
Arts in Education Programs in North Carolina

Statewide Survey Results

Prepared for the North Carolina Arts Council



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Arts in Education Programs in North Carolina
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Introduction

The arts, historically, have occupied an anomalous place in education, both in the formal structure of teaching and learning and in the broader life of the mind that constitutes enlightened society. The fables, myths, and poetry that come down to us from the Greeks suggest that the pen and the lyre rivaled the plough and the astrolabe as equally potent tools in the endeavors of people. Two and a half millennia later, a walk around any of the historic cities of the Mediterranean will remind us that in the Hellenistic world, architecture stood its rightful ground beside geometry as foundational tools of a built civilization. So we can deduce that for the ancients, the pursuit of drawing, drama, dance, music, and poetry were seen as the birthright at least of the privileged, if not of all children.

Today, we struggle as a society to agree on the priorities for our education system. In the successive waves of education reforms that began with *A Nation at Risk* and have recently crested in *No Child Left Behind*, no clear consensus has emerged about the role that arts education ought to play in the lives of young people, or even precisely what mix of subjects an excellent education would contain. A considerable and growing body of research, notably the studies compiled by the Arts Education Partnership, convinces us that the arts are important for their many benefits to the mind. Yet the national policy framework that might—and many would agree ought to—mandate American children’s rightful access to experiences and learning in the arts remains a patchwork of widely differing practices and priorities.

Over three decades, the patchwork has been enriched with new pieces. Some of these have come in the form of successful and exemplary programs of schools and school districts. All too often, unfortunately, other parts of the fabric have been ripped away in budget cuts, incremental reductions in staff and time, and wholesale program terminations. Sometimes the gaps left by these decisions have been filled through the contributions of arts organizations and other nonprofits and in other cases through major national or regional initiatives that involve partnerships or consortia. Often, these initiatives have in turn yielded important research or evaluation findings that enrich both our shared knowledge and the debate about our national priorities.

In the midst of these debates, which generally involve the entire nation, it is significant to consider the conditions in a more local context, to portray the reality of arts in education on the ground, so to speak. This report provides this portrait in the state of North Carolina. It focuses on the contributions of the largely nonprofit organization sector as it impacts young people in and out of school.

Background to the Study

In 2004, the North Carolina Department of Public Instruction (NCDPI) conducted two statewide surveys of arts education among local education agencies (LEAs) or school systems. One survey was administered to K-12 arts education teachers and the other to central office staff. The latter were generally completed by the LEA arts education supervisor, director or coordinator (their exact titles vary from one district to another) or in some cases, the school system superintendent. This survey yielded a complex picture of the actual programs in the schools of North Carolina. (The results of this survey are discussed in a later section.)

Realizing that the formal curriculum delivery, educational resources and activities that schools provide is only one part of the picture, the North Carolina Arts Council (NCAC) set out to capture another part of the reality, the programs and offerings of a variety of community organizations. Many of these entities are past or current grantees of the Council. NCAC contracted with Michael E. Sikes, Ph.D. to plan a study of these programs. Together, NCAC personnel and the consultant planned a methodology to collect the needed data.

Method

This study used the following methods:

- Surveys of organizations and local education agencies. Two separate surveys were developed. Both were administered via an online utility.
- Interviews with key stakeholders and policymakers, conducted by telephone over December of 2006 and January of 2007. The surveys were recorded and transcribed.
- Reviews and analyses of other survey data from NCDPI.

The surveys were administered via SurveyMonkey, one of several online survey utilities. The link to the surveys was mailed to target lists of organizations and LEAs. Follow-up email contacts were used to increase response rate.

Acknowledgements

The consultant acknowledges the tremendous commitment of the North Carolina Arts Council, whose Arts in Education program sponsored and helped plan the research. Arts in Education Director Linda Bamford provided consistent support and guidance to the project, particularly in regard to the agency's grantees. Christie Lynch Howell, an Arts Education Consultant for K-12 Programs at the North Carolina Department of Public Instruction, contributed invaluable insight into the conditions of school district programs in the state.

Acknowledgement also goes to the many persons who took the time—often from very busy schedules—to complete the survey.

Notwithstanding these many contributions, the analyses, interpretations, and summaries of the data are the responsibility of the author alone.

Format of the Report

The report is divided into two main sections. The first presents the results of the organization survey and the second presents the results of the local education agency (LEA) survey. The report is further divided into chapters representing the major categories of questions.

Each chapter begins with a brief introduction that highlights findings, followed by tables presenting the results for each question. Each of these tables lists the response options for that question, along with the frequency (f) with which a particular response was selected as well as the percentage (%) of total responses for that option. All percentages are rounded to the nearest whole numbers. Moreover, since many of the questions allow more than one response option, the sum of responses will often exceed 100%.

The results are presented in two different orders, depending on the type of question and its response options. For example, many of the survey questions included a set of options that represent a progression or scale, as in the following:

How frequently does your organization offer arts in education programs IN SCHOOLS?

Response Option	F	%
1–2 times per year	24	17%
3–5 times per year	26	18%
6 or more times per year	46	32%
Other (please specify)	47	33%

In these cases, the original order of the responses as presented in the surveys is retained.

In other cases, the options were simply categories with no scale or progression, as in the following:

**What types of arts in education programs does your organization regularly offer IN SCHOOLS?
(Check all that apply.)**

Response Option	f	%
Performances	76	53%
Lecture/demonstrations	69	48%
Hands-on classes/workshops in the arts	69	48%
Classroom visits by artists	68	48%
Multiple day artist residencies	61	43%
Programs for at-risk youth	49	34%
Student competitions	42	29%
Performances for preschool children	35	25%
Other (please specify)	32	22%
Master classes	27	19%
Classes/workshops for preschool children	25	18%
Classes/Workshops for students with special needs	23	16%

In these instances, the responses are sorted by frequency and percentage, from high to low.

Most of the questions included the option of selecting “other.” In these cases, respondents were able to enter narrative responses. For each question, these narratives are included after the statistical table in a bulleted list. Where more than one respondent entered the same or very similar text (such as N/A, not applicable, none, etc.), the total number of such responses is indicated in parentheses.

Other Reading

Readers are also referred to the following reports and publications:

- A shorter version of this report, *Arts Education Programs in North Carolina: Executive Summary*, is available from the North Carolina Arts Council on its Web site.
- An online version of this report, in PDF format, is available on the North Carolina Arts Council Web site at http://www.ncarts.org/freeform_scrn_template.cfm?ffscrn_id=306&menu_sel=3&sub_sel=19.
- *Arts Programs in K-12 Education in North Carolina: The Policy Perspective*, a separate report relating selected policymakers’ thoughts on the arts in education in North Carolina, is available in print version from the North Carolina Arts Council.

Organization Results

List of Respondent Organizations

Total Respondents: 143

Actor's Theatre of Charlotte	Cherokee Historical Association
Alamance County Arts Council (2)	Children's Theatre of Charlotte
Alleghany Arts Council	Chowan Arts Council
American Dance Festival	Classical Voice of North Carolina, Inc. (www.CVNC.org)
Anson County Arts Council	Community Council for the Arts
Arts & Science Council of Charlotte-Mecklenburg	Community Music School
Arts Council of Bladen County	Community School of the Arts
Arts Council of Fayetteville/Cumberland County	Council for the Arts
Arts Council of Moore County	Cultural Arts Divison/Town of Cary
Arts Council of Wayne County	Davie County Arts Council
Arts Richmond / RCAC	Deep Dish Theater Company
Arts United for Davidson County	Diana Wortham Theatre
Artspace	Douglas Elementary Creative Arts and Science Magnet School
Artsposure	Dreams of Wilmington, Inc
ArtsTeach	Duke Performances
Ashe County Arts Council	Durham Arts Council
Asheville Area Arts Council	East Carolina University - Theatre Education
Asheville Art Museum	Eastern Music Festival
Asheville Symphony	Education Institute, NC Blumenthal PAC
ASU's Office of Arts & Cultural Programs	Elon University
Avery Arts Council	Even Exchange Dance Theater
Beaufort County Arts Council	EWA
BellaLuna Theatre	Greater Wilmington Arts & Cultural Alliance
Bertie County Arts Council	Green Hill Center for NC Art / ArtQuest
Black Mountain College Museum + Arts Center	Greensboro Public Library
Brunswick Community College Odell Williamson Auditorium	Greensboro Symphony Orchestra (2)
Burke Arts Council	Guilford College Art Gallery
Burning Coal Theatre Company	HandMade in America (2)
Cabarrus Arts Council	Haywood County Arts Council
Caldwell Arts Council	Heart of Carolina Jazz
Carolina Chamber Music Festival	Hickory Museum of Art
Carolina Performing Arts	Hidden Voices
Carolina Wren Press	High Point Area Arts Council
Caswell Council for the Arts	High Point Theatre
Catawba Valley Community College	Hispanic Arts Initiative
Charlotte Symphony	Hughlene Bostian Frank Visiting Writers Series

Iredell Arts Council	Rowan Arts Council
J.E. Broyhill Civic Center	Rutherford County Arts Council
Jackson County Arts Council	Sampson CenterStage Performing Arts Series
Jazz Foundation of NC, Inc.	SECCA
Johnston County Arts Council	Secret Artists Series of Wake Forest University
Jones County Arts Council	SeeSaw Studio
Kinetic Works Dance	Southern Appalachian Repertory Theatre
Lees-McRae College	Stecoah Valley Center
Lenoir-Rhyne College	Stokes County Arts Council
Louise Wells Cameron Art Museum	Surry Arts Council (2)
Mallarme Chamber Players	Temple Theatre
Manbites Dog Theater Company	The Arts Council of Henderson County
Martin County Arts Council	The ArtsCenter
McColl Center for Visual Art	The Light Factory
McDowell Arts Council Association	The Mekye Center
Nasher Museum of Art at Duke University	The Mint Museums
NC Folklore Society	Toe River Arts Council
NC Writers' Network	Touring Theatre Ensemble of North Carolina
NCSU Center Stage	Transactors Improv Co.
North Carolina Dance Theatre (2)	Transylvania Community Arts Council
North Carolina Arts Council	Triad Stage
North Carolina Museum of Art	Triangle Korean School
North Carolina Stage Company	Union County Community Arts Council
North Carolina Symphony	United Arts Council of Raleigh and Wake County, Inc.
North Rowan High School	Vance County Arts Council
Opera Carolina	Washington County Arts Council
Parkway Playhouse	Watauga Arts Council
Pasquotank Arts Council	Waterworks Visual Arts Center
Pembroke Magazine	Weatherspoon Art Museum, University of North Carolina at Greensboro
Penland School of Crafts	Wilkes Community College/Walker Events
Pocosin Arts Folk School	Winston-Salem Symphony
Raleigh Chamber Music Guild	Yadkin Arts Council, Inc.
Randolph Art Guild	
Rockingham Co. Arts Council	

Counties of Respondents

Number of respondents in each county

COUNTY	RESPONDENTS	COUNTY	RESPONDENTS
Alamance	3	Martin	1
Alleghany	1	McDowell	1
Anson	1	Mecklenburg	12
Ashe	1	Mitchell	1
Avery	2	Mitchell and Yancey	1
Beaufort	1	Moore	1
Bertie County	1	New Hanover	3
Bladen	1	Onslow	1
Brunswick	1	Orange	6
Buncombe	9	Pasquotank	1
Burke	1	Pitt County	1
Cabarrus	1	Randolph	1
Caldwell	2	Richmond	1
Caswell	1	Robeson	1
Catawba	3	Rockingham	1
Chowan	1	Rowan	3
Craven	1	Rutherford	1
Cumberland	1	Sampson	1
Davidson	1	Stokes	1
Davie	1	Surry	2
Durham	11	Swain	1
Forsyth	4	Transylvania	1
Graham	1	Tyrrell	1
Guilford	11	Union	1
Haywood	1	United States	3
Hendersonville	1	Vance	1
Iredell	1	Wake	15
Jackson	1	Washington	1
Johnston	1	Watauga	3
Jones	1	Wayne	1
Lee	2	Wilkes	1
Lenoir	1	Yadkin	1
Madison	1	Yancey	1

Programs

A program is a planned, systematic approach to accomplish a purpose or meet a need. While not every arts organization has an education program according to this strict definition, clearly many or most arts organizations have at least a tacit purpose of enhancing or fostering knowledge and understanding of one or more arts forms.

Given this context, what are the essential components of an arts in education program? We may consider the following as essential, although not necessarily sufficient in all cases, to constitute an arts in education program:

- Formal acknowledgement of education as a purpose or component of mission
- Instructional activities or experiences in one or more arts disciplines, usually to children or youth, but in some cases to adults
- Some dedication of personnel (whether staff, volunteers, or artists) to instruction
- The allocation of resources to the education program

Programs may vary according to several dimensions:

- Fee-based or free programs
- Grade levels served
- Offerings in professional development of teachers or artists
- Types and frequency of community programs

Key Findings

The organization survey asked several questions about the scope and nature of the respondents' arts in education programs. Here are some of the highlights from the responses:

- 131 respondents (91 percent of the total responding) indicated that education is a primary purpose or function of their organizations.
- The actual programs provided by these organizations occupy a great range, with some only indirectly involved with schools or students at present.
- Only a relatively small percentage of respondents indicated that their organizations provide professional development workshops for classroom teachers and/or school administrators (35%) or professional development workshops for dance, music, theatre arts and/or visual arts educators in the schools (26%).
- Relatively large percentages of respondents indicated that their organizations provide various school-based activities, including performances (53%), lecture/demonstrations (48%), hands-on classes/workshops in the arts (48%), classroom visits by artists (48%), and multiple-day artist residencies (43%).

- 40% indicated that they offered free programs in schools and 63% offer free programs in the community.
- 80% indicated that they primarily serve elementary students.

Survey Results

Which of the following most accurately characterizes arts in education at your organization?

Response Option	f	%
Arts in education is included in the organization's mission as a primary purpose and is referenced frequently in public statements of purpose.	66	46%
Though not a primary purpose, arts in education is mentioned in the organization's mission or purpose statement.	22	15%
Though not mentioned officially, arts in education is tacitly understood to be a legitimate function of the organization.	43	30%
The organization does limited arts in education programming.	10	7%
The organization does no arts in education programming.	2	1%

In which of the following arts disciplines does your organization provide arts in education programs? (Check all that apply.)

Other:

- ASC does not present any programs; however, ASC provides significant funding to organizations that program in each of the disciplines.
- coordinates with curricular goals of the school
- Craft (3)
- Film and Video Production
- Heritage Arts; Literary Arts
- Heritage Crafts
- Integrated curriculum with visual arts
- Literacy
- Literary Arts (3)
- Literary, Storytelling
- Literature
- Martial arts, ethnic folk arts
- Multi-disciplinary projects
- Not applicable or none
- Operations & Administration of Arts Organizations & Artists

Music	88	62%
Visual Arts	82	57%
Theatre	79	55%
Multicultural	66	46%
Dance	62	43%
Traditional Arts	48	34%
Other (please specify)	28	20%

- Photography and Film
- Poetry
- Poetry, storytelling and interdisciplinary
- These are mostly Cherokee based.
- We are an online performing arts journal so we offer calendar items and reviews but no classes
- We do not
- Writing, literature
- Writing: fiction, poetry, essays, drama

What types of arts in education programs does your organization regularly offer for Pre-K–12 EDUCATORS/TEACHERS? (Check all that apply.)

Other (please specify)	58	41%
Professional development workshops for Classroom Teachers and/or School Administrators	49	35%
Arts integration training	41	29%
Professional development workshops for Theatre, Dance, Music and/or Visual Art Educators in the schools	37	26%
Master Classes	32	23%
Educator-only Arts Events/Activities	29	20%
Educator-only memberships and/or discounts to arts events or organizations	25	18%
Exhibitions by educators	21	15%

Other:

- All lesson plans resulting from the teacher training and classroom experiences are placed on-line on the HandMade in America website and are available for all teachers.
- ASC does not present any programs; however, ASC provides significant funding to organizations that program in each of the disciplines.
- At present, do not offer programs for teachers.
- Connections with classrooms in other countries.
- Do not currently offer this regularly.
- Don't offer
- General support of arts programs
- Grassroots Arts Funds were given in 2006-2007 to Parkview Elementary School for a presentation, to Southview Christian School for a theatre production and a fine arts competition.
- I (myself) do workshops, about 5 per year in mostly middle and high schools. I cannot measure the effect of what Pembroke Magazine does and what I do as editor, except to say that—as a writer (poet) and editor, and folk musician—I believe in telling the story of art in our lives, the necessity of creating something heretofore uncreated. I go into classrooms when asked and when I can—to tell the story.

- In addition to programs, we also offer a wide assortment of educational resources for use in the classroom by educators of all subjects and grades.
- Meeting space/reception art teachers with info about grant opportunities AIS etc.
- Not applicable or none (24)
- Ongoing consultation and technical support to partner schools and districts
- Only as an audience participant with the children.
- Our organization supports others who offer programs. We're still getting started as an organization. Many of the answers are invalid because the questions are not relevant. GWACA does have a goal this year to develop an arts directory and also to have an arts showcase.
- Performances, degrees in Theatre Arts Ed. Classes in Dance Ed
- Poetry-writing workshops
- Publications that may be used by teachers. Prof development workshops for folklorists and community scholars.
- Published teacher guides, online lesson plans, access to special library
- Residency workshops
- Rowan/Salisbury usually does not offer anything for fine arts teachers.
- Scholarships for all of the above.
- School based arts classes that are for the students and integrated into the after school programs.
- Schools may do these but we only do performances at our facility.
- Several concerts and clinics annually
- Showcasing product of educators' work with students in the arts
- Some teachers attend our evening programming for personal interest, but this is not the focus of our programming--I'm not sure this survey applies to us. We have not had good luck getting into schools, although we have tried.
- Storytelling and performances
- Teacher Workshops by visiting artists
- Teachers attend artist residency programs; specific teacher training is sometimes included, but not always.
- We do not regularly offer programs for Pre-K -12 teachers/educators
- we have teachers who participate in our community workshops but are community-based
- We place artists into schools as part of our own Artist in Residency programs funded in part from the Grassroots grant.
- We provide learning experiences through curriculum related theatre productions
- We specialize in ethnic Korean arts programs. We don't have a regular arts program offered to educators or teachers but offer one on ad-hoc basis.

What types of arts in education programs does your organization regularly offer IN SCHOOLS? (Check all that apply.)

Other

- “In school” events are held at our facility
- A web-based program is set to launch shortly.
- Art Exhibits
- As above. Grassroots Arts sub-grants do support some of these activities.
- ASC does not present any programs; however, ASC provides significant funding to organizations that program in each of the disciplines.
- Essay/multimedia contest
- Grassroots funds only. We do no programming.
- Lecture/demo = traveling trunks of art presented
- Not applicable or none (10)
- Occasional performances/residencies
- Occasionally our author Jaki Shelton Green does residencies
- Offered through Caldwell Arts Council
- our programs are after school hours
- performances by students
- Shows in school systems
- Through subscriptions Pembroke Magazine is available to readers. I encourage--and it encourages--literature (and writing) as part of our lives. I delight in this: people want to write down things.
- Thru schools
- Touring Storybook Theatre; ASAP - After School Arts Program
- Traveling trunks of resources, teaching posters
- We do not
- We do not offer programs In Schools
- we don't offer in school programs
- We offer these programs through our Teacher Arts Grants.

Performances	76	53%
Lecture/demonstrations	69	48%
Hands-on classes/workshops in the arts	69	48%
Classroom visits by artists	68	48%
Multiple day artist residencies	61	43%
Programs for at-risk youth	49	34%
Student competitions	42	29%
Performances for preschool children	35	25%
Other (please specify)	32	22%
Master classes	27	19%
Classes/workshops for preschool children	25	18%
Classes/Workshops for students with special needs	23	16%

How frequently does your organization offer arts in education programs IN SCHOOLS?

1–2 times per year	24	17%
3–5 times per year	26	18%
6 or more times per year	46	32%
Other (please specify)	47	33%

Other

- 0 (2 respondents)
- 25 or more
- 6–8 week long residencies
- Any time there is a need or scheduled
- ASC does not present any programs; however, ASC provides significant funding to organizations that program in each of the disciplines.
- continuously throughout the year
- Each school has 3 residences per school year.
- GWACA does not offer. Sub-granting recipients do offer arts education programs in schools.
- In recent years, offerings have been 1-2 per year, but we are developing a program to potentially expand the number and frequency of contacts.
- Multiple times per week throughout the school year
- Not applicable or none (11)
- Not very often except for a partnership with a local magnet school. We do however provide numerous docent-led tours for school groups from Pre-K through 12.
- Offered through Caldwell Arts Council
- Once every few years
- Ongoing
- Our programs are after school hours
- Rarely
- Semester long after school residencies
- September through May
- The schools we currently serve have contracted for 1-3 arts classes per week after school.
- Throughout the school year
- Up to fifty or more performances each year
- We administer a large artists in the schools program for Wake public, private and charter schools.
- We do not regularly offer programs
- We don't offer in school programs
- We have a contract with our school system to present artists in the schools to 4th grade classrooms. . . this happens all year. We also have a traveling trunk program, after school art workshops and more
- We offer discounted tickets to all programs to public school groups.
- We offer MAP at all times
- We reach 30,000 children/year
- We serve approximately 600 students per year through multiple visit program
- We tour three months each year almost exclusively into schools
- Weekly (2)

- With A+ program developing a web-based program launching soon for in school and educator use.
- Year round
- Year round at least 60 programs/year.

What is the typical fee that your organization charges for IN SCHOOL arts in education programs?

Other	Free	57	40%
▪ \$1 per child	\$200–500 for single performance	10	7%
▪ \$1,500 in matching grant monies are available for all K-12 Johnston County Schools	\$501–1, 500 for single performance	11	8%
▪ \$1800-2700 for single performance	\$500–1, 000 for multiple-day residency	5	4%
▪ \$25/hour	\$1,001–2,000 for multiple-day residency	5	4%
▪ \$3 per class per student	\$50–100 per class	7	5%
▪ \$3 per student - Elementary, \$2 per student - Middle School, \$1 per student - High School	Other (please specify)	48	34%
▪ \$360–\$900 single performance, \$250–\$600 multiple-day residency, \$180–\$300 workshops			
▪ \$5 per ticket, for every 10, a free ticket is issued			
▪ \$500 for 4-day residency			
▪ 0			
▪ ASC does not present any programs; however, ASC provides significant funding to organizations that program in each of the disciplines.			
▪ Depends on the activity. Typically, Storybook Theatre performance is \$100 plus travel; ASAP is free but as for donation of supplies [sic]			
▪ Donation			
▪ Heavily subsidized by our budget, so charge varies			
▪ In some cases schools pay to match our funding			
▪ Its a combination of free and per class session			
▪ less than \$20			
▪ Local schools? I go when I can. I don't consider the money.			
▪ Not applicable or none (15)			
▪ Our programs are after school hours			
▪ Performances \$900–2000, Residencies \$1150/week			
▪ Programs are generally grant funded and offered to schools free-of-charge			
▪ School system provides a small percent of budget in cash, and provides transportation for students.			
▪ Schools provide in-kind supplies and refreshments			
▪ Some are free, others are paid at \$501-\$1500 for single or multiple shows during one visit			

- The \$501–\$1000 range for single performances. and the \$1001-\$2000 range for multiple-day residency.
- The programs are free for students, but supplemented by funding from the county school system.
- We are contract for AIS/workshops are 50–100
- We do not regularly offer programs
- We do not regularly offer programs, when we do they are usually free.
- we don't offer in school programs
- We get \$6,000 from our local school board for Residency programs
- We provide a package of \$600 for a performance which includes two classroom workshops
- We provide grant funds for those who participate

What grade level(s) does your organization primarily serve with its IN-SCHOOL arts in education programs? (Check all that apply.)

Preschool	34	24%
Elementary	114	80%
Middle	91	64%
High	85	60%

What types of arts in education programs does your organization regularly offer IN THE COMMUNITY for Pre-K–12 STUDENTS? (Check all that apply.)

Summer programs	75	52%
Daytime performances for organized school groups	59	41%
After-school hands-on classes/workshops in the arts	59	41%
Student exhibitions	57	40%
Programs for at-risk youth	49	34%
Group Discounts	38	27%
Multiple-day artist residencies	37	26%
Performances for preschool children	37	26%
Master classes	35	25%
Student only memberships and/or discounts to arts events	35	25%
Gallery/Museum Guided Tours	34	24%
Student competitions	34	24%
Other (please specify)	31	22%
Classes/workshops for preschool children	29	20%
Student Showcases	28	20%
Behind the Scenes Guided Tours	24	17%
Classes/Workshops for students with special needs	17	12%

Other

- Annual Community Open House
- ArtQuest hands-on gallery class trips as well as the gallery tours
- ASC does not present any programs; however, ASC provides significant funding to organizations that present each of these types of programs
- County-wide reading program
- Craft training for students that is integrated into the curriculum and standard course of study
- Do not currently offer this regularly
- Ethnographic workshops with professional artists facilitating the expression of group and individual voices
- Evening performances for school community
- Festival programs
- Free tickets to selected performances as part of summer arts festival
- Internships for High School age students
- JAM Program
- Monthly Saturday Kids @ CAM family series
- Not applicable or none (5)
- Outreach resources trunks, Home School Days, student artist gallery openings
- Performances by professional musicians
- professionally directed performance programs
- Response to question 11 is None, but the form won't allow me to leave it blank
- See Question 7
- Shows on campus and at schools
- Summer Camp
- We are an online performing arts journal so we offer calendar items and reviews but no classes
- We don't offer any of these ourselves; our grantees do.
- Workshops in fieldwork training
- Workshops, Theme Based Public Concerts centered on historical musics
- writing residency, co-sponsor
- Writing, encouraging it, is what Pembroke Magazine and contributors—and I—do.

What other types of arts in education programs does your organization regularly offer? (Check all that apply.)

Holiday Events/Activities	65	46%
Family performances	57	40%
Family Arts Days/Festivals	54	38%
Family workshops	31	22%
Professional development workshops for Teaching Artists	30	21%
Other (please specify)	29	20%
Family-only memberships and/or discounts to arts events	26	18%
Teaching Artists memberships and/or discounts to arts events	14	10%

Other

- ASC does not present any programs; however, ASC provides significant funding to organizations that present each of these types of programs
- Do not currently offer this regularly
- Drama presentations
- Family Arts Night
- I don't know how to respond to no. 13, except to say the magazine and I are part of literary events.
- Not applicable or none (16)
- None regularly
- Professional development for after school care providers
- School day performances
- See question 7 [Refers to previous input: "Grassroots Arts Funds were given in 2006-2007 to Parkview Elementary School for a presentation, to Southview Christian School for a theatre production and a fine arts competition."]
- Summer Drama Camp K-12
- Summer workshops for teachers
- We do not regularly offer any of these.
- writing residency, co-sponsor

How frequently does your organization offer arts in education programs IN THE COMMUNITY?

1–2 times per year	27	19%
3–5 times per year	27	19%
6 or more times per year	64	45%
Other (please specify)	25	18%

Other

- 10–20 times per year
- 20+
- ASC does not present any programs; however, ASC provides significant

funding to organizations that present each of these types of programs—in FY06 over 64,000 programs were presented in the community

- Community programming is a large part of our mission
- Does not offer
- In school only
- Including tours—weekly
- Multiple times throughout the calendar year
- Not applicable or none (7)
- None regularly
- Our five week summer festival offers frequent master classes and workshops
- Our mission is to create pathways through the arts so our primary function is bringing professional artists into a collaborative community setting
- perhaps once every other season
- Restarting arts lecture series this year—three lectures
- September through May

- Throughout the year (12 months)
- we are an online performing arts journal so we offer calendar items and reviews but no classes
- We offer over 60 classes per week at the Dreams Center for arts education and community outreach sites.
- Year round

Which of the following fee structures does your organization offer to students for classes/workshops IN THE COMMUNITY? (Check all that apply.)

Free classes/workshops	90	63%
Fee-based classes/workshops	63	44%
Need-based scholarships	53	37%
Internships/apprenticeships	44	31%
Family discounts	29	20%
Talent-based scholarships	27	19%
Other (please specify)	21	15%
Pay as you can	14	10%
Work scholarships	11	8%

Other

- \$1 per music lesson; child must qualify for Federal lunch program
- adult matching funds scholarships
- ASC does not present any programs; however, ASC provides significant funding to organizations that present each of these types of programs
- free workshops, but they are supported by grants
- Group discounts
- No classes/workshops, no fee structure, not applicable, or none (14)
- Pembroke Magazine participates in literary events: examples: LitMountain Fest in Burnsville, Sept. 14–15; 3rd annual lit fest, ECU, 29th Sept.
- We often seek grant support so as to offer programs at minimal or no cost

What grade level(s) does your organization primarily serve with its COMMUNITY-BASED arts in education programs? (Check all that apply.)

Preschool	45	32%
Elementary	116	81%
Middle	94	66%
High	92	64%

Resources for Arts in Education

Resources are the materials, goods, knowledge, human effort, time, and other tangible and intangible entities that an organization allocates to make a program happen. These resources may include sites or facilities and personnel. Since artists often constitute a key source of arts in education program delivery, resources may also include some structures or mechanisms for partnering individual artists with schools, such as artists' directories, rosters, or showcases.

Key Findings

The following are some of the major findings from the questions regarding resources:

- 34% of respondents' organizations have an artist directory or artist roster.
- 31% of respondents' organizations sponsor artist showcases for schools or community groups. Of these, 82% take place at least annually.
- In 89% of the respondents' organizations, the arts in education programs are provided by professional artists.

Survey Results

Does your organization have an Artist Directory or Artist Roster?

Response Options	f	%
Yes	49	34%
No	94	66%

How often is the Artist Directory or Roster updated?

Annually	27	54%
Every two years	4	8%
Every three years	5	10%
Other (please specify)	14	28%

Total Respondents: 50 out of 143

Other

- Added to as information is received. On our website.
- As info is learned—perpetually
- As needed, small base but growing
- Bi-monthly
- NA
- On an ongoing basis
- Several times a year
- The roster is basically an artist mailing/e-mailing list kept up to date by our Adult Educator.
- Twice yearly (at each festival)
- Updated on an ongoing basis, as needed
- We are just creating it now
- We maintain on our computer database—therefore, continually
- weekly
- whenever we add a teacher

Are the artists in the Directory or Roster screened or adjudicated?

Yes	27	56%
No	21	44%

Total Respondents: 48 out of 143

Does your organization sponsor artist showcases for schools and community groups?

Yes	44	31%
No	98	69%

Total Respondents: 142 out of 143

How often do the artist showcases take place?

Less often than every two years	5	11%
Every two years	3	7%
Once a year	31	71%
Twice a year	5	11%

Total Respondents: 44 out of 143

What types of site(s) and/or facilities are used for educational programs?

Your organization's facilities	81	58%
Schools	106	76%
Other (please specify)	59	42%

Total Respondents: 140 out of 143

Other

- 1,100 seat historic performance space and 650 seat auditorium space at the community college
- Artists' studios
- Artists' studios
- Arts centers, theaters, etc.
- ASC does not present any programs; however, organizations receiving ASC grants use community facilities, schools and their own facilities for programs
- CASWELL CIVIC CENTER
- Children's Museum
- Church
- Churches
- Churches and YWCA
- Churches, parks and auditoria
- City Concert Hall
- Collaborations w/ local art museum
- Community centers
- Community Centers and Shelters
- Community centers, cultural agencies
- Community churches, community centers
- Community collaboration partner sites
- Community College Campus
- Community organizations' facilities
- Community performing arts venues
- Community sites
- Community spaces, The ArtsCenter,
- County civic center
- First Assembly Church
- Grassroots funds only
- Guilford College
- JE Broyhill Civic Center
- Libraries
- Libraries, community centers, boys and girls clubs, et al.
- Libraries, community college
- Local and regional venues
- Local college auditorium, local library auditorium
- Local performance auditoriums

- Museums, parks, other
- Not applicable or none (3 respondents)
- Off Site Leased space, or outdoor public space
- orgs such as salvation army, housing developments etc
- Other rented spaces.
- Partnering organization sites (libraries, YMCAs, YWCAs, etc.
- Peace College, bookstores, etc
- Public housing enrichment centers, Juvenile Day Treatment Center, Alternative schools, YMCA, YWCA and other community youth organizations
- Public library, local community college
- Recreation centers
- Rent space from a church
- Artist’s Studios and County Library
- Schools, civic clubs, writing resource centers
- Shared community spaces
- Social service sites
- Spirit Square or other dance studios
- Teacher training takes place in studios, craft galleries or schools of craft
- Vance Granville Civic Center, Vance Senior Center
- Various community sites
- Various Community sites
- Various/Duke University
- War Memorial Auditorium
- We are an online performing arts journal so we offer calendar items and reviews but no classes

Who provides the arts in education programs for your organization? (Check all that apply.)

Professional Artists	125	89%
Teaching Artists	89	64%
Staff	65	46%
Folk/Traditional Artists	51	36%
Volunteers	51	36%
Certified Arts Educators	48	34%
College/university educators	41	29%
College/university students	34	24%
Emerging Artists	31	22%
Youth	20	14%

Total Respondents: 140 out of 143

Funding

Although funding might be thought of as a subset of resources, the budgetary process is in itself a set of deliberate policy decisions that constitutes a significant determinant of program direction and capacity. Thus it is here broken out as a distinct category. This category includes such variables as the size of budgets, the presence or absence of a separate line item for arts in education, and sources and levels of funds for AIE, including those from school districts.

Key Findings

Among the significant findings of this section are the following:

- The annual operating budget of 69% of the respondents' organizations exceeds \$100,000.
- The annual arts in education budgets range from under \$3,000 to several million dollars.
- Respondents indicated the following funding sources for their AIE programs, among others: Private funding from corporations, foundations, or charitable trusts (74%); annual fund drives, subscriptions, or direct donations (61%); NC Arts Council grants (61%).
- 29% of organizations reported receiving annual allocations from the school district to support their arts in education programming.

Survey Results

What is the annual operating budget for your organization?

Response Options	f	%
\$35,000 or less	17	12%
\$35,001–\$50,000	8	6%
\$50,001–75,000	8	6%
\$75,001–\$100,000	10	7%
\$100,001 or more	97	69%

Total Respondents: 140 out of 143

What is the annual budget for Arts in Education Programs?

Total Respondents 140 out of 143

\$3,000 or less	23	16%
\$3,001–5,000	5	4%
\$5,001–10,000	17	12%
\$10,001–20,000	16	11%
\$20,001–50,000	35	25%
Other (please specify)	44	31%

Other

- \$50,000 +
- \$50,000–\$100,000
- \$50–60,000
- \$50–75,000
- \$60,000
- \$60,000 +
- \$80,000
- About \$85,000
- \$85,000
- More than \$100,000 (5)
- \$103,000
- \$150,000
- \$162,000
- \$164,175 for 2006–07
- \$200,000 +
- \$200,000–300,000
- \$230,00
- \$343,000
- \$353,000
- \$375,000+
- \$500-600,000
- Approximately \$600,000
- approximately \$800,000
- \$1.2 million
- \$3,000,000 (3 million)
- Do not know
- Emphasis varies from year to year, but generally I would choose the highest category
- Grassroots funds only
- I don't have access to this information
- Not applicable or none (2)
- Not a budgeted item
- Our Arts Academy is in its first year. The Academy budget is approximately \$50,000. We spend an additional \$15,000 on Artist in the Schools/Residencies
- Over \$50,000
- Pembroke Magazine operates on a budget, around \$4,000 per year
- Primarily our function so most of our budget
- Sorry I don't have access to this info
- Varies based on grant funding

- We are an educational theatre and do not have a separate budget for work in schools
- We are an online performing arts journal so we offer calendar items and reviews but no classes

Is there a separate budget line for Arts in Education?

Yes	74	53%
No	66	47%

Total Respondents: 140 out of 143

What are the sources of revenue for the arts in education budget? (Check all that apply.)

Private funding (corporations, foundations, or charitable trusts)	103	74%
Annual fund drive, subscriptions, or direct donations	86	61%
NC Arts Council grants	85	61%
Grassroots Arts Program	61	44%
County, city, or municipal line-item support	49	35%
Federal funding other than through the NC Arts Council (e.g. direct grants from National Endowment for the Arts, U.S. Department of Education, etc.)	26	19%
Other state funding	18	13%

Total Respondents: 140 out of 143

Does your organization receive annual allocations from the school district to support arts in education programming?

Yes	41	29%
No	99	71%

Total Respondents 140 out of 143

At what level of funding?

\$3,000 or less	22	16%
\$3,001–5,000	7	5%
\$5,001–10,000	9	6%
\$10,001–20,000	10	7%
\$20,001–50,000	8	6%
Other (please specify)	84	60%

Total Respondents 140 out of 143

Other

- \$2 per child to each elementary school, \$1 per child to each middle and high school
- \$250,000
- \$250,000
- \$54,000
- \$75,000
- Allocations are not “annual” but are part of a match as in-kind contributions
- Approx. \$5,000–\$10,000 per district in 5 districts
- As a department of municipal government we are funded from the General Fund. Our arts centers and presenting programs are an integral part of our mission and much of our budget is devoted to arts in education
- Do not know
- Do not receive annual allotment from school district
- Does not apply
- Matching funds for programs
- More than \$50,000
- Not applicable or none (68)¹
- We are an online performing arts journal so we offer calendar items and reviews but no classes
- We do not receive funding from school districts
- We receive between \$1,000 and \$5,000 from different school districts for the Museum’s Literacy through Art program.

¹ Due to a glitch in the online survey, respondents were directed to answer this question even though they had selected no to the previous, thus accounting for the large response rate of NA or none.

Planning, Leadership, and Governance

Leadership is an essential component of effective arts in education programs. Extensive research over the last two decades has supported this primacy. For example, the highly influential report *Gaining the Arts Advantage* http://www.artsusa.org/public_awareness/articles/013.asp noted: “The single most critical factor in sustaining arts education in their schools is the active involvement of influential segments of the community in shaping and implementing the policies and programs of the district.” Leadership may include the following:

- Formal written plans that guide arts in education programs
- Staff and board personnel with requisite knowledge of arts in education
- Advisory committees for arts in education

Key Findings

The organization survey asked respondents several questions about leadership, planning, and governance. The following are highlights of the responses:

- 64% of respondents reported that arts in education is part of the organization’s strategic or long-range plan.
- Only 17% of respondents indicated that their organization has two or more full-time staff persons, while 36% indicated that they have no staff at all.
- 28% of respondents’ organizations have Arts in Education Advisory Committees.

Survey Results

What type of written plan exists for your organization’s arts in education programs?

Response Option	f	%
There is no separate plan <i>per se</i> for arts in education.	44	31%
Arts in education is part of the organization’s strategic or long-range plan but without specific goals or objectives for arts in education.	35	25%
Arts in education is part of the organization’s strategic or long-range plan with specific goals and objectives for arts in education.	54	39%
Arts in education has a separate strategic or long-range plan.	7	5%

Total Respondents: 140 out of 143

If your organization has a written Arts in Education plan who creates it?

The Staff	40	66%
The Board of Directors	20	33%
Other (please specify)	17	28%
An advisory committee separate from the Board of Directors	10	16%

Total Respondents: 61 out of 143

Other

- A mix of staff, Board, and community reps
- Also input from volunteers, teachers, school administrators, community partners
- Approved by Advisory Board
- Arts Education Committee
- Arts Education Committee
- Arts in Education Committee
- Community process with special steering committee
- Consultant
- Education Committee
- Faculty
- Hired consultant established first plan with assistance from community, Board of Directors and staff
- Not applicable (2)
- Staff and Board
- Staff and our arts in education program partners (the county school system and the local university) with input from the schools and community
- Strategic plan and work plan for organization is written by Board and staff committee
- Volunteers

Which of the following does your organization have for Arts in Education?

Two or more full-time staff persons	23	17%
One full-time staff person	28	20%
One part-time staff person	28	20%
Contract worker(s) only	29	21%
No staff	49	36%

Total Respondents: 138 out of 143

How many members of your Board of Directors are Pre-K–12 teachers, school administrators, arts educators or school board members?

Total Respondents 138 out of 143

None	36	26%
One	28	20%
Two	24	17%
Three	21	15%
Other (please specify)	31	23%

Other

- 1 artist education and 4 current /former principals
- 25 member committee, all have affiliation w/ the school of education at LRC or the public school system
- 3 retired, 2 active
- 4 (5)
- 5 (3)
- 6 retired educators
- All contractors
- Do not have a board of directors
- Do not operate with a board of directors.
- Don't have board of directors. arts teachers at various times have served on our cultural arts advisory committee
- Don't know
- I am not sure
- includes retirees
- NA
- nine
- no board of directors
- none
- Not sure
- Not sure. Teacher ed board, or college board?
- Retired
- Several are former teachers
- Sorry, I don't know this information
- There is no board
- There is no Board. this is a university budgeted program
- We do not have a board

Does the organization have an Arts in Education Advisory Committee?

Yes	38	28%
No	100	73%

Total Respondents: 138 out of 143

How often does the Committee meet?

No regular schedule	8	21%
Once each year	3	8%
Twice a year	3	8%
Three times or more a year	24	63%

Total Respondents: 38 out of 143

What is the size of the Committee?

5 or fewer	12	32%
6–10	20	53%
11–20	4	11%
21–30	2	5%
31 or more	0	0%

Total Respondents: 38 out of 143

What is the membership of the Committee? (Check all that apply.)

Organization board or staff	34	90%
School personnel (teachers or administrators)	28	74%
Parents	18	47%
Business or professional persons	16	42%
University or college faculty or staff	15	40%
Artists	14	37%
Other (please specify)	6	16%

Total Respondents: 38 out of 143

Other

- Arts administrators
- Community Partners
- Community volunteers & LRC students are also included
- Law enforcement, 4 H, foundation
- Retired educators
- Volunteers

School and Community Impact

Impact is an umbrella term for the array of outcomes, benefits, and results that occur as an end product of programs. Some results may involve actual changes to people’s lives by meeting their needs. In educational terms, such outcomes would include student learning. While assessing or gauging these kinds of outcomes is beyond the methodology of this study, some indication of the scope and breadth of the programs that impact schools and communities was not, and this data is presented here.

Key Findings

The following are some highlights of the data that emerged from this section of the survey:

- 54% of respondents reported that their programs annually serve at least 500 Pre-K–12 children in schools, and 43% of respondents reported that their programs annually serve at least 500 Pre-K–12 children in the community.
- 42% of respondents reported that their programs annually serve no more than three Pre-K–12 schools.
- 40% of respondents reported that the geographic impact of their organization’s arts in education programs is county-wide, while 9% reported that the impact is statewide.

Survey Results

How many Pre-K–12 children are served annually by your programs IN THE SCHOOLS?

Response Option	f	%
10 or fewer	24	19%
11–50	6	5%
51–100	11	9%
101–200	9	7%
201–500	10	8%
501 or more	70	54%

Total Respondents: 130 out of 143

How many Pre-K–12 children are served annually by your programs IN THE COMMUNITY?

10 or fewer	13	10%
11–50	8	6%
51–100	20	15%
101–200	13	10%
201–500	20	15%
501 or more	56	43%

Total Respondents: 130 out of 143

How many Pre-K–12 schools are served annually by your IN-SCHOOL arts in education programs?

3 or fewer	54	42%
4–10	26	20%
11–20	8	6%
21–50	13	10%
51 or more	29	22%

Total Respondents: 130 out of 143

What grade level(s) does your organization serve with IN-SCHOOL arts in education programs? (Check all that apply.)

Pre-Kindergarten	31	24%
Elementary	101	79%
Middle	78	61%
High	82	64%

Total Respondents 128 out of 143

For each of the following racial and ethnic groups please estimate its percentage of the total number of students whom you serve:

	Less than 20%	21–40%	41–60%	61–80%	81–100%
White non-Hispanic	5% (6)	18% (24)	32% (41)	23% (30)	22% (29)
African American	37% (48)	32% (42)	25% (33)	5% (6)	1% (1)
Hispanic	83% (108)	15% (19)	2% (2)	1% (1)	0% (0)
Native American	98% (126)	2% (2)	0% (0)	0% (0)	1% (1)
Asian American	95% (123)	3% (4)	1% (1)	0% (0)	1% (1)

What is the geographic impact of your organization’s arts in education programs?

Local community only	13	10%
Local community and surrounding communities	18	14%
County-wide	52	40%
Regional (several counties)	35	27%
Statewide	12	9%

Total Respondents: 130 out of 143

Communication and Evaluation

Communication and evaluation of programs are here considered as a common category, since both reflect the capacity of organizations to understand and articulate the public value of their programs.

Key Findings

The following essential findings emerged from this section of the survey:

- 71% of respondents reported using electronic or print newsletters or updates to relay information regarding their arts in education programs.
- 59% reported using formalized assessments or evaluations of their arts in education programs.
- Respondents indicated use of various tools to evaluate arts in education programs, including teacher surveys (87%); observation (75%); artist surveys (66%); student surveys (65%); and photos, videos, or tapes (58%).
- 60% of respondents reported that they administer the evaluations after each program.
- 65% reported that the assessments or evaluations are conducted by staff members.

Survey Results

What types of communication are used to relay information regarding arts in education programs? (Check all that apply.)

Response Options	f	%
Electronic or print newsletters or updates	92	71%
Web Sites	89	69%
Written and/or regular reports to school boards, organization's board, principals' meetings, meetings with Superintendent or Arts Education Coordinator for school district	63	49%
Other (please specify)	37	29%
Arts education listservs	33	25%
Speakers' bureau	12	9%

Total Respondents: 130 out of 143

Other

- Annual publications
- Arts Ed Booking Conferences
- Arts Matter Committee, Flyers sent to schools, communication by letter to teachers, families
- ASC relies on the efforts of Artsteach in this area
- Brochure
- Cultural arts booklet
- Direct contact w/school arts director
- Direct mail
- Direct mail, press releases, posters,
- Email, local papers
- Flyers
- Flyers, psa's and press releases
- Invitation only & newspaper coverage
- Letters and phone calls to principals
- Letters, emails to individual teachers
- Mailings
- NA (3)
- Newspaper
- Newspaper
- Newspaper, radio
- NPR Public Radio
- Paid advertising
- Presentations to community organizations; newspaper articles
- Press Releases
- Press releases to local media (print, radio, and TV), memos sent directly to teachers and school administrators, flyers sent directly to parents
- Print and broadcast media
- Printed & Web Cultural Calendar
- Program information to schools
- Radio, articles
- School Art Contacts
- Season Brochure, Touring Brochure, Camp Brochure, School Show Brochure
- Seasonal program brochure
- Teacher representatives
- To state legislators
- Word of mouth

Are there formalized assessments or evaluations of the arts in education programs?

Yes	77	59%
No	53	41%

Total Respondents: 130 out of 143

Which of the following does your organization use to evaluate arts in education programs? (Check all that apply.)

Total Respondents 77 out of 143

Teacher Surveys	67	87%
Observation	58	75%
Artist Surveys	51	66%
Student Surveys	50	65%
Photos, videos, tapes	45	58%
Meetings with participants	42	55%
Parent Surveys	24	31%
Student Journals	24	31%
Rubrics	17	22%
Other (please specify)	10	13%

Other

- After the annual Pembroke Magazine is published, I do a report required by the NCAC
- An arts in education specialist conducts post-performance evaluations in key schools
- Artist narratives and reports
- ASC relies on ArtsTeach for the evaluation of specific programs
- Evaluations from and of Teaching Artists
- Outside evaluators
- Process Folios
- Recitals and Student Juries
- Staff/ board analysis
- Web logs

How often are the assessments or evaluations conducted?

After each program	46	60%
In the middle and end of each program	6	8%
Mid year	2	3%
End of the year	10	13%
Other (please specify)	13	17%

Total Respondents: 77 out of 143

Other

- After each residency, mid-year and end of year.
- After some programs
- All of the above
- As directed by the program's needs
- ASC relies on ArtsTeach for the evaluation of specific programs
- Before, during & after
- Beginning, Middle and End of program
- Either pre- and post-program or post-program only
- Ongoing throughout each program
- Pre and Post program
- Usually in spring, by end of May
- Varied
- Varies according to the program

Who conducts the assessments or evaluations?

Staff members	50	65%
Outside consultants	8	10%
Other (please specify)	19	25%

Total Respondents: 77 out of 143

Other

- A combination of the above
- All of the above
- Art contacts in each school
- ASC relies on ArtsTeach for the evaluation of specific programs
- Board Members
- Both staff and consultants conduct evaluations for the Museum depending on the program.
- Both staff and outside consultants
- Combination of staff members and outside consultants
- Contract staff
- Self-assessment and the coordinating faculty member
- Staff and Consultant
- Staff and outside consultants
- Staff and outside consultants
- Staff members and when funds are available, outside consultants
- Staff, Outside Consultants, and program participants
- Staff, teachers, sometimes outside consultants
- Teachers and artists
- Teachers prepare the evaluations
- The editor

Barriers and Needs

Arts organizations and programs typically face challenges that may include limitations to resources or lack of consistent support from stakeholders. Organizations in North Carolina, not surprisingly, face many of these same challenges.

Key Findings

Among the findings related to barriers and needs are:

- 87% of respondents indicated lack of funding as a barrier to providing arts in education programs, while 70% of respondents identified limited staff as a barrier.
- Not surprisingly, respondents identified additional funding (88%), additional staff (69%), and school system support (42%) as resources that would be most effective in meeting their needs or overcoming barriers.

What kinds of barriers to providing arts in education programs does your organization face? (Check all that apply.)

Response Options	f	%
Lack of funding	111	87%
Limited Staff	89	70%
Lack of facilities	40	31%
Lack of School System Support	31	24%
Other (please specify)	28	22%
Inadequate Board of Directors	8	6%
Inappropriate mission	1	1%

Total Respondents: 128 out of 143

Other

- Difficulty in contacting teachers
- Difficulty of identifying and reaching arts leaders in schools
- Fewer local professional teaching artists are available in our area
- Focus on classroom time limits amount of time that is given for art programming, high cost of gas has reduced schools willingness to bus to as many shows
- Getting out a literary magazine is probably a labor of love

- I would say that while funding is high, it remains inadequate for the size of the school system in wake county,
- Identity: the program is propelled by the art guild, and needs to have the “parent” org. More involved.
- Insufficient funding for sustainability growth
- Lack of an annual commitment from school system; over-worked teachers who find it difficult to plan/execute programs; we also have a shortage of teaching artists/instructors who are qualified daytime
- Lack of requests from schools
- Lack of understanding on the part of the schools as to the need for such programs
- Lack of adequate time to meet the needs of the various schools
- Limited teaching artists
- Limited understanding of the value of art
- Low income community
- Marketing
- No artist directory in charlotte area
- No funding for any staff
- Not applicable
- Public school cuts in field trip money
- School testing and no child left behind
- Schools don’t see art as an important area of study because tests don’t include art questions.
- Time (2)
- Transportation funding
- Transportation, language barriers, explosive growth of region & schools, school teacher and community teacher turn-over
- We are an online performing arts journal so we offer calendar items and reviews but no classes
- We are providing arts in education

What kinds of resources would be most effective in meeting your organization’s needs or overcoming barriers? (Check all that apply.)

Additional funding	112	88%
Additional staff	88	69%
School system support	54	42%
Partnership agreement with local school system	45	35%
Additional facilities	43	34%
Political support	43	34%
Professional development or training	42	33%
Community support	37	29%
Resource information	35	27%
Planning support	35	27%
Additional teaching artists	32	25%
Other technical assistance	25	20%
Leadership	19	15%
Packaged or off-the-shelf arts in education programs	13	10%
Board of Directors support	12	9%
Other (please specify)	11	9%

Total Respondents: 128 out of 143

Other

- ArtsTeach keeps promising to create an Artist Directory and Booking Conference and they never do it.
- ASC does not provide specific arts education programs but funds other groups that do provide these programs
- Direct knowledge of and access to interested teachers, parent leaders, arts-interested principals
- Funding for staff
- I am currently developing a pilot program that may circumnavigate some existing barriers
- Literary magazines were once called “underground” magazines. Now many elementary, middle, and high school—and colleges, universities, and individuals—put them out as resources for writers.
- Local Arts Council support
- More understanding by principals about the program
- TIME from partners and leaders
- We are an online performing arts journal so we offer calendar items and reviews but no classes
- We know how to do it--we just need to raise more funds. We have a great program, school system support, school board support, Wake Commissioners support, etc.

Partnerships

Collaborative relationships and partnerships are at the essence of what many community arts organizations do in delivering arts in education opportunities to schools or communities. This section examines data from the survey related to these relationships.

Key Findings

Among the findings related to partnerships are the following:

- 37% of respondent organizations have a formal partnership agreement with one or more school districts or schools.
- 41% of respondent organizations have a formal agreement with some other organization. Of these, 63% are arts or cultural organizations and 52% are educational organizations.
- Respondents indicated that their organizations regularly collaborate with the following for arts in education programs: other arts or cultural organizations, 73%; colleges or universities, 45%; and social service organizations or agencies, 36%.

Survey Results

Does your organization have a formal partnership agreement with one or more school districts or schools?

Response Option	f	%
Yes	47	37%
No	81	63%

Total Respondents: 128 out of 143

Does your organization have a formal partnership agreement with any other organization(s)?

Yes	53	41%
No	75	59%

Total Respondents: 128 out of 143

What is the nature or purpose of the other organization(s)?

Arts or cultural	34	63%
Educational	28	52%
Other nonprofit	19	35%
Business or corporation	7	13%
Other (please specify)	6	11%

Total Respondents: 54 out of 143

Other

- Library
- Meeting & conference center
- NC Symphony
- Performing arts presenting group
- Public library
- Public library through Institute of Museum and Library Services (IMLS) grant

What kinds of activities are supported under the agreement? (Check all that apply.)

Programming	39	74%
Funding	33	62%
Facilities	29	55%
Communication	29	55%
Resource Sharing	29	55%
Planning	24	45%
Evaluation	21	40%
Administrative assistance	15	28%
Other (please specify)	1	2%

Total Respondents: 53 out of 143

Other

- Training faculty & facilities

With which of the following does your organization regularly collaborate for arts in education programs? (Check all that apply.)

Other Arts or cultural organizations	93	73%
Colleges/Universities	57	45%
Social Service Organizations/Agencies	46	36%
Parks & Recreation Departments	41	32%
Community Colleges	34	27%
Other (please specify)	31	24%
Faith-based groups	28	22%
Preschool programs such as SmartStart; More at Four; HeadStart or Child Care Resource & Referral	19	15%
21st-Century Community Learning Center After school Programs	13	10%

Total Respondents: 128 out of 143

Other

- After School Programs
- Artsteach and Blumenthal PAC
- Boys and Girls Club
- Caswell County Schools
- Community theatre
- Extension Service, Tourism, Chamber of Commerce
- individual teachers/schools
- Kennedy Center
- Libraries (5)
- Local schools
- N/A
- N/A
- N/A
- National Wildlife Refuge
- Neighborhood associations, libraries
- None (6)
- Pembroke Magazine is mostly independent.
- Safe and Drug Free School coordinators
- School Board
- Schools
- Support our Students Program
- We are an online performing arts journal so we offer calendar items and reviews but no classes

Grantsmaking

For some arts organizations, grantsmaking is a key tool for programming. For some, especially those that primarily distribute pass-through funds or the proceeds of united arts funding drives, grantsmaking is the primary tool. Not all arts organizations, however, have even minimal grants programs or the funding to start them.

Key Findings

Among the findings related to grantsmaking are the following:

- 36% of the respondent organizations provide grants or funding.
- 68% support school-based performances and 64% support artist-in-the-schools programs through their grants.
- 65% of respondents indicated that less than 20% of their organization's total grants budget is awarded to schools for after school and/or in-school programs.
- 59% of respondents reported that the average grant amount awarded to a school or community organization for an arts in education program was less than \$1,000.

Survey results

Does your organization provide grants and funding?

Response Options	f	%
Yes	46	36%
No	82	64%

Total Respondents: 128 out of 143

What types of arts in education programs does your organization fund through grants?

School based performances	32	68%
Artist in the schools programs	30	64%
After school and/or summer programs	28	60%
Arts integration	24	51%
Programs for at-risk youth	22	47%
Community based family programs	20	43%
Field trips	18	38%
Participatory workshops	18	38%
Multiple day artist residencies	18	38%
Programs for students with special needs	14	30%
Programs for Pre School children	13	28%
Professional development workshops	12	26%
Teacher only Programs/Events	10	21%
Skills building classes/workshops	10	21%
Tours	7	15%
Other (please specify)	4	9%

Total Respondents: 47 out of 143

Other

- multi-school programs, multi-cultural programs
- N/A
- None
- We use Grassroots sub grants

What percentage of your organization’s total grants budget is awarded to SCHOOLS for after-school and/or in-school programs?

Less than 20%	30	65%
21–40%	6	13%
41–60%	6	13%
61–80%	3	7%
81–100%	1	2%

Total Respondents: 46 out of 143

What is the average amount of grant awarded to a school OR community organization for an arts in education program?

Less than \$1,000	27	59%
\$1,001–5,000	15	33%
\$5,000–10,000	2	4%
Other (please specify)	2	4%

Total Respondents: 46 out of 143

Other

- \$25,000
- ASC provides \$1.2 million in funding for arts education in Charlotte-Mecklenburg through ArtsTeach and support of independent schools—we do not grant funds directly to schools

Local Education Agency Results

List of Respondents

Total Respondents: 23

Avery County Public Schools
Beaufort County Schools
Buncombe County Schools
Burke County Public Schools
Burke County Public Schools
Caldwell County Schools
Charlotte-Mecklenburg Schools
Cherokee County Schools
Columbus County Schools
Craven County Schools
Cumberland County Schools
Dare County Schools
Durham Public Schools
Edenton Chowan Schools
Elizabeth City-Pasquotank Schools
Guilford County Schools
Mitchell County Schools
New Hanover County Schools
Onslow County Schools
Pitt County Schools
Tyrrell County Schools
Wake County Public School System
Winston-Salem/Forsyth County Schools

District Policy

The policies that local education agencies enact can powerfully determine both the nature and extent of arts instruction in their schools and the ability of arts organizations to play a role in school-based programs.

Key Findings

The following findings emerged regarding district policy:

- 52% of LEAs reported that their school system has a written board-approved policy regarding arts education.
- 35% of LEAs reported that their school system has a written board-approved position statement regarding arts education.
- 17% of LEAs require one or more arts education credits in dance, music, theatre arts, or visual arts for high school graduation.

Survey Results

Does the Local Education Agency (LEA) (i.e. school system) have either written board approved policies or a position statement on arts education?

Response Options	f	%
Policies	12	52%
Position statement	8	35%
Both	3	13%

Does the LEA require one or more arts education credits in dance, music, theatre arts, or visual arts for high school graduation?

Yes	4	17%
No	19	83%

Resources

Elsewhere we have seen that resources for arts education vary considerably among arts organizations. This variation is likely among local education agencies, as well. And as we have noted, the variation of resources is likely to significantly impact what is possible.

Key Findings

Among the findings related to LEA resources are the following:

- Respondents reported using the following state resources for professional, technical, and/or financial assistance for arts education: Local arts councils (96%); the NC Dept. of Public Instruction (91%); area universities, colleges or community colleges (87%); NC Arts Council (78%); and arts education professional associations (70%).
- Respondents reported using the following services provided by the North Carolina Arts Council: Web site based information (83%), touring Artist Directory (70%), grants (70%), and workshops (61%).
- Respondents reported the following forms of support for arts educators in order to attend professional development seminars, workshops, retreats, and conferences: continuing education unit credit (96%), paid substitutes (91%), paid registration fees (87%), travel and per diem (70%), professional leave, (65%), and lodging (61%).
- Respondents reported the following providers of professional development in the arts to teachers or administrators during FY 05-06: performing, visual, and/or literary artists (91%); arts educators (87%); central office staff (arts education supervisors/coordinators or lead teachers) (61%); cultural institutions or organizations (61%); higher education faculty (61%); and arts education professional associations (57%).

Survey Results

What state resources does the LEA use for professional technical and/or financial assistance for arts education? (Check all that apply.)

Response Options	f	%
Local arts councils	22	96%
NC Dept. of Public Instruction	21	91%

Area universities, colleges or community colleges	20	87%
NC Arts Council	18	78%
Professional Associations in dance, music, theatre arts or visual arts	16	70%
NC Symphony	13	57%
Education foundations	12	52%
NC Museum of Art	11	48%
Other (please specify)	4	17%
Don't know	0	0%
None	0	0%

Other

- Asheville Art Museum
- Emerge Gallery & Arts Center and outside funding sources
- Greensboro Symphony, Greensboro Opera, Community Theater of Greensboro, NC. Shakespeare Festival
- Winston-Salem Foundation

Which of the following services provided by the North Carolina Arts Council has your LEA used? (Check all that apply.)

Website based information	19	83%
Touring Artist Directory	16	70%
Grants	16	70%
Workshops	14	61%
Bi-Annual ArtsMarket	6	26%
Technical assistance	3	13%
None	1	4%
Other (please specify)	1	4%

Other

- Source for professional artists for staff development activities

In what ways are Arts Educators supported in order to attend professional development seminars, workshops, retreats, and conferences? (Check all that apply.)

CEU (Continuing Education Unit) credit	22	96%
Paid substitutes	21	91%
Paid registration fees	20	87%
Travel and per diem	16	70%
Professional leave	15	65%
Lodging	14	61%
Tuition reimbursement	6	26%
Other (please specify)	4	17%
None	0	0%

Other

- Some categories are determined by site-based management
- Staff Development Opportunities are a site based decision across the district.
- This is an area of great need. We need an equitable and assurance that funds can be available for arts educators on an annual basis It [is] this inconsistency of having some funds some years and no [data missing in respondent’s input?]
- Through county-wide staff development days (2 days per year)

Which of the following receive professional development in the arts? (Check all that apply.)

Arts specialists/educators	22	96%
Classroom teachers	15	65%
District administrators	6	26%
Building administrators	5	22%
School Board members	1	4%
Don’t know	0	0%
None	0	0%

Which of the following provided professional development in the arts to teachers or administrators in your LEA (school system) during FY 05-06? (Check all that apply.)

Performing, visual, and/or literary artists	21	91%
Arts educators	20	87%
Central Office Staff (arts education supervisors/coordinators or lead teachers)	14	61%
Cultural institutions/organizations	14	61%
Higher education faculty	14	61%
Arts education professional associations	13	57%
Other (please specify)	2	9%
Don't know	1	4%
None	0	0%

Other

- Greenville Museum of Art and Emerge Gallery
- WS/FCS Technology Department

How many days of arts-related professional development were scheduled for arts educators in 2005-06?

None	2	9%
Fewer than 3	10	44%
4-5	4	17%
6-10	2	9%
11 or more	5	22%

Programs, Extra-curricular Activities and Classes, Partnerships and Collaborations

Key Findings

Among the findings related to programs, extra-curricular activities and classes, partnerships and collaborations are the following:

- 70% of the LEAs have no limitation on the number of field trips a school or grade level can take per year.
- The most frequent arts-related field trip destinations are to performing arts events (96%) and museums or galleries (83%).
- 70% of respondents reported that their schools took at least one field trip each year.
- The most frequently cited barriers to arts-related field trips are lack of funding to cover costs (70%); challenges of transportation, logistics, and scheduling (70%); scheduling conflicts with instructional time (70%); and scheduling conflicts with testing preparation (57%).
- Respondents identified the following school-sponsored arts activities as available to students during after-school hours: drama (theatre arts) club (96%); choral groups (96%); student productions (91%); band (91%); visual arts club (including photography or videography) (65%); dance, music, theatre arts or visual arts classes/workshops (61%); and dance club (57%).
- Respondents identified the following as providing the extra-curricular or before/after school arts programs in their LEA: licensed arts educators (91%), school system staff (65%), professional artists (52%), and volunteers (48%).
- 87% of LEAs have school-based Early Childhood Pre-K Education Programs that incorporate the arts. In 87% of these, the instruction is provided by pre-school teachers.
- Respondents identified using the following types of events to celebrate the arts in their schools: band festivals or adjudicated performances (100%), choral festivals or adjudicated performances (96%), system-wide showcases/celebrations (87%), and exhibitions (87%).
- 91% reported an ongoing (more than one year) partnership or collaboration with an arts organization.

Survey Results

Does the LEA limit the number of field trips a school or grade level can take per year?

Response Options	f	%
Yes	7	30%
No	16	70%
The LEA has no policy regarding field trips.	0	0%

What are the most frequent arts-related field trip destinations for your LEA (school system)? (Check all that apply.)

Performing arts event	22	96%
Museum or gallery	19	83%
Other visual arts organization	7	30%
Cultural Arts Festival	6	26%
Artists' studios	4	17%
Literary arts center	2	9%
None	0	0%
Other (please specify)	0	0%

What are the sources of funding for field trips? (Check all that apply.)

Individual school funds	22	96%
LEA (school system) funds	21	91%
PTA/PTOs	19	83%
Families	16	70%
Fundraisers	15	65%
Grant funds	12	52%

What are the barriers to arts-related field trips? (Check all that apply.)

Lack of funding to cover costs	16	70%
Challenges of transportation, logistics, and scheduling	16	70%
Scheduling conflicts with instructional time	16	70%
Scheduling conflicts with testing preparation	13	57%
Distance or lack of suitable local destinations	8	35%
Scheduling conflicts with other extracurricular activities	5	22%
Insufficient knowledge of suitable destinations	3	13%
Lack of personnel to coordinate and chaperone	2	9%
Insufficient knowledge of connections to NCSCOS	1	4%
Lack of support from LEA or school administrators	1	4%
Other (please specify)	1	4%
Lack of support from parents	0	0%
None	0	0%

Other

- Limited total trips allowed per year

Does the LEA provide transportation for field trips?

Yes	20	87%
No	3	13%

Approximately how many arts-related field trips do your schools take per year?

1-3	16	70%
4-5	7	30%
None	0	0%

How far in advance do your schools typically plan field trips?

1-2 months	2	9%
3-6 months	19	83%
7-12 months	2	9%

What school-sponsored arts activities are available to students during after school hours? (Check all that apply.)

Drama (Theatre Arts) Club	22	96%
Choral groups	22	96%
Student productions	21	91%
Band	21	91%
Visual Arts Club (including photography or videography)	15	65%
Dance, music, theatre arts or visual arts classes/workshops	14	61%
Dance Club	13	57%
Orchestra	10	44%
Literary Club	5	22%
None	0	0%
Other (please specify)	0	0%

Who conducts or provides the extra-curricular or before/after school arts programs in your LEA (school system)? (Check all that apply.)

Licensed arts educators	21	91%
School system staff	15	65%
Professional artists	12	52%
Volunteers	11	48%
Teaching artists	8	35%
Community based organizations other than arts groups	5	22%
Folk/traditional artists	4	17%
Emerging artists	3	13%
College/university faculty	3	13%
College/university students	3	13%
High school students	2	9%
Other (please specify)	0	0%

Does your school LEA (school system) have school-based Early Childhood Pre-K Education Programs that incorporate the arts?

Yes	20	87%
No	3	13%

**Who provides arts instruction or experiences in the Early Childhood Pre-K Programs?
(Check all that apply.)**

Pre-school teachers	20	87%
Licensed arts educators	9	39%
School system staff	6	26%
Professional artists	5	22%
Volunteers	5	22%
Teaching artists	4	17%
Emerging artists	2	9%
College/university students	2	9%
Folk/traditional artists	1	4%
High school students	1	4%
College/university faculty	1	4%
Community based organizations other than arts groups	1	4%
Other (please specify)	1	4%

Other

- Not applicable

**What types of arts education classes are OFFERED or REQUIRED at the elementary
(K–5) school level? (Check one option per line.)**

	Offered	Required	None	Response Total
Dance	39% (9)	0% (0)	61% (14)	23
Music	26% (6)	74% (17)	0% (0)	23
Theatre arts	35% (8)	0% (0)	65% (15)	23
Visual arts	26% (6)	65% (15)	9% (2)	23

**What types of arts education classes are OFFERED or REQUIRED at the middle
school (6–8) level? (Check one option per line.)**

	Offered	Required	None	Response Total
Dance	39% (9)	0% (0)	61% (14)	23
Music	91% (21)	9% (2)	0% (0)	23
Theatre arts	57% (13)	0% (0)	43% (10)	23
Visual arts	91% (21)	9% (2)	0% (0)	23

**What types of arts education classes are OFFERED or REQUIRED at the high school
(9–12) level? (Check one option per line.)**

+

	Offered	Required	None	Response Total
Dance	70% (16)	0% (0)	30% (7)	23
Music	100% (23)	0% (0)	0% (0)	23
Theatre arts	100% (23)	0% (0)	0% (0)	23
Visual arts	100% (23)	0% (0)	0% (0)	23

Which of the following do you anticipate for the scope of your arts education programs in the next 1 to 3 years?

Increase	13	57%
Remain about the same	10	44%
Decrease	0	0%

What type of event(s) does your LEA (school system) have to celebrate the arts in your schools? (Check all that apply.)

Band festivals or adjudicated performances	23	100%
Choral festivals or adjudicated performances	22	96%
System-wide showcases/celebrations	20	87%
Exhibitions	20	87%
Festivals	16	70%
Dance festivals or adjudicated performances	11	48%
Literary events	9	39%
Poetry readings	4	17%
None	0	0%
Other (please specify)	0	0%

Does your school district have ongoing (more than one year) partnerships/collaborations with any of the following? (Check all that apply.)

Arts organizations	21	91%
Cultural Institutions (such as museums, symphonies, theatres, etc.)	19	83%
Artists	11	48%

Which of the following in-school arts in education activities were provided to your schools by professional artists and/or arts organizations in the past two years? (Check all that apply.)

Performances	23	100%
Artist residencies	20	87%
Teacher workshops	19	83%
Student workshops/classes	19	83%
Classroom visits	19	83%
Lecture/demonstrations	13	57%
Master classes	9	39%
Readings	7	30%
Family workshops	4	17%
None	0	0%
Other (please specify)	0	0%

What kinds of artist residencies were presented in your schools during the last two years? (Check all that apply.)

Music	21	91%
Dance	18	78%
Theatre arts	18	78%
Visual arts	14	61%
Folk Arts	12	52%
Literature	12	52%
Interdisciplinary	7	30%
Multi-disciplinary	7	30%
Media Arts	6	26%
Crafts	5	22%
Opera	5	22%
Photography	4	17%
Training	3	13%
Architecture/design	1	4%
Humanities	1	4%
Other (please specify)	1	4%
Non-arts/non-humanities	0	0%
None	0	0%

Other

- I do not have access to a data base to research this information.

Budgeting

As with arts organizations, budgeting is a fundamental driver of programs. Nationally, decisions in schools and districts are often made under constraints that challenge inclusion of the arts. The LEA survey asked several questions about the budgeting process.

Key Findings

The following findings emerged from these questions:

- 30% of LEAs reported total budget allocations for arts education in FY 2005-06 (not including teacher salaries, non-LEA funds, or one-time expenditures) of over \$100,000.
- Respondents reported receiving funding to support arts education in the previous three years from the following: PTA/PTO (78%), local arts councils or agencies (74%), local education funds (57%), booster club (57%), local business or corporation (52%)

Survey Results

What was the TOTAL budget allocation for arts education for FY 2005-06 (not including teacher salaries, non-LEA (school system) funds, or one-time expenditures)?

Response Options	f	%
None	0	0%
\$5,000 or less	3	13%
\$5,001-\$10,000	3	13%
\$10,001-\$20,000	5	22%
\$20,001-\$50,000	4	17%
\$50,001-\$100,000	1	4%
\$100,000+	7	30%

In the last three years have any of your schools received funding from a source outside of the LEA to support arts education? (Check all that apply.)

PTA/PTO	18	78%
Local arts councils or agencies	17	74%
Local education funds	13	57%
Booster Club	13	57%
Local business or corporation	12	52%
North Carolina Arts Council	10	44%
State or national foundations	7	30%
Federal Grants	5	22%
Other (please specify)	1	4%
None	0	0%

Other

- Guilford County Commissioners

Which of the following funding sources does your LEA use for arts education programs? (Check all that apply.)

Local school system funds	20	87%
21st Century Community Learning Center Funds	7	30%
Magnet School Funds	6	26%
Title I Funds	5	22%
Title II Funds	2	9%
Other (please specify)	2	9%
None	0	0%

Other

- State instructional
- State funds

Needs

In terms of schools, needs represent gaps between the ideal allocation of resources and current reality. The survey included one question related to needs.

Key Finding

The findings include:

- Other than funding, respondents identified facilities (48%) and professional development (48%) as their most critical resource needs for the arts.

Other than funding please select the three most critical needs in your LEA (school system) for the arts.

Response Options	f	%
Facilities	11	48%
Professional development	11	48%
Art supplies	9	39%
Theatre Arts Teachers	7	30%
Technical support	7	30%
Dance teachers	6	26%
Artist Residencies	6	26%
Music Teachers	5	22%
Visual Arts Teachers	4	17%
Educational materials	4	17%
Arts-related field trips	4	17%
Other (please specify)	2	9%
None	0	0%

Other

- Integration of arts across the district.
- Teaching positions in ALL arts ed. areas

Additional Comments

In a space that invited narrative answers, respondents discussed a wide range of additional conditions and concerns:

Please feel free to provide any additional comments you feel are important in the space below.

Total Respondents: 10 out of 23

Additional Comments

- Arts Education has much support throughout the community, especially from our school board, superintendent, principals and parents. We have a very close relationship with our local arts council. We've worked collaboratively to bring arts programs to our community at a very reasonable price and so young students don't have to travel great distances to experience quality performances.
- Burke County requires an arts elective credit to meet local graduation requirements. This requirement can be fulfilled by Dance, Band, Chorus, Theater, or Art.
- Cherokee County Schools support Arts Education. It provides art, music, band, choral and drama teachers. It believes in well rounded students and is a proponent of multiple intelligences and higher order thinking. The Basic Education Plan is still alive in Cherokee County and our students continue to perform very well academically.
- I thank you for providing this venue.
- Recognition by state legislators (similar to the BEP) and additional state level funding to all districts, regardless of "wealth" status, would have a significant positive impact on arts education.
- The continued emphasis on tested areas has reduced the time given to arts classes during the school day. Also, students are often pulled from arts classes in order to receive tutoring in tested areas.
- The Guilford County School System has a long standing history of support for arts education throughout the district.
- The North Carolina Arts Council has had a tremendous impact on the arts in the Avery County Schools. We have several schools in the A+ Program and know the importance of art in the delivery of the total curriculum.
- We're rural, but our excellent faculty provides for a well-rounded, rigorous arts curriculum.
- While our school system supports our arts education programming financially and philosophically, we continually feel the pressure to validate the importance of arts education for our students. Funding is also a consistent issue to address as well.

The Results in Context

The preceding data portray the array of organizations, programs, services, activities, and people involved in providing arts education to both schools and communities in North Carolina. While several large organizations and programs have statewide impact, many of them are small, with relatively slim budgets and often no staff. They have county rather than regional or statewide impact. Where they give grants, they are typically small amounts. Many of them work with a single school.

Of necessity, the data do not shed much light on the workings of arts education programs in school districts across the state. That was outside of the purpose of this study, although a small sample of LEAs provided findings to help further understand the context of arts education in the state. For greater detail on issues affecting arts educators and arts education in school systems, one may consult two other surveys conducted by the North Carolina Department of Public Instruction in 2004-2005. One survey was administered to Arts Education Teachers in the LEAs, the second survey was administered to Central Office Staff at the LEA level.

The NCDPI Arts Education Teacher Survey was completed by 1211 teachers in 101 LEAs and the Arts Education Central Office survey by 47 central office personnel from 115 LEAs. Both surveys included scaled and open-ended questions. The teacher survey, especially, yielded a rich harvest of 389 narrative responses that fill 21 pages of text. A detailed analysis of the results from this survey is beyond the scope of this report. Summary findings from the two NCDPI surveys may be accessed on-line at <http://www.ncpublicschools.org/curriculum/artsed/resources/> or by contacting Christie Lynch Howell at cmhowell@dpi.state.nc.us.

A National Context

This report begins where it ends, with a consideration of the national context in which North Carolina, like every other state, works to resolve the historic tensions between conflicting imperatives, among them the tension between No Child Left Behind and the necessity for a balanced curriculum. Let us consider several aspects of that context:

- Many schools and districts across the nation and in North Carolina, recognize the value of the arts and offer quality arts programs that balance conflicting priorities and sometimes limited resources.

- Many schools and districts struggle to offer programs in the arts, and many advocates for the arts struggle to convince leaders that the arts are important in the face of needs that the leaders consider to be more critical.
- Organizations large and small respond to needs and gaps in school-based arts programming as well as the needs of their communities. They do this in many ways and at varying degrees, based often on capacities that are marginal at best.
- Despite a sometimes beleaguered status, many teachers in the arts maintain their commitment by knowing and articulating the inestimable values that their field brings to children, schools, and communities. These values are inestimable because we have hardly begun exploring the impact that they have. Yet that exploration is imperative.
- The findings in this report, the data from the NCDPI surveys, and other research documents can be most useful if they become part of a conversation that involves all stakeholders—arts educators, teaching artists, classroom teachers, parents, students, community members, policy-makers, arts organization staff and board members, business, cultural and educational leaders, from early childhood through post-secondary levels. This dialogue should be local and national. It may consist of many threads, some of which can start in Charlotte on March 29, 2007.

About the Author

Michael E. Sikes, Ph.D., is an independent consultant in evaluation and research. In addition to the NCAC research, he is serving as evaluation consultant to the Ohio Arts Council for its Andes Exchange, an international program with the nation of Chile sponsored by the U.S. Department of State, and is currently developing a plan for a nationwide study of community-based education, sponsored by the National Guild of Community Schools of the Arts. He is the author of *Building Parent Involvement Through the Arts*, published in 2007 by Corwin Press.