

ARTS EDUCATION PERCEPTION SURVEY

RESEARCH REPORT



Oklahoma Center
for Arts Education
AT THE UNIVERSITY OF CENTRAL OKLAHOMA

prepared by
Oklahoma Center for Arts Education
College of Arts, Media & Design
University of Central Oklahoma



*Dr. John Clinton, Executive Director
Oklahoma Center for Arts Education
100 N. University Dr.
University of Central Oklahoma
Edmond, OK 73034-5209*

*(405) 974-3776
(405) 974-3775 (FAX)*

Report Authors

*Nancy H. Barry, PhD
Linda Garrett, MSM
John Clinton, PhD*

TABLE OF CONTENTS

ABSTRACT	4
BACKGROUND	5
PURPOSE	6
METHODS AND PROCEDURES	7
DESIGN:.....	7
<i>Step One - The Pilot Study (Arkansas)</i>	7
<i>Step Two - The Main Study (Oklahoma)</i>	8
TABLE 1: OK 2005 TAEPS RETURN RATE	8
RESULTS	9
PARTICIPANTS	9
<i>FIGURE 1: ROLE OF RESPONDENTS</i>	9
<i>FIGURE 2: ROLE OF RESPONDENT BY SCHOOL</i>	10
<i>FIGURE 3: ETHNICITY BY SCHOOL</i>	10
<i>FIGURE 4: INCOME BY URBAN/RURAL</i>	11
<i>What types of activities are perceived as “arts education”?</i>	11
TABLE 2: MEANS AND STANDARD DEVIATIONS FOR “WHAT IS ARTS EDUCATION” DURING SCHOOL.....	12
<i>What are the perceived effects/benefits of arts education?</i>	13
TABLE 3: MEANS AND STANDARD DEVIATIONS FOR “WHAT IS ARTS EDUCATION” OUTSIDE OF SCHOOL	14
TABLE 4: MEANS AND STANDARD DEVIATIONS FOR EFFECTS AND IMPLEMENTATION OF ARTS AND EDUCATION ITEMS BY ROLE OF RESPONDENT.....	15
TABLE 5: MEANS AND STANDARD DEVIATIONS FOR EFFECTS AND IMPLEMENTATION OF ARTS AND EDUCATION ITEMS BY URBAN/RURAL	18
<i>What are the perceptions regarding where, when, and how arts education should be provided?</i>	20
<i>What are the perceptions regarding support and funding for arts education? ..</i>	21
<i>How do educators (teachers and administrators) view the arts curriculum within their schools and communities?</i>	21
TABLE 6: MEANS AND STANDARD DEVIATIONS FOR COMFORT IN TEACHING ARTS AND SCHOOL STRENGTHS AND WEAKNESSES	21
<i>Do perceptions of arts education differ among state legislators, business leaders, school administrators, educators, and parents?</i>	22
<i>Do perceptions of arts education differ among urban and rural schools and communities?</i>	24
CONCLUSION	24
REFERENCES	26
APPENDICES	28
APPENDIX 1: POST HOC TESTS FOR MANOVA BY ROLE	28
APPENDIX 2: COMPARISON OF RURAL AND URBAN LEGISLATORS	42

ARTS EDUCATION PERCEPTION SURVEY

ABSTRACT

This study examined perceptions of arts education in elementary schools and communities across the state of Oklahoma. The Arts Education Perception Survey (TAEPS) was developed and pilot-tested prior to administration to the target sample. Respondents included 9,753 legislators, business people, parents, teachers, school administrators, and school board members associated with 120 randomly-selected rural and urban schools. Strong general response trends as well as significant differences between respondents associated with rural and with urban schools and significant differences between different participant roles within the schools (state legislators, business leaders, school administrators, teachers, school board members, and parents) were observed. Results indicate that these educators and community members held fairly traditional views of what constitutes arts education, expressing highest levels of agreement with formal performance-based or arts-production activities. In contrast with high levels of agreement about the positive benefits of arts in education, it is striking to note respondents' general disagreement that schools have adequate funding and supplies. General disagreement expressed for the item "Legislators value arts education" may hold important implications for arts education policy and the public's perceptions of legislative support for the arts.

BACKGROUND

Over the past three decades, arts education policy has been influenced by a number of prominent reports including *Coming to Our Senses: The Significance of the Arts for American Education* (Arts, Education and Americans Panel, 1977), *Can We Rescue the Arts for America's Children? Coming to Our Senses – 10 Years Later* (Fowler, 1988), and *Toward Civilization* (National Endowment for the Arts, 1988) which was based upon an extensive two-year study. These documents pointed out serious gaps and inconsistencies in arts education across the United States and helped propel the National Endowment for the Arts toward more active involvement with advocacy and federal policy. The urgency of this crisis for arts education in our country was heightened by omission of the arts from the National Education Goals set forth by President George Bush and the governors of the 50 states (Reimer, 1996). Arts advocacy efforts prompted passage of the Goals 2000: Educate America Act in 1994, which included the arts as a core content area (Fowler, 1996). During this time, a consortium of national professional arts education associations came together to develop national standards for what students should know and be able to do in the arts.

The more prominent national profile of arts education also fueled increased interest in research to support the political agenda of promoting arts education. *Schools, communities, and the arts: A research compendium* (Welch, 1995) reviewed arts education research. *Champions of Change: The impact of arts on learning* (Fiske, 1999) and, subsequently *Critical links: Learning in the arts and student academic and social development* (Deasey, 2002) explored relationships between participation in arts activities and positive academic and social outcomes for students.

The trend to include the arts in policy and legislation continues into the present decade. The Association of American Colleges and Universities (MENC, 2003) recently identified the arts as one of six basic academic subject areas that should be studied in order to succeed in college.

No Child Left Behind Act (NCLB) also includes the arts as one of the “core academic subjects” (Title IX, Part A, Sec. 9101, U.S. Department of Education, 2004). However, mathematics, reading or language arts, and science *must* be included, while other content areas such as the arts are left to the discretion of each state. Since assessment, accountability and reporting are integral features of NCLB, it does not bode well to see the arts excluded from the list of required content areas that are assessed.

Despite some positive historical trends in arts education policy, the goal of providing high quality arts education to all students in schools across America has not yet been achieved. Research indicates serious discrepancies between policy and actual practice: “policy breakthroughs for arts education and the rhetorical promise of reform have not ensured compliance nor do they correspond to the reality of schooling” (Burns, 2003, p. 2). Too often, arts education is crowded out of the agenda by the demands of high-stakes testing and budgetary restrictions, resulting

in serious gaps and inconsistencies in arts education (Burns, 2003; Carey, Kleiner, Porch & Farris, 2002; Donaldson & Pearsall, 2002).

In response to NCLB legislation, Oklahoma, along with other states across the nation, focused increased attention on each of the “core academic” areas, including the arts. Even before NCLB was enacted, Oklahoma lawmakers mandated that visual arts and music education be included as part of the core curriculum within the school system and tested as such, along with math, English, science, and history (House Bill 1017). However, due to a significant downturn in funding and in an effort to cut costs within the state’s school system, in 2003 Oklahoma lawmakers approved House Bill 1414. This allowed each school district to create their own test and standards for arts education. While arts are still officially required, without statewide standards for arts education, school leaders have decreased and even cut arts programs within Oklahoma schools.

In this climate of budget cuts and high-stakes testing, school systems and communities across the nation are faced with difficult decisions about which programs to fund. As with many states, this situation is particularly acute in Oklahoma. Spiraling fuel costs and other expenses are resulting in huge budget shortfalls. Grants for some arts related programs continue to be funded, but available funds are quite limited and may even be diminishing. Although it appears that organizations, educators, and leadership in Oklahoma continue to value the arts, specific attitudes concerning arts education within the state are not known. Research is needed to better understand perceptions about arts education within schools and communities across the state of Oklahoma.

PURPOSE

The purpose of this study was to examine perceptions of arts education in elementary schools and communities across the state of Oklahoma. Various stakeholders within the community were surveyed including state legislators, business leaders, educators (school superintendents, assistant superintendents, principals, assistant principals and teachers), school board members, and parents. The following research questions were addressed:

1. What types of activities are perceived as “arts education”?
2. What types of arts activities are perceived as most appropriate for “during school time” and for “outside school time”?
3. What are the perceived effects/benefits of arts education?
4. What are the perceptions regarding where, when, and how arts education should be provided?

5. What are the perceptions regarding support and funding for arts education?
6. How do educators (teachers and administrators) view the arts curriculum within their schools and communities?
7. Do perceptions of arts education differ among state legislators, business leaders, school administrators, educators, and parents?
8. Do perceptions of arts education differ among urban and rural schools and communities?

METHODS AND PROCEDURES

Design:

The Arts Education Perception Survey (TAEPS) was developed through the Oklahoma Center for Arts Education within the College of Arts, Media & Design on the campus of the University of Central Oklahoma to measure state legislators', business leaders', school administrators', educators', and parents' perceptions of arts education within the Oklahoma public elementary school system.

The initial version of the survey was based upon the literature. The survey consisted of four sections designed to address the research questions. Three sections (86 items) were administered to all stakeholders within the school and community. The fourth section (25 items), designed to ascertain educators' views of arts education within their schools and communities, was completed only by school faculty (administrators and teachers). Face validity of the survey was established through review by a panel of experienced educators and researchers at two Oklahoma universities. Following the review process, the survey was revised to improve efficiency and accuracy.

Step One -- The Pilot Study (Arkansas)

A pilot study ($N = 87$) was undertaken to establish validity and reliability of the survey instrument. The pilot study was conducted within the state of Arkansas in order to keep the target population in Oklahoma intact. Representatives from each of the focus groups (i.e., state legislators, business leaders, school administrators, educators and parents) were selected and asked to complete the survey and return it to the study coordinator. Using information gained from the pilot study, additional modifications were made to improve the validity and reliability of the survey.

Step Two – The Main Study (Oklahoma)

The study was conducted during the 2004-2005 academic year. A total of 50,032 surveys were distributed to legislators, business people, parents, teachers, school administrators, and school board members in 120 randomly-selected schools and surrounding communities. (See Table 1.) A member of the research team contacted each school's leadership (superintendent and/or principal) to obtain permission to distribute the surveys. Surveys were hand delivered to each school, administrative offices, surrounding businesses within the community, and to the offices of state legislators. Postage-paid, addressed envelopes were provided for return of completed survey instruments.

Descriptive statistics (mean, standard deviation) were generated to summarize response trends. MANOVAs were calculated to determine any significant differences between subgroups and Tukey post hoc procedures were utilized as a follow-up to any significant MANOVA results.

There is concern that the probability of Type I error may increase when multiple statistical tests are used with the same data set. In such situations, the Bonferroni method (adjusting statistical significance for the number of tests performed) is often used. However, some researchers have argued that unless a general null hypothesis is being employed (that all null hypotheses are true simultaneously), the Bonferroni adjustment is unnecessary and creates other potential problems by increasing the likelihood of Type II errors (Perneger, 1998). Given the descriptive nature of this study, it was deemed appropriate to utilize the conventional $p < .05$ for all tests of statistical significance.

Table 1: OK 2005 TAEPS Return Rate

	Distributed	Returned	%	Confidence Level at 95% Confidence Interval	Confidence Level at 99% Confidence Interval
TOTAL	50,032	9,753*	19.49%	.89	1.17
Legislators	149	24	16.11%	18.38	24.2
Business	565	126	22.30%	7.7	10.14
Parents	46,202	8,611	18.63%	.95	1.25
Teachers	2,514	779	30.98%	2.92	3.84
Administrators	211	83	39.34%	8.4	11.05
School Board	391	75	19.18%	10.19	13.41

**NOTE: The TOTAL includes 55 surveys which were returned without a coding for this category.*

With 9,753 returned surveys, one could generalize back to the 50,032 sample with a Confidence Interval (+ or -) of .89 at a Confidence Level of 95% or with a Confidence Interval of 1.17 at a Confidence Level of 99%. Oklahoma Census Data

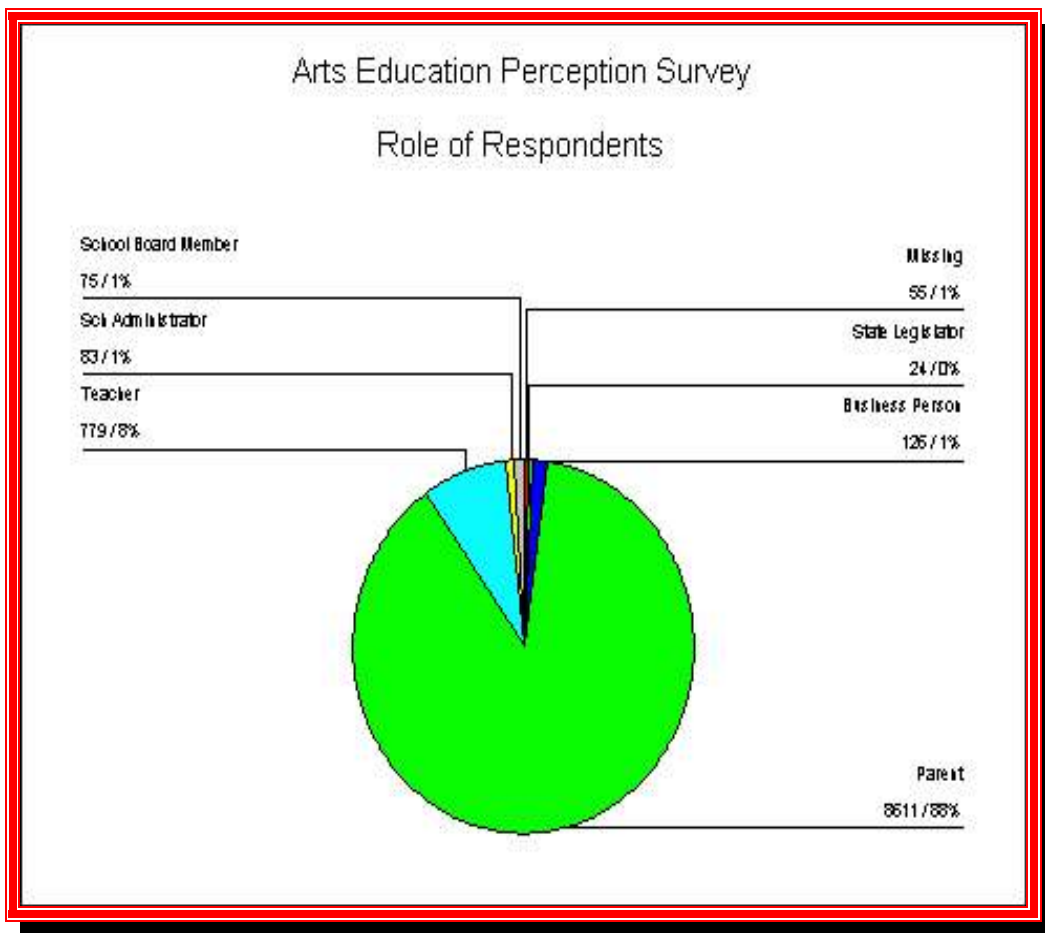
(<http://quickfacts.census.gov/qfd/states/40000.html>) indicate a state population of 3,511,532 in 2003. Assuming that this random sample of people associated with urban and rural schools is representative of the state, with a sample size of 9,753, one could generalize back to a population of 3,511,532 with a Confidence Interval of .99 at a Confidence Level of 95% and with a Confidence Interval of 1.3 at a Confidence Level of 99%.

RESULTS

Participants

Participants included 9,753 legislators, business people, parents, teachers, school administrators, and school board members associated with 60 randomly-selected rural and 60 randomly-selected urban schools. (See Figure 1.)

FIGURE 1: ROLE OF RESPONDENTS



Survey participants represent a broad cross-section of the state of Oklahoma. Demographics are fairly balanced between respondents from rural and urban communities.

FIGURE 2: ROLE OF RESPONDENT BY SCHOOL

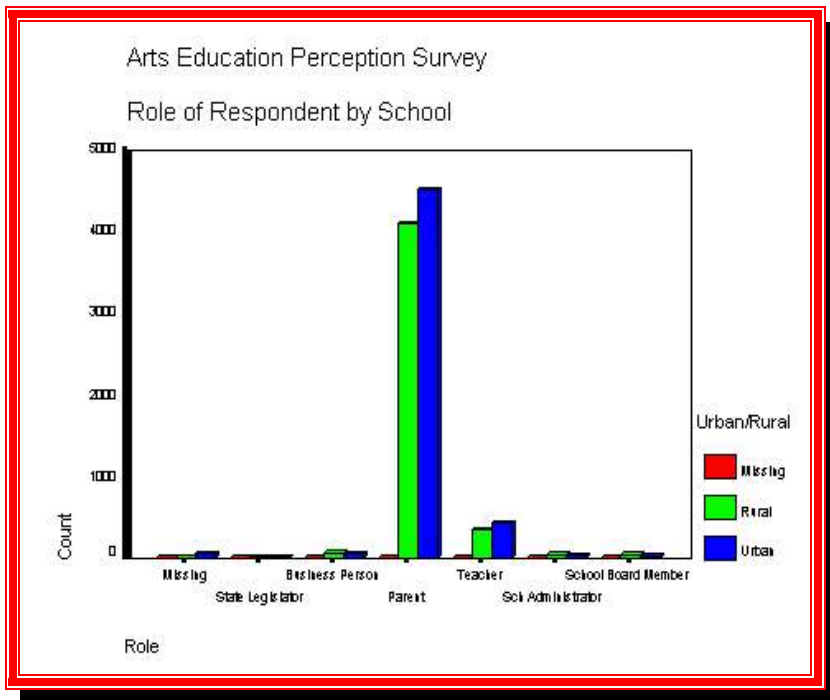


FIGURE 3: ETHNICITY BY SCHOOL

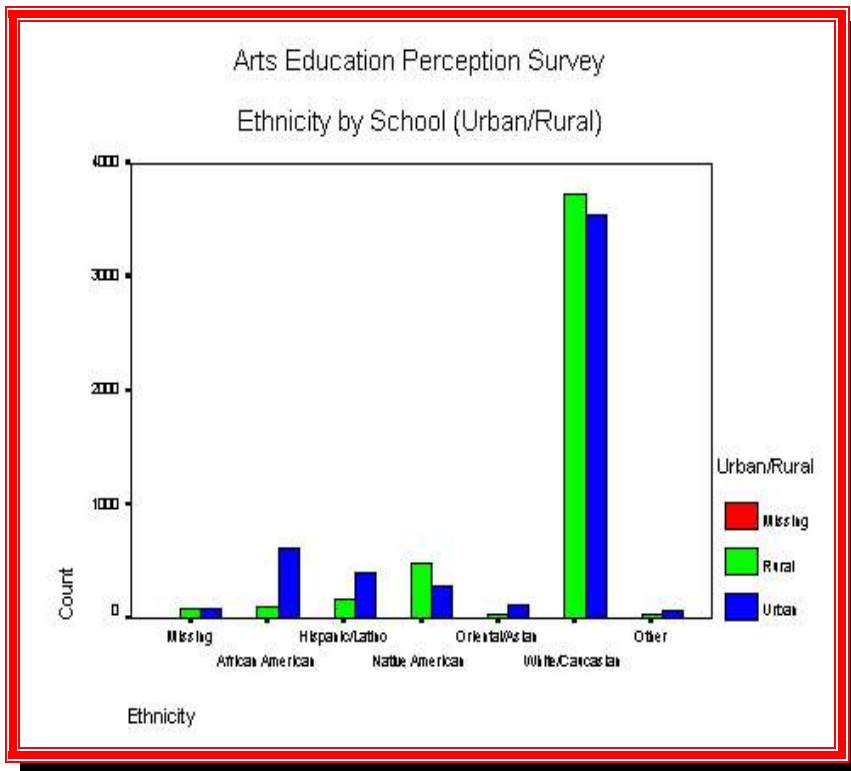
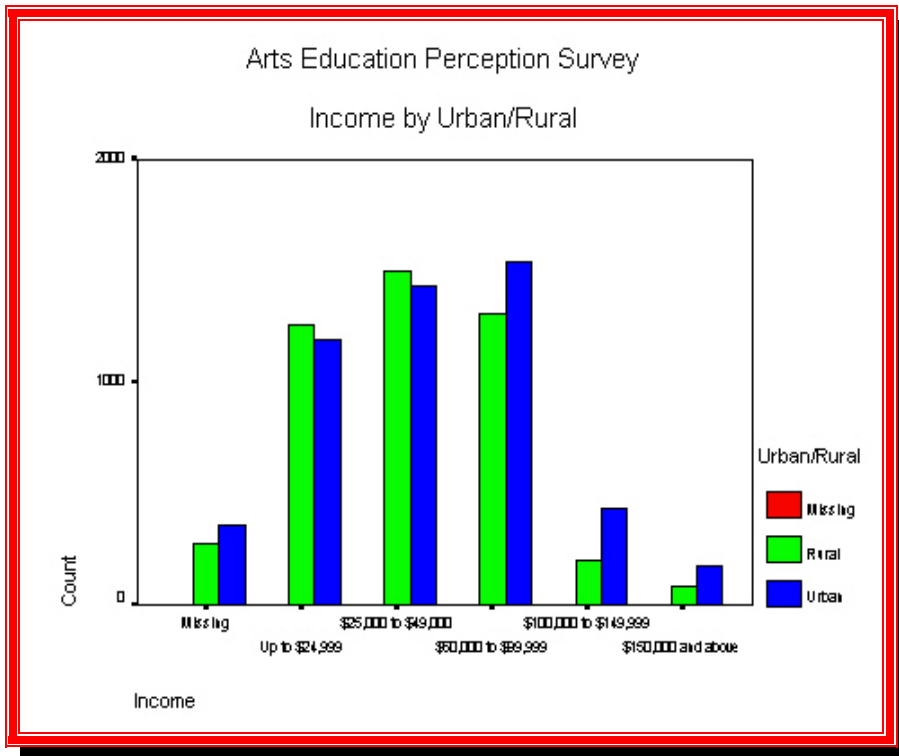


FIGURE 4: INCOME BY URBAN/RURAL



What types of activities are perceived as “arts education”?

TAEPS asked participants to indicate what is arts education during school and outside of school by responding to a series of items on a Likert-type scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). The survey included a balanced representation of active and passive arts experiences. There were no clear trends indicating a preference for active versus passive experiences. However, survey respondents expressed highest levels of agreement that participating in traditional, formal performance-based activities such as “painting or drawing a picture,” “acting in a play,” “singing in choir,” “participating in a musical,” or “playing in a band” represented arts education during school. Lower levels of agreement were reported for informal activities such as “knitting/sewing/quilting,” “learning square dance,” and “putting on a puppet show.” (See Table 2.)

Table 2: Means and Standard Deviations for “What is Arts Education” During School

SUBJECT	ACTIVE	MEAN	SD	PASSIVE	MEAN	SD
Music	Playing in the band	1.74	1.04	Attending concert	2.07	1.15
	Playing in the orchestra	1.97	1.18	Listening to music	2.07	1.11
	Singing in the choir	1.74	1.02			
Visual Arts	Taking pictures	2.14	1.11	Visiting a museum	1.72	1.00
	Knitting/sewing/quilting	2.50	1.25	Professional artist showing work	1.76	1.02
	Participating in woodwork projects	2.03	1.08			
	Painting or drawing a picture	1.59	.927			
Dance	Performing in ballet	2.22	1.30	Attending dance program	2.26	1.20
	Learning square dance	2.55	1.32	Learning about a country's cultural dances	2.01	1.09
Theatre	Acting in a play	1.93	1.05	Attending a play	1.80	.95
	Participating in a musical	1.80	1.03	Seeing a movie	2.68	1.25
	Putting on a puppet show	2.31	1.17	Attending a school musical	1.89	1.04

N = 9,753

Response Scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

Responses concerning what constitutes arts education after school were more mixed with generally lower levels of agreement from all respondents in comparison with items about arts education during school. (See Table 3.)

MANOVA procedures did not reveal any statistically significant differences between respondents from rural and urban schools for any items within this section of TAEPS.

What are the perceived effects/benefits of arts education?

Survey respondents agreed with items addressing the effects of arts education upon students' creativity, social behavior, academics, and skills and attitudes. Highest levels of agreement were reported for items pertaining to student creativity. (*Arts education has a positive effect on an elementary child's creativity and Arts education provides for self-expression.*) (See Tables 4 and 5.)

Table 3: Means and Standard Deviations for “What is Arts Education” Outside of School Item

SUBJECT	ACTIVE	MEAN	SD	PASSIVE	MEAN	SD
Music	Playing in the band	2.03	1.23	Attending concert	1.93	1.09
	Playing in the orchestra	2.08	1.25	Listening to music	2.08	1.16
	Singing in the choir	1.95	1.17			
Visual Arts	Taking pictures	2.09	1.13	Visiting a museum	1.87	1.12
	Knitting/sewing/quilting	2.33	1.24	Professional artist showing work	1.96	1.17
	Participating in woodwork projects	2.15	1.18			
	Painting or drawing a picture	1.82	1.10			
Dance	Performing in ballet	2.02	1.23	Attending dance program	2.11	1.16
	Learning square dance	2.33	1.27	Learning about a country's cultural dances	2.11	1.16
Theatre	Acting in a play	1.94	1.15	Attending a play	2.00	1.13
	Participating in a musical	1.97	1.16	Seeing a movie	2.40	1.27
	Putting on a puppet show	2.32	1.21	Attending a school musical	2.03	1.14

N = 9,753

Response Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

Table 4: Means and Standard Deviations for Effects and Implementation of Arts and Education Items by Role of Respondent

ITEM	ALL N = 9,753		LEGIS- LATORS n = 24		BUSINESS n = 126		PARENTS n = 8,611		TEACHERS n = 779		ADMINI- STRATORS n = 83		SCHOOL BOARD n = 75	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Creativity														
has a positive effect on an elementary child's creativity	1.38	.80	1.46	.88	1.40	.74	1.38	.80	1.33	.75	1.44	.67	1.43	.69
provides for self-expression	1.38	.78	1.25	.53	1.39	.71	1.38	.79	1.33	.71	1.35	.64	1.38	.72
Social Impact														
decreases a child's involvement in violence <i>*(.000)</i>	1.91	1.07	2.00	1.14	1.89	.99	1.91	1.08	1.92	1.02	2.28	1.14	2.25	1.07
provides a positive impact for the local community	1.70	.94	1.67	.76	1.64	.89	1.71	.94	1.66	.90	1.79	.89	1.72	.79
decreases substance abuse <i>*(.000)</i>	2.18	1.18	2.39	1.16	2.37	1.16	2.17	1.18	2.20	1.16	2.62	1.12	2.55	1.12
Academics														
is a way for children to learn problem solving	1.86	1.01	1.96	1.12	1.87	.93	1.87	1.02	1.76	.95	1.93	.91	2.06	.92
increases academic motivation	1.72	.94	1.79	.88	1.70	.90	1.71	.94	1.73	.90	1.84	.86	1.92	.84
has a positive impact on other core subjects (i.e., math, science, English, history, etc.)	1.85	1.01	1.71	.81	1.98	1.06	1.85	1.02	1.79	.95	1.88	.93	1.92	.92
improves grades	1.95	1.04	1.88	.90	2.05	1.10	1.95	1.04	1.92	1.00	2.08	.97	2.07	.98
improves learning	1.64	.91	1.54	.72	1.66	.87	1.64	.92	1.65	.89	1.74	.85	1.78	.76

ITEM	ALL N = 9,753		LEGIS- LATORS n = 24		BUSINESS n = 126		PARENTS n = 8,611		TEACHERS n = 779		ADMINI- STRATORS n = 83		SCHOOL BOARD n = 75	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Student Skills and Attitudes														
increases child's attention span	1.66	.95	1.54	.78	1.66	.93	1.65	.95	1.68	.94	1.84	.94	1.83	1.02
can have a positive impact on a child's cultural insight	1.54	.86	1.50	.66	1.54	.82	1.55	.87	1.50	.81	1.54	.71	1.59	.69
Who Should Provide Arts Education														
only be taught by certified arts educator <i>*(.000)</i>	2.04	1.14	2.78	1.24	2.17	1.12	2.03	1.13	2.04	1.20	2.46	1.20	2.15	1.20
be taught by any teacher	3.48	1.30	3.70	1.06	3.63	1.32	3.46	1.31	3.66	1.23	3.46	1.23	3.65	1.15
be the responsibility of the parent <i>*(.001)</i>	3.26	1.22	3.22	1.13	3.28	1.22	3.24	1.22	3.46	1.18	3.32	1.10	3.26	1.18
Place in the Curriculum														
be mandated as part of the core curriculum <i>*(.000)</i>	1.93	1.14	2.17	1.09	2.01	1.11	1.91	1.13	2.05	1.21	2.49	1.34	2.49	1.29
be taught as a subject	1.70	.96	1.79	.98	1.68	.94	1.70	.96	1.78	1.00	1.89	.87	1.70	.84
be provided in the elementary school	1.55	.89	1.58	.97	1.49	.77	1.55	.90	1.50	.85	1.73	.77	1.60	.80
When to Offer														
be taught as an elective	2.65	1.20	2.70	1.40	2.72	1.30	2.63	1.20	2.82	1.15	2.51	1.93	2.31	1.19
be offered only if student is interested <i>*(.000)</i>	2.94	1.36	3.74	1.25	3.06	1.38	2.90	1.36	3.24	1.30	3.28	1.24	3.12	1.32
be provided through outside resources and special events	2.21	1.10	2.08	.93	2.28	1.20	2.21	1.11	2.20	1.08	2.30	1.00	2.38	.99

ITEM	ALL N = 9,753		LEGIS- LATORS n = 24		BUSINESS n = 126		PARENTS n = 8,611		TEACHERS n = 779		ADMINI- STRATORS n = 83		SCHOOL BOARD n = 75	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Level of importance measured by funding & supplies														
state provides appropriate funding for arts education <i>*(.000)</i>	3.58	1.27	3.38	.92	3.81	1.21	3.55	1.27	3.89	1.19	3.90	1.20	3.49	1.24
elementary schools have adequate supplies to teach arts education <i>*(.000)</i>	3.31	1.35	3.81	.75	3.60	1.35	3.27	1.34	3.64	1.36	3.52	1.20	3.26	1.27
have state funding equal to funding for other subjects such as math, English, science and history <i>*(.000)</i>	1.90	1.11	2.96	1.02	2.20	1.33	1.89	1.10	1.94	1.34	2.16	1.20	2.08	1.23
Community Support														
Educators/teachers are interested in arts education	2.41	1.09	2.67	.91	2.65	1.04	2.41	1.09	2.29	1.08	2.45	.87	2.52	1.05
Law makers (state legislators) value arts education <i>*(.000)</i>	3.44	1.15	3.09	1.02	3.43	1.02	3.41	1.16	3.73	1.02	3.44	.92	3.39	1.02
School administrators (i.e., principals, school board members, etc.) have interest in arts education <i>*(.000)</i>	2.68	1.09	2.95	.90	2.76	1.03	2.68	1.09	2.80	1.09	2.24	.85	2.39	.94
Employers value applicants who have had arts education	2.82	1.10	2.86	.85	2.78	1.09	2.82	1.11	2.91	1.01	2.83	.83	2.85	.97
Should include community participation	2.06	1.01	2.00	.98	2.12	.94	2.07	1.02	1.94	.93	2.02	.94	1.93	.79
Time Allotment														
have the same amount of time devoted to it as other core curriculum <i>*(.000)</i>	2.50	1.22	3.23	.92	2.76	1.36	2.45	1.21	2.88	1.22	3.05	1.26	2.85	1.22

* Indicates statistically significant difference at $\leq .001$ (See Appendix 1 for Post Hoc results.)

N = 9,753

Response Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

Table 5: Means and Standard Deviations for Effects and Implementation of Arts and Education Items By Urban/Rural

ITEM	OVERALL		URBAN		RURAL	
	MEAN	SD	MEAN	SD	MEAN	SD
has a positive effect on an elementary child's creativity *.000	1.38	.80	1.35	.79	1.41	.80
provides for self-expression *.000	1.38	.78	1.35	.78	1.41	.78
Social Impact						
decreases a child's involvement in violence *.000	1.91	1.07	1.86	1.06	1.96	1.08
provides a positive impact for the local community *.000	1.70	.94	1.65	.92	1.76	.95
decreases substance abuse *.005	2.18	1.18	2.15	1.19	2.21	1.16
Academics						
is a way for children to learn problem solving *.000	1.86	1.01	1.81	1.01	1.92	1.01
increases academic motivation *.002	1.72	.94	1.68	.94	1.75	.93
has a positive impact on other core subjects (i.e., math, science, English, history, etc.) *.000	1.85	1.01	1.79	1.01	1.91	1.01
improves grades *.000	1.95	1.04	1.88	1.02	2.02	1.04
improves learning *.000	1.64	.91	1.61	.91	1.68	.91
Student Skills and Attitudes						
increases a child's attention span *.000	1.66	.95	1.62	.95	1.70	.95
can have a positive impact on a child's cultural insight *.000	1.54	.86	1.50	.85	1.59	.87

ITEM	OVERALL		URBAN		RURAL	
	MEAN	SD	MEAN	SD	MEAN	SD
Who Should Provide Arts Education						
only be taught by certified arts educator *.757	2.04	1.14	2.04	1.14	2.03	1.14
be taught by any teacher *.070	3.48	1.30	3.46	1.30	3.50	1.30
be the responsibility of the parent *.003	3.26	1.22	3.21	1.24	3.31	1.19
Place in the Curriculum						
be mandated as part of the core curriculum *.000	1.93	1.14	1.81	1.09	2.07	1.18
be taught as a subject *.000	1.70	.96	1.63	.94	1.78	.98
be provided in the elementary school *.000	1.55	.89	1.50	.87	1.60	.91
When to Offer						
be taught as an elective *.000	2.65	1.20	2.73	1.22	2.55	1.18
be offered only if student is interested *.000	2.94	1.36	3.04	1.38	2.82	1.33
be provided through outside resources and special events *.000	2.21	1.10	2.17	1.11	2.26	1.09
Level of importance measured by funding & supplies						
state provides appropriate funding for arts education *.260	3.58	1.27	3.56	1.28	3.60	1.26
elementary schools have adequate supplies to teach arts education *.050	3.31	1.35	3.27	1.36	3.35	1.33
have state funding equal to funding for other subjects such as math, English, science and history *.001	1.90	1.11	1.87	1.10	1.95	1.13

ITEM	OVERALL		URBAN		RURAL	
	MEAN	SD	MEAN	SD	MEAN	SD
Community Support						
Educators/teachers are interested in arts education *.000	2.41	1.09	2.32	1.08	2.51	1.08
Law makers (state legislators) value arts education *.873	3.44	1.15	3.44	1.17	3.43	1.12
School administrators (i.e., principals, school board members, etc.) have interest in arts education *.000	2.68	1.09	2.59	1.09	2.79	1.09
Employers value applications who have had arts education *.000	2.82	1.10	2.78	1.11	2.87	1.08
Should include community participation *.000	2.06	1.01	2.01	1.00	2.12	1.02
Time Allotment						
have the same amount of time devoted to it as other core curriculum *.000	2.50	1.22	2.43	1.21	2.57	1.23

* = Significance level (MANOVA)

N = 9,753

Response Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

What are the perceptions regarding where, when, and how arts education should be provided?

Respondents indicated high agreement that arts education should be provided in elementary school and also generally agreed that arts education should be taught as a subject in school and mandated in the core curriculum.

Respondents tended to disagree with items stating that arts education can be taught by any teacher and should be the parent’s responsibility, and for items stating that the state provides adequate funding and adequate supplies for arts education. General disagreement was also expressed for the item “Legislators value arts education.”

What are the perceptions regarding support and funding for arts education?

Respondents disagreed with items indicating that schools have adequate funding and supplies for arts education. On the other hand, they generally agreed that the arts should have state funding equal to other core subjects such as math, English, science and history.

How do educators (teachers and administrators) view the arts curriculum within their schools and communities?

The final section of TAEPS was completed by teachers and administrators only. Educators reported generally strong ratings (1 = Very Strong, 5 = Very Weak) for their school's and community's strengths in various arts areas. However, weaker ratings were observed for dance and design. (See Table 6.)

Educators also indicated generally high ratings (on a scale of 1 = Excellent to 5 = Poor) for how well their curriculum is reflected in the areas of music and visual arts. Theatre and dance, on the other hand, received lower ratings, with lowest ratings indicated for dance. Responses to a series of items addressing the amount of time arts education in music, dance, theatre, and visual arts are offered (1 = Daily, 2 = Weekly, 3 = Monthly, 4 = Only as required, 5 = None) indicate that music and visual arts are offered more frequently in all schools surveyed than dance and theatre. Educators also reported relatively high levels of comfort with teaching arts education (1 = Very Comfortable, 4 = Not Comfortable). (See Table 6.)

Table 6: Means and Standard Deviations for Comfort in Teaching Arts and School Strengths and Weaknesses

Note: This section of the survey was completed by Educators only.

SURVEY ITEM	Mean	Standard Deviation
COMFORT		
Comfort in Teaching Arts Ed	2.74	.972
CURRICULUM		
Curriculum Reflects Music	2.44	1.255
Curriculum Reflects Visual Arts	2.84	1.234
Curriculum Reflects Dance	4.04	1.097
Curriculum Reflects Drama/Theatre	3.74	1.195

STRENGTHS	Mean	Standard Deviation
Guest Artists	3.21	1.348
Arts Educators/Teachers	2.89	1.411
Museums	3.56	1.123
Art Shows	3.60	1.159
Dance	4.07	.994
Technology Applications in the Arts	3.58	1.135
Design	3.98	1.043
Theatre	3.87	1.093
Visual Arts	3.04	1.280
Classroom Teachers	2.49	1.139
Student Performances	2.77	1.120
Student Plays	3.19	1.210
Music	2.24	1.152
Community Arts Organizations	3.51	1.131
Outreach	3.47	1.105
Other	3.65	1.362
AMOUNT OF TIME		
Music Education Time	2.12	1.302
Dance Education Time	3.83	1.329
Theatre Education Time	3.78	1.071
Visual Arts Education Time	2.46	1.136

Do perceptions of arts education differ among state legislators, business leaders, school administrators, educators and parents?

MANOVA procedures revealed significant differences between respondents with different roles within the school and community (state legislators, business people, parents, teachers, school administrators and school board members). (See Table 4.) Tukey post hoc procedures were used to determine which subgroups differed significantly.

Significant differences were found on two items regarding positive social impact of arts education. Parents expressed higher agreement than administrators or school board members, and teachers expressed higher agreement than administrators that arts education decreases a child's involvement in violence. On the item stating that participation in arts education decreases substance abuse, teachers and parents expressed greater agreement than administrators.

Significant differences on items pertaining to who should provide arts education revealed greater agreement by parents and teachers in comparison to administrators, and greater agreement by parents in comparison to state legislators that arts education should only be taught by a certified arts teacher. Teachers expressed significantly greater disagreement than parents with an item stating that arts education should be the parent's responsibility.

Regarding the place of arts within the curriculum, parents indicated significantly higher agreement that arts education should be mandated within the core curriculum in comparison to teachers, administrators, and school board members; and business people expressed significantly higher agreement with this item in comparison to administrators and school board members. Parents also expressed significantly more agreement than teachers that arts education should be offered only if the student is interested. A similar trend was observed in response to the item stating that arts education should have the same amount of time as other core curriculum courses, with parents expressing significantly more agreement than teachers and administrators.

On supplies and funding, teachers and school administrators disagreed significantly more than parents that the state provides appropriate funding for arts education; and business people, teachers and administrators disagreed significantly more than parents that elementary schools have adequate supplies to teach arts education. State legislators indicated significantly greater disagreement than parents, teachers, school board members, and business people that arts education should have state funding equal to funding for other subjects such as math, English, science and history.

Regarding support for arts education, business people and legislators expressed less agreement with the statement *Educators/teachers are interested in arts education* than teachers; teachers expressed significantly more disagreement with the statement *Law makers (state legislators) value arts education* in comparison with parents; and administrators expressed significantly greater agreement than business people, parents, or teachers that *School administrators have interest in arts education*. Teachers and administrators indicated significantly higher agreement with the statement that arts education should include community participation in comparison to business people.

Due to a relatively low response rate among some subgroups (such as state legislators), these comparisons are not conclusive. Additional research is needed to determine if these response trends are consistent across different regions within the United States.

Do perceptions of arts education differ among urban and rural schools and communities?

MANOVA procedures revealed a large number of statistically significant differences between urban and rural participants' responses to items regarding creativity, social impact, academics, student skills and attitudes, who should provide arts education, place of arts education in the curriculum, when to offer arts education, level of funding and supplies, community support, and time allotment. Respondents associated with rural schools expressed consistently lower levels of agreement for all items with the exception of two items pertaining to when to offer arts education. Respondents from rural schools expressed significantly higher levels of agreement with these items: *Arts education should be taught as an elective*, and *Arts education should be provided only if the student is interested*. (See Table 5.)

A MANOVA procedure comparing rural and urban educators' perceptions of the school and community's strengths and weaknesses in arts education revealed statistically significant differences for four items: classroom teachers, $F(1, 693) = 14.23, p = .000$; student performances, $F(1, 693) = 9.54, p = .002$; community arts organizations, $F(1, 693) = 14.89, p = .000$; and outreach, $F(1, 693) = 4.97, p = .026$ with rural educators expressing lower ratings for these items than urban educators. (See Table 6.)

CONCLUSION

Results indicate that these educators and community members held traditional views of what constitutes arts education, expressing highest levels of agreement with formal performance-based or arts-production activities such as "painting or drawing a picture," or "acting in a play" in contrast with more informal activities such as "learning square dance" or "putting on a puppet show." These results are in contrast with arts education literature indicating that more informal and integrated arts activities such as puppet shows and folk arts are appropriate learning experiences, particularly at the elementary level (Deasy, 2002; Dwyer, 1990; Longly, 1999).

This large state-wide sample indicated high levels of agreement with all items regarding the positive effects of arts education upon students. In contrast, it is striking to note general disagreement that schools have adequate funding and supplies. General disagreement expressed for the item "Legislators value arts education" may hold important implications for arts education policy and the public's perceptions of legislative support for the arts. These findings are consistent with other studies indicating that legislative policies and practice may not "correspond to the reality of schooling" (Burns, 2003, p. 2).

Educators reported relatively high ratings for how well their curriculum is reflected in music and visual arts, with lower ratings for theatre and dance. These results are not surprising as theatre and dance education are not areas of teacher certification within

this state. These findings are consistent with surveys of arts education in other states, indicating that most schools provide arts instruction only once per week, and that theatre and dance are not offered as frequently as visual arts and music (Donaldson & Pearsall, 2002).

Significant differences between individuals holding different roles within the school and community suggest important implications for arts policy and practice. It is interesting to note, for example, parents and teachers significantly greater agreement that arts education decreases involvement in violence and substance abuse in comparison to other respondents. Parents and teachers also indicated higher agreement that arts courses should be taught by a certified arts teacher. Since parents and teachers have more direct involvement with students, perhaps they are in a better position to observe student behaviors and have keener interest in providing high-quality arts instruction through trained specialists.

Marked differences were noted between respondents from urban and rural schools with rural schools expressing consistently lower levels of agreement about the benefits of arts education, the quality of arts education within their curriculum, and the quality of arts programs within their communities. Respondents from rural areas expressed significantly higher agreement with items stating that the arts should be taught as elective courses and that arts education should be provided only if the student is interested. Research indicates that while rural communities generally value arts education, people may be dissatisfied with available arts opportunities and activities for youth. This dissatisfaction may be compounded by a lack of information about arts education (Hatfield, 1979; Rural School and Community Trust, 2001).

Results of this state-wide survey provide insight into educators', parents', legislators', and business peoples' views of arts education within their elementary schools and communities. Strong general response trends as well as significant differences between respondents associated with rural and urban schools, and significant differences between different participant roles were observed.

While data from this survey indicate interesting attitudes about arts education within this state, understanding *why* these attitudes exist is beyond the scope of this study. Additional research is needed to explore the complex social dynamics and possible causes of school personnel and community members' attitudes about arts education. Similar studies in other states are needed to determine regional and national profiles of arts education attitudes. In light of these results, it seems important to explore differences in attitudes about arts education between people in rural and urban communities. Additional research is needed to develop more appropriate and effective arts education policies and practices to serve the needs of all citizens by providing high-quality arts education that is appropriate to the cultural context of a particular community.

REFERENCES

- Arts, Education and Americans Panel. (1977). *Coming to our senses: The significance of the arts for American education*. New York: McGraw-Hill Book Company.
- Burns, M. (2003). *Connecting arts education policy and research to classroom teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED478755)
- Carey, N. Kleiner, B., Porch, R., Farris, E. (2002). Arts Education in the Public Elementary and Secondary Schools 1999-2000. *Education Statistics Quarter*, 3-3. Retrieved March 15, 2005 from <http://nces.edu.gov/pubs2002/quarterly/summer/3-3.asp>
- Deasy, R., (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, D.C.: Arts Education Partnership.
- Donaldson, L., & Pearsall, E. (2002). *Arts education in the Chicago Public Schools: A survey. Full Report and Executive Summary*. Chicago: Chicago Community Trust. (ERIC Document Reproduction Service No. ED474178)
- Dwyer, E. M. (1990). Enhancing reading comprehension through creative dramatics. (ERIC Document Reproduction Service No. ED316849)
- Fiske, E.B. (Ed.). (1999). *Champions of change: The impact of the arts on learning*. Washington D.C.: Arts Education Partnership.
- Fowler, C. (1988). *Can we rescue the arts for America's children? Coming to our senses – 10 years later*. New York: American Council for the Arts.
- Fowler, C. (1996). *Strong arts, strong schools*. Oxford: Oxford University Press.
- Hatfield, W. (1979). *The arts in rural Illinois. Articles on community arts development*. Washington, D.C.: National Endowment for the Arts. (ERIC Document Reproduction Service ED175611)
- Longly, L. (1999, October). Gaining the arts literacy advantage. *Educational Leadership*, 71-74.
- Music Educators National Conference (2005). *Advocate/Facts*. Retrieved August 28, 2005 from <http://www.menc.org/information/advocate/facts.htm>
- National Endowment for the Arts. (1988). *Toward civilization: Overview from a report on arts education*. Washington, D.C.: Government Printing Office.

Perneger, T.V. (1998). What's wrong with Bonferroni adjustments. *British Medical Journal*, 316, 1236-1238.

Remer, J. (1996). *Beyond enrichment: Building effective arts partnerships with schools and your communities*. New York: American Council for the Arts.

Rural School and Community Trust (2001). *The rural school and community trust annual report, 2001*. Washington, D.C.: Rural School and Community Trust. (ERIC Document Reproduction Service ED459032)

United States Department of Education (2004). *No Child Left Behind*. Retrieved August 18, 2005 from <http://www.NoChildLeftBehind.gov/>

Welch, N. (Ed.). (1995). *Schools, communities, and the arts: A research compendium*. Tempe, AZ: Arizona State University Morrison Institute for Public Policy.

APPENDICES

APPENDIX 1: POST HOC TESTS FOR MANOVA BY ROLE

Dependent Variable		(I) Role	(J) Role	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Mandated Core Curriculum	Tukey HSD	State Legislator	Business Person	.26	.275	.939	-.53	1.04
			Parent	.26	.250	.909	-.46	.97
			Teacher	.10	.254	.999	-.62	.82
			School Administrator	-.38	.284	.766	-1.19	.43
			School Board Member	-.37	.290	.804	-1.19	.46
		Business Person	State Legislator	-.26	.275	.939	-1.04	.53
			Parent	.00	.116	1.000	-.33	.33
			Teacher	-.15	.123	.809	-.51	.20
			School Administrator	-.63(*)	.176	.004	-1.14	-.13
			School Board Member	-.62(*)	.186	.011	-1.15	-.09
		Parent	State Legislator	-.26	.250	.909	-.97	.46
			Business Person	.00	.116	1.000	-.33	.33
			Teacher	-.16(*)	.047	.010	-.29	-.02
			School Administrator	-.64(*)	.134	.000	-1.02	-.25
		School Board Member	State Legislator	-.62(*)	.147	.000	-1.04	-.20
			Business Person	-.10	.254	.999	-.82	.62
			Teacher	.15	.123	.809	-.20	.51
			Parent	.16(*)	.047	.010	.02	.29
		School Administrator	State Legislator	-.48(*)	.141	.009	-.88	-.08

			School Board Member	-.47(*)	.153	.028	-.91	-.03
		School Administrator	State Legislator	.38	.284	.766	-.43	1.19
			Business Person	.63(*)	.176	.004	.13	1.14
			Parent	.64(*)	.134	.000	.25	1.02
			Teacher	.48(*)	.141	.009	.08	.88
			School Board Member	.01	.199	1.000	-.55	.58
		School Board Member	State Legislator	.37	.290	.804	-.46	1.19
			Business Person	.62(*)	.186	.011	.09	1.15
			Parent	.62(*)	.147	.000	.20	1.04
			Teacher	.47(*)	.153	.028	.03	.91
			School Administrator	-.01	.199	1.000	-.58	.55
Taught by Certified Arts Teacher	Tukey HSD	State Legislator	Business Person	.55	.277	.352	-.24	1.34
			Parent	.73(*)	.252	.044	.01	1.45
			Teacher	.71	.256	.060	-.02	1.44
			School Administrator	.26	.286	.940	-.55	1.08
			School Board Member	.49	.292	.544	-.34	1.32
		Business Person	State Legislator	-.55	.277	.352	-1.34	.24
			Parent	.18	.116	.632	-.15	.51
			Teacher	.16	.124	.776	-.19	.52
			School Administrator	-.29	.178	.592	-.79	.22
			School Board Member	-.06	.188	1.000	-.59	.48
		Parent	State Legislator	-.73(*)	.252	.044	-1.45	-.01
			Business Person	-.18	.116	.632	-.51	.15
			Teacher	-.02	.047	.999	-.15	.12
			School Administrator	-.47(*)	.135	.008	-.85	-.08
			School Board Member	-.24	.149	.593	-.66	.18
		Teacher	State Legislator	-.71	.256	.060	-1.44	.02

			Business Person	-.16	.124	.776	-.52	.19
			Parent	.02	.047	.999	-.12	.15
			School Administrator	-.45(*)	.142	.020	-.85	-.04
			School Board Member	-.22	.155	.705	-.66	.22
		School Administrator	State Legislator	-.26	.286	.940	-1.08	.55
			Business Person	.29	.178	.592	-.22	.79
			Parent	.47(*)	.135	.008	.08	.85
			Teacher	.45(*)	.142	.020	.04	.85
			School Board Member	.23	.200	.867	-.34	.80
		School Board Member	State Legislator	-.49	.292	.544	-1.32	.34
			Business Person	.06	.188	1.000	-.48	.59
			Parent	.24	.149	.593	-.18	.66
			Teacher	.22	.155	.705	-.22	.66
			School Administrator	-.23	.200	.867	-.80	.34
Parent's Responsibility	Tukey HSD	State Legislator	Business Person	-.07	.294	1.000	-.91	.76
			Parent	-.06	.268	1.000	-.82	.70
			Teacher	-.28	.272	.902	-1.06	.49
			School Administrator	-.16	.303	.995	-1.02	.71
			School Board Member	.01	.310	1.000	-.87	.89
		Business Person	State Legislator	.07	.294	1.000	-.76	.91
			Parent	.01	.124	1.000	-.34	.37
			Teacher	-.21	.132	.600	-.59	.16
			School Administrator	-.08	.188	.998	-.62	.45
			School Board Member	.08	.199	.998	-.48	.65
		Parent	State Legislator	.06	.268	1.000	-.70	.82
			Business Person	-.01	.124	1.000	-.37	.34
			Teacher	-.22(*)	.050	.000	-.37	-.08

			School Administrator	-.10	.144	.984	-.51	.31
			School Board Member	.07	.158	.998	-.38	.52
		Teacher	State Legislator	.28	.272	.902	-.49	1.06
			Business Person	.21	.132	.600	-.16	.59
			Parent	.22(*)	.050	.000	.08	.37
			School Administrator	.13	.151	.960	-.30	.56
			School Board Member	.29	.164	.469	-.17	.76
		School Administrator	State Legislator	.16	.303	.995	-.71	1.02
			Business Person	.08	.188	.998	-.45	.62
			Parent	.10	.144	.984	-.31	.51
			Teacher	-.13	.151	.960	-.56	.30
			School Board Member	.17	.212	.969	-.44	.77
		School Board Member	State Legislator	-.01	.310	1.000	-.89	.87
			Business Person	-.08	.199	.998	-.65	.48
			Parent	-.07	.158	.998	-.52	.38
			Teacher	-.29	.164	.469	-.76	.17
			School Administrator	-.17	.212	.969	-.77	.44
Offered Only if Student Interested	Tukey HSD	State Legislator	Business Person	.62	.332	.425	-.33	1.56
			Parent	.73	.302	.153	-.13	1.59
			Teacher	.37	.306	.826	-.50	1.25
			School Administrator	.36	.342	.895	-.61	1.34
			School Board Member	.60	.350	.525	-.40	1.60
		Business Person	State Legislator	-.62	.332	.425	-1.56	.33
			Parent	.11	.139	.970	-.29	.51
			Teacher	-.24	.149	.570	-.67	.18
			School Administrator	-.25	.212	.839	-.86	.35

			School Board Member	-.02	.225	1.000	-.66	.62
	Parent		State Legislator	-.73	.302	.153	-1.59	.13
			Business Person	-.11	.139	.970	-.51	.29
			Teacher	-.35(*)	.056	.000	-.51	-.19
			School Administrator	-.36	.162	.219	-.83	.10
			School Board Member	-.13	.178	.979	-.64	.38
	Teacher		State Legislator	-.37	.306	.826	-1.25	.50
			Business Person	.24	.149	.570	-.18	.67
			Parent	.35(*)	.056	.000	.19	.51
			School Administrator	-.01	.170	1.000	-.49	.47
			School Board Member	.22	.185	.833	-.30	.75
	School Administrator		State Legislator	-.36	.342	.895	-1.34	.61
			Business Person	.25	.212	.839	-.35	.86
			Parent	.36	.162	.219	-.10	.83
			Teacher	.01	.170	1.000	-.47	.49
			School Board Member	.23	.240	.925	-.45	.92
	School Board Member		State Legislator	-.60	.350	.525	-1.60	.40
			Business Person	.02	.225	1.000	-.62	.66
			Parent	.13	.178	.979	-.38	.64
			Teacher	-.22	.185	.833	-.75	.30
			School Administrator	-.23	.240	.925	-.92	.45
Equal Funding to Core Subjects	Tukey HSD		State Legislator					
			Business Person	.80(*)	.269	.034	.04	1.57
			Parent	1.07(*)	.245	.000	.38	1.77
			Teacher	1.02(*)	.248	.001	.31	1.73
			School Administrator	.74	.277	.085	-.05	1.53
			School Board Member	.88(*)	.283	.023	.07	1.69
		Business Person	State Legislator	-.80(*)	.269	.034	-1.57	-.04

		Parent	.27	.113	.156	-.05	.59	
		Teacher	.22	.120	.461	-.13	.56	
		School Administrator	-.07	.172	.999	-.56	.42	
		School Board Member	.08	.182	.998	-.44	.60	
	Parent	State Legislator	-1.07(*)	.245	.000	-1.77	-.38	
		Business Person	-.27	.113	.156	-.59	.05	
		Teacher	-.05	.046	.848	-.18	.08	
		School Administrator	-.34	.131	.104	-.71	.04	
		School Board Member	-.19	.144	.764	-.60	.22	
	Teacher	State Legislator	-1.02(*)	.248	.001	-1.73	-.31	
		Business Person	-.22	.120	.461	-.56	.13	
		Parent	.05	.046	.848	-.08	.18	
		School Administrator	-.28	.138	.306	-.68	.11	
		School Board Member	-.14	.150	.940	-.57	.29	
	School Administrator	State Legislator	-.74	.277	.085	-1.53	.05	
		Business Person	.07	.172	.999	-.42	.56	
		Parent	.34	.131	.104	-.04	.71	
		Teacher	.28	.138	.306	-.11	.68	
		School Board Member	.15	.194	.976	-.41	.70	
	School Board Member	State Legislator	-.88(*)	.283	.023	-1.69	-.07	
		Business Person	-.08	.182	.998	-.60	.44	
		Parent	.19	.144	.764	-.22	.60	
		Teacher	.14	.150	.940	-.29	.57	
		School Administrator	-.15	.194	.976	-.70	.41	
Decreases Violence	Tukey HSD	State Legislator	Business Person	.09	.260	.999	-.65	.84
			Parent	.11	.237	.998	-.57	.78
			Teacher	.08	.240	.999	-.60	.77

	School Administrator	- .37	.268	.735	-1.13	.39
	School Board Member	- .31	.274	.868	-1.09	.47
Business Person	State Legislator	-.09	.260	.999	-.84	.65
	Parent	.01	.109	1.000	-.30	.32
	Teacher	-.01	.116	1.000	-.34	.32
	School Administrator	-.47	.166	.057	-.94	.01
	School Board Member	-.41	.176	.193	-.91	.10
Parent	State Legislator	-.11	.237	.998	-.78	.57
	Business Person	-.01	.109	1.000	-.32	.30
	Teacher	-.03	.044	.991	-.15	.10
	School Administrator	-.48(*)	.127	.002	-.84	-.12
	School Board Member	-.42(*)	.139	.032	-.82	-.02
Teacher	State Legislator	-.08	.240	.999	-.77	.60
	Business Person	.01	.116	1.000	-.32	.34
	Parent	.03	.044	.991	-.10	.15
	School Administrator	-.45(*)	.133	.009	-.83	-.07
	School Board Member	-.39	.145	.075	-.80	.02
School Administrator	State Legislator	.37	.268	.735	-.39	1.13
	Business Person	.47	.166	.057	-.01	.94
	Parent	.48(*)	.127	.002	.12	.84
	Teacher	.45(*)	.133	.009	.07	.83
	School Board Member	.06	.188	1.000	-.47	.60
School Board Member	State Legislator	.31	.274	.868	-.47	1.09
	Business Person	.41	.176	.193	-.10	.91
	Parent	.42(*)	.139	.032	.02	.82
	Teacher	.39	.145	.075	-.02	.80
	School Administrator	-.06	.188	1.000	-.60	.47

Decreases Substance Abuse	Tukey HSD	State Legislator	Business Person						
				Parent					
				Teacher					
				School Administrator					
				School Board Member					
			Business Person	State Legislator					
				Parent					
				Teacher					
				School Administrator					
				School Board Member					
			Parent	State Legislator					
				Business Person					
				Teacher					
				School Administrator					
				School Board Member					
			Teacher	State Legislator					
				Business Person					
				Parent					
				School Administrator					
				School Board Member					
			School Administrator	State Legislator					
				Business Person					
				Parent					
				Teacher					
				School Board Member					
			School Board Member	State Legislator					

			Business Person	.16	.192	.966	-.39	.70
			Parent	.38	.152	.117	-.05	.82
			Teacher	.35	.158	.225	-.10	.80
			School Administrator	-.15	.205	.977	-.74	.43
Schools Have Adequate Supplies	Tukey HSD	State Legislator	Business Person	.07	.326	1.000	-.86	1.00
			Parent	.51	.297	.531	-.34	1.35
			Teacher	.20	.301	.986	-.66	1.06
			School Administrator	.21	.336	.988	-.74	1.17
			School Board Member	.49	.344	.712	-.49	1.47
		Business Person	State Legislator	-.07	.326	1.000	-1.00	.86
			Parent	.43(*)	.137	.020	.04	.82
			Teacher	.13	.146	.955	-.29	.54
			School Administrator	.14	.209	.985	-.45	.74
			School Board Member	.42	.221	.413	-.21	1.05
		Parent	State Legislator	-.51	.297	.531	-1.35	.34
			Business Person	-.43(*)	.137	.020	-.82	-.04
			Teacher	-.31(*)	.055	.000	-.46	-.15
			School Administrator	-.29	.159	.449	-.74	.16
			School Board Member	-.02	.175	1.000	-.51	.48
		Teacher	State Legislator	-.20	.301	.986	-1.06	.66
			Business Person	-.13	.146	.955	-.54	.29
			Parent	.31(*)	.055	.000	.15	.46
			School Administrator	.01	.167	1.000	-.46	.49
			School Board Member	.29	.182	.603	-.23	.81
		School Administrator	State Legislator	-.21	.336	.988	-1.17	.74
			Business Person	-.14	.209	.985	-.74	.45
			Parent	.29	.159	.449	-.16	.74

			Teacher	-.01	.167	1.000	-.49	.46
			School Board Member	.28	.235	.851	-.40	.95
		School Board Member	State Legislator	-.49	.344	.712	-1.47	.49
			Business Person	-.42	.221	.413	-1.05	.21
			Parent	.02	.175	1.000	-.48	.51
			Teacher	-.29	.182	.603	-.81	.23
			School Administrator	-.28	.235	.851	-.95	.40
State Provides Sufficient Funding	Tukey HSD	State Legislator	Business Person	-.52	.307	.527	-1.40	.35
			Parent	-.23	.279	.964	-1.02	.57
			Teacher	-.53	.283	.426	-1.33	.28
			School Administrator	-.66	.316	.287	-1.57	.24
			School Board Member	-.24	.323	.978	-1.16	.69
		Business Person	State Legislator	.52	.307	.527	-.35	1.40
			Parent	.30	.129	.197	-.07	.66
			Teacher	.00	.137	1.000	-.39	.39
			School Administrator	-.14	.196	.980	-.70	.42
			School Board Member	.29	.208	.737	-.30	.88
		Parent	State Legislator	.23	.279	.964	-.57	1.02
			Business Person	-.30	.129	.197	-.66	.07
			Teacher	-.30(*)	.052	.000	-.45	-.15
			School Administrator	-.44(*)	.150	.042	-.86	-.01
			School Board Member	-.01	.164	1.000	-.48	.46
		Teacher	State Legislator	.53	.283	.426	-.28	1.33
			Business Person	.00	.137	1.000	-.39	.39
			Parent	.30(*)	.052	.000	.15	.45
			School Administrator	-.14	.157	.953	-.58	.31

			School Board Member	.29	.171	.531	-.20	.78
		School Administrator	State Legislator	.66	.316	.287	-.24	1.57
			Business Person	.14	.196	.980	-.42	.70
			Parent	.44(*)	.150	.042	.01	.86
			Teacher	.14	.157	.953	-.31	.58
			School Board Member	.43	.221	.381	-.20	1.06
		School Board Member	State Legislator	.24	.323	.978	-.69	1.16
			Business Person	-.29	.208	.737	-.88	.30
			Parent	.01	.164	1.000	-.46	.48
			Teacher	-.29	.171	.531	-.78	.20
			School Administrator	-.43	.221	.381	-1.06	.20
Legislators Value Arts Education	Tukey HSD	State Legislator	Business Person	-.37	.277	.774	-1.16	.42
			Parent	-.28	.252	.873	-1.00	.44
			Teacher	-.59	.256	.186	-1.32	.14
			School Administrator	-.25	.286	.952	-1.06	.56
			School Board Member	-.28	.292	.930	-1.11	.55
		Business Person	State Legislator	.37	.277	.774	-.42	1.16
			Parent	.08	.116	.980	-.25	.41
			Teacher	-.23	.124	.441	-.58	.13
			School Administrator	.12	.177	.987	-.39	.62
			School Board Member	.08	.188	.998	-.45	.62
		Parent	State Legislator	.28	.252	.873	-.44	1.00
			Business Person	-.08	.116	.980	-.41	.25
			Teacher	-.31(*)	.047	.000	-.44	-.18
			School Administrator	.03	.135	1.000	-.35	.42
			School Board Member	.00	.148	1.000	-.42	.42
		Teacher	State Legislator	.59	.256	.186	-.14	1.32

			Business Person	.23	.124	.441	-.13	.58
			Parent	.31(*)	.047	.000	.18	.44
			School Administrator	.34	.142	.149	-.06	.75
			School Board Member	.31	.155	.329	-.13	.75
		School Administrator	State Legislator	.25	.286	.952	-.56	1.06
			Business Person	-.12	.177	.987	-.62	.39
			Parent	-.03	.135	1.000	-.42	.35
			Teacher	-.34	.142	.149	-.75	.06
			School Board Member	-.03	.200	1.000	-.60	.54
		School Board Member	State Legislator	.28	.292	.930	-.55	1.11
			Business Person	-.08	.188	.998	-.62	.45
			Parent	.00	.148	1.000	-.42	.42
			Teacher	-.31	.155	.329	-.75	.13
			School Administrator	.03	.200	1.000	-.54	.60
School Admin Interested in Arts Ed	Tukey HSD	State Legislator	Business Person	.18	.265	.985	-.58	.94
			Parent	.31	.242	.793	-.38	1.00
			Teacher	.22	.245	.949	-.48	.92
			School Administrator	.79(*)	.274	.047	.01	1.57
			School Board Member	.59	.280	.290	-.21	1.38
		Business Person	State Legislator	-.18	.265	.985	-.94	.58
			Parent	.13	.111	.845	-.19	.45
			Teacher	.04	.119	.999	-.30	.38
			School Administrator	.61(*)	.170	.005	.12	1.09
			School Board Member	.41	.180	.209	-.11	.92
		Parent	State Legislator	-.31	.242	.793	-1.00	.38
			Business Person	-.13	.111	.845	-.45	.19
			Teacher	-.09	.045	.310	-.22	.04

			School Administrator	.47(*)	.130	.003	.11	.84
			School Board Member	.28	.142	.380	-.13	.68
		Teacher	State Legislator	-.22	.245	.949	-.92	.48
			Business Person	-.04	.119	.999	-.38	.30
			Parent	.09	.045	.310	-.04	.22
			School Administrator	.57(*)	.136	.000	.18	.96
			School Board Member	.37	.148	.128	-.05	.79
		School Administrator	State Legislator	-.79(*)	.274	.047	-1.57	-.01
			Business Person	-.61(*)	.170	.005	-1.09	-.12
			Parent	-.47(*)	.130	.003	-.84	-.11
			Teacher	-.57(*)	.136	.000	-.96	-.18
			School Board Member	-.20	.192	.904	-.75	.35
		School Board Member	State Legislator	-.59	.280	.290	-1.38	.21
			Business Person	-.41	.180	.209	-.92	.11
			Parent	-.28	.142	.380	-.68	.13
			Teacher	-.37	.148	.128	-.79	.05
			School Administrator	.20	.192	.904	-.35	.75
Equal Time Needed for Arts Ed	Tukey HSD	State Legislator	Business Person	.48	.295	.578	-.36	1.32
			Parent	.81(*)	.269	.030	.05	1.58
			Teacher	.40	.273	.686	-.38	1.18
			School Administrator	.19	.304	.989	-.67	1.06
			School Board Member	.46	.311	.685	-.43	1.34
		Business Person	State Legislator	-.48	.295	.578	-1.32	.36
			Parent	.33	.124	.082	-.02	.68
			Teacher	-.08	.132	.990	-.46	.29
			School Administrator	-.29	.189	.647	-.83	.25

		School Board Member	-.02	.200	1.000	-.59	.55
Parent		State Legislator	-.81(*)	.269	.030	-1.58	-.05
		Business Person	-.33	.124	.082	-.68	.02
		Teacher	-.41(*)	.050	.000	-.56	-.27
		School Administrator	-.62(*)	.144	.000	-1.03	-.21
		School Board Member	-.36	.158	.217	-.81	.10
Teacher		State Legislator	-.40	.273	.686	-1.18	.38
		Business Person	.08	.132	.990	-.29	.46
		Parent	.41(*)	.050	.000	.27	.56
		School Administrator	-.21	.151	.747	-.64	.22
		School Board Member	.06	.165	.999	-.41	.53
School Administrator		State Legislator	-.19	.304	.989	-1.06	.67
		Business Person	.29	.189	.647	-.25	.83
		Parent	.62(*)	.144	.000	.21	1.03
		Teacher	.21	.151	.747	-.22	.64
		School Board Member	.26	.213	.818	-.34	.87
School Board Member		State Legislator	-.46	.311	.685	-1.34	.43
		Business Person	.02	.200	1.000	-.55	.59
		Parent	.36	.158	.217	-.10	.81
		Teacher	-.06	.165	.999	-.53	.41
		School Administrator	-.26	.213	.818	-.87	.34

Based on observed mean

APPENDIX 2: COMPARISON OF RURAL AND URBAN LEGISLATORS

Urban/ Rural		N	Minimum	Maximum	Mean	Std. Deviation
Rural – During School Time						
	Playing in Band	13	1	5	1.69	1.182
	Taking Pictures	13	1	3	1.92	.862
	Acting in a Play	13	1	3	1.62	.768
	Performing in a Ballet	13	1	2	1.38	.506
	Learning Square Dance	13	1	3	1.85	.801
	Knitting/sewing/quilting	13	1	5	2.31	1.182
	Attending a Dance Program	13	1	4	2.08	.954
	Visiting a Museum	13	1	3	1.38	.650
	Attending a Concert	13	1	3	1.62	.650
	Professional Artists Showing	13	1	2	1.38	.506
	Putting on a Puppet Show	13	1	4	2.31	1.032
	Listening to Music	12	1	4	2.33	.888
	Learning About a Country's Dances	12	1	3	1.83	.718
	Playing in Orchestra	13	1	5	1.62	1.121
	Participating in Woodworking	13	1	5	2.31	1.109
	Participating in a Musical	13	1	3	1.46	.776
	Attending a Play	13	1	3	1.92	.760
	Painting or Drawing a Picture	13	1	3	1.54	.776
	Attending a School Musical	13	1	3	2.00	.816
	Singing in the Choir	12	1	5	1.75	1.288
	Seeing a Movie	13	1	5	2.69	1.182
	Other	0				
Rural – Outside School Time						
	Playing in Band	13	1	5	2.00	1.225
	Taking Pictures	13	1	3	1.92	.862
	Acting in a Play	13	1	3	1.69	.751
	Performing in a Ballet	13	1	3	1.62	.768
	Learning Square Dance	13	1	3	1.85	.899
	Knitting/sewing/quilting	13	1	5	2.23	1.166
	Attending a Dance Program	13	1	4	2.00	.913
	Visiting a Museum	13	1	3	1.69	.751
	Attending a Concert	13	1	3	1.77	.599

Professional Artists Showing	13	1	3	1.46	.660
Putting on a Puppet Show	13	1	4	2.23	1.092
Listening to Music	13	1	4	2.38	.961
Learning About a Country's Dances	13	1	3	1.77	.725
Playing in Orchestra	13	1	3	1.62	.768
Participating in Woodworking	13	1	5	2.23	1.166
Participating in a Musical	13	1	3	1.54	.776
Attending a Play	13	1	3	1.92	.760
Painting or Drawing a Picture	13	1	3	1.62	.768
Attending a School of Musical	13	1	3	2.00	.816
Singing in the Choir	13	1	3	1.69	.855
Seeing a Movie	13	1	5	2.77	1.166
Other	3	1	3	2.00	1.000
Rural – Overall Arts Education					
Mandated Core Curriculum	13	1	4	2.00	.913
Taught by Certified Arts Teacher	13	1	5	2.85	1.281
Parent's Responsibility	13	2	4	3.15	.801
Taught as Subject in School	13	1	5	1.85	1.144
Community Participation	13	1	4	2.15	.987
Offered Only if Student Interested	13	1	5	3.54	1.266
Provided in Elementary School	13	1	5	1.77	1.166
Equal Funding to Core Subjects	13	1	4	2.77	.927
Provided Through Outside Resources	13	2	4	2.46	.660
Can Be Taught by Any Teacher	13	1	5	3.46	1.198
Taught as Elective	13	1	5	3.00	1.414
Positive Effect on Creativity	13	1	5	1.69	1.109
Increases Attention Span	13	1	3	1.62	.768
Decreases Violence	13	1	5	2.08	1.188
Teaches Problem Solving	13	1	5	1.92	1.188

Positive Impact on Community	13	1	3	1.69	.855
Increases Academic Motivation	13	1	3	1.77	.832
Provides for Self-Expression	13	1	3	1.46	.660
Improves Learning	13	1	3	1.69	.751
Positive Cultural Impact	13	1	3	1.62	.768
Decreases Substance Abuse	13	1	4	2.15	1.068
Positive Impact on Core Subjects	13	1	3	1.85	.801
Improves Grades	13	1	3	1.85	.899
Schools Have Adequate Supplies	13	2	5	3.69	.855
State Provides Sufficient Funding	13	2	4	3.46	.660
Educators are Interested in Arts Education	13	1	5	2.62	.961
Legislators Value Arts Education	13	2	4	2.77	.832
School Admin Interested in Arts Education	13	2	4	3.00	.816
Employers' Value Arts Education	13	1	3	2.46	.660
Equal Needed for Arts Education	13	2	5	3.15	.987
Comfort in Teaching Arts Education	1	3	3	3.00	.
Curriculum Reflects Music	1	2	2	2.00	.
Curriculum Reflects Visual Arts	1	3	3	3.00	.
Curriculum Reflects Dance	1	3	3	3.00	.
Curriculum Reflects Drama/Theatre	1	2	2	2.00	.
Guest Artists	1	3	3	3.00	.
Arts Educators (Teachers)	1	2	2	2.00	.
Museums	1	3	3	3.00	.
Art Shows	1	3	3	3.00	.
Dance	1	2	2	2.00	.
Technology Applications in the Arts	1	3	3	3.00	.
Design	1	3	3	3.00	.
Theatre	1	3	3	3.00	.
Visual Arts	1	2	2	2.00	.
Classroom Teachers	1	2	2	2.00	.

Student Performances	1	3	3	3.00	.	
Student Plays	1	2	2	2.00	.	
Music	1	1	1	1.00	.	
Community Arts Organizations	1	2	2	2.00	.	
Outreach	1	2	2	2.00	.	
Other	1	2	2	2.00	.	
Music Education Time	0					
Dance Education Time	0					
Theatre Education Time	0					
Visual Education Time	0					
Urban – During School time						
Playing in Band	11	1	3	1.55	.820	
Taking Pictures	11	1	4	2.09	1.136	
Acting in a Play	11	1	3	1.55	.820	
Performing in a Ballet	11	1	3	2.00	1.000	
Learning Square Dance	11	1	3	2.09	1.044	
Knitting/sewing/quilting	11	1	5	2.82	1.328	
Attending a Dance Program	11	1	4	2.27	1.272	
Visiting a Museum	11	1	3	1.45	.820	
Attending a Concert	11	1	3	1.64	.809	
Professional Artists Showing	11	1	3	1.36	.809	
Putting on a Puppet Show	11	1	4	2.09	1.221	
Listening to Music	11	1	3	1.82	.874	
Learning About a Country's Dances	10	1	4	2.00	1.247	
Playing in Orchestra	11	1	3	1.36	.674	
Participating in Woodworking	11	1	3	2.18	.874	
Participating in a Musical	11	1	3	1.55	.820	
Attending a Play	11	1	3	1.73	.905	
Painting or Drawing a Picture	11	1	4	1.55	1.036	
Attending a School of Musical	11	1	3	1.64	.924	
Singing in the Choir	11	1	3	1.64	.809	
Seeing a Movie	11	1	5	3.09	1.446	
Other	1	1	1	1.00	.	
Urban – Outside School Time						
Playing in Band	11	1	3	1.64	.924	
Taking Pictures	11	1	4	2.00	1.265	
Acting in a Play	11	1	3	1.64	.924	
Performing in a Ballet	11	1	4	1.73	1.104	

Learning Square Dance	11	1	3	1.91	1.044	
Knitting/sewing/quilting	11	1	5	2.55	1.440	
Attending a Dance Program	11	1	4	1.91	1.136	
Visiting a Museum	11	1	3	1.36	.674	
Attending a Concert	11	1	3	1.36	.674	
Professional Artists Showing	11	1	3	1.36	.809	
Putting on a Puppet Show	11	1	4	1.91	1.136	
Listening to Music	11	1	5	2.00	1.483	
Learning About a Country's Dances	11	1	4	2.00	1.265	
Playing in Orchestra	11	1	3	1.55	.820	
Participating in Woodworking	11	1	4	2.36	1.206	
Participating in a Musical	10	1	3	1.70	.949	
Attending a Play	10	1	3	1.50	.707	
Painting or Drawing a Picture	11	1	4	1.64	1.120	
Attending a School of Musical	11	1	3	1.73	.905	
Singing in the Choir	11	1	3	1.55	.934	
Seeing a Movie	11	1	5	2.55	1.508	
Other	1	1	1	1.00	.	
Urban - Overall Arts Education						
Mandated Core Curriculum	11	1	5	2.36	1.286	
Taught by Certified Arts Teacher	10	1	5	2.70	1.252	
Parent's Responsibility	10	1	5	3.30	1.494	
Taught as Subject in School	11	1	3	1.73	.786	
Community Participation	11	1	3	1.82	.982	
Offered Only if Student Interested	10	1	5	4.00	1.247	
Provided in Elementary School	11	1	3	1.36	.674	
Equal Funding to Core Subjects	10	1	4	3.20	1.135	
Provided Through Outside Resources	11	1	4	1.64	1.027	
Can Be Taught by Any Teacher	10	3	5	4.00	.816	
Taught as Elective	10	1	5	2.30	1.337	
Positive Effect on Creativity	11	1	2	1.18	.405	

Increases Attention Span	11	1	3	1.45	.820
Decreases Violence	11	1	4	1.91	1.136
Teaches Problem Solving	11	1	4	2.00	1.095
Positive Impact on Community	11	1	3	1.64	.674
Increases Academic Motivation	11	1	3	1.82	.982
Provides for Self-Expression	11	1	1	1.00	.000
Improves Learning	11	1	3	1.36	.674
Positive Cultural Impact	11	1	2	1.36	.505
Decreases Substance Abuse	10	1	5	2.70	1.252
Positive Impact on Core Subjects	11	1	3	1.55	.820
Improves Grades	11	1	3	1.91	.944
Schools Have Adequate Supplies	8	3	5	4.00	.535
State Provides Sufficient Funding	8	1	5	3.25	1.282
Educators are Interested in Arts Education	8	2	4	2.75	.886
Legislators Value Arts Education	9	2	5	3.56	1.130
School Admin Interested in Arts Ed	9	2	5	2.89	1.054
Employers' Value Arts Education	8	3	5	3.50	.756
Equal Needed for Arts Education	9	2	5	3.33	.866
Comfort in Teaching Arts Education	0				
Curriculum Reflects Music	0				
Curriculum Reflects Visual Arts	0				
Curriculum Reflects Dance	0				
Curriculum Reflects Drama/Theatre	0				
Guest Artists	0				
Arts Educators (Teachers)	0				
Museums	0				
Art Shows	0				
Dance	0				

Technology Applications in the Arts	0			
Design	0			
Theatre	0			
Visual Arts	0			
Classroom Teachers	0			
Student Performances	0			
Student Plays	0			
Music	0			
Community Arts Organizations	0			
Outreach	0			
Other	0			
Music Education Time	0			
Dance Education Time	0			
Theatre Education Time	0			
Visual Education Time	0			