

arts enrollment data were provided. The unique enrollment used student-level records to determine unique counts of students within a discipline and across all disciplines to eliminate counting students who would be enrolled in more than one course within a discipline or enrolled in courses across multiple disciplines. Demographic data is from the Common Core of Data file from the National Center for Education Statistics.

WHAT OTHER SOURCES WERE USED IN THIS SECTION?

(1) **Minnesota Law:** MN Statutes 2014, Section 120B.021, subd. 1 and 120B.024 Subd. 1 (6).

(2) **Federal Law:** Every Child Succeeds Act, Title VIII, Section 8002.

Supporting Research:

(3) **The 4Cs Research Series, P21 Partnership for 21st Century Learning.** <http://www.p21.org/our-work/4cs-research-series>

(4) **Short Term Music Training Enhances Verbal Intelligence and Executive Function,** Sylvain Moreno, Ellen Bialystok, Raluca Barak, E. Glenn Schellenberg, Nicolas J Sepeda, and Tom Chau, *Psychological Science*, 2011; and **Neuroanatomical Correlates of Musicianship as Revealed by Cortical Thickness and Voxel-Based Morphometry, Cerebral Cortex**, July 2009; 19:1583–1596 by Patrick Mertudez et al.

(5) **Formal art observation training improves medical students' visual diagnostic skills,** *Journal of General Internal Medicine* 23(7) 991-7Naghshineh, S., Hafner, J.P., Miller, A.R., Blanco, M.A., Lipsitz, S.R., Dubroff, R.P., ... Katz, J.T. 2008.

(6) **Arts Education in Secondary Schools: Effects and Effectiveness.** National Foundation for Educational Research: The Mere, Upton Park, Slough, Berkshire, UK.; Harland, J., Kinder, K., Lord, P., Stott, A., Schagen, I., Haynes, J., ... Paola, R. (2000).

(7) **Top 10 skills children learn from the arts,** by Valerie Strauss, Jan. 22, 2013, *Washington Post*, quoting *"The Artistic Edge: 7 Skills Children Need to Succeed in an Increasingly Right Brain World"* by Lisa Phillips, 2012.

(8) **Arts Foster Scientific Success: Avocations of Nobel, National Academy, Royal Society, and Sigma Xi Members,** 2008, Robert Root-Bernstein, Leighanna Beach, Lindsay Allen, and Caitlin Russ.

(9) **Journal of Research in Music Education, Winter 2006,** vol. 54, No. 4, pgs. 293–307; *"Examination of Relationship between Participation in School Music Programs of Differing Quality and Standardized Test Results"* Christopher M. Johnson and Jenny E. Memmott, University of Kansas

(10) **Doing Well and Doing Good by Doing Art: A 12-Year National Study of Education in the visual and performing arts - Effects on the Achievements and Values Of Young Adults** by James S. Catterall Professor of Education University of California at Los Angeles, October 2009, AND **Arts Education and the High School Dropout Problem.** *Journal of Cultural Economics*, 39 (4): 327–339. Thomas. M. K., Singh, P. & Klopfenstein, K. 2015.

(11) **Polling: Americans Speak Out About the Arts in 2018,** Americans for the Arts.

(12) **Minnesota Common Course Catalogue (MCCC)** The MCCC is being implemented to meet state and federal requirements, including: Minnesota Statutes, section 120B.35 - Student Academic Achievement and Growth; Minnesota Session Laws 2009, Chapter 96, Article 2, Section 60 - Implementing Rigorous Coursework Measures Related to Student Performance; and HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System. <https://education.mn.gov/MDE/dse/datasub/MCCC/>. Schools are also required to have "a process to assess and evaluate each student's progress toward meeting state and local academic standards" as well as other requirements related to World's Best Workforce: https://www.revisor.mn.gov/statutes/2018/cite/120B.11?keyword_type=all&keyword=worlds+best+workforce.

(13) "Locale codes" are derived from a classification system originally developed by NCES in the 1980s to describe a school's location ranging from "large city" to "rural." The new locale codes used for analysis in this report incorporate changes in the way rural areas are defined, in agreement with geographic standards used in the 2000 decennial Census, based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER. In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

SECTION VI

ACKNOWLEDGMENTS

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CITY OF MINNEAPOLIS

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