ignatius Middle/Senior High School	St Ignatius #28		
Scobey K-12 School	Scobey K12		
Sentinel Senior High School	Missoula County		
Shelby Elementary School	Shelby Public #14		
Sheridan Public School	Madison County #5		
Sidney Senior High School	Sidney		
Simms Schools 7-12	Sun River Valley #55, Simms #F		
Sleeping Giant Middle School	Livingston #4 & 1		
Smith Elementary School	Helena Public		
Smith Valley School	Smith Valley #89		
Spring Creek School	Spring Creek #16J		
St. Ignatius Elementary School	St. Ignatius #28		
Stanford School	District #12		
Superior Senior High School	Superior #3		
Swan River School	District #4		
Swan Valley School	Swan Valley		
Sweet Grass County Senior High School			
Terry School	Terry #5		
Thompson Falls Senior High School	Thompson Falls #2		
Thompson Falls Junior High School	Thompson Falls #2		
Thompson Falls Elementary School	Thompson Falls #2		
Three Forks School	Three Forks J-24		
Trinity School	Trinity #4		
Trout Creek School, 7-8	Trout Creek #6		
Turner Senior High School	Turner Public #43		
Twin Bridges K-12 Schools	Twin Bridges #7		
Two Eagle River Senior High School	Nonpublic Accredited by Board of Public Education		
Victor K-12 Schools	Victor #7		
Vida School	Vida #134		
Warrick School	Warrick #26		
Washington Middle School	Glendive #1, #CO		
Washington School	Hamilton #3		
West Elementary School	Great Falls #1		
West School	Laurel #7-70		
West Glacier School	West Glacier #8		
West Valley School, Middle School	West Valley #1		
White Sulphur Springs Elementary School	White Sulphur Springs #8		
White Sulphur Springs 7-8, Senior High School	White Sulphur Springs #8		
Whitewater K-12 Schools	Whitewater #D		
Whittier School	Bozeman #7		
Wibaux K-12 Schools	Wibaux #6		
Will James School	Billings #2		
Willow Creek Public Schools	Willow Creek #J15-17, #15		

Utah Respondants

School Name	District	School Name	District
Adele C. Young Intermediate School	Box Elder	Fossil Ridge Intermediate School	Washington
Albion Middle School	Canyons	Fountain Green Elementary School	North Sanpete
Alpine Elementary School	Alpine	Fox Hollow School	Alpine
Altamont Elementary School	Duchesne	Foxboro Elementary School	Davis
Amelia Earhart Elementary School	Provo	Franklin Elementary School	Provo
Amy Martz School	Granite	Freedom Elementary School	Alpine
Arcadia Elementary School	Granite	Garland Elementary School	Box Elder
Barnett Elementary School	Nebo	George Washington Academy Charter School	Charter
Bates Elementary School	Weber	Granger Senior High School	Granite
Beacon Heights Elementary School	Salt Lake City	Granite Peaks Senior High School	Granite
Beaver Senior High School	Beaver	Grantsville Senior High School	Tooele
Bell View Elementary School	Canyons	Grantsville Junior High School	Tooele
Bingham Senior High School	Jordan	Green Acres Elementary School	Weber
Bluff Elementary School	San Juan	Greenville Elementary School	Cache County
Bonneville Elementary School	Salt Lake City	Greenwood Elementary School	Alpine
Bountiful Elementary School	Davis	Guadalupe Charter School	Salt Lake City
Bountiful Senior High School	Davis	Highland High School	Salt Lake City
Bountiful Junior High School	Davis	Highland Park School	Salt Lake City
Buffalo Point Elementary School	Davis	Hillside Elementary School	Granite
Burton Elementary School	Davis	Hobble Creek Elementary School	Nebo
Butler Elementary School	Jordan	Holbrook Elementary School	Davis
C.S. Lewis Academy	Nebo	Holt Elementary School	Davis
Canyon Crest School	Provo	Jordan Hills Elementary School	Jordan
Canyon Elementary School	Nebo	Horizonte Instructional and Training Center	Salt Lake City
Canyon View Middle School	Iron	Huntington Elementary School	Emery
Carden Memorial School	Salt Lake City	Hurricane Elementary School	Washington
Carl Sandburg Elementary School	Granite	Hurricane Intermediate School	Washington
Cedar Senior High School	Iron	Hawthorne Elementary School	Salt Lake City
Cedar Middle School	Iron	Indian Hills School	Salt Lake City
Cedar Ridge Elementary School	Alpine	J.R. Smith Elementary School	Wasatch
Cedar Ridge High School	Sevier	James E. Moss Elementary School	Granite
Cedar South Elementary School	Iron	Karl G. Maesser Preparatory Academy	Alpine
Central Elementary School	Alpine	Kearns Junior High School	Granite
Channing Hall School	Canyons	King Elementary School	Davis
Clayton Middle School	Salt Lake City	Knowlton Elementary School	Davis
Columbia Elementary School	Davis	Lake Ridge Elementary School	Granite
Copper Hill Senior High School	Jordan	Lake View Elementary School	Box Elder
Copperview Elementary School	Canyons	Lakeridge Junior High School	Alpine
Country View Elementary School	Weber	Lakeside Elementary School	Davis
Creekview Elementary School	Carbon	Lava Ridge Intermediate School	Washington
Crestview Elementary School	Granite	Lehi Elementary School	Alpine
D.T. Orchard Elementary School	Granite	Lehi Senior High School	Alpine
Davis Senior High School	Davis	Liberty Elementary School	Murray
Daybreak Elementary School	Jordan	Lincoln Elementary School	Davis
Deerfield Elementary School	Alpine	Loa Elementary School	Wayne
Desert Hills Senior High School	Washington	Lomondview Elementary School	Weber
Diamond Ridge Elementary School	Granite	Longview Elementary School	Murray
Diamond Valley Elementary School	Washington	M Lynn Bennion Elementary School	Salt Lake City
Dixie Sun Elementary School	Washington	Magna Elementary School	Granite
Draper Elementary School	Canyons	Manila Elementary School	Alpine
Dual Immersion Academy	Salt Lake City	Manila Senior High School	Daggett
Dugway Elementary School	Tooele	Maple Mountain Senior High School	Nebo
Dugway Senior High School	Tooele	Mapleton Elementary School	Nebo
Eaglecrest School	Alpine	Mapleton Junior High School	Nebo
Early Light Academy	Jordan	McKinley Elementary School	Box Elder
East Elementary School	Duchesne	McMillan Elementary School	Murray
East Elementary School	Iron	McPolin Elementary School	Park City
East Layton Elementary School	Davis	Meadowbrook School	Davis
East Midvale Elementary School	Canyons	Meadowlark School	Salt Lake City
East Shore Senior High School	Alpine	Midland Elementary School	Weber
Eastlake Elementary School	Jordan	Millford Senior High School	Beaver
Eastmont Middle School	Canyons	Mill Creek Elementary School	Granite
Edgemont Elementary School	Provo	Millcreek High School	Washington
Ellison Park Elementary School	Davis	Millcreek Junior High School	Davis
Emerson Elementary School	Salt Lake City	Milville Elementary School	Cache
Enoch Elementary School	Iron	Minersville K-8 School	Beaver
Ensign Elementary School	Salt Lake City	Monroe Elementary School	Granite
Enterprise Elementary School	Washington	Monroe Elementary School	Sevier
Escalante Senior High School	Garfield	Mountain View Elementary School	Salt Lake City
Escalante Valley Elementary School	Iron	Monte Vista Elementary School	Jordan
Fairview Elementary School	North Sanpete	Monticello Academy	Granite
Farmington Elementary School	Davis	Monticello Senior High School	San Juan
Fast Forward Charter Senior High School	Logan	Morgan Senior High School	Morgan
Fiddlers Canyon School	Iron	Mominaside Elementary School	Granite
Fielding Elementary School	Box Elder	Mountain Crest Senior High School	Cache
Fillmore Elementary School	Millard	Mountain Senior High School	Davis
Flaming Gorge Elementary School	Daggett	Mountain Ridge Junior High School	Alpine
Foothills Elementary School	Nebo	Mountainville Academy	Alpine
Fort Herriman School	Jordan	Mt. Loafer Elementary School	Nebo

Utah Respondants

School Name	District	School Name	District
Mt. Nebo Junior High School	Nebo	South Valley School	Jordan
Mt. Pleasant Elementary School	North Sanpete	South Weber Elementary School	Davis
Mt. View Elementary School	Box Elder	Spanish Fork Junior High School	Nebo
Mt. View Elementary School	Davis	Spanish Oaks Elementary School	Nebo
Navajo Mountain High School	San Juan	Spring City Elementary School	North Sanpete
Newman Elementary School	Salt Lake City	Spring Creek Elementary School	Provo
Nibley Park School	Salt Lake City	Spring Lake Elementary School	Nebo
Noah Webster Academy	Alpine	Springdale Elementary School	Washington
North Davis Junior High School	Davis	Stansbury Elementary School	Granite
North Elementary School	Iron	Stansbury Park Elementary School	Tooele
North Park Elementary School	Weber	Stewart Elementary School	Davis
North Sanpete Middle School	North Sanpete	Summit Academy	Canyons
North Sevier Senior High School	Sevier	Sunset Elementary School	Washington
North Sevier Middle School	Sevier	Sunset Ridge Middle School	Jordan
North Summit Elementary School	North Summit	Syracuse Elementary School	Davis
North Summit Middle School	North Summit	Syracuse Senior High School	Davis
Northridge Senior High School	Davis	T.O. Smith Elementary School	Ogden
Oak Canyon Junior High School	Alpine	Tabiona Elementary School	Duchesne
Oakdale Elementary School	Canyons	Taylorville Senior High School	Granite
Oakridge Elementary School	Granite	The Ranches Academy	Alpine
Oakwood Elementary School	Granite	Three Peaks Elementary School	Iron
Ogden Senior High School	Ogden	Timpanogos Academy	Alpine
Ogden Preparatory Academy	Ogden	Timpanogos Elementary School	Provo
Old Mill Elementary School	Wasatch	Timpanogos Senior High School	Alpine
Oquirrh Elementary School	Jordan	Toanquint Intermediate School	Washington
Oquirrh Hills Middle School	Jordan	Tuacahn High School for the Performing Arts	Washington
Oscarson Elementary School	Piute	Utah Elementary School	Salt Lake City
Pahvant Elementary School	Sevier	Utah River Senior High School	Utah
Panorama School	Washington	Upland Terrace Elementary School	Granite
Park Elementary School	Cache	Utah County Academy of Sciences (UCAS)	Alpine
Parkside Elementary School	Murray	Valley Crest Elementary School	Granite
Parowan Elementary School	Iron	Valley View Elementary School	Alpine
Payson Junior High School	Nebo	Valley View Elementary School	Davis
Pine View Middle School	Washington	Vernal Middle School	Utah
Pinnacle Canyon Academy	Carbon	Vernon Elementary School	Tooele
Pioneer Elementary School	Granite	Viewmont Elementary School	Murray
Plain City Elementary School	Weber	Viewmont Senior High School	Davis
Pleasant Green Elementary School	Granite	Wasatch Elementary School	Provo
Pleasant Grove Junior High School	Alpine	Wasatch Elementary School	Davis
Plymouth Elementary School	Granite	Wasatch Elementary School	Salt Lake City
Quail Hollow Elementary School	Canyons	Washington Elementary School	Washington
Reading Elementary School	Davis	Wayne Middle School	Wayne
Reagan Academy School	Nebo	West Weber School	Weber
Red Hills Middle School	Sevier	Western Hills Elementary School	Granite
Rees Elementary School	Nebo	Westland Elementary School	Jordan
Renaissance Academy	Alpine	Westside Elementary School	Nebo
Richfield Senior High School	Sevier	Whitehorse Senior High School	San Juan
Ridgeline Elementary School	Alpine	Willard Elementary School	Box Elder
Rock Canyon Elementary School	Provo	William Penn Elementary School	Granite
Rockwell Charter Senior High School	Alpine	Willow Springs Elementary School	Canyons
Rocky Mountain Junior High School	Weber	Woodrow Wilson Elementary School	Granite
Rolling Meadows Elementary School	Granite	Woods Cross Elementary School	Davis
Roosevelt Middle School	Duchesne	Woods Cross Senior High School	Davis
Rose Creek Elementary School	Jordan	West Kearns Elementary School	Granite
Rose Spring Elementary School	Tooele	Youth-in-Custody, Project Surpass	Ogden
Rosecrest Elementary School	Granite		
Roy Senior High School	Weber		
Sally Mauro Elementary School	Carbon		
Salt Lake Arts Academy	Salt Lake City		
Salt Lake Center for Science Education	Salt Lake City		
Samuel Morgan Elementary School	Davis		
Sand Springs Elementary School	Davis		
Sandstone Elementary School	Washington		
Sandy Elementary School	Canyons		
Santa Clara Elementary School	Washington		
Saratoga Shores Elementary School	Alpine		
Shelley Elementary School	Alpine		
Silver Hills Elementary School	Granite		
Snow Canyon Senior High School	Washington		
Snow Canyon Middle School	Washington		
Snow Horse Elementary School	Davis		
Snow Springs Elementary School	Alpine		
South Clearfield Elementary School	Davis		
South Davis Junior High School	Davis		
South Kearns Elementary School	Granite		
South Sevier Senior High School	Sevier		
South Sevier Middle School	Sevier		
South Summit Elementary School	South Summit		
South Summit Middle School	South Summit		

Wyoming Respondants

School Name	District	School Name	District
Alla Elementary School	Teton County School District #1	Moorcroft Senior High School	Crook County School District #1
Anderson Elementary School	Laramie County School District #1	Mountain View Senior High School	Uinta County School District #4
Arapaho Charter Senior High School	Fremont County School District #38	Newcastle Elementary School	Weston County School District #1
Arapahoe School	Fremont County School District #38	Newcastle Senior High School	Weston County School District #1
Arvada/Clearmont K-12 School	Sheridan County School District #3	Newcastle Middle School	Weston County School District #1
Ashgrove Elementary School	Fremont County School District #25	Paintbrush Elementary School	Campbell County School District #1
Aspen Elementary School	Uinta County School District #1	Park School	Natrona County School District #1
Bain Elementary School	Laramie County School District #1	Parkside Elementary School	Park County School District #1
Beitel Elementary School	Albany County School District #1	Pathfinder Senior High Senior	Fremont County School District #1
Big Horn Middle/Senior High School	Sheridan County School District #1	Pershing Elementary School	Carbon County School District #1
Big Piney Elementary School	Sublette County School District #9	Pine Bluffs Elementary School	Laramie County School District #2
Big Piney Senior High School	Sublette County School District #9	Pine Bluffs Junior/Senior High School	Laramie County School District #2
Big Piney Middle School	Sublette County School District #9	Pinedale Elementary School	Sublette County School District #1
Burlington School	Big Horn County School District #1	Pinedale Senior High School	Sublette County School District #1
Campbell County Senior High School	Campbell County School District #1	Powell Middle School	Park County School District #1
Casper Classical Academy	Natrona County School District #1	Pronghorn Elementary School	Campbell County School District #1
Cheyenne East Senior High School	Laramie County School District #1	Rawhide Elementary School	Campbell County School District #1
Chugwater School	Platte County School District #1	Rawlins Senior High School	Carbon County School District #1
Clark Elementary School	Uinta County School District #1	Red Top Meadows School	No District
Cloud Peak Middle/Manderson Elementary School	Big Horn County School District #4	Rendezvous Elementary School	Fremont County School District #25
Cody Senior High School	Park County School District #6	Riverside Senior High School	Big Horn County School District #4
Colter Junior/Senior High School	Cardwell	Riverton Middle School	Fremont County School District #25
Cottonwood Elementary School	Campbell County School District #1	Rock Springs Senior High School	Sweetwater County School District #1
C-V Ranch School	No District	Rocky Mountain Elementary School	Big Horn County School District #1
Desert Elementary School	Sweetwater County School District #1	Rocky Mountain Senior High School	Big Horn County School District #1
Desert View Elementary School	Sweetwater County School District #1	Roosevelt Senior High School	Natrona County School District #1
Destiny Christian Academy	Laramie County School District #1	Saddle Ridge Elementary School	Laramie County School District #1
Douglas Intermediate School	Converse County School District #1	Sage Elementary School	Sweetwater County School District #1
Douglas Primary School	Converse County School District #1	Sage Valley Junior High School	Campbell County School District #1
Dubois Elementary and Middle School	Fremont County School District #2	Sagewood Elementary School	Natrona County School District #1
Dubois Senior High School	Fremont County School District #2	Saint Margaret Catholic School	No District
Eastside School	Park County School District #6	Saratoga Middle/High School	Carbon County School District #2
Encampment School	Carbon County School District #2	Sheridan High School	Sheridan County School District #2
Evanston Senior High School	Uinta County School District #1	Shoshoni Elementary School	Fremont County School District #24
Evanston Middle School	Uinta County School District #1	Snowy Range Academy	Albany County School District #1
Expedition Academy	Sweetwater County School District #2	Southeast School	Goshen County School District #1
Farson Eden School	Sweetwater County School District #1	Spring Creek Elementary School	Albany County School District #1
Fort Mackenzie High and the Wright Place Middle School	Sheridan County School District #2	St. Anthony Tri-Parish School	No District
Freedom Elementary School	Laramie County School District #1	Star Valley Middle School	Lincoln County School District #2
Gilchrist Elementary School	Laramie County School District #1	Starett Junior High School	Fremont County School District #1
Glendo School	Platte County School District #1	Summit Senior High School	Teton County School District #1
Glenn Livingston School	Park County School District #6	Sundance Elementary School	Crook County School District #1
Glenrock Intermediate Middle School	Converse County School District #2	Sundance Junior/Senior High School	Crook County School District #1
Grant Elementary School	Converse County School District #2	Sunset Elementary School	Park County School District #6
Grant Elementary School	Natrona County School District #1	Swift Creek Senior High School	Lincoln County School District #2
Green River Senior High School	Sweetwater County School District #2	Ten Sleep School	Washakie School District #2
Greybull Elementary School	Big Horn County School District #3	Thermopolis Middle School	Hot Springs County School District #1
Greybull Middle School	Big Horn County School District #3	Tongue River Elementary School	Sheridan County School District #1
Guernsey Sunrise School	Platte County School District #2	Tongue River Middle School	Sheridan County School District #1
Harmony Elementary School	Albany County School District #1	Trail Elementary School	Goshen County School District #1
Harrison Elementary School	Sweetwater County School District #2	Trinity Lutheran School	No District
Hebard Elementary School	Laramie County School District #1	Uinta Meadows Elementary School	Uinta County School District #1
Henderson Elementary School	Laramie County School District #1	University Park School	Natrona County School District #1
Highland Park Elementary School	Sheridan County School District #2	Upton Elementary/Middle School	Weston County School District #7
Hulett K-12 School	Crook County School District #1	Upton Senior High School	Weston County School District #7
Indian Paintbrush Elementary School	Albany County School District #1	Urie Elementary School	Uinta County School District #6
Jackson Elementary School	Fremont County School District #25	Wapiti Elementary School	Park County School District #6
Jackson Elementary School	Sweetwater County School District #2	Washington Elementary School	Sweetwater County School District #2
Jackson Elementary School	Teton County School District #1	West Elementary School	Laramie County School District #2
Jackson Hole Senior High School	Teton County School District #1	West Elementary School	Fremont County School District #1
Jackson Hole Middle School	Teton County School District #1	Westside Elementary School	Park County School District #1
Jessup Elementary School	Laramie County School District #1	Wheatland Senior High School	Platte County School District #1
Journeys School, Teton Science Schools	Teton County School District #1	Wheatland Middle School	Platte County School District #1
Kemmerer Alternative School	Lincoln County School District #1	Whiting Senior High School	Albany County School District #1
Kemmerer Elementary School	Lincoln County School District #1	Willard Elementary School	Natrona County School District #1
La Barge Elementary School	Sublette County School District #9	Wilson Elementary School	Teton County School District #1
Lakeview Elementary School	Campbell County School District #1	Wind River Middle/Senior High School	Fremont County School District #6
Lander Christian Academy	No District	Worland Senior High School	Washakie County School District #1
Lander Valley Senior High School	Fremont County School District #1	Worland Middle School	Washakie County School District #1
Laramie Senior High School	Albany County School District #1	Wright Junior/Senior High School	Campbell County School District #1
Laura E. Mason Christian Academy	Laramie County School District #1	Wyoming Indian Middle School	Fremont County School District #14
Laura Irwin Elementary School	Big Horn County School District #4		
Lincoln Middle School	Sweetwater County School District #2		
Lingle-Ft. Laramie School	Goshen County School District #1		
Little Snake River Valley School	Carbon County School District #1		
Lovell Elementary School	Big Horn County School District #2		
Lusk Elementary and Middle School	Niobrara County School District #1		
Lyman Senior High School	Uinta County School District #6		
Meadowlark Elementary School	Johnson County School District #1		



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