The State of the Arts in TN from the viewpoint of TAC grantees

2013

Presented September 11, 2013
debb Wilcox
Key Questions

What is the state of the Arts in TN?
Is it improving or slip sliding away?
To what degree are the arts changing to meet (likely) changing demographics?
What community needs in the arts are being/not being met?
To what degree is the community involved in the arts?
To what degree have artists/arts organizations weathered the recent economic downturn?
What key benefits from the arts are/are not occurring within communities?
What are primary challenges facing those in the arts?
How well does the Tennessee Arts Commission interact with its grantees?
What TAC services have the most value to its grantees?
What should it be doing to provide the best support?
What insight can be gleaned about its grant processes?
How has it impacted the work of its grantees?
What ideas, if any, emerge that can help sustain/improve funds received from the TN Tag program?

Input from this survey will provide input into...

TAC’s NEA grant
TAC’s strategic planning process
Note: Of the 1452 “good” emails that went out with the surveymonkey questionnaire attached, 571 had responded by Sep1 for a response rate of 39.3%.

n=571
Not surprisingly, response rates varied over the cells. Therefore the data were weighted to take those differences into account. (See following page.)

Given the length of the questionnaire (107 closed ended questions plus 20 open ended ones), not surprisingly, not everyone completed it; about 212 dropped out somewhere after the middle, but about 50 completed the demographic section.
After weighting the data, results on the aggregate reflect opinions of the total population.
<table>
<thead>
<tr>
<th>Counties Represented</th>
<th># responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
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<td>Carroll</td>
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<td>Chester</td>
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<td>Hamblen</td>
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<td>Hardin</td>
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<td>Hawkins</td>
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<td>Henry</td>
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<tr>
<td>Hickman</td>
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<tr>
<td>Jefferson</td>
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<td>Lewis</td>
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<td>Lincoln</td>
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</tr>
<tr>
<td>Macon</td>
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</tr>
</tbody>
</table>

*asked on the questionnaire

2013 CNM - OpinionPoint
Organization types*

*asked on questionnaire
(153 did not answer)
Major Categories Created for Analysis

**Categories** (based on cell definitions)

- ** Operating Support**: 8.8%
- **Other**: 36.4%
- **Education**: 54.8%

**Regions** (based on 1991 TN Code*)

- **East TN**: 35.1%
- **Middle TN**: 38.7%
- **West TN**: 26.3%

*asked on questionnaire (185 did not answer & were not included)
Major Categories Created for Analysis

Metro Areas (based on counties*)

- Memphis: 18.8%
- Nashville: 19.8%
- Knoxville: 8.8%
- Chattanooga: ** 4.9%
- not a major metro area: 47.7%

Urban/Rural (based on cell definitions)

- Urban: 73.7%
- Rural: 26.3%

*asked on questionnaire (185 did not answer & were not included)
Major Categories Created for Analysis

Length of time receiving TAC grants*

- > 5 yrs: 48.4%
- 1 - 5 yrs: 48.9%
- < 1 year: 2.7%

Role**

- Educator: 39.9%
- Executive Director: 16.3%
- Project Director: 16.7%
- Administrator: 9.6%
- Artist: 7.6%
- CEO: 8.6%
- Other: 1.2%
- Artist: 7.6%

*asked on questionnaire (160 did not answer & were not included)

**asked on questionnaire (165 did not answer & were not included)
Some major themes

There is reason to celebrate.

A majority of TAC grantees (about \( \frac{2}{3} \)) believe there is a positive and supportive environment for the arts in their communities; and more than \( \frac{1}{2} \) feel it has improved over the past 3 years or so. Those who see improvement cite observing more galleries, events, performances, exhibits, etc. in their communities and therefore, more participation and attendance. They see more interest and involvement in the communities (including from parents, businesses) and more attention given to the arts in the media (and to a lesser degree social media). Some feel they have more support from local government officials and arts commissions/councils, more funding, and more support for the arts in the schools than in the recent past.

More than \( \frac{1}{2} \) report seeing the arts reaching more and more people. More than \( \frac{1}{2} \) believe that recognizing, preserving, and presenting authentic local cultural and artistic traditions is important to people in their communities and that artists and arts-engaged organizations seem to be benefiting from local arts councils or commission services.

Fewer (about \( \frac{1}{3} \)) feel that artists and arts-engaged organizations have the support of local government, that artists and arts organizations have a “seat at the table” for most major community initiatives. About an equal number feel the artists and arts-engaged organizations have weathered the recent economic downturn pretty well.

While these indicate some measures of success, of course there is considerable more to be done.
Some major themes

There is definitely more to be done.

In addition to the number of people not seeing a positive and supportive environment for the arts in their communities and/or no improvement over the past 3 years or so, and even though more people (than not) report seeing the arts reaching more and more people, more than (⅓) report that not all children have access to and participate in high quality arts education. Other segments are underserved to varying degrees but least served are incarcerated people, those did not speaking English and/or immigrants followed by at risk youth, veterans, and those economically disadvantaged (among others).

There is an opportunity for more communities to have the support of local government for the arts, for the arts to have a “seat at the table” for community initiatives, and increase community appreciation for what the arts can contribute. While there are community benefits reported, there are also big opportunities – from having an impact on the workforce and jobs to enhancing the quality of life. Additionally nearly ¼ of responding artists and arts-engaged organizations have not yet weathered the recent economic downturn.

These artists and arts organizations face challenges. Not surprisingly, of special concern is the financial aspect. Nearly ½ feel that financial issues (including fundraising and financial management) will be a very large challenge for them over the next few years. But finances isn’t the only challenge. Advocacy, audience development, and a myriad of other areas also present meaningful challenges in the upcoming years.
Some major themes

The Tennessee Arts Commission gets “high” customer service ratings.

The Tennessee Arts Commission received rating scores of >8 (on a 11-point scale) in all areas tested most of which involve customer service. Its website was rated slightly lower with ratings in the 7 point range.

The relatively high customer service ratings are particularly meaningful inasmuch as customer service is critical to the satisfaction grantees have with the organization overall.

When examining what “drives” successful experience with TAC, courtesy, helpfulness of staff, and TAC’s leadership in the field, in addition to its grant process/issues and the degree to which respondents feel the arts are reaching more people, drive satisfaction with TAC overall.

Regarding what should be TAC’s top priorities, there is little doubt. First (and no surprise) is providing funding/grants which received the most “votes.” This is followed by fostering the arts in schools and advocating for the arts. (This does not suggest that other areas are not important to a subset of respondents.)

TAC services currently most valuable to respondents are not surprisingly grants, followed by advocacy and technical support. Again, this doesn’t suggest that subgroups don’t rate other items secondarily as most valuable (after providing grants).
Some major themes

Providing grants is perceived as TAC’s greatest role; improvements can (and maybe should) be made.

In virtually all respondents’ opinions, grant-making is the most important aspect of TAC.

In their experience about ¼ find the grant process of TAC more difficult than that of other funders (vs. about ½ finding it about the same and the remaining 1/5 finding it a bit easier).

When querying about issues specifically regarding the grant process, most gave ratings in the “good” area – 7 on an 11-point scale. On the high end was timeliness and appropriateness of criteria vs. ease of compiling information & writing grant application and helpfulness of feedback from panelists on the low end. (Remember that customer service is critical to respondents’ experience with and opinion of TAC.)

Regarding grants themselves, there is slightly more interest in grants less than $5000 available year-round and arts project specific grants over grants for operational support and innovation initiative funding.
Some major themes

Not surprisingly different groups of respondents have different situations/opinions.

Different groups of grantees were analyzed to determine in which areas there is general agreement and in which areas one or more groups may have greater needs/different opinions.

The following groups were compared statistically and differences summarized throughout the report:

Operating support organizations vs. education organizations vs. others

Tennessee’s 3 geographic regions

Knoxville, Nashville, and Memphis (Chattanooga is reported but its small sample prohibited statistical testing.)

The 4 major metro areas on a combined basis vs. others

Urban vs. rural (based on cells created by TAC)

Role/Job

Those who have been grantees for 1-5 years vs. those who have been grantees for more than 5 years

Or do respondents form a new group based on the similarity of their responses?
Some major themes

A group of TAC grantees was formed by respondents’ responses alone.

Seven customer groups emerged based on their answers to questions about their environments, local support, and experience working with TAC.

Note: Because of the relatively large number of educators, they were modeled separately from the non-educators (n=120 and n=212 respectively).

The largest segment (50% on a weighted basis) is comprised of non-educators who have a fairly favorable opinion of the arts environment in their communities and feel moderately supported. They give TAC fairly good ratings in their overall experience and customer service. About ¼ of them have some trouble with the TAC grants process (as it compares to others). Demographically they skew to Eastern & Middle Tennessee, have been grantees for more than 5 years, and to a lesser degree skew to Nashville, non-major metro areas, and are somewhat more likely to be Program Directors (and Executive Directors).

The next largest segment (15% on a weighted basis) is comprised of educators who have a fairly favorable opinion of the arts environment in their communities and feel moderately supported. They give TAC very strong ratings in their overall experience and customer service. Fewer than 20% of them have trouble with the TAC grants process (as it compares to others). Demographically they skew to non-major metro areas, rural, and to a lesser degree Eastern & Middle Tennessee.
Customer Segments, continued

The third largest segment (12% on a weighted basis) is comprised of educators who have quite a favorable opinion of the arts environment in their communities and feel supported (more so than any other segment). They give TAC very strong ratings in their overall experience and customer service. About ¼ of them have some trouble with the TAC grants process (as it compares to others). Demographically they skew to Memphis and have been grantees for fewer than 5 years, and to a lesser degree urban.

The next 3 segments are about the same size. The first (7.4% on a weighted basis) is comprised of educators who have a bleak opinion of the arts environment in their communities and feel little if any support from the community. They give TAC bland ratings in their overall experience and customer service. About ⅓ of them have trouble with the TAC grants process (as it compares to others). Demographically they have no skews other than being grantees for fewer than 5 years.

The next segment (6.1% on a weighted basis) is comprised of educators who have a fairly favorable opinion of the arts environment in their communities and feel moderately supported. (In this sense they “look a lot like” the 2nd segment presented. However, rather than “loving” working with TAC, they give TAC bland ratings instead. About 20% of them have trouble with the TAC grants process (as it compares to others). This group has no demographic skews.

The last of this group (6.0% on a weighted basis) comprised of non-educators who have a bleak opinion of the arts environment in their communities and feel only a moderate amount of support from the community. They give TAC fairly good ratings in their overall experience and customer service. Nearly 40% of them have some trouble with the TAC grants process and they skew to grantees of more than 5 years and perhaps, not surprisingly, slightly to artists.
Customer Segments, continued

The last segment and the smallest (3.4% on a weighted basis) is comprised of non-educators and is the most dismal. Their bleak opinion of the state of the arts in their communities is only surpassed (negatively) by the lack of community support they observe. They give TAC low ratings as well. Nearly ½ of them have trouble with the TAC grants process (as it compares to others). This group has a strong skew to Memphis and hence, West Tennessee. They skew to newer grantees, Executive Directors, but particularly artists.
The State of The Arts in TN
The Arts Environment

Rating Frequencies

1. In general there is a positive and supportive environment for the arts in my community.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>40</td>
<td>27</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

2a. I think the environment for the arts is more positive and supportive now than it was about 3 years ago.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>36</td>
<td>33</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

3. In my community the arts are reaching more and more people.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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</thead>
<tbody>
<tr>
<td>17</td>
<td>37</td>
<td>38</td>
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</tbody>
</table>

4. All children in my community have access to and participate in high quality arts education.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>17</td>
<td>35</td>
<td>14</td>
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</tr>
</tbody>
</table>

5. Recognizing, preserving, and presenting authentic local cultural and artistic traditions is important to people in my community.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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</thead>
<tbody>
<tr>
<td>21</td>
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<td>35</td>
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6. I see the arts in my community changing due to population shifts related to aging.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>23</td>
<td>47</td>
<td>14</td>
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</tr>
</tbody>
</table>

7. I see the arts in my community changing due to population shifts related to growing ethnic diversity and immigration.

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree7-8”</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>26</td>
<td>43</td>
<td>14</td>
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weighted
The Arts Environment – Category Differences

Rating Frequencies

4. All children in my community have access to and participate in high quality arts education.

Operating Support

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree” 7-8</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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Education

<table>
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<th>% “Agree” 7-8</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
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<td>18</td>
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Other

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<th>% “Agree” 7-8</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
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<td>14</td>
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</table>

6. I see the arts in my community changing due to population shifts related to aging.

Operating Support

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree” 7-8</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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Education

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<th>% “Agree” 7-8</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
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<td>9</td>
<td>18</td>
<td>52</td>
<td>13</td>
<td>9</td>
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</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>% “Agree Strongly” 9-10</th>
<th>% “Agree” 7-8</th>
<th>% neutral</th>
<th>% “Disagree” 2-3</th>
<th>% “Disagree Strongly” 0-1</th>
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<tr>
<td>10</td>
<td>30</td>
<td>43</td>
<td>14</td>
<td>4</td>
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</tbody>
</table>

indicates a difference at the 90% Confidence Level
7. I see the arts in my community changing due to population shifts related to growing ethnic diversity and immigration.
The Arts Environment – Major Metro Differences

Rating Frequencies

5. Recognizing, preserving, and presenting authentic local cultural and artistic traditions is important to people in my community.

<table>
<thead>
<tr>
<th>Metro Area</th>
<th>Agree Strongly 9-10</th>
<th>Agree 7-8</th>
<th>Neutral</th>
<th>Disagree 2-3</th>
<th>Disagree Strongly 0-1</th>
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<td>30</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Chattanooga**</td>
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<td>37</td>
<td>37</td>
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<tr>
<td>Nashville</td>
<td>20</td>
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<td>33</td>
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<td>3</td>
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<tr>
<td>Memphis (vs. Knoxville)</td>
<td>33</td>
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<td>27</td>
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</tbody>
</table>

**Sample too small to be included in the statistical testing for differences

4. All children in my community have access to and participate in high quality arts education.

<table>
<thead>
<tr>
<th>None of the above</th>
<th>Agree Strongly 9-10</th>
<th>Agree 7-8</th>
<th>Neutral</th>
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<tbody>
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<td>11</td>
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<td>23</td>
<td>10</td>
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</table>

4 Major Metro areas

<table>
<thead>
<tr>
<th></th>
<th>Agree Strongly 9-10</th>
<th>Agree 7-8</th>
<th>Neutral</th>
<th>Disagree 2-3</th>
<th>Disagree Strongly 0-1</th>
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</tr>
<tr>
<td>Memphis (vs. Knoxville)</td>
<td>33</td>
<td>29</td>
<td>27</td>
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</tr>
</tbody>
</table>

Indicates a difference at the 90% Confidence Level

2013 CNM - OpinionPoint 23
# The Arts Environment – Urban/Rural Differences

## Rating Frequencies

1. In general there is a positive and supportive environment for the arts in my community.

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th></th>
<th></th>
<th>Rural</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Agree Strongly</td>
<td>27</td>
<td>Agree 7-8</td>
<td>43</td>
<td>Disagree</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Disagree Strongly</td>
<td>25</td>
<td>Disagree 2-3</td>
<td>4</td>
<td>Neutral</td>
<td>32</td>
<td>7</td>
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</table>

4. All children in my community have access to and participate in high quality arts education.

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th></th>
<th></th>
<th>Rural</th>
<th></th>
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<tbody>
<tr>
<td>Agree Strongly</td>
<td>10</td>
<td>Agree 7-8</td>
<td>18</td>
<td>Disagree</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Disagree Strongly</td>
<td>25</td>
<td>Disagree 2-3</td>
<td>11</td>
<td>Neutral</td>
<td>26</td>
<td>20</td>
</tr>
</tbody>
</table>

5. Recognizing, preserving, and presenting authentic local cultural and artistic traditions is important to people in my community.

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th></th>
<th></th>
<th>Rural</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree Strongly</td>
<td>23</td>
<td>Agree 7-8</td>
<td>31</td>
<td>Disagree</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>Disagree Strongly</td>
<td>34</td>
<td>Disagree 2-3</td>
<td>11</td>
<td>Neutral</td>
<td>39</td>
<td>8</td>
</tr>
</tbody>
</table>

7. I see the arts in my community changing due to population shifts related to growing ethnic diversity and immigration.

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th></th>
<th></th>
<th>Rural</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree Strongly</td>
<td>11</td>
<td>Agree 7-8</td>
<td>30</td>
<td>Disagree</td>
<td>4</td>
<td>17</td>
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<tr>
<td>Disagree Strongly</td>
<td>41</td>
<td>Disagree 2-3</td>
<td>11</td>
<td>Neutral</td>
<td>49</td>
<td>16</td>
</tr>
</tbody>
</table>

*indicates a difference at the 90% Confidence Level*
Meeting Community Needs (or not)
Community Meeting Needs of...

Rating Frequencies

- Children
  - % "Always" 9-10: 3
  - % "Sometimes" 7-8: 33
  - % neutral: 40
  - % "Seldom" 2-3: 13
  - % "Never" 0-1: 3

- Economically disadvantaged groups
  - % "Always" 9-10: 8
  - % "Sometimes" 7-8: 20
  - % neutral: 43
  - % "Seldom" 2-3: 22
  - % "Never" 0-1: 7

- Folk artists
  - % "Always" 9-10: 7
  - % "Sometimes" 7-8: 22
  - % neutral: 50
  - % "Seldom" 2-3: 15
  - % "Never" 0-1: 7

- Immigrant/ethnic populations
  - % "Always" 9-10: 5
  - % "Sometimes" 7-8: 14
  - % neutral: 47
  - % "Seldom" 2-3: 24
  - % "Never" 0-1: 10

- Incarcerated persons
  - % "Always" 9-10: 3
  - % "Sometimes" 7-8: 26
  - % neutral: 35
  - % "Seldom" 2-3: 34

- Individuals speaking languages other than English
  - % "Always" 9-10: 3
  - % "Sometimes" 7-8: 13
  - % neutral: 36
  - % "Seldom" 2-3: 35
  - % "Never" 0-1: 13

- Individuals with disabilities
  - % "Always" 9-10: 7
  - % "Sometimes" 7-8: 21
  - % neutral: 45
  - % "Seldom" 2-3: 20
  - % "Never" 0-1: 7

- People of color
  - % "Always" 9-10: 12
  - % "Sometimes" 7-8: 30
  - % neutral: 40
  - % "Seldom" 2-3: 14
  - % "Never" 0-1: 5

- Seniors/older citizens
  - % "Always" 9-10: 10
  - % "Sometimes" 7-8: 31
  - % neutral: 43
  - % "Seldom" 2-3: 12
  - % "Never" 0-1: 4

- Veterans
  - % "Always" 9-10: 6
  - % "Sometimes" 7-8: 19
  - % neutral: 47
  - % "Seldom" 2-3: 20
  - % "Never" 0-1: 8

- Youth at risk
  - % "Always" 9-10: 5
  - % "Sometimes" 7-8: 20
  - % neutral: 44
  - % "Seldom" 2-3: 23
  - % "Never" 0-1: 8

weighted
### Needs Met/Not Met

#### Mean Ratings*

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Children</td>
<td>5.9</td>
</tr>
<tr>
<td>i. Seniors/older citizens</td>
<td>5.8</td>
</tr>
<tr>
<td>h. People of color</td>
<td>5.7</td>
</tr>
<tr>
<td>c. Folk artists</td>
<td>5.2</td>
</tr>
<tr>
<td>g. Individuals with disabilities</td>
<td>5.1</td>
</tr>
<tr>
<td>b. Economically disadvantaged groups</td>
<td>5.0</td>
</tr>
<tr>
<td>j. Veterans</td>
<td>4.9</td>
</tr>
<tr>
<td>k. Youth at risk</td>
<td>4.8</td>
</tr>
<tr>
<td>d. Immigrant/ethnic populations</td>
<td>4.5</td>
</tr>
<tr>
<td>f. Individuals speaking languages other than English</td>
<td>4.0</td>
</tr>
<tr>
<td>e. Incarcerated persons</td>
<td>2.6</td>
</tr>
</tbody>
</table>

*The higher the mean, the more needs are **being met**. Weighted*

Note: A difference between attributes of at least .2 is likely to be statistically significant.
Mean Ratings*

- **a. Children**
  - rural & newer grantees
  - Score: 5.9

- **i. Seniors/older citizens**
  - operating support, WT, major metro, & newer grantees
  - Score: 5.8

- **h. People of color**
  - non-major metro, rural, & newer grantees
  - Score: 5.7

- **c. Folk artists**
  - Score: 5.2

- **g. Individuals with disabilities**
  - rural
  - Score: 5.1

- **b. Economically disadvantaged groups**
  - Score: 5.0

*The higher the mean, the more needs are **being met**. weighted
↓
indicate groups with greater need
The higher the mean, the more needs are **being met**.

**Mean Ratings**

- **j. Veterans**: 4.9
- **k. Youth at risk**: 4.8
- **d. Immigrant/ethnic populations**: 4.5
- **f. Individuals speaking languages other than English**: 4.0
- **e. Incarcerated persons**: 2.6

Indicators below bars indicate groups with greater need:

- **operating support & major metro**
- **operating support, rural, & newer grantees**
- **rural**
- **Knxvl & rural**
- **non-major metro & rural**

Weighted
The Arts Community Involvement

Rating Frequencies

10. Artists and arts-engaged organizations in my community seem to have the support of local government.

11. Artists and arts-engaged organizations in my community seem to benefit from a local arts council or commission services.

12. In my community artists and arts-engaged organizations seem to have weathered the recent economic downturn pretty well.

13. Artists and arts organizations have a “seat at the table” for most major community initiatives in my community.

weighted
### Rating Frequencies

10. Artists and arts-engaged organizations in my community seem to have the support of local government.

<table>
<thead>
<tr>
<th>Region</th>
<th>Agree Strongly 9-10</th>
<th>Agree 7-8</th>
<th>Neutral</th>
<th>Disagree 2-3</th>
<th>Disagree Strongly 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>East TN</td>
<td>12</td>
<td>28</td>
<td>43</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Middle TN</td>
<td>12</td>
<td>32</td>
<td>41</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>West TN</td>
<td>7</td>
<td>28</td>
<td>38</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Knoxville</td>
<td>3</td>
<td>38</td>
<td>44</td>
<td>9</td>
<td>6</td>
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<tr>
<td>Chattanooga*</td>
<td>11</td>
<td>37</td>
<td>37</td>
<td>16</td>
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<tr>
<td>Nashville</td>
<td>15</td>
<td>32</td>
<td>38</td>
<td>13</td>
<td>3</td>
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<tr>
<td>Memphis</td>
<td>6</td>
<td>25</td>
<td>35</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>

*indicates a difference at the 90% Confidence Level

**sample too small to be included in the statistical testing for differences
11. Artists and arts-engaged organizations in my community seem to benefit from a local arts council or commission services.

12. In my community artists and arts-engaged organizations seem to have weathered the recent economic downturn pretty well.
The Arts Community Involvement – Years TAC Grants

Rating Frequencies

11. Artists and arts-engaged organizations in my community seem to benefit from a local arts council or commission services.

1-5 years

- % “Agree Strongly” 9-10: 18
- % “Agree7-8” 7-8: 27
- % neutral: 39
- % “Disagree Strongly” 0-1: 12

>5 years

- % “Agree Strongly” 9-10: 27
- % “Agree7-8” 7-8: 36
- % neutral: 23
- % “Disagree Strongly” 0-1: 11

12. In my community artists and arts-engaged organizations seem to have weathered the recent economic downturn pretty well.

1-5 years

- % “Agree Strongly” 9-10: 5
- % “Agree7-8” 7-8: 25
- % neutral: 47
- % “Disagree Strongly” 0-1: 18

>5 years

- % “Agree Strongly” 9-10: 8
- % “Agree7-8” 7-8: 33
- % neutral: 40
- % “Disagree Strongly” 0-1: 11

13. Artists and arts organizations have a “seat at the table” for most major community initiatives in my community.

1-5 years

- % “Agree Strongly” 9-10: 4
- % “Agree7-8” 7-8: 23
- % neutral: 43
- % “Disagree Strongly” 0-1: 24

>5 years

- % “Agree Strongly” 9-10: 11
- % “Agree7-8” 7-8: 31
- % neutral: 37
- % “Disagree Strongly” 0-1: 13

→ indicates a difference at the 90% Confidence Level
### Public Benefits Occurring

#### Rating Frequencies

<table>
<thead>
<tr>
<th>Benefit</th>
<th>% “Always” 9-10</th>
<th>% neutral</th>
<th>% “Sometimes” 7-8</th>
<th>% “Seldom” 2-3</th>
<th>% “Never” 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracting businesses</td>
<td>15</td>
<td>29</td>
<td>37</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Attracting tourism</td>
<td>22</td>
<td>33</td>
<td>28</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Beautifying public spaces</td>
<td>24</td>
<td>35</td>
<td>29</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Celebrating diversity and promoting tolerance</td>
<td>18</td>
<td>31</td>
<td>30</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Contributing to healing in healthcare institutions</td>
<td>10</td>
<td>19</td>
<td>42</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Delivering a better prepared workforce</td>
<td>9</td>
<td>24</td>
<td>36</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Engaging at-risk youth in positive</td>
<td>12</td>
<td>28</td>
<td>37</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Fostering community pride</td>
<td>24</td>
<td>37</td>
<td>28</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Improving pre-K-12 education</td>
<td>23</td>
<td>29</td>
<td>33</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Improving overall quality of life</td>
<td>28</td>
<td>35</td>
<td>27</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Preserving and promoting local heritage/traditions</td>
<td>23</td>
<td>36</td>
<td>31</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Promoting community cohesion</td>
<td>18</td>
<td>33</td>
<td>33</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Promoting life-long learning</td>
<td>21</td>
<td>33</td>
<td>33</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Providing employment/jobs</td>
<td>9</td>
<td>23</td>
<td>41</td>
<td>18</td>
<td>10</td>
</tr>
</tbody>
</table>

*weighted*
**Public Benefits Occurring**

### Mean Ratings*

- j. Improving overall quality of life: 6.9
- h. Fostering community pride: 6.7
- k. Preserving and promoting local heritage/traditions: 6.7
- c. Beautifying public spaces: 6.6
- b. Attracting tourism: 6.4
- m. Promoting life-long learning: 6.4
- i. Improving pre-K-12 education: 6.3
- l. Promoting community cohesion: 6.2
- d. Celebrating diversity and promoting tolerance: 6.0
- a. Attracting businesses: 5.8
- g. Engaging at-risk youth in positive activities: 5.6
- e. Contributing to healing in healthcare institutions: 5.1
- n. Providing employment/jobs: 5.1
- f. Delivering a better prepared workforce: 5.0

*The higher the mean, the more the benefit is occurring in communities.*

Note: A difference between attributes of at least .2 is likely to be statistically significant.
Mean Ratings*

j. Improving overall quality of life
   - education, rural, & newer grantees
   - 6.9

h. Fostering community pride
   - education, rural, & newer grantees
   - 6.7

k. Preserving and promoting local heritage/traditions
   - 6.7

c. Beautifying public spaces
   - education, non-major metro, rural, & newer grantees
   - 6.6

b. Attracting tourism
   - education, non-major metro, rural, & newer grantees
   - 6.4

m. Promoting lifelong learning
   - rural, & newer grantees
   - 6.4

i. Improving pre-K-12 education
   - operating support, Knxvl, & rural
   - 6.3

*The higher the mean, the more the benefit is occurring in communities.

\(\downarrow\) indicate groups with greater need
Public Benefits Occurring

Mean Ratings*

I. Promoting community cohesion
   - rural, & newer grantees
   - weighted

d. Celebrating diversity and promoting tolerance
   - education, non-major metro, & rural

a. Attracting businesses
   - education, non-major metro, rural, & newer grantees

g. Engaging at-risk youth in positive activities
   - non-major metro & rural

e. Contributing to healing in healthcare institutions
   - non-major metro & rural

n. Providing employment/jobs
   - education, non-major metro, rural, & newer grantees

f. Delivering a better prepared workforce
   - education, non-major metro, rural, & newer grantees

*The higher the mean, the more the benefit is occurring in communities.
↓ indicate groups with greater need
Upcoming Challenges
(for organizations/respondent)
### Challenges Ahead

#### Rating Frequencies

<table>
<thead>
<tr>
<th>Category</th>
<th>% &quot;Large Challenge&quot; 9-10</th>
<th>% &quot;Challenge&quot; 7-8</th>
<th>% neutral</th>
<th>% &quot;Small Challenge&quot; 2-3</th>
<th>% &quot;None at all&quot; 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>20</td>
<td>35</td>
<td>32</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Arts Education - pre-K-12</td>
<td>21</td>
<td>30</td>
<td>33</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Arts Education – lifelong learning</td>
<td>16</td>
<td>36</td>
<td>34</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Audience Development</td>
<td>19</td>
<td>35</td>
<td>36</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Disaster preparedness</td>
<td>13</td>
<td>23</td>
<td>40</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Financial issues, Fundraising/ Financial Management</td>
<td>44</td>
<td>34</td>
<td>17</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Governance issues/ Board Development</td>
<td>19</td>
<td>31</td>
<td>37</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Human resources, Leadership &amp; Succession Planning</td>
<td>17</td>
<td>34</td>
<td>37</td>
<td>8</td>
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<td>43</td>
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<td>14</td>
</tr>
<tr>
<td>Marketing/ Public Relations</td>
<td>15</td>
<td>34</td>
<td>38</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Networking</td>
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<td>30</td>
<td>41</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Operations</td>
<td>8</td>
<td>26</td>
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<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Outreach to the underserved</td>
<td>15</td>
<td>31</td>
<td>39</td>
<td>11</td>
<td>4</td>
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<td>42</td>
<td>14</td>
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<tr>
<td>Programs</td>
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<td>29</td>
<td>40</td>
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<td>7</td>
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<tr>
<td>Promoting local cultural heritage</td>
<td>8</td>
<td>25</td>
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<tr>
<td>Technology</td>
<td>13</td>
<td>31</td>
<td>40</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

(weighted)
Mean Ratings*

- **f. Financial issues, Fundraising/ Financial Management**: 7.9
- **a. Advocacy**: 6.5
- **d. Audience Development**: 6.5
- **h. Human resources, Leadership & Succession Planning**: 6.3
- **g. Governance issues/ Board Development**: 6.3
- **c. Arts Education – lifelong learning**: 6.3
- **b. Arts Education - pre-K-12**: 6.2
- **j. Marketing/ Public Relations**: 6.1
- **m. Outreach to the underserved**: 6.1
- **q. Technology**: 5.9
- **n. Planning**: 5.6
- **k. Networking**: 5.6
- **l. Operations**: 5.5
- **o. Programs**: 5.5
- **e. Disaster preparedness**: 5.4
- **p. Promoting local cultural heritage**: 5.3
- **i. Legal issues**: 4.6

*The higher the mean, the greater the challenge.

**Note:** A difference between attributes of at least .2 is likely to be statistically significant.
Challenges Ahead

Mean Ratings*

- f. Financial issues: 7.9
- a. Advocacy: 6.5
- d. Audience Development: 6.5
- h. Human resources, Leadership & Succession Planning: 6.3
- g. Governance issues/Board Development: 6.3
- c. Arts Education – lifelong learning: 6.3
- b. Arts Education - pre-K-12: 6.2
- j. Marketing/Public Relations: 6.1
- m. Outreach to the underserved: 6.1

*The higher the mean, the greater the challenge. The higher the mean, the greater the challenge. Indicate groups with greater challenge.
Challenges Ahead

Mean Ratings*

q. Technology

n. Planning

k. Networking

l. Operations

o. Programs

e. Disaster preparedness

p. Promoting local cultural heritage

i. Legal issues

↑ grantees > 5yrs

↑ ET, MT, & non-major metro

↑ education

↑ education

↑ ET, MT

*The higher the mean, the greater the challenge.

↑ indicate groups with greater challenge

*The higher the mean, the greater the challenge. weighted
Grantees’ Satisfaction with TAC
Satisfaction w/ Tennessee Arts Commission

Rating Frequencies

- Overall experience
  - % "Highly satisfied" 9-10: 54
  - % "Satisfied" 7-8: 35
  - % "Not at all satisfied" 0-1: 9

- Courtesy
  - % "Highly satisfied" 9-10: 65
  - % "Satisfied" 7-8: 28
  - % "Not at all satisfied" 0-1: 6

- Helpfulness of staff
  - % "Highly satisfied" 9-10: 66
  - % "Satisfied" 7-8: 26
  - % "Not at all satisfied" 0-1: 7

- Knowledge/expertise of staff
  - % "Highly satisfied" 9-10: 66
  - % "Satisfied" 7-8: 26
  - % "Not at all satisfied" 0-1: 6

- Leadership in the field
  - % "Highly satisfied" 9-10: 56
  - % "Satisfied" 7-8: 31
  - % "Not at all satisfied" 0-1: 10

- Timeliness of communication
  - % "Highly satisfied" 9-10: 60
  - % "Satisfied" 7-8: 30
  - % "Not at all satisfied" 0-1: 8

weighted
Satisfaction w/ Tennessee Arts Commission

Mean Ratings*

b. Courtesy 8.8

d. Knowledge/expertise of staff 8.7

c. Helpfulness of staff 8.7

f. Timeliness of communication 8.5

e. Leadership in the field 8.3

a. Overall experience 8.3

*The higher the mean, the more satisfied.

Note: A difference between attributes of at least .2 is likely to be statistically significant.
Satisfaction w/ Tennessee Arts Commission

Mean Ratings*

b. Courtesy

ET, MT, & non-major metro

8.8

d. Knowledge/expertise of staff

ET, MT, & non-major metro

8.7

c. Helpfulness of staff

ET, MT, Nshvl, & non-major metro

8.7

f. Timeliness of communication

ET, MT, & non-major metro

8.5

e. Leadership in the field

Education, non-major metro, & newer grantees

8.3

a. Overall experience

ET, MT, Nshvl, non-major metro, & newer grantees

8.3

*The higher the mean, the more satisfied.

↑ indicate groups with higher satisfaction
Grantees’ Satisfaction with TAC Website
Satisfaction with TAC Website

Rating Frequencies

Ease of navigation
- Highly satisfied: 32
- Satisfied: 36
- Neutral: 25
- Dissatisfied: 2
- Not at all satisfied: 6

Overall design / aesthetics
- Highly satisfied: 32
- Satisfied: 37
- Neutral: 23
- Dissatisfied: 7
- Not at all satisfied: 2

Quality of information
- Highly satisfied: 40
- Satisfied: 40
- Neutral: 18
- Dissatisfied: 2
- Not at all satisfied: 2

Relevance of information
- Highly satisfied: 44
- Satisfied: 38
- Neutral: 16
- Dissatisfied: 2
- Not at all satisfied: 2

(weighted)
Satisfaction w/ TAC Website

Mean Ratings*

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Relevance of information</td>
<td>7.9</td>
</tr>
<tr>
<td>c. Quality of information</td>
<td>7.8</td>
</tr>
<tr>
<td>a. Ease of navigation</td>
<td>7.2</td>
</tr>
<tr>
<td>b. Overall design/aesthetics</td>
<td>7.1</td>
</tr>
</tbody>
</table>

*The higher the mean, the more satisfied.

Note: A difference between attributes of at least .2 is likely to be statistically significant.
**Satisfaction w/ TAC Website**

**Mean Ratings**

- **d. Relevance of information**
  - **education & non-major metro**: 7.9

- **c. Quality of information**
  - **education & non-major metro**: 7.8

- **a. Ease of navigation**
  - **education & non-major metro**: 7.2

- **b. Overall design/aesthetics**
  - **education & non-major metro**: 7.1

*The higher the mean, the more satisfied.*

↑ indicate groups with higher satisfaction

*weighted*
Value of TAC Services
## Value of TAC Services

### Rating Frequencies

<table>
<thead>
<tr>
<th>Service</th>
<th>% “Extremely valuable” 9-10</th>
<th>% “Valuable” 7-8</th>
<th>% Neutral</th>
<th>% “Not valuable” 2-3</th>
<th>% “Not valuable at all” 0-1</th>
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</thead>
<tbody>
<tr>
<td>Arts advocacy support</td>
<td>37</td>
<td>33</td>
<td>23</td>
<td>42</td>
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<tr>
<td>Arts education artist roster</td>
<td>30</td>
<td>25</td>
<td>28</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Brochures/postcards from TAC</td>
<td>23</td>
<td>25</td>
<td>32</td>
<td>13</td>
<td>7</td>
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<tr>
<td>Conferences</td>
<td>22</td>
<td>24</td>
<td>36</td>
<td>9</td>
<td>11</td>
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<tr>
<td>Consultations with TAC staff</td>
<td>34</td>
<td>27</td>
<td>28</td>
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<tr>
<td>Grants</td>
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<td></td>
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<td>91</td>
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<tr>
<td>Help in engaging persons with disabilities</td>
<td>20</td>
<td>21</td>
<td>42</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Online quarterly magazine</td>
<td>11</td>
<td>23</td>
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<td>13</td>
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<tr>
<td>Online weekly newsletters</td>
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<td>37</td>
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<tr>
<td>Referral to a consultant or peer advisor</td>
<td>17</td>
<td>17</td>
<td>39</td>
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<tr>
<td>TAC Gallery</td>
<td>12</td>
<td>21</td>
<td>42</td>
<td>10</td>
<td>15</td>
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<tr>
<td>Technical assistance (either by phone or email)</td>
<td>39</td>
<td>31</td>
<td>22</td>
<td>35</td>
<td></td>
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<tr>
<td>Webinars</td>
<td>9</td>
<td>18</td>
<td>43</td>
<td>14</td>
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<tr>
<td>Website</td>
<td>30</td>
<td>34</td>
<td>28</td>
<td>53</td>
<td></td>
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<tr>
<td>Workshops</td>
<td>22</td>
<td>28</td>
<td>33</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

*weighted*
Mean Ratings*

- **f. Grants**: 8.9
- **a. Arts advocacy support**: 7.5
- **l. Technical assistance (either by phone or email)**: 7.3
- **n. Website**: 7.0
- **e. Consultations with TAC staff**: 6.9
- **b. Arts education artist roster**: 6.4
- **o. Workshops**: 6.2
- **c. Brochures/postcards from TAC**: 6.1
- **d. Conferences**: 5.9
- **g. Help in engaging persons with disabilities**: 5.8
- **i. Online weekly newsletters**: 5.3
- **j. Referral to a consultant or peer advisor**: 5.3
- **h. Online quarterly magazine**: 5.2
- **k. TAC Gallery**: 5.1
- **m. Webinars**: 4.8

*The higher the mean, the more valuable.

Note: A difference between attributes of at least .2 is likely to be statistically significant.
Value of TAC Services

Mean Ratings*

<table>
<thead>
<tr>
<th>Service</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Grants</td>
<td>8.9</td>
</tr>
<tr>
<td>a. Arts advocacy support</td>
<td>7.5</td>
</tr>
<tr>
<td>l. Technical assistance</td>
<td>7.3</td>
</tr>
<tr>
<td>n. Website</td>
<td>7.0</td>
</tr>
<tr>
<td>e. Consultations with TAC staff</td>
<td>6.9</td>
</tr>
<tr>
<td>b. Arts education artist roster</td>
<td>6.4</td>
</tr>
<tr>
<td>o. Workshops</td>
<td>6.2</td>
</tr>
<tr>
<td>c. Brochures/postcards from TAC</td>
<td>6.1</td>
</tr>
</tbody>
</table>

*The higher the mean, the more valuable. Arrows indicate groups with higher value.

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Value of TAC Services

Mean Ratings*

- d. Conferences (non-major metro: 5.9)
- g. Help in engaging persons with disabilities (education & non-major metro: 5.8)
- i. Online weekly newsletters: 5.3
- j. Referral to a consultant or peer advisor (newer grantees: 5.3)
- h. Online quarterly magazine: 5.2
- k. TAC Gallery (education & newer grantees: 5.1)
- m. Webinars: 4.8

*The higher the mean, the more valuable.

↑ indicate groups with higher value
Grantees’ Reaction to TAC grants & process
### TAC Grants/Process

#### Rating Frequencies

<table>
<thead>
<tr>
<th>Category</th>
<th>% &quot;Highly satisfied&quot; 9-10</th>
<th>% &quot;Satisfied&quot; 7-8</th>
<th>% neutral</th>
<th>% &quot;Not at all satisfied&quot; 0-1</th>
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</thead>
<tbody>
<tr>
<td>Appropriateness of grant criteria</td>
<td>44</td>
<td>36</td>
<td>17</td>
<td>2</td>
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<tr>
<td>Types of grant categories offered</td>
<td>40</td>
<td>34</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Clarity of application instructions</td>
<td>39</td>
<td>31</td>
<td>23</td>
<td>5</td>
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<tr>
<td>Ease of compiling information &amp; writing grant</td>
<td>34</td>
<td>30</td>
<td>26</td>
<td>7</td>
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<tr>
<td>Grant application review process</td>
<td>42</td>
<td>34</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Transparency of grant decision making</td>
<td>38</td>
<td>31</td>
<td>22</td>
<td>4</td>
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<tr>
<td>Fairness of grant panel process</td>
<td>44</td>
<td>32</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Helpfulness of feedback from panelists</td>
<td>34</td>
<td>29</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Cost of my participation in the grant panel review process</td>
<td>45</td>
<td>30</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Timeliness of contract process</td>
<td>43</td>
<td>36</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Clarity of grant management instructions</td>
<td>41</td>
<td>37</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Ease of completion of payment request form</td>
<td>43</td>
<td>31</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Timeliness of grant payments</td>
<td>48</td>
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<td>15</td>
<td>4</td>
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<tr>
<td>Ease of completion of final grant report</td>
<td>42</td>
<td>33</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

Types of grant categories offered weighted
Mean Ratings*

- n. Timeliness of grant payments: 7.9
- k. Timeliness of contract process: 7.8
- a. Appropriateness of grant criteria: 7.8
- h. Fairness of grant panel process: 7.7
- o. Ease of completion of final grant report: 7.7
- j. Cost of my participation in the grant panel review process: 7.7
- l. Clarity of grant management instructions: 7.6
- m. Ease of completion of payment request form: 7.6
- f. Grant application review process: 7.6
- b. Types of grant categories offered: 7.5
- c. Clarity of application instructions: 7.5
- e. Ease of submitting application: 7.4
- g. Transparency of grant decision making: 7.3
- d. Ease of compiling information & writing grant application: 7.0
- i. Helpfulness of feedback from panelists: 6.9

*The higher the mean, the more satisfied.

Note: A difference between attributes of at least .2 is likely to be statistically significant.
Mean Ratings*

- n. Timeliness of grant payments 7.9
- k. Timeliness of contract process 7.8
  - ↑ non-major metro
- a. Appropriateness of grant criteria 7.8
  - ↑ non-major metro & newer grantees
- h. Fairness of grant panel process 7.7
  - ↑ education, non-major metro, rural, & newer grantees
- o. Ease of completion of final grant report 7.7
  - ↑ ET, MT, non-major metro, & rural
- j. Cost of my participation in the grant panel review process 7.7
  - ↑ education, MT, non-major metro, rural, & newer grantees
- l. Clarity of grant management instructions 7.6
  - ↑ MT, Nshvl, & non-major metro
- m. Ease of completion of payment request form 7.6
  - ↑ ET, MT, Nshvl, non-major metro, & rural
- f. Grant application review process 7.6
  - ↑ education, ET, MT, non-major metro, & rural

*The higher the mean, the more satisfied.
↑ indicate groups with higher satisfaction
weighted
Mean Ratings*

b. Types of grant categories offered
   - non-major metro: 7.5

c. Clarity of application instructions
   - MT, Nshvl, & non-major metro: 7.5

e. Ease of submitting application
   - ET, MT, & Nshvl: 7.4

g. Transparency of grant decision making
   - education, MT, non-major metro, rural, & newer grantees: 7.3

d. Ease of compiling information & writing grant application
   - MT, Nshvl, newer grantees: 7.0

i. Helpfulness of feedback from panelists
   - non-major metro, rural, & newer grantees: 6.9

*The higher the mean, the more satisfied.

↑ indicate groups with higher satisfaction

weighted
TAC Grants vs. Others

There were no statistical difference across groups.
Type of Grant Most Valuable

Rating Frequencies

**Arts project-specific**
- % “Extremely valuable” 9-10: 51
- % “Valuable” 7-8: 28
- % neutral: 14
- % “Not valuable” 2-3: 1
- % “Not valuable at all” 0-1: 2

**Grants less than $5000 available year-round**
- % “Extremely valuable” 9-10: 61
- % “Valuable” 7-8: 20
- % neutral: 12
- % “Not valuable” 2-3: 12
- % “Not valuable at all” 0-1: 4

**Innovation initiative funding**
(such as creative placemaking, downtown revitalization w/arts, arts integration in schools)
- % “Extremely valuable” 9-10: 44
- % “Valuable” 7-8: 19
- % neutral: 22
- % “Not valuable” 2-3: 7
- % “Not valuable at all” 0-1: 8

**Operational support**
- % “Extremely valuable” 9-10: 45
- % “Valuable” 7-8: 18
- % neutral: 22
- % “Not valuable” 2-3: 5
- % “Not valuable at all” 0-1: 9

*weighted*
Mean Ratings*:

- b. Grants less than $5000 available year-round: 8.2
- a. Arts projectspecific: 8.0
- d. Operational support: 7.1
- c. Innovation initiative funding: 7.1

*The higher the mean, the more valuable.

Note: A difference between attributes of at least .2 is likely to be statistically significant.
Type of Grant Most Valuable

Mean Ratings*

b. Grants less than $5000 available year-round

↑ for education (& other), rural, newer grantees

8.2

a. Arts project-specific

↑ for education (& other)

8.0

d. Operational support

↑ for operational support, grantees >5 years

7.1

c. Innovation initiative funding

7.1

*The higher the mean, the more valuable. weighted

↑ indicate groups with higher value
What Grantees’ Think TAC Should be Doing (top 3 priorities)
% Choosing (3)

b. Providing funding/grants 62.4

c. Fostering the arts in schools 41.4

a. Advocating for the arts 27.9

j. Fostering participation in the arts for all TN citizens, particularly the underserved 16.5

d. Creating, maintaining awareness of cultural and arts programs 13.7

i. Providing leadership in understanding the impact of the arts in all realms of life and work 12.7

f. Preserving Tennessee’s artistic heritage 12.2

h. Building artist and arts organization’s capacity for success 10.8

e. Encouraging individual artistic development 7.9

g. Fostering collaboration among art groups 5.5

Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between attributes of at least 6% is likely to be statistically significant.
TAC’s Top 3 Priorities

% Choosing (3)

- b. Providing funding/grants: 86.0%
  - Op support (n=50): 67.8%
  - Education (n=313): 59.1%
- c. Fostering the arts in schools: 53.7%
  - Op support (n=50): 22.0%
  - Education (n=313): 25.0%
- a. Advocating for the arts: 60.0%
  - Op support (n=50): 32.7%
  - Education (n=313): 22.0%
- j. Fostering participation in the arts for all TN citizens, particularly the underserved: 18.5%
  - Op support (n=50): 14.0%
  - Education (n=313): 16.8%
- d. Creating, maintaining awareness of cultural and arts programs: 13.9%
  - Op support (n=50): 8.0%
  - Education (n=313): 14.1%
- i. Providing leadership in understanding the impact of the arts in all realms of life and work: 14.4%
  - Op support (n=50): 8.0%
  - Education (n=313): 11.2%
- f. Preserving Tennessee’s artistic heritage: 10.1%
  - Op support (n=50): 8.0%
  - Education (n=313): 12.8%
- h. Building artist and arts organization’s capacity for success: 18.8%
  - Op support (n=50): 5.4%
  - Education (n=313): 11.5%
- e. Encouraging individual artistic development: 11.5%
  - Op support (n=50): 4.0%
  - Education (n=313): 5.8%
- g. Fostering collaboration among art groups: 9.6%
  - Op support (n=50): 8.0%
  - Education (n=313): 3.8%

Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between operating support and education of at least 15% is likely to be statistically significant.
Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between operating support and education of at least 14% is likely to be statistically significant.
### TAC’s Top 3 Priorities

<table>
<thead>
<tr>
<th>Mean Ratings*</th>
<th>Cht (n=19**)</th>
<th>Knx (n=34**)</th>
<th>Nvl (n=77)</th>
<th>Mem (n=73)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Providing funding/grants</td>
<td>78.9</td>
<td>83.6</td>
<td>94.8</td>
<td>94.8</td>
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<tr>
<td>c. Fostering the arts in schools</td>
<td>36.8</td>
<td>44.1</td>
<td>45.5</td>
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</tr>
<tr>
<td>a. Advocating for the arts</td>
<td>52.6</td>
<td>50.0</td>
<td>41.6</td>
<td>31.5</td>
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<tr>
<td>j. Fostering participation in the arts for all TN citizens, particularly the underserved</td>
<td>31.6</td>
<td>29.4</td>
<td>26.0</td>
<td>26.0</td>
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<tr>
<td>d. Creating, maintaining awareness of cultural and arts programs</td>
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<td>17.6</td>
<td>19.5</td>
<td>20.5</td>
</tr>
<tr>
<td>i. Providing leadership in understanding the impact of the arts in all realms of life and work</td>
<td>21.1</td>
<td>17.6</td>
<td>16.9</td>
<td>20.5</td>
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<tr>
<td>f. Preserving Tennessee’s artistic heritage</td>
<td>15.8</td>
<td>11.8</td>
<td>11.7</td>
<td>6.8</td>
</tr>
<tr>
<td>h. Building artist and arts organization’s capacity for success</td>
<td>21.1</td>
<td>8.8</td>
<td>14.3</td>
<td>26.0</td>
</tr>
<tr>
<td>e. Encouraging individual artistic development</td>
<td>10.5</td>
<td>13.0</td>
<td>15.1</td>
<td>5.9</td>
</tr>
<tr>
<td>g. Fostering collaboration among art groups</td>
<td>26.3</td>
<td>8.8</td>
<td>7.8</td>
<td>9.6</td>
</tr>
</tbody>
</table>

** Caution: small sample size

Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between operating support and education of at least 22% is likely to be statistically significant.
TAC’s Top 3 Priorities

% Choosing (3)

b. Providing funding/grants

- Not major metro (n=185) 81.6%
- a major metro (n=203) 89.2%

a. Advocating for the arts

- Not major metro (n=185) 37.8%
- a major metro (n=203) 40.4%

- Not major metro (n=185) 18.9%
- a major metro (n=203) 27.1%

d. Creating, maintaining awareness of cultural and arts programs

- Not major metro (n=185) 20.0%
- a major metro (n=203) 18.2%

- Not major metro (n=185) 20.0%
- a major metro (n=203) 18.7%

f. Preserving Tennessee’s artistic heritage

- Not major metro (n=185) 19.5%
- a major metro (n=203) 10.3%

- Not major metro (n=185) 13.5%
- a major metro (n=203) 18.2%

e. Encouraging individual artistic development

- Not major metro (n=185) 8.1%
- a major metro (n=203) 12.3%

- Not major metro (n=185) 6.5%
- a major metro (n=203) 10.3%

Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between operating support and education of at least 11% is likely to be statistically significant.
TAC’s Top 3 Priorities

% Choosing (3)

- b. Providing funding/grants: 66.3%
- c. Fostering the arts in schools: 38.7%
- a. Advocating for the arts: 29.5%
- j. Fostering participation in the arts for all TN citizens, particularly the underserved: 20.4%
- d. Creating, maintaining awareness of cultural and arts programs: 13.5%
- i. Providing leadership in understanding the impact of the arts in all realms of life and work: 14.0%
- f. Preserving Tennessee’s artistic heritage: 10.7%
- h. Building artist and arts organization’s capacity for success: 12.8%
- e. Encouraging individual artistic development: 7.4%
- g. Fostering collaboration among art groups: 7.1%

Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between operating support and education of at least 11% is likely to be statistically significant.
TAC’s Top 3 Priorities

% Choosing (3)

- **b. Providing funding/grants**: 81.1% for 1-5 yrs (n=201), 90.5% for > 5 yrs (n=199)
- **c. Fostering the arts in schools**: 60.2% for 1-5 yrs (n=201), 47.2% for > 5 yrs (n=199)
- **a. Advocating for the arts**: 35.3% for 1-5 yrs (n=201), 41.2% for > 5 yrs (n=199)
- **j. Fostering participation in the arts for all TN citizens, particularly the underserved**: 23.9% for 1-5 yrs (n=201), 22.1% for > 5 yrs (n=199)
- **d. Creating, maintaining awareness of cultural and arts programs**: 21.4% for 1-5 yrs (n=201), 15.6% for > 5 yrs (n=199)
- **i. Providing leadership in understanding the impact of the arts in all realms of life and work**: 18.4% for 1-5 yrs (n=201), 20.1% for > 5 yrs (n=199)
- **f. Preserving Tennessee’s artistic heritage**: 13.9% for 1-5 yrs (n=201), 14.6% for > 5 yrs (n=199)
- **h. Building artist and arts organization’s capacity for success**: 10.0% for 1-5 yrs (n=201), 20.6% for > 5 yrs (n=199)
- **e. Encouraging individual artistic development**: 9.0% for 1-5 yrs (n=201), 10.1% for > 5 yrs (n=199)
- **g. Fostering collaboration among art groups**: 7.5% for 1-5 yrs (n=201), 8.5% for > 5 yrs (n=199)

Note: this is based on the total number of respondents even though some did not get this far into the questionnaire; hence this list is relative and actual levels of interest are understated.

Note: A difference between operating support and education of at least 11% is likely to be statistically significant.
Surveymonkey Questionnaire
The Arts Environment

1. In general there is a positive and supportive environment for the arts in my community.

2a. I think the environment for the arts is more positive and supportive now than it was about 3 years ago.

2b. What are you observing that led to your answer in #2a?

3. In my community the arts are reaching more and more people.

4. All children in my community have access to and participate in high quality arts education.

5. Recognizing, preserving, and presenting authentic local cultural and artistic traditions is important to people in my community.

6. I see the arts in my community changing due to population shifts related to aging.

7. I see the arts in my community changing due to population shifts related to growing ethnic diversity and immigration.

8. How is your organization changing its activities, if at all, as a result of changing demographics?

9a. Below is a list of groups that may encounter barriers to arts participation or may have special needs. Please indicate how well you think arts and cultural organizations in your community are meeting the needs of each group below:

   a. Children
   b. Economically disadvantaged groups
   c. Folk artists
   d. Immigrant/ethnic populations
   e. Incarcerated persons
   f. Individuals speaking languages other than English
   g. Individuals with disabilities
   h. People of color
   i. Seniors/older citizens
   j. Veterans
   k. Youth at risk

9b. Are there any other groups in your community that need better access to arts and cultural opportunities?

9c. What could the TAC do to support broader access to the arts for these or other underserved groups?

10. Artists and arts-engaged organizations in my community seem to have the support of local government.

11. Artists and arts-engaged organizations in my community seem to benefit from a local arts council or commission services.

12. In my community artists and arts-engaged organizations seem to have weathered the recent economic downturn pretty well.

13. Artists and arts organizations have a “seat at the table” for most major community initiatives in my community.
14. Below is a list of public benefits often associated with the arts. For each item on the list, please indicate the degree to which you see these benefits occurring in your community.

a. Attracting businesses
b. Attracting tourism
c. Beautifying public spaces
d. Celebrating diversity and promoting tolerance
e. Contributing to healing in healthcare institutions
f. Delivering a better prepared workforce
g. Engaging at-risk youth in positive activities
h. Fostering community pride
i. Improving pre-K-12 education
j. Improving overall quality of life
k. Preserving and promoting local heritage/traditions
l. Promoting community cohesion
m. Promoting life-long learning
n. Providing employment/jobs

15. How have the arts positively impacted your community over the past couple years or so?

16a. What is your community’s best kept secret or an asset in the arts that you feel could be utilized to bring additional social, educational, cultural or economic benefits to your community?

16b. What is your community’s best kept secret or an asset (non-arts) that you feel could be utilized to bring additional social, educational, cultural or economic benefits to your community?

17a. What is the biggest challenge facing the arts in your community?

17b. What help or support is needed to address this challenge?

18. What is a great untapped opportunity for the arts in your community?
19. For each of the following, please indicate the degree to which each will be a challenge to you/your organization over the next few years.

a. Advocacy, i.e., communicating value of arts to public officials
b. Arts Education - pre-K-12
c. Arts Education – lifelong learning
d. Audience Development
e. Disaster preparedness
f. Financial issues, Fundraising/Financial Management
g. Governance issues/Board Development
h. Human resources, Leadership & Succession Planning
i. Legal issues
j. Marketing/Public Relations
k. Networking
l. Operations
m. Outreach to the underserved
n. Planning
o. Programs
p. Promoting local cultural heritage
q. Technology

Other:

20. What community partnerships would help you promote the arts to the public or reach more people?

The Tennessee Arts Commission

21. Please rate your satisfaction level with the following aspects of Tennessee Arts Commission services:

a. Overall experience
b. Courtesy
c. Helpfulness of staff
d. Knowledge/expertise of staff
e. Leadership in the field
f. Timeliness of communication

Other (please explain):
22. Please rate your satisfaction with the Tennessee Arts Commission’s website:
   a. Ease of navigation
   b. Overall design/ aesthetics
   c. Quality of information
   d. Relevance of information

23. Regarding the Tennessee Arts Commission’s grant process, please rate your satisfaction with the following:
   a. Appropriateness of grant criteria
   b. Types of grant categories offered
   c. Clarity of application instructions
   d. Ease of compiling information & writing grant application
   e. Ease of submitting application
   f. Grant application review process
   g. Transparency of grant decision making
   h. Fairness of grant panel process
   i. Helpfulness of feedback from panelists
   j. Cost of my participation in the grant panel review process
   k. Timeliness of contract process
   l. Clarity of grant management instructions
   m. Ease of completion of payment request form
   n. Timeliness of grant payments
   o. Ease of completion of final grant report

24. If you have experience with other funding sources, is the grant application process of the Tennessee Arts Commission…

25. If you have experience with other funding sources, is the request for funds after receiving the grant from the Tennessee Arts Commission…
26. For each of the following, please indicate the value that these services from the TN Arts Commission have/has on you/your organization over the past couple of years.
   a. Arts advocacy support
   b. Arts education artist roster
   c. Brochures/ postcards from TAC
   d. Conferences
   e. Consultations with TAC staff
   f. Grants
   g. Help in engaging persons with disabilities
   h. Online quarterly magazine
   i. Online weekly newsletters
   j. Referral to a consultant or peer advisor
   k. TAC Gallery
   l. Technical assistance (either by phone or email)
   m. Webinars
   n. Website
   o. Workshops

27. For consideration for future funding priorities, which type of grant funding does your agency value most? These are general descriptions, not specific existing TAC grant categories.
   a. Arts project-specific
   b. Grants less than $5000 available year-round
   c. Innovation initiative funding (such as creative placemaking, downtown revitalization w/arts, arts integration in schools)
   d. Operational support

28. What other tools, if any, could TAC provide that would help you communicate benefits of the arts to public officials, partners, or potential partners?

29. If it weren't for a grant from the Tennessee Arts Commission over the past couple years, I/my organization would not have been able to ....

30. If it weren't for other help (non-grant) from the Tennessee Arts Commission (TAC) over the past couple years, I/my organization would not have been able to ....

31. No matter what services/programs might change at TAC, in addition to making grants, the one thing that should always continue is ....

32. The one thing the TAC could do in the next year or so to have the greatest positive impact on the arts in Tennessee is ....

33. Looking ahead, what should be TAC’s top 3 priorities? (Mark only your top 3 choices.)
   a. Advocating for the arts
   b. Providing funding/grants
   c. Fostering the arts in schools
   d. Creating, maintaining awareness of cultural and arts programs
   e. Encouraging individual artistic development
   f. Preserving Tennessee’s artistic heritage
   g. Fostering collaboration among art groups
   h. Building artist and arts organization’s capacity for success
   i. Providing leadership in understanding the impact of the arts in all realms of life and work
   j. Fostering participation in the arts for all TN citizens, particularly the underserved
33b. Do you have any other suggestion for a top priority? If so, please describe.

34a. The largest portion of the funds the Tennessee Arts Commission uses for its grants comes from the sale of TN automobile specialty license plates (tags) including those which are not “arts”-specific tags. What has been a successful strategy for promoting sales of specialty license plates that you have used or observed?

34b. Do you have any ideas for strategies that TAC could use to promote the sale of specialty license plates?

About Your Organization

35. In which county are you/your organization located?

36. How long has your organization been in existence?

37. How long have you received funding from the TAC?
   a. paid full-time staff
   b. paid part-time staff
   c. volunteers

39. Which one best describes your organization?

40. What is your primary role?
   Primary Role - other:

41. What else, if anything, would you like to share anonymously with the Tennessee Arts Commission?