

Just for Kids



A Report on Arts Programs
and Services offered by Arts & Cultural
Organizations, and Community Groups
to Children and Youth in Michigan

ArtServe Michigan
in partnership with the
Michigan Council for Arts and Cultural Affairs
and the
Michigan Department of Education

A report by the Community Research Institute
Dorothy A. Johnson Center for Philanthropy and Non-profit Leadership
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By Mary McDonald, Ph.D.

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Introduction

Advocating for children is one of the most important things we do at ArtServe Michigan. We know that, by providing the support kids need to be successful now, we are investing in their future. What's more, we believe that by helping kids succeed, we are also helping Michigan move toward economic and cultural prosperity.

Ensuring success for all youngsters is the reason *Just for Kids* is so important to us. By taking an honest look at programs and services offered by arts and cultural organizations and community groups throughout Michigan, this report offers a window on what's happening in Michigan arts education—in and out of school settings.

The results of this report revealed some things that we already knew, and some that we didn't, about the types of organizations offering services and their commitment, and connection, to their communities.

At ArtServe Michigan, we believe that in order for a community to be strong, everyone must be involved, even the smallest arts and cultural organization or community group.

We are proud, pleased and enthusiastic about what we learned from this report. And we stand ready to address some of the challenges—including program assessment—and applaud the achievements of organizations that offer arts education programs and services in our state.

We hope this report will inspire you to join with ArtServe in supporting the many and diverse programs—in neighborhoods, communities, towns, and cities—that have made a commitment to provide arts education to children and youth. Their work has made them a vital part of arts education in Michigan.

Barbara Kratchman
President
ArtServe Michigan

Karen Mulvahill
Chair, Board of Directors
ArtServe Michigan

Michigan Council for Arts and Cultural Affairs

The Michigan Council for Arts and Cultural Affairs serves to encourage, develop and facilitate an enriched environment of artistic, creative cultural activity in Michigan. The Council's top priorities are education and cultural economic development.

Over the past year, the Council has worked closely with its cultural, business, education, state government, and civic partners to mobilize stakeholders and resources in support of arts and cultural education that will meaningfully improve the development and academic achievement of Michigan infants, toddlers, children, and youth.

Now, more than ever, our state's educational system, teachers, students, parents, and communities face tremendous challenges ranging from lower than expected student achievement, high-stakes testing and accountability to violence and other societal concerns. In addition, as we move further into the 21st century, school districts and taxpayers continue to confront difficult decisions regarding distribution of resources.

The Council views arts and culture as abundant resources that can be successfully tapped by students, parents, schools, and communities to address immediate and longer-term challenges in our state. As just one example, we encourage and support quality arts education as a vital component of economic development strategies and policies, one of myriad resources that can help grow our state's creative economy and produce the highly creative, much-sought-after workforce of the new economy.

For all these reasons, we are pleased to join with ArtServe Michigan and the Michigan Department of Education in implementing the second phase of an important initiative, *Just for Kids: The 2004 Survey Report on Arts Programs and Services for Children and Youth by Arts and Cultural Organizations and Community Groups*. The initial phase was launched in 2001 by the same partners in an effort to evaluate the state of arts education in Michigan's schools.

This new document gives us additional, concrete statistics as well as an in-depth assessment of non-profit organizational programming throughout Michigan. The information it offers can help guide and equip our state in improving arts and cultural education.

Betty Boone
Executive Director
Michigan Council for Arts and Cultural Affairs

Michigan Department of Education

“ Education does not start on Monday morning when the eight o’clock bell rings, and it does not end when our children get on the bus at three. We must bring a holistic approach to education in Michigan. That means creating an atmosphere that breeds success in school, out of school, and in the critical years before a child even enters a classroom.”

*Governor Jennifer M. Granholm
October 9, 2003*

Michigan is fortunate in having the active support, encouragement and leadership of Governor Granholm and the State Board of Education to make arts education initiatives come alive for Michigan communities, schools, teachers and—most important—children and youth. Michigan is equally fortunate in having an array of national, state governmental and non-governmental agencies that are working in partnership to help foster creativity in the lives our children and communities.

This report is a testament to the diversity and commitment of Michigan’s providers of out-of-school-time arts and cultural programs. *Just for Kids* is also a valuable companion piece to the work of Michigan’s unique Joint Task Force on Creativity, Arts and Cultural Education: *Creative Schools, Creative Minds... Cool Cities! Mobilizing, Connecting and Leveraging Michigan’s Arts and Cultural Resources to Impact Learning*. (Available at www.michigan.gov/documents/Final-Joint-Task-Force-Executive-Summary-103788-7.pdf).

With the authority of the State Board, Michigan’s Joint Task Force on Creativity will continue its work through April of 2006. Anyone interested in becoming involved in the Task Force is invited to visit the Arts Education page on the Michigan Department of Education’s website at www.michigan.gov/mde.

The *Just for Kids* report is part of a nationwide effort focused on maintaining the arts as a viable presence in the lives of American children. Key among these national initiatives is The Arts – A Lifetime of Learning, an Initiative of the Education Commission of the State’s Chairman, Governor Mike Huckabee of Arkansas. (Available at www.ecs.org/ecsmain.asp?page+html/projects+Partnrs/chair2005/Huckabee.asp).

Armed with increasingly valuable data, we can strengthen Michigan’s comprehensive system of in- and out-of-school-time creative learning opportunities. To cite ECS Chairman, Governor Mike Huckabee, “In the true spirit of No Child Left Behind, leaving the arts out of is beyond neglect and is virtual abuse of a child. It is certainly inexcusable.”

Michael P. Flanagan
Superintendent of Public Instruction
Michigan Department of Education

Michigan 21st Century Community Learning Centers

Michigan 21st Century Community Learning Centers are encouraged to include the arts in the delivery of programs to K-12 students in out-of-school-time programs. We do this based on research demonstrating that arts training can enhance student achievement in core academic subjects and also improve school attendance.

We know that the arts can be an effective “hook” in teaching abstract concepts to students. They also have the effect of motivating children and youth, as well as parents and teachers. Enthusiasm for arts education not only encourages student involvement in out-of-school-time programs but can increase the likelihood that those same students will attend classes during the regular school day.

Add all of these facts together, and you can understand why Michigan 21st Century Community Learning Centers support the *Just for Kids* report, and the work of ArtServe Michigan and the Michigan Council for Arts and Cultural Affairs, as we look to build new alliances for supporting education in our state.

Lorraine Thompson, Consultant
Michigan Department of Education
Early Childhood Education and Family Services
21st Century Community Learning Centers

Forward

As a joint project of ArtServe Michigan, the Michigan Council for Arts and Cultural Affairs, and the Michigan Department of Education, *Just for Kids* looks at programs and services provided by arts and cultural organizations, community groups and after-school programs in Michigan.

This study surveyed a broad spectrum of organizations—from traditional art centers and museums to neighborhood initiatives, bookmobiles and community churches. The resulting information will be used (1) to inform arts professionals, legislators and the general public about the availability and diversity of statewide programming and (2) to formulate strategies that help support, strengthen and celebrate the work of arts education in Michigan.

In conducting the research for this report, we discovered that Michigan has an abundance of organizations that provide arts programs and services for children and youth—both within schools and out-of-school-time.

These organizations, community groups and after-school programs form a vital part of Michigan's arts and cultural environment. Their diversity reflects the variety of services and programs offered by community-based organizations and shows how these entities are striving to follow national recommendations for building partnerships between arts and non-arts groups on a local level.

The report is based on a two-part survey conducted in June and August of 2004.

- The first phase was designed to generate a statewide directory and resource guide that will be used to promote arts and cultural activity programming. The findings from this portion of the survey will also be used to determine the extent to which organizations identify their work as arts and cultural activities.
- The second part of the survey collected information relating to organizational capacity, including revenue, staff, types of programs, and functions such as planning, professional development, evaluation tools, and priorities.

Just for Kids is unique in that it looked past easy, readily available information in order to locate organizations that, while offering arts programs and services, may not have an arts-driven mission. This fresh perspective enables stakeholders to better understand the impact that organizations such as the Boys and Girls Clubs, Girl Scouts, and local YMCA/YWCA exert on arts education in Michigan.

Another related goal of this research was to provide data on what arts programs and services are being offered, the quality of those programs and services, and what Michigan can do to support the growth of these organizations.

Finally, the report offers a wealth of information about the opportunities and challenges facing arts advocates as they reach out to new constituents to support their cause—constituents who, in the past, may not have been aware of the compelling arguments that exist for supporting arts education.

It is the hope of ArtServe Michigan, the Michigan Council for Arts and Cultural Affairs and the Michigan Department of Education—partners in this project—that these findings will not only help arts advocates but also parents, educators, legislators, and the general public to understand the importance of traditional and non-traditional arts organizations in the successful development of Michigan's children and youth.

The Findings

Finding 1 Diverse Providers

In Michigan, arts education programs and services for children and youth are offered by a variety of entities, including large arts and cultural organizations, the YMCA, Boy Scouts and Girl Scouts, and local art councils.

As expected, the vast majority of organizations responding to our survey offered some type of arts education programming or services. The diversity of this group reflects the growing number of community-based organizations that currently offer arts programs and services for children and youth.

- In all, 4 out of 10 (41%) organizations responding to the survey indicated that they are involved in more than one of the arts.
- Of those responding, only 12% indicated that they were not involved in providing arts programming or services to children and youth.
- About half of that 12% cited “insufficient staff resources” and “inadequate funding” or other issues such as space.

These results are consistent with the findings of the *Michigan After-School Initiative 2003 Report*, which listed “lack of funding” and “lack of trained staff” as the most significant barriers for agencies providing after-school programs.¹

Finding 2 Related Organizations – Different Missions

In looking at mission statements, we were surprised to find that youth-focused organizations within the same statewide network (such as the Girl Scouts) often responded differently when asked if they provide arts education programming, or if such services were congruent with their mission. This would seem to indicate that either local organizations (within the same statewide network) plan programming differently, interpret their mission differently, or both.

Also, the fact that an organization in one area of the state provides arts and cultural programming is no guarantee that it offers those same programs in other parts of Michigan.

- For example, some libraries reported that they provide arts and cultural activities, while others indicated that they do not. In questioning similar organizations that were part of a larger “network,” but did not choose to offer arts programs/services, the reasons given were often “Somebody else is doing it” or “We don’t feel that it falls within our mission.”

¹ Michigan After School Initiative Report, 2003

Finding 3

Arts Education – Narrowly Defined, Widely Misunderstood

Confusion exists as to what is meant by the term “arts education.” When organizations did not respond to part one of the survey, follow-up phone calls were made to determine the reason. In several cases, individual representatives indicated that while their organization “did not do arts education programs,” they did teach folk dance, sponsor creative arts programs, or coordinate other (arts-related) projects. While anecdotal in nature, this finding supports the larger notion that people in general do not have a clear, shared understanding of the term “arts education” unless it is directly connected with a school or in-school-time activities.

Finding 4

Dissimilar Organizations Offer a Large Percentage of Local Arts Programs and Services for Children and Youth

This finding mirrors national trend data suggesting that arts programs for children and youth are most often provided by very dissimilar organizations. This finding also highlights the depth and scope of arts and cultural programming being provided to children and youth in Michigan and underscores the challenge arts advocates face when they wish to promote—or mobilize—these organizations and groups.

- 85% of responding organizations/groups provided arts programs and services to children and youth during 2002-03.

Finding 5

Program Planning – Broadly Dispersed

Survey respondents stated that they had very little interaction with school administrators, teachers and parents in determining programs and services offered, as indicated by the following statistics:

- 60% of program planning is currently being done by the organization’s staff
- 51% is done by the organization’s administrators
- 45% is done by the organization’s board members

Finding 6

Wide-ranging Program Sites and Times

Most organizations provide services for both in-school and after-school programs.

Finding 7

Limited Programming in Ethnic and/or Non-Western Artistic Expressions

A large percentage of organizations responding (68%) indicated that 25% or less of their programs/services involved ethnic and/or non-western artistic expressions.

Finding 8

Program Evaluation – Minimal

Most of the organizations offering arts services or programs to children and youth in Michigan do little if any evaluation to determine impact on students.

- 85% of survey respondents reported that they do not conduct any type of evaluation or assessment of programs and services.

Finding 9

Programs - Expanding and Holding the Line

According to survey results, the majority of organizations (61%) intend to expand their arts programs/services. Further, 95% of the 61% indicated that they would continue to hold the line on their programs and not make any significant program/service cuts in the next 5 years.

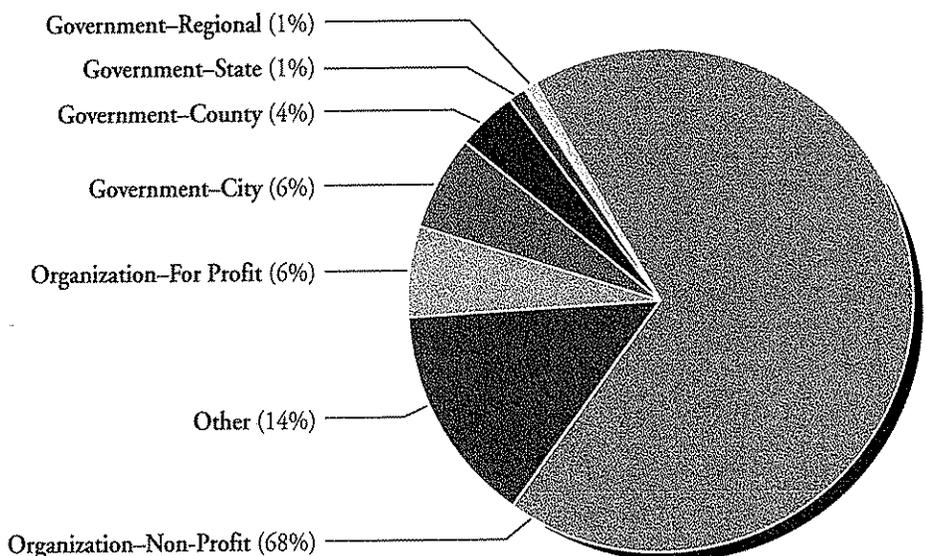
Results Part One

Part one of the survey was designed to obtain organizational information from respondents. Questions included whether or not the organization was non-profit, for-profit, regional, county, or statewide. Answers from the first segment are presented below.

Organizational Information

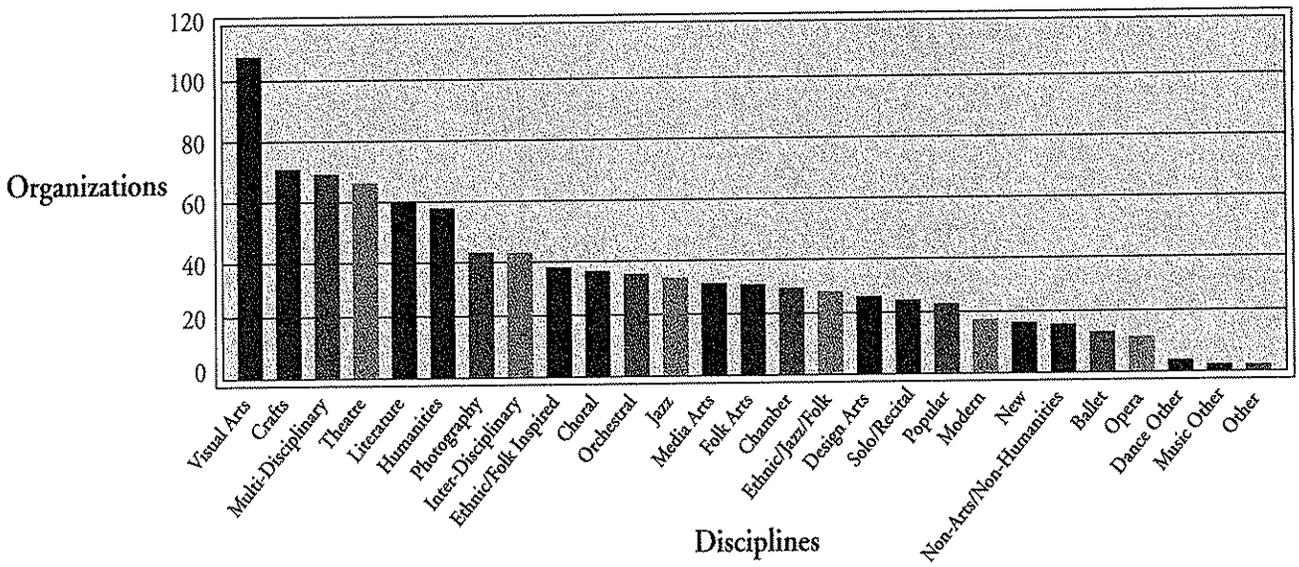
Table 1 – Respondents were first asked to describe their organizational status. The vast majority of organizations reporting were non-profits.

TABLE 1 – Respondents by Organizational Status



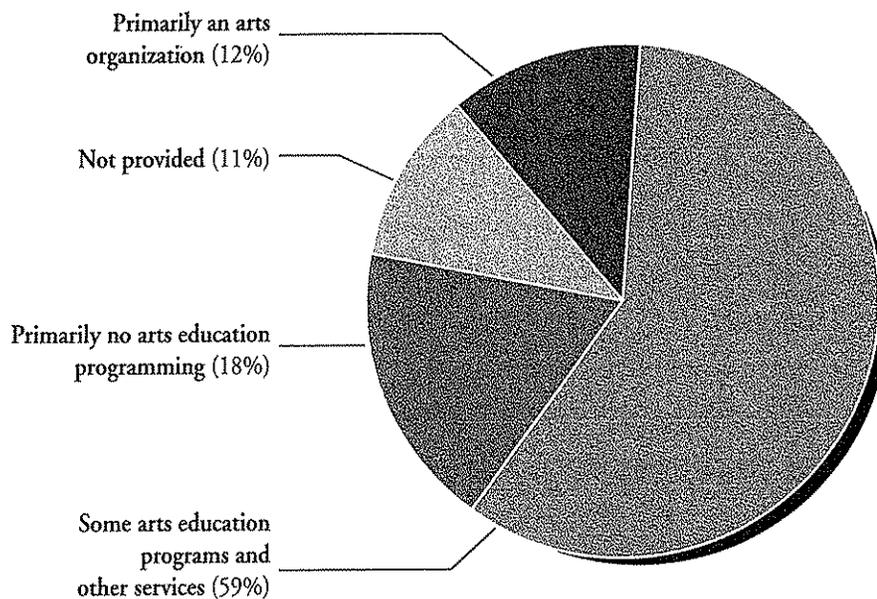
When asked to describe what arts discipline best describes their work, respondents most often selected visual arts, crafts and multi-discipline offerings. It should be noted that 41% of the organizations selected more than one option. Some selected as many as 5, making the number of disciplines offered higher than the number of responding organizations.

TABLE 2 – Respondents by Discipline



When asked to describe their organization in relation to arts education programming, 90% of the organizations responded. Of those, the greatest percentage (59%) indicated that arts are just one of the services they provide.

TABLE 3 – Arts Education as Part of Program Services



Other descriptive information provided by respondents to part one of the survey included the following:

- Reasons cited for not providing arts education were evenly distributed between lack of resources (funding, insufficient staffing, inadequate space) and a lack of congruence with mission. It should be noted that some organizations, after indicating that arts education is not congruent with their mission, still selected arts “disciplines” in which they provide service.
- About 85% of respondents indicated that all or some of their programs are offered free of charge to children and youth. Of those that do charge for programs, a number indicated that resources were available to help participants with financial needs.
- Some organizations described their programming as arts and cultural activities or arts education. Other respondents defined the same activities in different ways.

Results Part Two

The second part of the survey focused on the organizations' inner workings. Specifically, findings from the second survey provide a snapshot of the relationship among teaching artists, program participants, teachers, schools, communities, and arts program providers.

According to current literature, certain indicators such as professional development, evaluation systems, and community/school collaboration can be used to differentiate between organizations that utilize best practices and those that do not. These indicators were also incorporated into the second survey part of the *2004 Arts Education Survey*.

An analysis of the information gathered in part two provides answers to the following questions:

- Is one particular type of organization or group providing more services to schools?
- Is one type of organization or group providing more out-of-school services?
- Are community-based organizations collaborating in order to provide services?
- Do community organizations use "real" artists?
- Are services based on perceived need or other factors?
- What type of criteria do organizations use to ensure quality of services provided?
- What assessments are used to evaluate services and programs?
- How much money is devoted to out-of-school programs?
- How much is spent on arts enrichment or arts programs or services?
- How do programs/projects align themselves with in-school activities?
- What type of accountability is built into the programs or services offered?

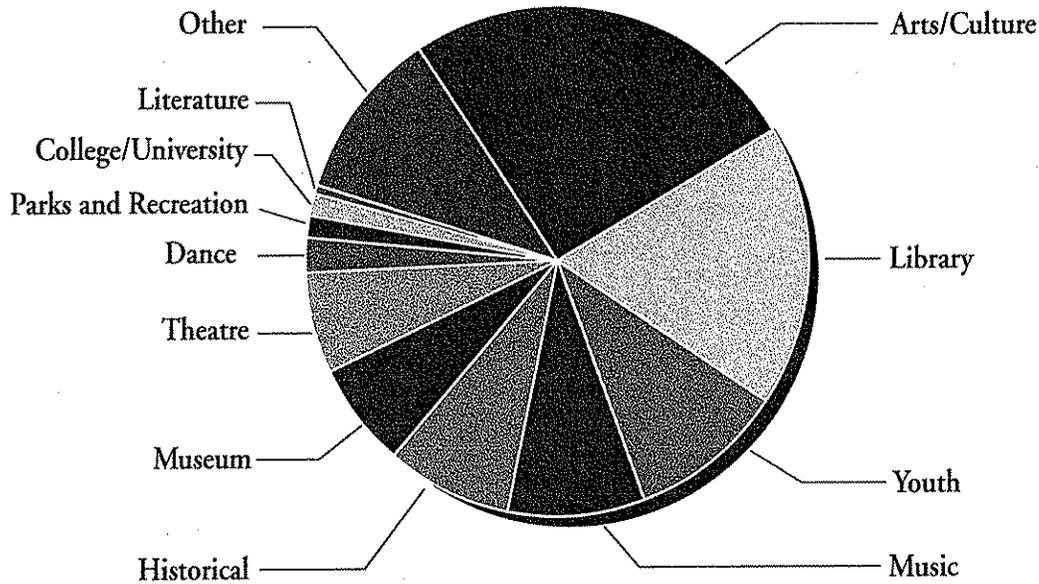
As the chart illustrates, responses from part two included proportionally more arts and cultural organizations and fewer non-arts organizations (such as libraries) than were originally targeted. Of special note is the fact that, while most of the arts and cultural organizations are of the same general type, they vary significantly in terms of budget and program size.

For purposes of this survey, arts and cultural organizations included—but were not limited to—arts centers, arts councils, music organizations, and studios. Overall, 88% of the arts and cultural organizations provided arts programs for children and youth during 2002-03. In addition, 72% offered arts programs or services to community organizations and 68% conducted arts programs at their own facilities during that same period of time.

Libraries that responded to the survey conduct all of their programs and services for children and youth at their own facilities. The majority (71%) provided arts programs for children and youth in 2002-03, and just over half (57%) worked with other community organizations.

The second survey also gathered information on organizational capacity in seven areas. The following pie chart illustrates the diversity of organizations that responded to the second survey.

TABLE 4 – Type of Organization



Program Planning

Sixty-two percent (62%) of organizations report using on-site meetings as their primary method of program planning. Forty-six percent (46%) also use printed materials and 36% telephone conferences.

Forty-two percent (42%) of the organizations follow-up on their programs and services with printed materials, 40% with workshops, and 39% with evaluation meetings.

The majority of respondents indicated that their organization is “extensively” involved in the logistics, content development and evaluation of their arts programs.

Sixty-four percent (64%) of respondents indicated that they provide children and youth arts programs or services to other community organizations. In 2002-03, the vast majority (80%) worked with 10 or fewer such organizations.

Despite the reported level of “working together,” little collaborative planning took place. When asked who was involved in planning arts programs, organizations reported that staff (60%), administrators (51%), board members (45%), and arts organizations were typically involved while school administrators (28%), parents (27%), non-arts organizations (19%), and school boards (5%) were not.

Interestingly, the number of days a program/service is offered by these organizations is fairly consistent. A majority indicated that a “typical” program is less than one day, with the remainder of respondents indicating that their programming spans a full day or more.

Additionally, 66% of respondents are providing arts education programming in an out-of-school-time setting, while 57% are providing services during school hours. This finding suggests that some organizations are providing programming both during school and out-of-school hours.

Ninety percent (90%) of the organizations rely heavily on observations to evaluate their programs, 47% use teacher evaluations, and 44% employ student evaluation forms. About 5% of those responding wrote in the “other” category that they use some form of parent evaluation or feedback forms. On the whole (83%), out-of-school-time arts education providers do not conduct any type of evaluation that tracks student learning or the impact of programming on student success, nor do they provide ethnic and/or nonwestern artistic expression (68%).

When asked about their organizations’ plans for the next five years, the majority of respondents (67%) indicated that they expect to expand their arts programs or services for children and youth. Most respondents (97%) said they do not plan to cut back on their arts education programs/services.

Program Participants

Because responding organizations differed significantly in size, participant totals are interpreted within the context of those differences. For instance, respondents indicated that a total of 669,070 children and youth were involved in their arts programs/services during school year 2002-03.

Of those children and youth, 535,931 participated in programs/services provided by 10% of the organizations. These organizations include large state arts institutions as well as two statewide youth-oriented organizations that reported participation rates for multiple sites around Michigan.

It should be noted that, according to 2003 state census estimates, there were 2,179,219 children and youth between the ages of 5 and 19 in Michigan. This means that organizations responding to the survey provided support for over one-fourth of all children and youth in the state.

We were also curious as to the services and programs these organizations offered adults, teachers and artists. Slightly less than half of all respondents indicated that teachers either take classes or participate

in their arts programs, with 38% reporting fewer than 10 and the same percentage reporting 50 or more teacher-participants. Even fewer artists (32%) and arts specialists (21%) took classes or participated in programs.

Students' participation by intensity also varied among responding organizations. When asked to quantify their contact with students during a typical program in 2002-03, 36% reported 1 class period for each group of students, 19% reported 2 to 5 class periods, 14% indicated 6 to 10 class periods, and 18% reported 11 or more class periods.

Finally, over half of the organizations estimated that 20% or more of the children and youth served by their programs during the 2002-03 school year were non-Caucasian.

Arts Education Programming with Schools

Eighty-five percent (85%) of organizations in the survey provided arts programs or services for children and youth in PreK-12 during the 2002-03 academic year. Of those, 42% worked with 10 or fewer schools while 58% worked with more than 10 schools.

When asked if they provide information or services to PreK-12 educators to help enhance their teaching, 58% responded affirmatively. The same percentage (58%) indicated that they provide arts programs or services at school sites, and slightly more (61%) indicated that they collaborate with other arts organizations to provide arts programs to PreK-12 students.

When asked if they typically develop study guides or other supplementary materials for PreK-12 classrooms, over 62% of respondents indicated that they did not. However, 52% have developed formal curricula for programs at their facilities, and 52% also have curricula integrated with that of local schools.

Two findings stand out as being particularly important for advocates of arts education in public schools:

- Over half of all respondents indicated that they advocated increasing arts programs in public schools.
- Sixty-one percent (61%) said they plan to expand their arts programs to, or in conjunction with, PreK-12 schools.

It is also of interest to note that only 35% of the organizations indicated that they are working with "high priority schools." High Priority Schools are defined by the Michigan Department of Education as "schools that have failed to make Adequate Yearly Progress (AYP) as required by the reauthorization of the federal Elementary and Secondary Education Act (ESEA) No Child Left Behind." Additionally, high priority schools have been identified as part of the state government's initiative to mobilize public and private community resources around failing public schools.

Staffing

Staffing Levels: Responding organizations reported a large variation in staffing levels. The total number of full- or part-time staff was 2,585, while the number of full- and/or part-time staff directly associated with arts programs and services was 664 (or 26% of the total staffing level). This does not include consultants. To break these numbers down further:

- Seventy-six percent (76%) of organizations have 10 or fewer full- or part-time employees directly associated with arts programs or services for children and youth, and
- Eleven percent (11%) have 11 to 25 employees working on arts programs or services for children and youth.

Employment of Artists: Over half of the organizations reported that they employ artists full-time, with 54% employing 10 or fewer full-time artists. Sixty-five percent (65%) indicated that they employ 10 or fewer artists on a part-time basis, while 81% maintain 10 or fewer volunteer artists on staff.

When asked what percentage of artists working on arts education programs are paid, 60% indicated that slightly more than half of their staff receive compensation, while 42% reported that the same proportion of staff worked on a contractual basis.

Professional Development for Artists: Sixty percent (60%) of those responding reported that they do not provide professional development for the artists who work with children and youth. Of the 40% who do, the methods identified most often were workshops and orientation sessions. The organizations also indicated that professional development is offered in a variety of time frames (1-4 hours, 5-8 hours) and is most often provided by internal staff or through outside conferences and workshops. In addition, respondents use observation by staff/consultants and written tests to aid in selecting or hiring artists.

Professional Development for Educators: When asked if they offered professional development or in-service training for educators, to enhance their ability to teach the arts in the classroom, the majority (66%) of organizations indicated that they do not.

Professional Development for Staff Members: However, 59% of respondents did provide professional development for their own staff members. Training was most often presented by internal staff members (82%) or made available through external conferences (64%).

Budget

Over 70% of organizations in the study provided some type of operating budget information. Twenty percent (20%) had total operating budgets of \$1 million or more, and 25% had budgets of \$50,000 or less.

The total for all arts education budgets reported by survey respondents was \$9,358,361. Of that amount, 42% was reported by 3% of organizations responding to the survey.

Technical Assistance

Survey respondents were given a list of 17 items and asked what kinds of help or information their organization would be interested in receiving. They were allowed to check as many items as were relevant to their organization's needs, with the following results:

- 48% marketing
- 42% budgets, finance and fundraising
- 38% evaluation
- 37% teacher and artist workshops
- 34% program planning and implementation

Areas least often selected were "computerization" (6%) and "school to career links" (13%).

Other items were: documentation, public relations, apprenticeships and mentorships, curriculum standards, cross-curricular information, curriculum development, long-range planning, child development and after-school programs.

When asked if they ever received technical assistance or help from ArtServe Michigan, the Michigan Council for Arts and Cultural Affairs, the Michigan Department of Education, and/or the Michigan Association of Community Arts Agencies, organizations responded as follows:

- 19% from ArtServe Michigan,
- 38% from the Michigan Council for Arts and Cultural Affairs,
- 14% from the Michigan Department of Education, and
- 26% from the Michigan Association of Community Arts Agencies.

Twenty-four percent (24%) have applied for an artist-in-residency grant from the Michigan Council for Arts and Cultural Affairs, and 14% indicated that they had received such a grant.

Eight percent (8%) reported having received a grant from the Michigan Department of Education, identifying 21st Century Learning Center grants as the source. Of organizations responding, 11% had worked with an artist from ArtServe Michigan's Creative Artist Grant program.

Priorities for Arts Education

Organizations were given a list of initiatives that could be pursued in the next 2 to 5 years by ArtServe Michigan, the Michigan Council for Arts and Cultural Affairs and/or the Michigan Department of Education, and were asked to rank the items from 1 to 5—with 1 representing the most important. The initiatives, which were divided into three categories (Resources and Program Development, Professional Development, and Advocacy and Awareness), are listed below according to priority.

Resources and Program Development

1. Expand funding available to arts organizations for education programs.
2. Encourage collaboration among communities, arts organizations and schools.
3. Maintain a roster of teachers, consultants and artists skilled in arts-integrated teaching.
4. Maintain a library of outstanding arts education curriculum materials developed by arts organizations.
5. Promote extensive use of artist residency programs to enhance sequential curriculum.

Professional Development

1. Develop in-service arts programs for classroom teachers.
2. Provide training to artists to enhance their teaching skills.
3. Increase arts requirements for high school graduation.
4. Develop student evaluation strategies.
5. Establish professional development training for arts education program directors.

Advocacy and Awareness

1. Develop an arts education media campaign.
2. Develop an arts education presentation for boards of education.
3. Sponsor workshops and lectures at conferences for principals and superintendents.
4. Produce a statewide arts education newsletter.
5. Increase speakers' bureau activity.

Summary

Summary of Key Findings from Part Two of the Survey

Organizations providing arts education programs and services plan to expand these activities in the next 5 years, a plan that is consistent with the desire of school districts to “hold the line or increase” arts education, as reported in the *Arts Alive 2001* Survey Report.²

Arts organizations reported working with community groups but did not indicate whether or not joint program planning was taking place. Current research indicates that partner involvement in program planning is a key ingredient in forming a “true” collaborative partnership.³

Survey respondents indicated that, while they worked with schools and parents, neither were actively involved in program planning.

Respondents also indicated that their programs and services were equally distributed between in-school and out-of-school-time hours.

A large percentage of programs do not provide ethnic or non-Western expression, although over half of the organizations reported that 1 in 5 of their participants are non-Caucasian.

According to information provided in the survey, there is a significant lack of evaluation to determine the effects of programs and services on student learning and academic success. Respondents indicated that the most frequently used form of evaluation was observation. In addition, program evaluation was selected as an area in which most respondents would welcome technical assistance.

While respondents indicated that they provide information to PreK-12 educators, only about half reported that teachers from those grades attend their programs. Overall, 66% do not provide professional development or in-service sessions for educators to enhance their ability to teach the arts in a classroom setting.

A significant number of organizations would welcome technical assistance in the area of teacher and artist workshop development. Respondents also indicated a desire for technical assistance in business-related areas such as marketing and budgeting.

Outside conferences and training provided by in-house staff are the two primary methods of delivering professional development for program staff. This is also a promising area for technical assistance, and national research supports this capacity-building strategy. For example, Weitz found that in-house staff training was the preferred method used by successful arts organizations.⁴

Survey respondents indicated that most of their programs are provided without benefit of a formal curriculum, and few organizations have ways to integrate their programs and services into the core curricula of local schools.

² Arts Alive: The 2001 Survey Report on the State of Arts Education in Michigan Schools Grades K-12, 2001.

³ Foster-Fishman et al, 2001; Mc Donald, 2002.

⁴ Weitz, 1996

Recommendations

Recommendations for Arts Educators, Arts Advocates, Schools, and the Community

The *Just for Kids* Report confirmed two conclusions of the *2001 Arts Alive* Report: (1) the strength of arts education in Michigan's schools, arts and cultural organizations and community groups and (2) the determination of those institutions to persevere, even in difficult economic times.

The *2001 Arts Alive* Report revealed a "rich and varied range of arts activities...taking place both in-school and with community partners."⁵ In the 2004 *Just for Kids* Report, respondents reported a high level of community collaboration. Organizations are providing programs in schools, in their own facilities and in the facilities of non-arts organizations. Responding organizations indicated that they plan to expand those activities in the next few years.

National and state advocacy and funding organizations have been encouraging arts organizations to form partnerships with non-arts groups.⁶ Heath, Soep, and Roach,⁷ as well as the John F. Kennedy Center for the Performing Arts,⁸ asserted that—in order to be successful—arts organizations must be committed to community service and should partner with other organizations, agencies, schools, or institutions that work with youth. There has been significant research in the last few years around community coalition and partnership building.⁹ Key indicators of successful efforts include joint planning, cross training, a formal, shared methodology, and integrated materials.

The results of this report reveal a number of opportunities for organizations within this context, among them:

- Increase the stakeholder groups involved in program planning at the community level.
- At the statewide level, offer training and professional development experiences that expand learning across organizations (non- arts and arts), such as teaching artists to work with "at-risk" youth and training educators to integrate the arts into their teaching.
- Develop strategies to promote arts curriculum development, arts integration and programming design in youth-focused organizations.

This report also calls for arts and community organizations to increase their capacity to evaluate programs for successful outcomes, an area that is severely lacking. Generally, respondents indicated that they are interested in technical assistance relating to program assessment and evaluation, and this report supports any efforts to make that assistance available.

⁵ Arts Alive: The 2001 Survey Report on the State of Arts Education in Michigan Schools Grades K-12, 2001.

⁶ Ostrower, Francie, 2004; Michigan Department of Education; Family Independence Agency & Michigan State University, 2003.

⁷ Heath, Soep, and Roach, 1998.

⁸ John F. Kennedy Center for the Performing Arts, 2000.

⁹ Foster-Fishman et al, 2001; Mc Donald, 2002.

Overall, this report offers encouraging news to the arts community in Michigan. One can conclude from these findings that arts programming is being provided by a diverse and dispersed group of organizations. This brings with it both challenge and opportunity. The challenge concerns how these organizations can be mobilized and maximized for the well-being of Michigan's children and youth, something that will require ongoing inter-organizational planning and creativity. On the opportunity side, the diversity of this network has the potential to move arts and cultural activities—as well as arts education—far beyond the scope that arts advocates had previously imagined. Indeed, viewed in this way, the opportunities appear to be virtually endless.

Review of National Research

In an effort to understand the work that needs to be done in the area of out-of-school-time arts programs/services for children and youth in Michigan,

Grand Valley State University completed the following review of current national research, in support of the survey information.

Building a Case

According to the U.S. Census Bureau, 28 million school-aged children have parents who work outside the home. At the end of each school day, between 5 and 15 million children return home to an empty house. Of these "latchkey children,"¹⁰ over 4 million are estimated to be 6 to 12 years old. Among 10 to 12 year olds, one in three are estimated to be latchkey children.¹¹

School only accounts for about 26% of a student's day, and older children and teens have personal discretion over 50% of the remaining time.¹² During the school week, the major portion of juvenile crime and experimentation with drugs, alcohol, cigarettes, and sex occurs between 3 and 6 p.m. In fact, juvenile crime triples when the school day ends.¹³ Police chiefs nationwide agree that the best way to combat juvenile crime and victimization is through after-school programs.¹⁴

An After-school Alliance Poll found that 94% of voters agreed that children need organized activities and programs available after school. In addition, voters said they were willing to use taxpayer money to support after-school programs.¹⁵ However, parents want more than babysitting. They want their children to be challenged with the opportunity to learn new skills.¹⁶

Benefits of Out-of-School-Time Programs

Out-of-school-time programs provide many benefits for children and their parents. Because these programs reduce risk-taking behavior and increase safety in the neighborhoods where children live, participants are less likely to commit crimes or become victims. Out-of-school-time programs are also associated with less television viewing, increased self-confidence and improved academic performance. Parents and teachers report that children in out-of-school-time programs develop better social skills and learn socially acceptable ways of handling conflict. Children in the programs indicate that they have set higher goals for themselves, such as finishing high school and attending college. They also report an interest in new activities and improved school attendance.¹⁷

¹⁰ U.S. Census Bureau, Urban Institute Estimate, 2000;
U.S. Department of Education and U.S. Department of Justice, 2000

¹¹ Newman, Fox, Flynn, and Christenson, 2000

¹² Brice, Soep, and Adelman, 1998

¹³ Fight Crime: Invest in Kids, 2002

¹⁴ U.S. Department of Education and U.S. Department of Justice, 2000

¹⁵ October 2003

¹⁶ U.S. Department of Education and U.S. Department of Justice, 2000

¹⁷ U.S. Department of Education and U.S. Department of Justice, 2000

Arts and Learning

Research has proven the benefits of arts in learning. The arts make a difference in how and what students are able to learn by developing the four C's:¹⁸

Cognition: Arts help children develop cognitive skills such as critical thinking, problem solving and analysis, synthesis of information, evaluation, and decision-making.

Creativity: Arts help students discover the skills of imagination, invention and innovation, each used in their own way in scientific discovery, business planning and negotiation. These skills also develop children's vocabulary, metaphorical language and observation.

Communication: Arts provide various ways for children to communicate, to send and receive messages; using sights, sounds, poetry, speaking, movement or drawing. They also provide children with tools to communicate feelings, ideas, and express themselves through the developmental stages.

Culture: Arts create a common vehicle that allows students to express their backgrounds and heritage and begin to understand that of others. They have the potential to bridge the gap in a diverse world.

The arts change children's learning experience by engaging those who often are not being reached through traditional academics. The arts help students learn about themselves and others. They engage multiple skills and abilities, providing students with new challenges and learning opportunities that can be directly related to real-life work experiences. Employers now look for individuals who can generate ideas, bring them to life and communicate them effectively—all skills enriched by the arts.

In July 2000, Alan Greenspan, chairman of the Federal Reserve Board, said the following to the National Governor's Association: "Critical awareness and the abilities to hypothesize, to interpret, and to communicate are essential elements of successful innovation in a conceptual-based economy. As with many skills, such learning is most effective when it is begun at an early age. And most educators believe that exposure to a wide range of subjects – including literature, music, art, and language – plays a considerable role in fostering the development of these skills."¹⁹

The arts also provide an avenue for youth to explore identity, independence, social role, body image, and future possibilities, while teaching discipline and teamwork. In addition, students have been found to achieve at higher academic levels if they are involved in the arts. When the arts are involved in a learning environment, it becomes a place of discovery.

¹⁸ John F. Kennedy Center for Performing Arts, 2000; U.S. Department of Education, 1999

¹⁹ Quoted in *The Arts Beyond the School Day* by the John F. Kennedy Center for the Performing Arts, 2000

Out-of-School-Time Programs Linked with the Arts

What if out-of-school-time programs were grounded in the arts? Heath, Soep, and Roach²⁰ found that “organizations that center activities in the arts enable youth who attend their programs regularly to improve their academic standing, increase their abilities in self-assessment and motivation, and raise their sense of the importance of planning and working for a positive future for themselves and their communities.”

The above-mentioned research stemmed from a 1987-88 project that followed non-school youth programs in the arts and the 25,000 youth from low-income neighborhoods who were involved in those programs. Researchers found that the arts were able to engage students’ imaginations, talents and sense of social commitment while giving them responsible roles in the community. These out-of-school-time arts programs for youth also enhanced organizational skills, budgeting strategies and communication.

Compared to a national sample of youth not involved in out-of-school-time arts programs, young people involved in the arts outside of school were found to be:

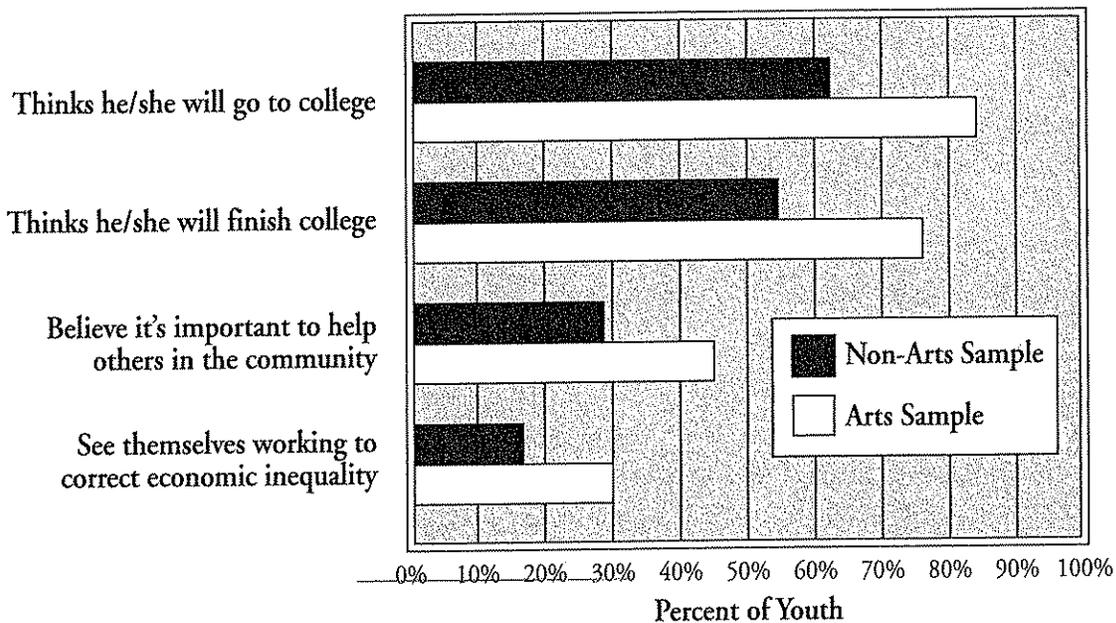
- Four times more likely to receive recognition for their academic achievements, participate in youth groups, perform community service, participate in a math and/or science fair, and win an award for writing an essay or poem;
- Three times more likely to be elected a class officer at school and to win an award for school attendance;
- Twice as likely to read for pleasure.

Compared to the national non-arts sample, more of these youth planned to attend and graduate from college. More also believed in the importance of helping others in the community as well as seeing themselves able to help correct economic inequality.

This study also found that, during the ten years that out-of-school-time arts programs were monitored, the 25,000 students in the study who consistently participated in music and theater had significantly higher levels of proficiency in math by grade 12, regardless of socioeconomic status. In addition, youth involved in any aspect of theater—from set design to acting and production—demonstrated gains in reading proficiency, self-control, motivation, empathy, and tolerance.

²⁰ 1998, p.1

TABLE 5 – Benefits of Out-of-School Time Arts Programs 1987-1998
(Heath, Soep, and Roach, 1998)



Out-of-School-Time Arts Programs for Children & Youth

Out-of-school-time arts programs for children and youth are spread across the nation at cultural centers, museums, libraries, performing arts centers, and art schools. Other venues include Boys and Girls Clubs, YMCAs, grassroots organizations, public radio and television stations, parks and recreation centers, churches, public housing complexes, teen centers, and settlement houses.

Findings from the Coming Up Taller Report on the Arts and At-Risk Children

The *Coming Up Taller Report*, prepared by the President's Committee on Arts and Humanities in conjunction with Americans for the Arts,²¹ screened 600 programs to identify those providing sustained arts and humanities programs for at-risk children. Programs included in the report all had an expressed goal of focusing on youth development through the arts and humanities outside of the school curriculum. Of the 218 programs selected to be a part of the study, most were created in the mid-1980's, primarily in large cities, by arts and humanities organizations. The majority of programs operated in partnership with other institutions such as schools, universities, youth organizations, churches, businesses, or health, housing, and social service agencies. The average number of children served annually by these programs was 407; the median number was 100. Sixty percent (60%) of the programs had experienced an increase in attendance since they began.

Staffing

During a normal year of operation, the selected programs on average employed 3.5 permanent staff as well as 23 volunteers and 9.2 "consultants" (artists and scholars working directly with the youth of the program). The annual median number of staff was 2, with 5 volunteers and 8 consultants. Most programs provided some sort of training to its staff taught by other in-house staff. About one-third offered ongoing training.

Adults who worked with children and youth in these arts programs ranged from poets, actors, dancers, musicians, commercial artists, mask-makers, muralists, electronic and print media specialists, painters, and museum curators to college professors, historians, recording technicians, lawyers, public health nurses, and social service workers.

Budgets/Funding

Annual budgets for these arts programs ranged from \$4,355 to \$3,000,000, with an average of \$158,537 and a median of \$84,000. Ninety-five percent (95%) of the programs received funding from more than one source, with the majority of donors (individual, foundation, corporate and government) being local.

- 58% of programs received funding from city government
- 55% received funding from local foundations
- 50% received funding from local corporations
- 40% received funding from local individuals

²¹ Weitz, 1996

Nearly 50% of programs received funding from state governments, while 43% were supported by the National Endowment for the Arts, the National Endowment for the Humanities and/or the Institute of Museum Services. Public funds comprised the largest source of support for 40% of the programs.

Features of Effective Arts Programs

The *Coming Up Taller Report* uncovered common characteristics among the most effective arts and humanities programs for children and youth. Successful programs took full advantage of the arts to connect students to learning. Youngsters learned new skills and were encouraged to see fresh perspectives with the potential to make an impact in their lives. These programs also provided “building blocks” for healthy development, including a safe place to build sound relationships with both peers and adults. Youth were given a chance to succeed and increase their sense of worth and achievement.

Another common characteristic was the desire to build job skills through innovative teaching strategies. The programs focused on excellence through quality staff and programs, encouraged voluntary participation, and provided consistent programming for youth. Finally, these arts and humanities programs provided support services to the youth and their families, and taught them how to navigate and advocate for youth issues in the community.

Heath, Soep, and Roach,²² as well as the John F. Kennedy Center for the Performing Arts,²³ also determined some essential aspects of effective arts-based, out-of-school-time programs for youth, including:

- Youth were provided various opportunities to engage in imaginative learning and were encouraged to participate across the range of arts, including visual, musical, drama, and media arts.
- Arts organizations were committed to community service and many partnered with other organizations, agencies, schools or institutions that work with youth.
- Arts programs employed quality personnel and were structured to enhance student learning.
- Families of young people were engaged in the arts programs.
- Arts organizations were committed to continuous planning and evaluation as well as leveraging resources from a variety of sources.

Research agrees, as do parents and American voters, that out-of-school-time programs are essential for the health and safety of millions of American children. When these programs incorporate the arts, children’s academic, social, and personal skills are greatly enhanced. Many successful out-of-school-time arts programs for youth are available nationwide and are offered by a variety of organizations and adults in various professions.

²² 1998

²³ 2000

The most effective out-of-school-time arts and humanities programs for youth had similar goals. They strived to create excellent products for their communities with support from local youth. They provided many opportunities for youth to learn from arts professionals. The programs gained and maintained the respect of the regional arts community and responded to the needs of both the community and funders. Most importantly, the studies found that effective out of school time arts and humanities programs created a safe place for youth to take risks and be creative.

In a variety of arts education journals and reports, professionals in the field have identified common organizational elements among quality out-of-school-time arts education programs. ArtServe Michigan, in their 2003 review of best practices in arts education, pointed to the value of collaboration between community organizations and schools.²⁴ Collaboration can increase the resources that are available, the diversity of the participants and/or the stakeholders involved in the planning²⁵—all of which can add to the scope of the programming.

According to current research, the best indicators of a quality arts education out-of-school-time program are professional development opportunities for teachers and arts educators, along with a systematic and inclusive evaluation process.²⁶

To create a quality program, organizations and groups should use these indicators as a benchmark in developing and evaluating overall effectiveness.

Final Words

The educational impact of services and programs provided by community groups and arts and cultural organizations for children and youth is potentially very significant. However, before that potential can be realized, program content must be integrated with classroom learning. Once that is done, we will have programs and services that work to reinforce classroom curricula and build stronger partnerships between schools and community organizations.

²⁴ ArtServe, 2003

²⁵ Ellis, 2001

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Methodology

The arts professionals that designed this work wanted to learn if and how arts-cultural organizations and community program providers identified themselves; therefore, a diverse group of organizations received an invitation to participate in the study and a copy of the first part of the survey. This was a “big tent” approach that did not presume that certain types of organizations “should be” included and others “should not”. Knowing that some libraries, for example, provide storytelling, children’s theatre and poetry readings as well as other arts and cultural activities, the list of invitees included as many libraries as possible.

The list of organizations was created by merging the mailing lists of a number of statewide organizations. A potential response list of over 2000 organizations was created from those mailing lists. Invitation letters and surveys were sent to each organization on the list asking the organization to provide information that would help the public learn more about them as part of a statewide directory. Approximately 250 were returned as undeliverable.

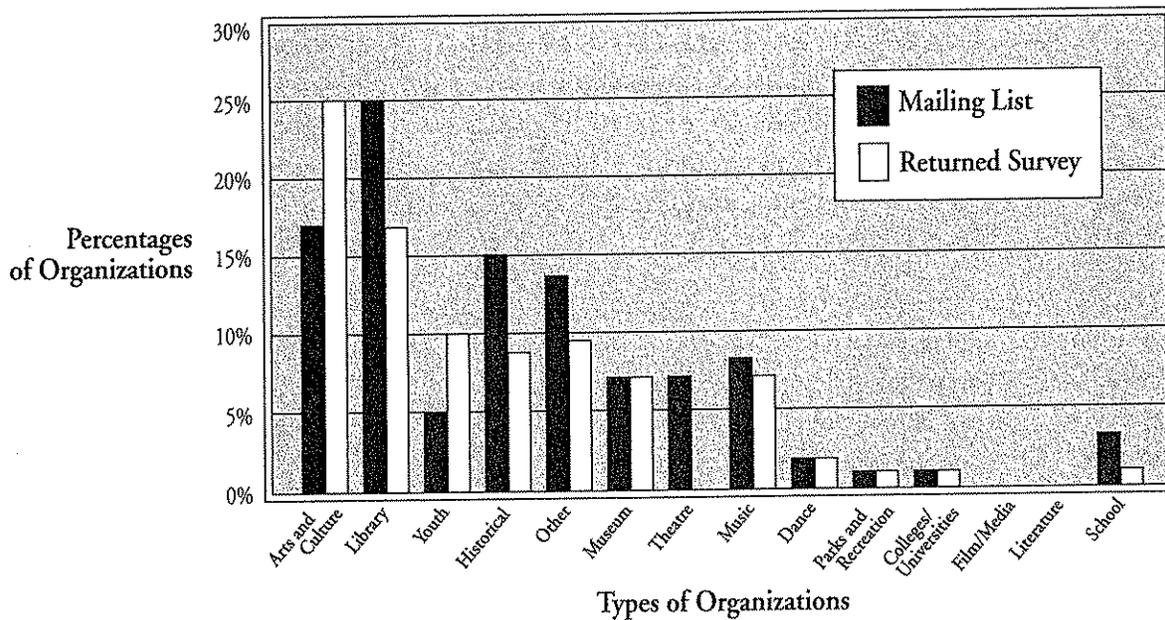
Respondents

Significant efforts were made to increase the number of organizations that responded to the survey including multiple mailings, reminder cards and reminder telephone calls. The reason most often given in telephone calls for not responding was that the organization did not feel the survey applied to them. Of the approximately 400 that were returned, 375 were actually completed and entered into the first survey database for a response rate of just over 20% when the undeliverable invitation letters are taken into account.

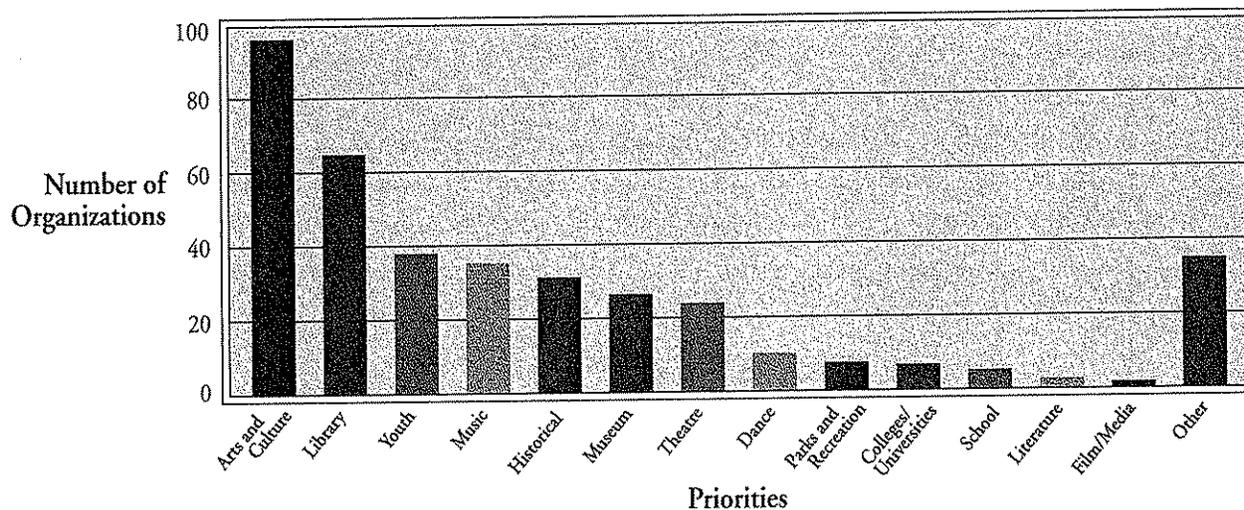
Organizations were grouped into 14 categories based on a general understanding of the organizations by those who provided the original mailing lists. The categories are a useful gauge of the inclusiveness of the invitation list as they include not only arts and cultural organizations (as in arts councils, guilds and associations) but libraries, historical and youth-serving organizations, colleges and universities, schools, museums as well as organizations that specifically promote dance, music, theatre or literature.

One can get a sense of how well the responses reflect the scope of those originally invited by comparing the percentage of total organizations invited by category with the percentage by category.

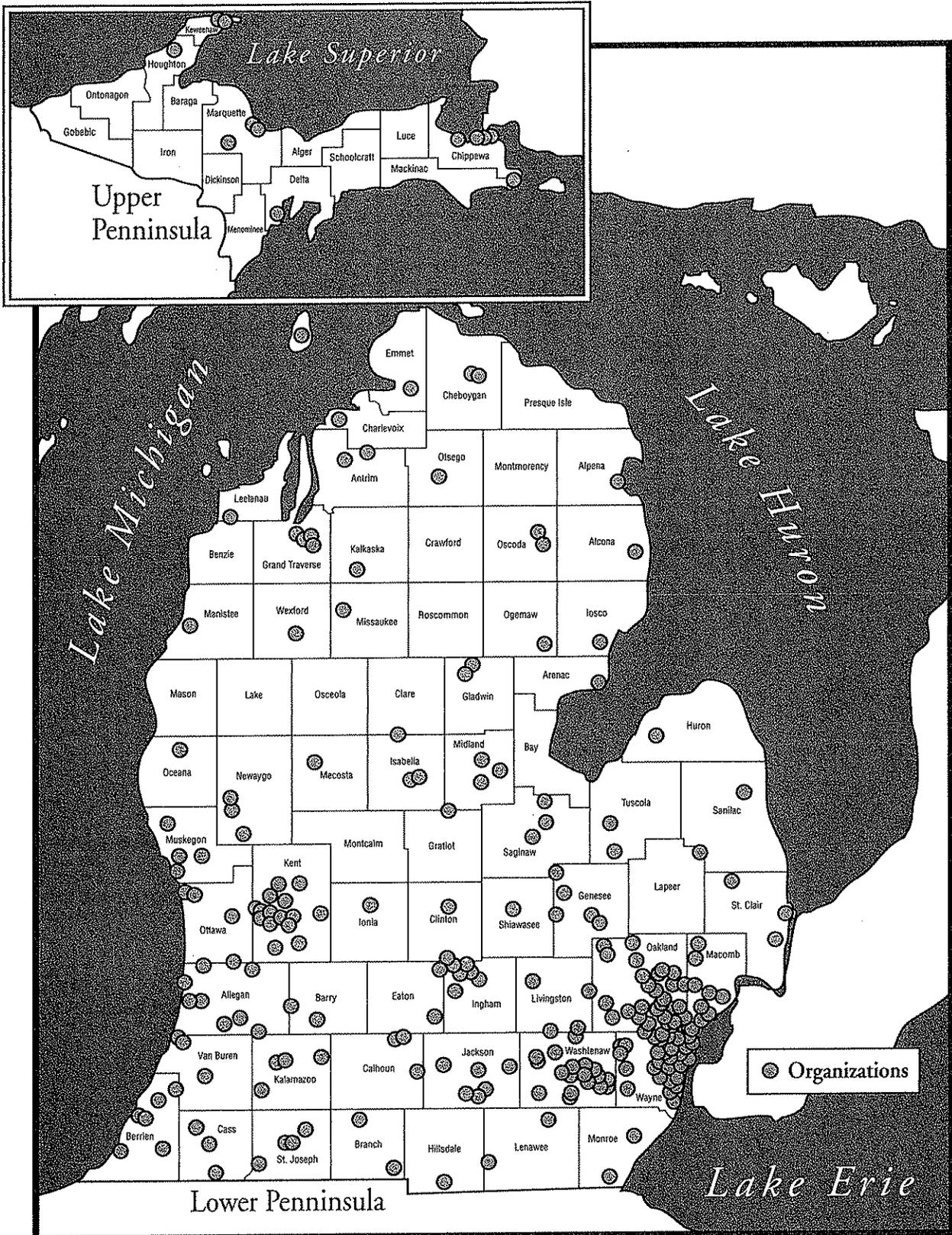
Organizations: Mailing List Compared to Returned Surveys



Respondents by Organizational Priority



Where the Survey Results Came From



Survey Instruments

Part One

ArtServe Michigan/Michigan Alliance for Arts Education
2004 Survey on Arts Education Program Offerings for Children and Youth by Arts & Cultural Organizations, Out-of-School Programs and Community Groups

In collaboration with the Michigan Council for Arts and Cultural Affairs and
the Michigan Department of Education

BACKGROUND INFORMATION:

ArtServe Michigan (ASM), the Michigan Council for Arts and Cultural Affairs (MCACA), and the Michigan Department of Education (MDE) are working together to not only develop a database to promote your organization's programs and services, but also we want to gather information to:

- Highlight the exceptional work being done by arts & cultural organizations, out-of-school programs and community groups throughout Michigan.
 - Provide information to legislators in support of increasing funding for arts education programming to arts and cultural organizations, after-school programs and community groups.
 - Provide information to schools, community groups etc., regarding your arts education programs and services.
-

ORGANIZATIONAL INFORMATION

NOTE: The information provided by your organization in of the survey will be published as part of a statewide resource guide (printed copy and web-based) that will be developed in 2005. Please provide information the public can use to learn more about you. Additional information about the guide will be provided to all survey respondents in the fall of 2004.

1. GENERAL INFORMATION

Organization Name _____
Address _____
City, State, Zip _____
Telephone _____ Website _____
Education Director _____

2. PERSON COMPLETING SURVEY

Name _____ Title _____
Telephone _____ Email Address _____

3. IN WHAT YEAR WAS YOUR ORGANIZATION LEGALLY ESTABLISHED? _____ Year

4. ORGANIZATION STATUS: Which category describes your organization's legal status? (Please check one)

- Organization – Non-profit
- Organization – For Profit
- Government – Federal
- Government – State
- Government – Regional
- Government – County
- Government – City
- Other (Specify _____)

5. ORGANIZATION TYPE: Which category best describes your organization? (Check more than one if applicable).

- | | |
|--|---|
| <input type="checkbox"/> Performing Group | <input type="checkbox"/> Union/Professional Association |
| <input type="checkbox"/> Performing Group-College/University | <input type="checkbox"/> Fair/Festival |
| <input type="checkbox"/> Performing Group-Community | <input type="checkbox"/> Arts Education Organization |
| <input type="checkbox"/> Performing Group for Youth | <input type="checkbox"/> School |
| <input type="checkbox"/> Performance Facility | <input type="checkbox"/> College/University |
| <input type="checkbox"/> Museum-Art | <input type="checkbox"/> Library |
| <input type="checkbox"/> Museum-Other | <input type="checkbox"/> Historical Society/Commission |
| <input type="checkbox"/> Gallery/Exhibition Space | <input type="checkbox"/> Humanities Council/Agency |
| <input type="checkbox"/> Cinema | <input type="checkbox"/> Parks and Recreation |
| <input type="checkbox"/> Small Press | <input type="checkbox"/> Media-Radio |
| <input type="checkbox"/> Literary Magazine | <input type="checkbox"/> Media-Television |
| <input type="checkbox"/> Arts Center | <input type="checkbox"/> Cultural Services Organization |
| <input type="checkbox"/> Arts Council/Agency | <input type="checkbox"/> Youth Organization |
| <input type="checkbox"/> Arts Service Organization | <input type="checkbox"/> Religious Group |
- Other (Specify _____)

6. ORGANIZATION DISCIPLINE: Choose the arts discipline which best describes your primary area of work in the arts. (Check all that apply)

- | | |
|---|--|
| Dance | <input type="checkbox"/> Opera |
| <input type="checkbox"/> Ballet | <input type="checkbox"/> Theatre |
| <input type="checkbox"/> Ethnic/Jazz/Folk | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> Modern | <input type="checkbox"/> Design Arts |
| <input type="checkbox"/> Other (Specify _____) | <input type="checkbox"/> Crafts |
| Music | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Chamber | <input type="checkbox"/> Media Arts |
| <input type="checkbox"/> Choral | <input type="checkbox"/> Literature |
| <input type="checkbox"/> New | <input type="checkbox"/> Inter-Disciplinary |
| <input type="checkbox"/> Ethnic/Folk Inspired | <input type="checkbox"/> Folk Arts |
| <input type="checkbox"/> Jazz | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Popular | <input type="checkbox"/> Multi-Disciplinary |
| <input type="checkbox"/> Solo/Recital | <input type="checkbox"/> Non-Arts/Non-Humanities |
| <input type="checkbox"/> Orchestral (including symphonic and chamber orchestra) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Other (Specify _____) | |

7. DESCRIPTION: Please check if your organization is:

- Primarily an arts education organization
 An organization that offers some arts education programs and/or other services
 An organization that offers no arts education programs and/or services

IF YOU CHECKED "PRIMARILY AN ARTS EDUCATION ORGANIZATION" OR "AN ORGANIZATION THAT OFFERS SOME ARTS EDUCATION PROGRAMS AND/OR SERVICES" IN QUESTION 7, PLEASE SKIP TO QUESTION 9.

IF YOU CHECKED "AN ORGANIZATION THAT OFFERS NO ARTS EDUCATION PROGRAMS AND/OR SERVICES" PLEASE ANSWER QUESTION 8 AND THEN RETURN PAGES 2 AND 3 TO THE ADDRESS BELOW.

8. IF YOU ARE NOT OFFERING ARTS EDUCATION PROGRAMS, PLEASE INDICATE THE REASON:

- Insufficient staff resources
 Inadequate funding
 Not congruent with organization's mission
 Other
 (Specify _____)

THANK YOU FOR PROVIDING THE ABOVE INFORMATION. WE APPRECIATE YOUR COOPERATION IN COMPLETING THIS SURVEY. PLEASE RETURN THE SURVEY IN THE ENCLOSED ENVELOPE TO:

**COMMUNITY RESEARCH INSTITUTE ~ GRAND VALLEY STATE UNIVERSITY
 401 WEST FULTON STREET, 288C DEVOS ~ GRAND RAPIDS, MI 49504-6431**

9. PLEASE DESCRIBE YOUR ORGANIZATION, ITS PROGRAMMING AND WHOM IT SERVES, IN 45 WORDS OR LESS. Remember, this description is for the public, to encourage participation in the arts and to promote your programs and services.

10. IN THE SPACE BELOW, PLEASE PROVIDE THE NAMES AND A DESCRIPTION OF YOUR CHILDREN AND YOUTH ARTS EDUCATION PROGRAM(S). (Attach additional sheet, if necessary):

11. PLEASE LIST THE SAMPLE AUDIENCES AND VENUES OF YOUR CHILDREN AND YOUTH ARTS EDUCATION PROGRAM(S). (Attach additional sheet, if necessary):

12. WHAT ARE THE FEES FOR YOUR CHILDREN AND YOUTH ARTS EDUCATION PROGRAM(S)? (Attach additional sheet, if necessary):

13. PLEASE INDICATE YOUR WILLINGNESS TO HELP US LEARN MORE ABOUT ARTS EDUCATION IN MICHIGAN BY MARKING YES BELOW.

_____ YES, SEND THE SURVEY. THANK YOU FOR YOUR PARTICIPATION

The 2004 Survey on Arts Education Programs for Children and Youth by Arts & Cultural Organizations, Out-of-School Programs and Community Groups is a joint project of ArtServe Michigan (ASM), the Michigan Council for Arts and Cultural Affairs (MCACA) and the Michigan Department of Education (MDE). Major funding support for this project was provided by General Motors, the Kennedy Center Alliance for Arts Education Network (KCAAEN) and the Michigan Council for Arts and Cultural Affairs. Additional funding support was provided by the Michigan Art Education Association (MAEA).



Survey Instruments

Part Two



**ArtServe Michigan/Michigan Alliance for Arts Education
2004 Survey on Arts Education Programs for Children and Youth by Arts and
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ArtServe Michigan (ASM), the Michigan Council for Arts and Cultural Affairs (MCACA), and the Michigan Department of Education (MDE) are working together to not only develop a database to promote your organization's programs and services, but also we want to gather information to:

- Highlight the exceptional work being done by arts and cultural organizations, out-of-school programs and community groups throughout Michigan.
- Provide information to legislators in support of increasing funding for arts education programming to arts and cultural organizations, after-school programs and community groups.
- Provide information to schools, parents, community groups etc., regarding your arts education programs and services.

PART II SURVEY INFORMATION:

Thank you for agreeing to fill out the second part of our survey. Part II of the survey takes a more in-depth look at how your program works. The questions in this part of the survey deal with:

- Organizational Information
- Program Planning
- Program Participants
- Arts Education Programming with Schools
- Staff
- Budget
- Technical Assistance and Resources

ORGANIZATIONAL INFORMATION & PROGRAM PLANNING

NOTE: The information you provide in this survey will not be published in the statewide resource guide. This information is being gathered to develop a clearer understanding of arts education programs in Michigan. Additionally, this information will remain confidential and will not be published by organization name in the final report.

1. ORGANIZATIONAL INFORMATION

Organization Name _____

Name and Title of Person Completing Survey _____

Telephone _____ Email Address _____

2. DO YOU CONDUCT ARTS EDUCATION PROGRAMS FOR CHILDREN AND YOUTH AT YOUR OWN FACILITY?

- Yes
 No

3. DID YOU PROVIDE CHILDREN AND YOUTH ARTS EDUCATION PROGRAMS OR SERVICES TO COMMUNITY ORGANIZATIONS (excluding schools) DURING THE 2002-2003 SCHOOL YEAR? (Include summer 2003, if applicable)

- Yes
 No

If you answered "yes" to question 3, please complete questions 3a and 3b.

3a. HOW MANY COMMUNITY ORGANIZATIONS DID YOU SERVE? _____ Number

3b. PLEASE INDICATE WHAT KINDS OF PROGRAM PLANNING AND FOLLOW-UP ARTS EDUCATION SERVICES OR ACTIVITIES YOUR ORGANIZATION PROVIDED TO COMMUNITY ORGANIZATIONS DURING THE 2002-2003 SCHOOL YEAR. (Include summer 2003, if applicable.) (Check all that apply)

Program Planning

- Telephone Conferences
 On-Site Meetings
 Introductory Teacher Planning Workshops
 Printed Materials (e.g. Study Units)
 Other (Specify _____)

Program Follow-up at Each Site

- Printed Materials for Classroom Activities
 Study Units
 Evaluation Meetings
 Workshops
 Other (Specify _____)

4. WHO HAS BEEN INVOLVED IN PLANNING YOUR ORGANIZATION'S ARTS PROGRAMS? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Arts Organization | <input type="checkbox"/> Non-Arts Organization |
| <input type="checkbox"/> Board Members | <input type="checkbox"/> Teachers (non-arts) |
| <input type="checkbox"/> Administrators | <input type="checkbox"/> Arts Specialists |
| <input type="checkbox"/> Artistic Staff | <input type="checkbox"/> School Administrators |
| <input type="checkbox"/> Non-Staff Individual Artists | <input type="checkbox"/> Parents |
| <input type="checkbox"/> School Board Members | <input type="checkbox"/> Other (Specify _____) |

5. HOW INVOLVED IS YOUR ORGANIZATION IN DEVELOPING THE LOGISTICS, CONTENT AND EVALUATION OF YOUR ARTS PROGRAM(S)?

- Extensively
 Somewhat
 Not At All

6. HOW MANY DAYS OF SERVICE COMPRISED A TYPICAL PROGRAM AT A TYPICAL SITE DURING THE 2002-2003 SCHOOL YEAR? (Include summer 2003, if applicable) Example: Sixty-five percent of ABC Arts Council's programs were 2-5 day residencies and 35% were 11-20 day art classes.

<u>Number of Days of Activity at Each Site</u>	<u>% of Programs</u>
Less than 1 Full Day	_____
1 Full Day	_____
2-5 Days	_____
6-10 Days	_____
11-20 Days	_____
Other (Specify _____)	_____
TOTAL	100%

<u>EXAMPLE: ABC Arts Council</u>	
_____	_____
_____	65%
_____	_____
_____	35%
_____	_____
_____	100%

7. DURING THE 2002-2003 SCHOOL YEAR, WHAT PERCENT OF YOUR PROGRAMS WERE CONDUCTED DURING THE TIME PERIOD DESCRIBED BELOW? (Include summer 2003, if applicable)

<u>Scheduled During</u>	<u>% of Activities</u>
School Hours	_____
After School & Evenings	_____
Weekends	_____
Summer Vacation	_____
Other (Specify _____)	_____
TOTAL	100%

8. WHAT PERCENT OF YOUR PROGRAMS INVOLVE ETHNIC AND/OR NON-WESTERN ARTISTIC EXPRESSIONS?

_____ %

9. PLEASE INDICATE BELOW THE METHODS YOUR ORGANIZATION EMPLOYS TO EVALUATE YOUR PROGRAM(S). Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Observation by Staff/Consultants | <input type="checkbox"/> Teacher Evaluation Forms |
| <input type="checkbox"/> Student Evaluation Forms | <input type="checkbox"/> Checking of Artists Forms |
| <input type="checkbox"/> Outside Evaluators/Consultants | <input type="checkbox"/> Analysis or Examination of Student Work |
| <input type="checkbox"/> Written Tests | <input type="checkbox"/> Other (Specify _____) |

10. HAVE YOU CONDUCTED ANY TYPE OF EVALUATION THAT TRACKS STUDENT LEARNING AND THE IMPACT ON STUDENT SUCCESS?

- Yes
 No

10a. IF YES, PLEASE DESCRIBE BELOW:

11. IN THE NEXT 5 YEARS, DOES YOUR ORGANIZATION PLAN TO:

- Expand Arts Educational Programs for Children and Youth
 Retain Current Size of Arts Educational Programs for Children and Youth
 Cut Back on Arts Educational Programs for Children and Youth

PROGRAM PARTICIPANTS

1. HOW MANY CHILDREN AND YOUTH WERE INVOLVED WITH YOUR ARTS PROGRAM(S) DURING THE 2002-2003 SCHOOL YEAR? (Include summer programs in 2003, if applicable).

Student Category

Pre-school	Number _____
Elementary	Number _____
Middle School/Junior High	Number _____
High School	Number _____
College	Number _____
TOTAL SERVED _____	

2. HOW MANY PRE-K – 12th GRADE TEACHERS, ARTISTS, AND ART SPECIALISTS TOOK CLASSES OR WERE PARTICIPANTS IN YOUR ARTS PROGRAM(S) DURING THE 2002-2003 SCHOOL YEAR? (Include summer programs in 2003, if applicable).

Adult Category

Teachers (Pre-K – 12)	Number _____
Artists	Number _____
Art Specialists	Number _____
TOTAL SERVED _____	

3. HOW INTENSIVELY DID STUDENTS PARTICIPATE IN YOUR ARTS PROGRAMS?

Check the phrase below that best describes the amount of contact your organization had with students in a typical program during the 2002-2003 school year. (Include summer 2003, if applicable)

- | | |
|---|--|
| <input type="checkbox"/> 1 class period for each group of students
<input type="checkbox"/> 2-5 class periods with the same students | <input type="checkbox"/> 6-10 class periods with same students
<input type="checkbox"/> 11 or more class periods with same students |
|---|--|

4. PLEASE ESTIMATE WHAT PERCENTAGE OF CHILDREN AND YOUTH SERVED BY YOUR PROGRAMS DURING THE 2002-2003 SCHOOL YEAR WERE NON-CAUCASIAN STUDENTS. (Include summer 2003, if applicable)

_____ %

5. PLEASE ESTIMATE THE PROPORTION OF CHILDREN AND YOUTH SERVED BY YOUR ARTS PROGRAMS THAT HAVE ONE OR MORE OF THE FOLLOWING CHARACTERISTICS.

<u>Characteristics</u>	<u>% of Students</u>
Intellectually Gifted	_____
Artistically Talented	_____
Physically Challenged	_____
Learning Disabled	_____
Other (Specify _____)	_____

ARTS EDUCATION PROGRAMMING WITH SCHOOLS

1. DID YOUR ORGANIZATION PROVIDE ARTS PROGRAMS OR SERVICES FOR CHILDREN AND YOUTH IN GRADES PRE-K - 12TH DURING THE 2002-2003 SCHOOL YEAR? (Include summer programs in 2003, if applicable) Yes No

- 1a. IF YES, HOW MANY SCHOOLS (PRE-K - 12) DID YOU SERVE? _____ Number

2. HAS YOUR ORGANIZATION DEVELOPED ARTS CURRICULUM FOR GRADES PRE-K - 12? Yes No

3. HAS YOUR ORGANIZATION PROVIDED INFORMATION OR SERVICES TO GRADES PRE-K - 12 TO HELP ENHANCE THEIR PEDAGOGY? Yes No

4. HAS YOUR ORGANIZATION DEVELOPED STUDY GUIDES OR OTHER SUPPLEMENTARY MATERIALS TO BE USED IN PRE-K - 12 CLASSROOMS? Yes No

- 4a. IF YES, ARE THESE RESOURCES TIED TO STATE AND NATIONAL STANDARDS? Yes No

5. DO YOU CONDUCT ARTS PROGRAMS AT SCHOOL SITES GRADES PRE-K - 12? Yes No

6. DO YOU CONDUCT ARTS PROGRAMS IN CONJUNCTION WITH SCHOOLS (PRE-K - 12) AT YOUR OWN FACILITY? Yes No

- If you answered "yes" to question 6, please complete questions 6a and 6b.*
- 6a. HAVE YOU DEVELOPED OR ARE YOU PLANNING TO DEVELOP A FORMAL CURRICULUM FOR PROGRAMS AT YOUR FACILITY? Yes No

- 6b. IS OR WILL YOUR PROGRAM CURRICULUM BE INTEGRATED WITH THE CURRICULUM OF SCHOOLS (PRE-K - 12)? Yes No

7. HAS YOUR ORGANIZATION SERVED AS AN ADVOCATE FOR INCREASING ARTS PROGRAMS FOR PUBLIC SCHOOLS GRADES PRE-K - 12? Yes No

8. DO YOU COLLABORATE WITH OTHER ARTS ORGANIZATIONS IN ARTS PROGRAMS FOR GRADES PRE-K - 12? Yes No

9. DO YOU COLLABORATE WITH NON-ARTS ORGANIZATIONS IN ARTS PROGRAMS FOR GRADES PRE-K - 12? Yes No

10. IF YOU ANSWERED YES TO QUESTION 8 OR 9, PLEASE LIST THE ARTS AND/OR NON-ARTS ORGANIZATIONS WITH WHICH YOU COLLABORATE.

- a. ARTS ORGANIZATIONS: _____

- b. NON-ARTS ORGANIZATIONS: _____

11. IN THE NEXT 5 YEARS, DOES YOUR ORGANIZATION PLAN TO:
 - Expand Arts Programs To or In Conjunction with Pre-K - 12 Schools
 - Retain Current Size of Arts Programs To or In Conjunction with Pre-K - 12 Schools
 - Cut Back on Arts Programs To or In Conjunction with Pre-K - 12 Schools
 - We Do Not Currently Work with Pre-K - 12 Schools and Do Not Plan to Start Working with Them

STAFFING

1. WHAT WAS THE TOTAL NUMBER OF FULL- AND PART-TIME STAFF EMPLOYED BY YOUR ORGANIZATION DURING THE 2002-2003 SCHOOL YEAR? (Include summer 2003, if applicable) Do not include consultants.

NUMBER OF FULL- AND PART-TIME STAFF _____

2. HOW MANY FULL- AND PART-TIME STAFF IN 2002-2003 WERE DIRECTLY ASSOCIATED WITH ARTS ON PROGRAMS AND SERVICES FOR CHILDREN AND YOUTH? (Include summer 2003, if applicable) Do not include consultants.

NUMBER OF FULL- AND PART-TIME STAFF _____

3. ARTS EDUCATION PERSONNEL: Please indicate below the total number of individuals working for your organization who were directly associated with arts programs and services for children and youth in each category during the 2002-2003 school year. Then, specify the number that was full-time, part-time, minority, disabled, and volunteer. (Include summer 2003, if applicable.)

Arts Education Personnel	Total (Paid and volunteer)	Paid Full-Time Staff	Paid Part-Time Staff	Paid Minority Staff	Paid Disabled Staff	Volunteers
Artists	# _____	# _____	# _____	# _____	# _____	# _____
Curators or Interpreters	# _____	# _____	# _____	# _____	# _____	# _____
Education Coordinator	# _____	# _____	# _____	# _____	# _____	# _____
Office Support Staff	# _____	# _____	# _____	# _____	# _____	# _____
Consultants	# _____	# _____	# _____	# _____	# _____	# _____
Other Staff or Volunteers	# _____	# _____	# _____	# _____	# _____	# _____
TOTAL	# _____	# _____	# _____	# _____	# _____	# _____

4. WHAT PERCENT OF THE ARTISTS WORKING WITH YOUR ARTS EDUCATION PROGRAMS FOR CHILDREN AND YOUTH WERE PAID STAFF, ON CONTRACT, AND/OR VOLUNTEERS?

_____ % Paid Staff (Full- and Part-Time)

_____ % On Contract

_____ % Volunteers

5. DO YOU PROVIDE PROFESSIONAL DEVELOPMENT FOR ARTISTS WORKING IN YOUR PROGRAMS WHO WORK WITH CHILDREN, YOUTH AND TEACHERS?

Yes

No

If you answered "yes" to question 5, please complete questions 5a, 5b and 5c.

- 5a. PLEASE CHECK THE TYPE(S) OF TRAINING METHODS YOU EMPLOY. (Check all that apply)

Handbooks

Workshops

Orientation

Other (Specify: _____)

5b. ON AVERAGE, HOW MANY PROFESSIONAL DEVELOPMENT HOURS DO YOU PROVIDE EACH ARTIST PER YEAR?

- 1-4 Hours 17-40 Hours
 5-8 Hours 40+ Hours
 9-16 Hours

5c. WHO PROVIDES THE ARTISTS' TRAINING? (Check all that apply)

- Internal Staff
 Outside Consultant
 Internal Conferences, Workshops
 Outside Conferences, Workshops
 Other (Specify: _____)

6. SELECTION OF ARTISTS: Please check all of the following procedures and criteria that your organization uses to select artists for its program(s).

- Observation by Staff/Consultants
 Teacher Evaluation Forms
 Student Evaluation Forms
 Outside Evaluators and Consultants
 Analysis and Examination of Student Work
 Written Tests
 Other (Specify _____)

7. DO YOU PROVIDE PROFESSIONAL DEVELOPMENT FOR STAFF MEMBERS WHO WORK WITH CHILDREN AND TEACHERS?

- Yes
 No

If you answered "yes" to question 7, please complete questions 7a, 7b and 7c.

7a. PLEASE CHECK THE TYPE(S) OF TRAINING METHODS YOU EMPLOY. (Check all that apply)

- Handbooks
 Workshops
 Orientation
 Other (Specify: _____)

7b. ON AVERAGE HOW MANY PROFESSIONAL DEVELOPMENT HOURS DO YOU PROVIDE EACH STAFF MEMBER PER YEAR?

- 1-4 Hours 17-40 Hours
 5-8 Hours 40+ Hours
 9-16 Hours

7c. WHO PROVIDES THE TRAINING FOR STAFF MEMBERS? (Check all that apply)

- Internal Staff
 Outside Consultant
 Internal Conferences, Workshops
 Outside Conferences, Workshops
 Other (Specify: _____)

8. DO YOU PROVIDE PROFESSIONAL DEVELOPMENT OR IN-SERVICE SESSIONS TO EDUCATORS TO ENHANCE THEIR ABILITY TO TEACH THE ARTS OR USE THE ARTS IN THEIR CLASSROOM?

- Yes
 No

8a. IF YES, WHO PROVIDES THE PROFESSIONAL DEVELOPMENT OR IN-SERVICE TRAINING FOR EDUCATORS?

- Internal Staff
 Outside Consultant
 Other (Specify: _____)

BUDGET

1. PLEASE ENTER YOUR TOTAL ORGANIZATION OPERATING BUDGET AND ARTS EDUCATION (CHILDREN AND YOUTH) BUDGET BELOW. INCLUDE PRORATED STAFF EXPENSES IN ARTS EDUCATION BUDGET.

**Total Organization Operating Budget
2002-2003**

**Arts Education Budget (Children & Youth)
2002-2003**

\$ _____

\$ _____

2. FUNDING: Please indicate the income sources for your arts education budget for children and youth in 2002-2003 below:

A. Earned Sources of Funding

Arts Education Budget (Children & Youth)

Class Fees

\$ _____

Sales of Objects/Services

\$ _____

Board of Education Contracts

\$ _____

Parent Teacher Association

\$ _____

Other (Specify _____)

\$ _____

SUBTOTAL

\$ _____

B. Unearned Sources of Funding

Local Arts Council

\$ _____

State Arts Council

\$ _____

City Government

\$ _____

State Government

\$ _____

Federal Government

\$ _____

Local Foundations

\$ _____

National Foundations

\$ _____

Local Businesses or Corporations

\$ _____

National Businesses or Corporations

\$ _____

Individual Donors

\$ _____

Other (Specify _____)

\$ _____

SUBTOTAL

\$ _____

GRAND TOTAL (Subtotal A+B)

\$ _____

TECHNICAL ASSISTANCE & RESOURCES

1. IF TECHNICAL ASSISTANCE WAS AVAILABLE FOR YOUR ARTS EDUCATION PROGRAMS, WHAT KINDS OF HELP OR INFORMATION WOULD YOUR ORGANIZATION BE INTERESTED IN RECEIVING? (Please check all items that are relevant to your organization's needs.)

- Program Planning and Implementation
- Evaluation
- Documentation
- Marketing
- Public Relations
- School to Career Links
- Apprenticeships and Mentorships
- Curriculum Standards
- Cross-curricular Information

- Curriculum Development
- Teacher and Artists Workshops
- Budget, Finance and Fundraising
- Long-Range Planning
- Computerization
- Child Development
- After-School Programs
- Other (Specify _____)

2. HAVE YOU EVER RECEIVED TECHNICAL HELP FROM:

a. ArtServe Michigan

- Yes
- No

b. Michigan Council for Arts and Cultural Affairs

- Yes
- No

c. Michigan Department of Education

- Yes
- No

d. Michigan Association of Community Arts Agencies

- Yes
- No

3. HAVE YOU EVER APPLIED FOR AN ARTIST-IN-RESIDENCY GRANT FROM THE MICHIGAN COUNCIL FOR ARTS AND CULTURAL AFFAIRS (MCACA) OR THE MICHIGAN ASSOCIATION OF COMMUNITY ARTS AGENCIES (MACAA)?

- Yes
- No

4. HAVE YOU EVER RECEIVED AN ARTIST-IN-RESIDENCY GRANT FROM THE MICHIGAN COUNCIL FOR ARTS AND CULTURAL AFFAIRS (MCACA) OR THE MICHIGAN ASSOCIATION OF COMMUNITY ARTS AGENCIES (MACAA)?

- Yes
- No

5. HAVE YOU EVER RECEIVED A GRANT FROM THE MICHIGAN DEPARTMENT OF EDUCATION?

- Yes
- No

5a. IF YES, PLEASE SPECIFY THE GRANT RECEIVED _____

6. HAVE YOU EVER WORKED WITH AN ARTIST FROM ARTSERVE MICHIGAN'S CREATIVE ARTIST GRANT PROGRAM?

- Yes
- No

PRIORITIES FOR ARTS EDUCATION

LISTED BELOW ARE VARIOUS INITIATIVES THAT COULD BE PURSUED IN THE NEXT 2-5 YEARS BY ARTSERVE MICHIGAN, THE MICHIGAN COUNCIL FOR ARTS AND CULTURAL AFFAIRS AND/OR THE MICHIGAN DEPARTMENT OF EDUCATION. Please rank the initiatives in each category. Use the #1 as your most important priority and #5 as your least important priority. Rank only five of the items from 1-5 in each category.

Resources and Program Development

- Maintain a library of outstanding arts education curriculum materials developed by arts organizations
- Conduct arts education administrators' symposia on the arts
- Promote extensive use of artist residency programs to enhance sequential curriculum
- Encourage collaboration among community, arts organizations and schools
- Provide technical assistance for local curriculum development
- Develop materials about exemplary residency program and comprehensive arts plans
- Expand funding available for arts organization education programs
- Maintain a roster of teachers, consultants and artists skilled in arts-integrated teaching
- Other (Please describe _____)

Professional Development

- Convene teacher preparation symposia for college and university faculty
- Develop in-service programs in the arts for classroom teachers
- Shape programs for arts specialists through Teacher Institutes and other summer workshops
- Develop student evaluation strategies
- Provide training to artists to enhance their teaching skills
- Increase arts requirements for high school graduation
- Establish arts requirements for general classroom teachers
- Establish arts requirements for admission to Michigan's public colleges and universities
- Set professional standards for teaching-artists
- Create professional standards for arts education program directors
- Establish professional development training for arts education program directors
- Create a teaching-artists education program
- Other (Please describe _____)

Advocacy and Awareness

- Develop arts education presentation for boards of education
- Develop arts education media campaign
- Increase speakers' bureau activity
- Produce a statewide arts education newsletter
- Sponsor workshops/lectures at conferences for principals and superintendents
- Pursue certification for theatre specialists
- Other (Please describe _____)

QUESTION FROM THE MICHIGAN DEPARTMENT OF EDUCATION

1. DOES YOUR ORGANIZATION WORK WITH ANY HIGH PRIORITY SCHOOLS?

(The Michigan Department of Education defines 'High Priority Schools' as schools that have failed to make adequate yearly progress as required by the reauthorization of the federal Elementary and Secondary Education Act (ESEA) No Child Left Behind. A list of these schools can be found at

http://www.michigan.gov/documents/Schools_Not_Meeting_AYP_83653_7.pdf)

- Yes
 No

1a. IF YOU ANSWERED YES, PLEASE TELL US WHAT SCHOOLS: _____

COMMENTS

PLEASE COMMENT ON ANY ISSUES CONCERNING ARTS EDUCATION IN MICHIGAN. ATTACH ADDITIONAL SHEETS IF NECESSARY.

THANK YOU FOR COMPLETING OUR SURVEY.

IF YOU HAVE ANY QUESTIONS, PLEASE CALL DONNA M. EDWARDS, DIRECTOR, EDUCATION INITIATIVES, ARTSERVE MICHIGAN AT 248.557.8288 EXT. 13 OR YOU CAN EMAIL HER AT EDUCATION@ARTSERVEMICHIGAN.ORG.

PLEASE RETURN THE SURVEY IN THE ENCLOSED SELF-ADDRESSED ENVELOPE. IF NO ENVELOPE IS AVAILABLE, PLEASE RETURN SURVEY TO:

**COMMUNITY RESEARCH INSTITUTE
GRAND VALLEY STATE UNIVERSITY
401 WEST FULTON STREET, 288C DEVOS
GRAND RAPIDS, MI 49504-6431**

The 2004 Arts Education Survey on Program Offerings for Children and Youth by Arts and cultural Organizations, After-School Programs and Community Groups is a joint project of ArtServe Michigan (ASM), the Michigan Council for Arts and Cultural Affairs (MCACA) and the Michigan Department of Education (MDE). Major funding support for this project was provided by General Motors, the Kennedy Center Alliance for Arts Education Network and the Michigan Council for Arts and Cultural Affairs. The Michigan Art Education Association provided additional funding for this project.





ArtServe Michigan
17515 West Nine Mile Road, Suite 1025
Southfield, MI 48075

www.artservemichigan.org



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