

To Educate the Whole Child, Integrate the Arts

A Report on National Public Opinion Research

**Conducted for
The Ford Foundation and
Douglas Gould & Company**

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I. Introduction and Methods

A. Introduction

Integrating the arts into public education is a concept that is being applied in communities around the U.S. In school systems such as the Dallas Independent School District, schools and students have experienced significant advances in achievement and student growth as the arts have become infused in the curriculum.

As other communities and associations work toward integrating the arts in kindergarten through twelfth grade education more extensively, it is important to gauge where the public stands on this issue.

Douglas Gould & Company asked Belden Russonello & Stewart to develop a research project that would advise Douglas Gould & Company and the Ford Foundation on message strategies concerning integration of the arts throughout elementary, middle and high school curricula across the country. BRS designed a two-part study: first, a series of focus groups and then a national survey of 916 adults 18 and older with an oversample of 152 parents of children in kindergarten through twelfth grades. The following report discusses the results of the national survey; the focus groups are reported separately.

B. Methods

Focus groups: In January, February and March 2005, BRS conducted ten focus groups in five locations – Baltimore, Maryland; Dallas, Texas; Alameda County, California; Castro Valley, California; and Washington, DC. The groups were divided in the following manner:

Baltimore, MD:	Elementary school teachers Caucasian parents African-American parents, lower-income
Dallas, TX:	High school teachers Caucasian parents, high income
Alameda, CA:	Asian and Caucasian parents Hispanic parents
Castro Valley, CA:	Superintendents from Northern CA
Washington, DC:	School principals African-American parents, lower-income

National survey: Next, BRS conducted a national survey with an oversample of parents of children in kindergarten through twelfth grades conducted by telephone. Interviewing for the national survey and oversample occurred from April 11 to 20, 2005.

The questionnaire for the survey was written by BRS in collaboration with Douglas Gould & Company and advice from experts on arts education. The national survey was carried out among a representative sample of 1,068 adults – including a national probability sample of 916 adults aged 18 and older, and another probability sample of 152 parents of K-12 children.

Professional fully trained and supervised telephone interviewers, using a computer-assisted telephone interviewing system, conducted the fieldwork. A briefing session was conducted to familiarize the interviewers with the sample specifications and the instrument for this study. The sampling frame was a list of randomly created telephone numbers (a technique known as random digit dial or RDD) for telephone exchanges across the U.S. Survey Sampling, Inc. provided the sampling frame. Interviewers randomly selected respondents by requesting to

speak with the adult in the household who had the most recent birthday. All phases of interviewing, training, and data collection were supervised daily by BRS.

The demographic characteristics of the sample were matched to the most recent Census estimates. The national data have been weighted statistically in order to bring the percentage of parents into proper proportions. The margin of sampling error (or sampling tolerance) for the national survey is plus or minus 3.0 percentage points at the .95 confidence level. Tables in the report use many cross tabulations, based on smaller subgroups and thus the margin of error for these is higher.

Reading this report: Tables and graphs included in the text of this report highlight selected relevant survey findings and are expressed in percentages. The base for each table is all respondents (n = 1,068) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1%; a double hyphen (-) indicates zero.

Due to weighting, rounding, omission of “don’t know,” “refused,” and other responses, or, in the case of multiple response questions, percentages may add to more than or less than 100%.

Description of banner points: Most of the banner points in the tables and crosstabs are self-evident; however, a few points should be noted.

Occupation: Professionals, are those working in professional white-collar jobs such as doctors, lawyers, teachers and business owners. Those in other white-collar professions – managerial, technical, sales, and clerical – are included in white-collar. Finally, blue-collar includes both those holding skilled and unskilled blue-collar jobs.

Teach: There are three banner points for this, one for respondents (RSP) who are teachers, one for immediate family members of teachers (FAM) and one for households where no one is a teacher (NONE).

Arts parents: Parents of children in kindergarten through twelfth grades were asked if they had engaged in any of the following activities in the past year with their children:

- Gone out to see a movie;
- Listened to music at home;
- Attended a symphony, opera, rock, jazz, or other music performance;
- Attended a play, a musical, or other dramatic works;

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- Attended a ballet, or other style of dance performance;
 - Gone to an art festival or craft fair;
 - Read a novel, short stories, non-fiction or poetry;
 - Played a musical instrument, sung in a group or choir, or taken part in dance;
 - Done any drawing, painting, pottery, photography, or other artistic projects;
 - Done any sewing, knitting, or other craft projects;
 - Visited an art museum or gallery; or
 - Visited museums other than art museums.

Arts-active parents are those who say they have “frequently” or “now and then” participated in nine to twelve arts activities with their children in the past year, moderately arts-active parents have done five to eight activities and least arts-active parents have participated in zero to four activities with their children.

Community activists: Americans were asked if they had participated in any of the following activities in the past year:

- Written a letter to an editor of a magazine or a newspaper;
- Written to or talked to a public official about an issue;
- Attended a political meeting, convention, or fundraising event;
- Attended a meeting, talk, or discussion group, related to community issues;
- Performed volunteer work for a charitable or political organization;
- Participated in a demonstration; or
- Signed a petition.

Community activists are those who have participated in three or more activities in their communities in the past year. Americans who are moderately active in their communities have participated in one or two activities within the past year and those who are not active in their communities report not participating in any such activities in the past year.

Region: The banner points are as follows:

Northeast (19%)	South Atlantic (20%)	South (17%)	Midwest (23%)	West (22%)
Connecticut	Delaware	Alabama	Illinois	Alaska
Maine	District of Columbia	Arkansas	Indiana	Arizona
Massachusetts	Florida	Kentucky	Iowa	California
New Hampshire	Georgia	Louisiana	Kansas	Colorado
New Jersey	Maryland	Mississippi	Michigan	Hawaii
New York	Virginia	Oklahoma	Minnesota	Idaho
Pennsylvania	North Carolina	Tennessee	Missouri	Montana
Rhode Island	South Carolina	Texas	Nebraska	Nevada
Vermont	West Virginia		North Dakota	New Mexico
			Ohio	Oregon
			South Dakota	Utah
			Wisconsin	Washington
				Wyoming

Core supp: Core supporters are those who support integrating the arts without much additional information on arts integration. These Americans are those who rate arts integration a high priority at the beginning of the survey in question 14.

Convert: Converts are Americans who at the beginning of the survey in question 14 rate arts integration a middle, low or very low priority or do not know how or refuse to rate arts integration, but at the end of the survey in question 39, they rate arts integration an extremely high or high priority.

Most diff: These are Americans who are difficult recruits. In question 39 at the end of the survey, they rate arts integration a low or very low priority.

Busines comty: Americans we have included as members of the business community are those working in jobs classified as managerial white collar and sales white collar, as well as business owners.

II. Executive Summary

A. Arts and music in education

Arts and music are not an accessory but an essential component of a child's education. This sentiment, which we first heard in focus groups across the nation, echoed loudly in the April 2005 national survey for the Ford Foundation. The survey of 1,068 adults reports that six in ten Americans rate arts and music a priority for schools. Arts and music hold a higher priority than athletics, foreign languages, or preparing for standardized tests, but a lower priority than math and science, history and English, and computer skills.

Elementary schools are where most Americans believe the arts are most important and where they are most likely to believe the arts are deficient. Nearly half the American public (48%) believes too little arts and music are being taught in the local elementary schools. Six in ten (60%) teachers express the same dissatisfaction.

B. Arts integration support

The survey presented the idea of arts integration as "having separate classes in arts and music in addition to having the arts, such as music, dance, drawing, poetry, or some other expressions of creativity as part of the learning experience in all subject areas." Then respondents were asked to place a low, middle, or high priority on arts integration, while keeping in mind other school funding needs. Close to half (46%) embrace the idea of arts integration as a high priority for schools. Teachers (57%), parents who frequently engage in artistic activities with their children (60%) and women under 50 years old (53%) are some of the strongest supporters of arts-integration.

C. Reasons for support

Why spend the resources to integrate the arts throughout education? The public cares less about using arts as an enabler for students to do better in other subjects and more about arts and music adding another dimension to a child's education. This dimension encompasses many concepts, such as increasing creativity and self-esteem, and improving ways of expression. All of these are summed up in the phrase arts integration "educates the whole child." This tagline, derived from the focus groups, was nearly twice as popular as the other three taglines presented in the poll.

Overall, majorities of Americans believe most of the reasons for integrating the arts into middle and high school presented in the survey are very convincing and advocates can use any number of them. Messages that demonstrate that arts integration will educate the whole child hold the broadest appeal: "giving students the opportunity to demonstrate creativity" and "self-expression" are the most convincing reasons (67% and 58% very convincing, respectively). Least convincing are assertions that arts integration leads to better results after school: arts integration "will help teenagers get into college" (37% very convincing), "reduce drop out rates because students will enjoy schools more," (37%) and "help teenagers be more attractive to employers" (30%).

D. Barriers

What holds back support for arts integration? A majority of the public agrees with the argument that implementing a program of arts integration will mean that "high school teachers will need a lot of additional training" (63%). Two other objections which were tested generated much less concern: "schools need to focus on teaching students the basic subjects rather than trying to include arts as well" (30%), and it will "distract students and teachers from preparing students for standardized tests" (20%). A fourth barrier, the belief that arts integration will "take too much time away from teaching the core curriculum," garners only 35% agreement but is highly predictive of a person's lack of support for integrating the arts.

E. Attitudinal groups

The survey identifies several audiences that will be of special interest to those who are communicating about arts integration into education.

Core supporters come from all demographic groups but tend to be women under age 50, people who have more than a four-year college degree, teachers, and those parents who actively pursue the arts with their families. Also liberals, Democrats, independents, and people who take an active part in community life place a higher priority than others on arts integration in schools.

Arts-active parents are those who engage in a number of artistic activities with their school-aged children, including listening to music; attending plays, concerts, or dance performances; reading together; and other activities. The more frequently parents and children experience the arts together, the more likely parents are to place a high priority on arts integration in schools. Arts-active parents represent parents from all demographic segments but have a high proportion of moms and dads in their fifties who live in cities and suburbs. Six in ten arts-active parents (60%) give arts integration a high priority, and eight in ten (80%) believe arts integration will “nurture the whole child.”

Parents as a whole – ignoring the level of arts activities among parents – are particularly drawn to messages that connect arts to helping students become well-rounded and giving students who learn in different ways a better chance to succeed in school.

Converts are those who move to support arts integration in the course of the survey. From the beginning to the end of the survey, support for arts integration as a high priority grows by 12 percentage points. Support grows across all demographic groups, but most prominently among African Americans, Hispanics, Americans with the least education, and people over age 60.

F. Conclusion

The American public cares deeply about maintaining programs in arts and music in schools, particularly in elementary schools. While some see arts integration as needing a great deal of teacher training if tried at the high school level, many feel this is worth the effort. Supporters see the value of arts integration as helping students become well-rounded individuals – meaning that they have a way to demonstrate creativity, to learn how to express themselves, and to build self-esteem.

To arts supporters, the emphasis on the arts in schools is not about learning a specific skill, but about attaining an education that nurtures the whole child. It is not about leading to a better career but about leading to a better life.

The survey also tells us that the more parents and school-aged children engage in the arts together, the more arts activities they want and appreciate.

This suggests a message strategy for general education that is less utilitarian and appeals more to the desire to nurture the whole child. It also indicates a mobilization strategy that targets parents who experience the arts with their children and creates more opportunities for these experiences.

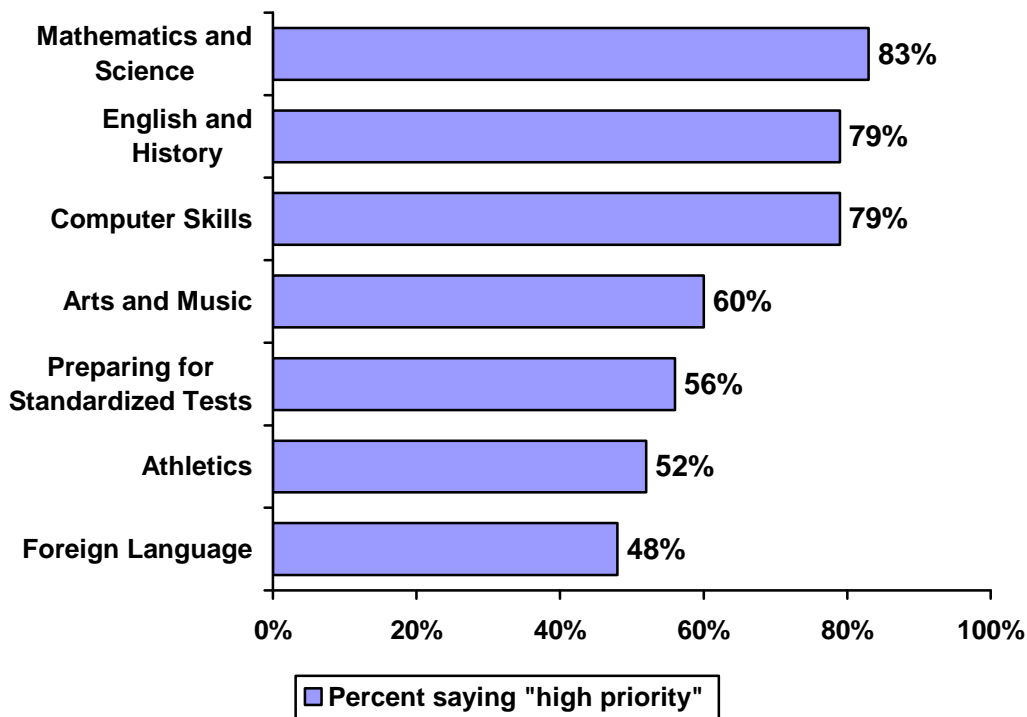
III. Detailed Findings

A. Salience

1. Arts education

A majority of Americans rates arts and music as a high priority for schools. On a scale of one to 10, arts and music rate a seven through 10 by 60% of the public. More Americans say mathematics and science (83%), English and history (79%) and computer skills (79%) are high priorities, but arts and music are rated above preparing for standardized tests (56%), athletics (52%) and foreign language (48%).

Curriculum Priorities



Q3-9. What priority would you give each of the following subjects or activities for schools in your state on a scale of one to 10, where 10 is an extremely high priority and one means an extremely low priority. You can choose any number between one and 10. (High Priority = 7-10)

Americans who are more likely than others to rate arts and music a high priority:

- Liberals (74%);
- Arts-active parents (70%);
- College graduates (68%) or Americans with graduate-level experience (65%); and
- Women (65%), particularly women under 50 years old (67%).

Arts and Music as a High Priority

Q7. What priority would you give arts and music for schools in your state on a scale of one to 10, where 10 is an extremely high priority...

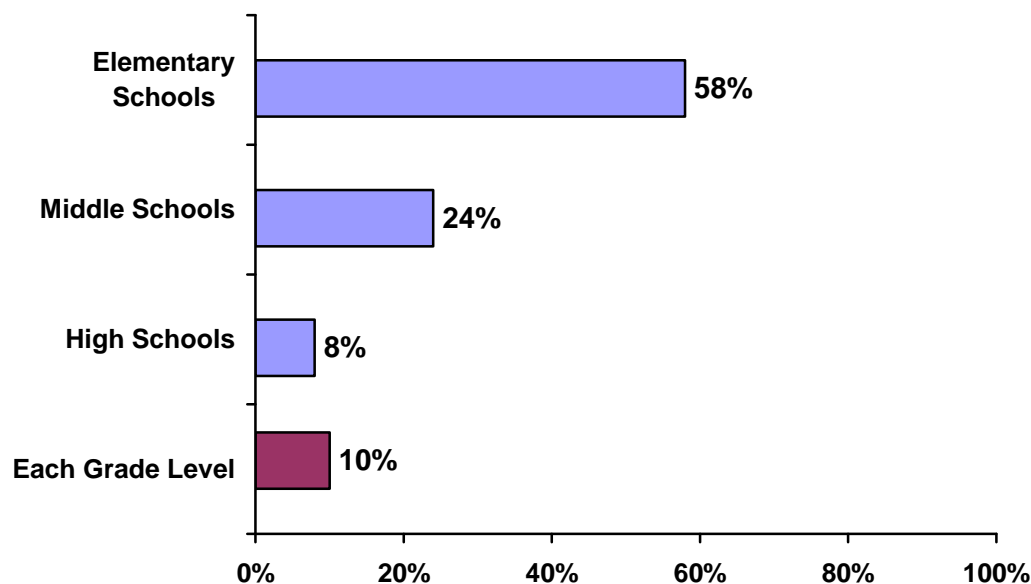
% saying it is a 7-10 on scale of 1-10

Arts and Music

Total	60%
Male	55%
Female	65%
18-29	62%
30-39	62%
40-49	64%
50-59	60%
60+	56%
Male<50	59%
Male 50+	51%
Female<50	67%
Female 50+	64%
<HS to HS	57%
Some college	59%
College graduate	68%
Graduate work	65%
Less than \$25,000	61%
\$25,000-\$49,000	58%
\$50,000-\$74,000	62%
\$75,000+	66%
White	61%
African American	60%
Hispanic	53%
Northeast	59%
South Atlantic	59%
South	62%
Midwest	61%
West	61%
Democrat	60%
Republican	59%
Independent	64%
Liberal	74%
Moderate	59%
Conservative	52%
Blue-collar workers	53%
White-collar workers	63%
Professionals	62%
Art-active parents	70%
Moderately arts-active parents	58%
Least arts-active parents	58%
Teachers	64%
Business community	59%

Support for arts and music education is the strongest at the elementary school level. A majority (58%) says it is more important to include teaching about arts and music in elementary schools than in middle (24%), or high schools (8%). Ten percent volunteer that arts and music education is equally important at each level of schooling.

Most Important Grade Level for Arts and Music in Schools



Q10. At which grade levels do you think it is more important to include teaching about arts and music in schools: in elementary school, or in middle school or in high school?

Segments of the public that are more inclined to think arts education in elementary school is most important:

- Parents of children in kindergarten through fifth grades (72%);
- African Americans (68%);
- Moderately arts-active parents (67%);
- Americans in their thirties (65%);
- Women (63%); particularly those under 50 years old (67%); and
- Residents of the Northeast (63%).

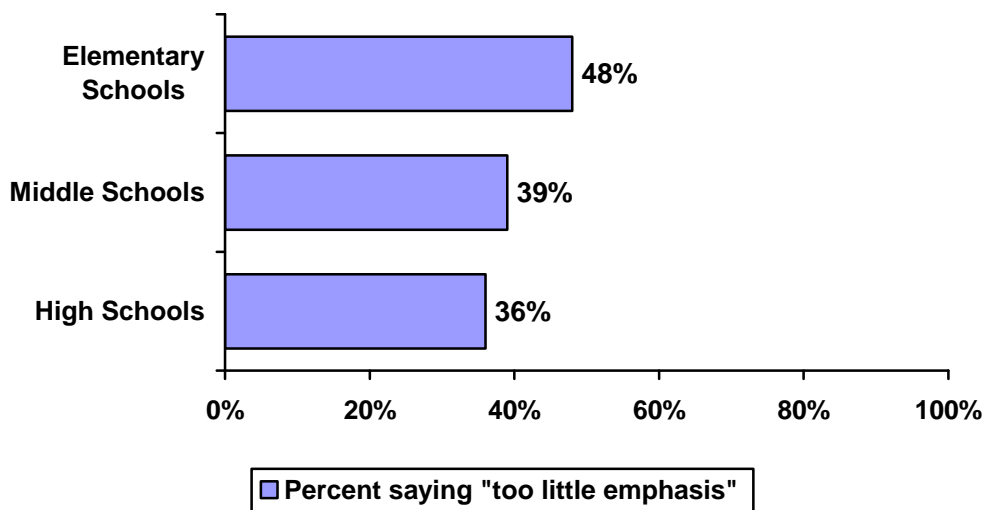
Most Important Grade Level for Arts and Music in Schools

Q10. At which grade levels do you think it is more important to include teaching about arts and music in schools: in elementary school, or in middle school or in high school?

	Elementary School	Middle School	High School	Each Grade Level	DK/REF
Total	58%	24	8	10	1
Male	51%	29	10	8	1
Female	63%	19	5	12	1
18-29	60%	22	10	8	1
30-39	65%	17	4	12	1
40-49	55%	22	11	12	1
50-59	51%	35	5	8	--
60+	58%	22	8	10	2
Male <50	52%	25	11	10	1
Male 50+	50%	33	9	6	2
Female <50	67%	15	5	12	1
Female 50+	58%	23	6	12	*
< HS to HS	57%	26	12	5	1
Some college	60%	24	5	10	1
College graduate	55%	23	7	14	1
Graduate work	58%	19	4	18	1
Less than \$25,000	54%	23	15	6	1
\$25,000-\$49,000	55%	27	7	10	1
\$50,000-\$74,000	60%	22	4	13	1
\$75,000+	56%	22	7	14	1
White	57%	24	7	11	1
African American	68%	24	4	4	--
Hispanic	51%	27	16	4	2
Northeast	63%	21	5	10	1
South Atlantic	55%	25	10	8	2
South	54%	26	10	8	*
Midwest	56%	26	6	10	1
West	59%	20	7	13	1
Democrat	58%	25	8	10	--
Independent	58%	21	9	11	1
Republican	56%	27	6	10	1
Grades K-5 parents	72%	15	2	11	1
Grades 6-8 parents	53%	26	7	13	1
Grades 9-12 parents	59%	24	6	9	2
Arts-active parents	59%	22	5	13	2
Moderately arts-active parents	67%	19	4	9	--
Least arts-active parents	57%	25	8	8	2
Teachers	59%	16	3	21	2
Business community	59%	23	7	11	*

The most important years for arts education are also suffering the most neglect, in the public's view. Nearly five in ten (48%) say there is too little emphasis on arts and music in elementary schools. Thirty-nine percent believe there is too little emphasis in middle schools and 36% believe there is too little emphasis in high schools.

Too Little Emphasis on Arts and Music in Schools



Q11-13. In your opinion, is there too much emphasis, too little emphasis, or just the right amount of emphasis on arts and music in... in your community?

Americans who disproportionately say there is too little emphasis on arts education in elementary schools are:

- Arts-active parents (67%);
- African Americans (61%);
- Liberals (61%);
- Teachers (60%);
- Upper educated, especially those with graduate-level experience (59%);
- Professionals (56%);
- Democrats (56%);

- Residents of the West (55%) and South Atlantic (53%); and
- Women (53%).

Too Little Emphasis on Arts Education

Q11-13. In your opinion is there too much emphasis, too little emphasis, or just the right amount of emphasis on arts and music in the elementary, middle and high schools in your community?

% saying "too little" emphasis	Elementary School	Middle School	High School
Total	48%	39%	36%
Male	42%	36%	32%
Female	53%	41%	39%
18-29	47%	46%	42%
30-39	51%	35%	36%
40-49	49%	44%	36%
50-59	53%	38%	37%
60+	43%	33%	30%
Male<50	44%	39%	34%
Male 50+	40%	31%	28%
Female<50	54%	44%	42%
Female 50+	52%	38%	37%
<HS to HS	39%	31%	29%
Some college	52%	40%	35%
College graduate	50%	39%	37%
Graduate work	59%	51%	49%
Less than \$25,000	47%	37%	30%
\$25,000-\$49,000	46%	39%	40%
\$50,000-\$74,000	49%	39%	39%
\$75,000+	50%	41%	37%
White	48%	38%	36%
African American	61%	51%	40%
Hispanic	41%	36%	29%
Northeast	41%	35%	34%
South Atlantic	53%	47%	41%
South	47%	38%	34%
Midwest	42%	32%	30%
West	55%	42%	39%
Democrat	56%	43%	40%
Republican	41%	31%	31%
Independent	51%	43%	37%
Liberal	61%	51%	49%
Moderate	50%	37%	33%
Conservative	39%	32%	29%
Blue-collar workers	41%	34%	29%
White-collar workers	46%	34%	35%
Professionals	56%	48%	43%
Art-active parents	67%	52%	41%
Moderately arts-active parents	43%	29%	26%
Least arts-active parents	37%	30%	28%
Teachers	60%	55%	48%
Business community	52%	41%	35%

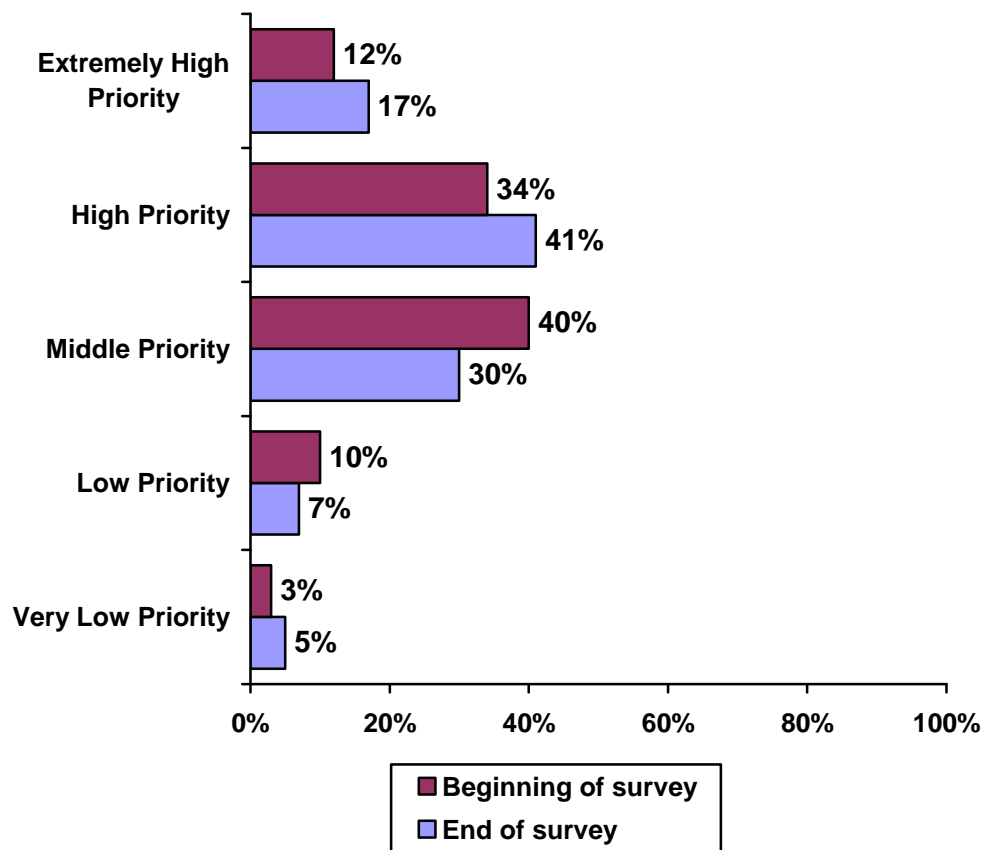
2. Arts integration

While six in ten rate arts and music a high priority for schools, more than four in ten take an extra step, believing arts *integration* should be a high priority. The survey described integrated arts education as: “having separate classes in arts and music in addition to having the arts, such as music, dance, drawing, poetry, or some other expressions of creativity as part of the learning experience in all subject areas.”

At the beginning and the end of the survey, we asked Americans how high a priority integrating the arts should be, compared to other needs in schools. The first time the question was posed, 46% of Americans rated integrating the arts throughout the learning process an extremely high (12%) or high (34%) priority. It is a middle priority for 40% and a low or very low priority for 13%.

At the end of the survey, there is an increase of 12 percentage points among those who believe arts integration is an extremely high or high priority. After receiving information, a majority (58%) of Americans say integrating the arts should be an extremely high (17%) or high (41%) priority.

Priority of Arts Education



Q14, Q39. Schools have many needs and not all of them can be given full attention and funding. Compared to other needs, how high a priority would you give to integrating the arts throughout the learning process – that is having separate classes in arts and music in addition to having the arts, such as music, dance, drawing, poetry, or some other expressions of creativity as part of the learning experience in all subject areas? Would you give integrating the arts an extremely high, a high, middle, low or very low priority?

Americans who are most likely to rate integrating the arts an extremely high or high priority at the beginning of the survey include:

- Arts-active parents (60%);
- Teachers (57%);
- Americans with graduate-level experience (56%);
- Liberals (56%);
- Independents (54%);

- Women under 50 (53%); and
- Professionals (53%).

Regression analysis shows that liberals, Americans with high education levels and arts-active parents are the most likely to offer initial support for integrating the arts.

Information on arts integration clearly has an impact on a number of those whose support grows dramatically from the beginning of the survey to the end. By the end of the survey, 58% of Americans believed integrating the arts throughout the learning process should be an extremely high or high priority – an increase of 12 percentage points in saliency. This increase in salience is evident across almost every demographic gauge, but is most prominent among:

- African Americans (+24);
- Hispanics (+17);
- Americans 60 years old and over (+17); and
- Moderately arts-active parents (+17).

Arts Integration as a Priority

Q14 and Q39. Schools have many needs and not all of them can be given full attention and funding. Compared to other needs, how high a priority would you give to integrating the arts throughout the learning process – that is having separate classes in arts and music in addition to having the arts, such as music, dance, drawing, poetry, or some other expressions of creativity as part of the learning experience in all subject areas? Would you give integrating the arts an extremely high, a high, middle, low or very low priority?

% Saying “Extremely High” and “High Priority”	First Vote	Second Vote	Difference (+)
Total	46%	57%	11
Male	44%	53%	9
Female	48%	61%	13
18-29	50%	61%	11
30-39	51%	59%	8
40-49	50%	58%	8
50-59	47%	57%	10
60+	37%	54%	17
Male <50	48%	54%	6
Male 50+	39%	52%	13
Female <50	53%	65%	12
Female 50+	43%	58%	15
< HS to HS	39%	54%	15
Some college	45%	56%	11
College graduate	52%	65%	13
Graduate work	56%	59%	3
Less than \$25,000	44%	56%	12
\$25,000-\$49,000	47%	62%	15
\$50,000-\$74,000	48%	57%	9
\$75,000+	49%	59%	10
White	46%	55%	11
African American	47%	71%	24
Hispanic	38%	55%	17
Democrat	49%	62%	13
Republican	39%	50%	11
Independent	54%	64%	10
Liberal	56%	69%	13
Moderate	48%	60%	12
Conservative	39%	49%	10
Blue-collar workers	40%	53%	13
White-collar workers	43%	55%	9
Professionals	53%	62%	9
Art-active parents	60%	74%	14
Moderately arts-active parents	40%	62%	17
Least arts-active parents	34%	41%	7
Teachers	57%	68%	11
Business community	43%	57%	14

B. Potential barriers to integrating the arts

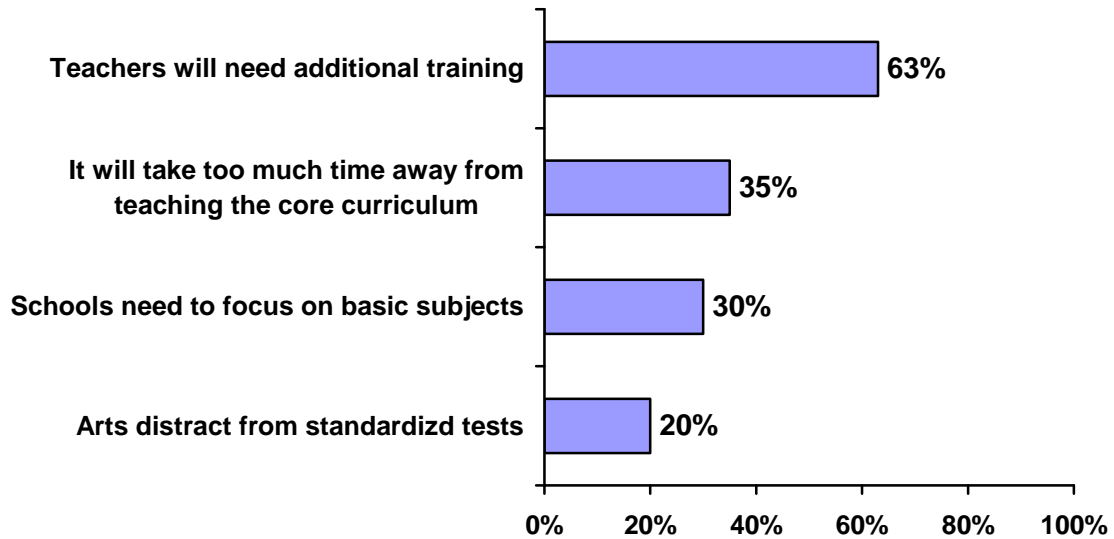
There are a number of potential barriers to convincing the public that integrating the arts into public school curricula is achievable. Perhaps the highest hurdle was expressed by the principals and superintendents in our focus groups. These school administrators felt strongly that the No Child Left Behind Act has created a culture of standardized testing that has made it virtually impossible to think seriously about infusing curricula with more arts. They ask: how can we afford to infuse our classrooms with more arts, music and creativity when the education authorities are judging us on how well we emphasize performance on standardized tests?

The public registers less definitive reservations. Parents in our groups did mention a number of possible objections that we included in the survey: 1) the idea that teachers may need much additional training to incorporate the arts into their teaching; 2) the idea that schools need to focus on the basic subjects instead of trying to incorporate the arts; 3) the fear that arts integration will distract students and teachers from preparing for standardized tests; and 4) the notion that if teachers start changing their lesson plans to include arts and music exercises it will take too much time away from teaching the core curriculum.

When these problem statements are presented in the survey, only one attracts agreement: a majority of the public (63%) believes that high school teachers “will need a lot of additional training” to learn how to include artistic experiences in the teaching of their subject areas. Another barrier – that integrating the arts will take too much time away from teaching the core curriculum – attracts only a third of the public’s support (35%); but agreement with this position is highly predictive of a person opposing arts integration in schools.

Attracting less agreement and not predictive of support or opposition to arts integration are messages maintaining that schools need to focus on teaching basic subjects instead of integrating the arts (30%) and integrating the arts will distract students and teachers from preparing from standardized tests (20%).

Potential Barriers to Integrating the Arts



I'm going to read you some sets of statements. You may not completely agree with either one, but please tell me which one comes closest to your view. Q15. Statement A) says including arts and music experiences in the teaching of other subjects like history, English, science and math in high school should not require much additional teacher training. Or. Statement B) says high school teachers will need a lot of additional training to learn how to include artistic experiences in their subject areas. Q16. Here's another set: Statement A) says schools should nurture the whole child by integrating the arts into teaching. Or. Statement B) says schools today need to focus on teaching students the basic subjects rather than trying to include arts as well. Q17. Here's another set: Statement A) says integrating the arts into other subjects, such as science and language, will keep students interested and help them to learn more which will help them do better on standardized tests. Or. Statement B) says trying to integrate the arts into other classes will distract students and teachers from preparing students for standardized tests. Q19. Do you agree or disagree with each of the following statements? (Do you agree/disagree strongly or somewhat?) If teachers start changing lesson plans to include arts or music exercises, it will take too much time away from teaching the core curriculum.

1. Additional teacher training

Segments of the population most likely to believe teachers will need a lot of additional training include:

- African Americans (72%);
- Hispanics (71%); and
- Americans with household incomes less than \$25,000 (70%) and \$50,000 to \$75,000 (68%).

Teachers Will Need Additional Training

Q15. Statement A) says including arts and music experiences in the teaching of other subjects like history, English, science and math in high school should not require much additional teacher training. Or. Statement B) says high school teachers will need a lot of additional training to learn how to include artistic experiences in their subject areas.

	A Lot of Additional Training	Not Much Additional Training	DK/REF
Total	63%	33	4
Male	62%	35	3
Female	64%	31	5
18-29	64%	34	1
30-39	63%	34	3
40-49	63%	32	5
50-59	60%	36	3
60+	63%	31	6
Male <50	64%	34	2
Male 50+	59%	37	4
Female <50	63%	32	4
Female 50+	64%	30	5
< HS to HS	62%	35	4
Some college	61%	33	6
College graduate	66%	32	2
Graduate work	64%	32	4
Less than \$25,000	70%	27	4
\$25,000-\$49,000	59%	39	2
\$50,000-\$74,000	68%	29	3
\$75,000+	61%	35	3
White	60%	35	5
African American	72%	25	3
Hispanic	71%	28	1
Northeast	63%	34	4
South Atlantic	62%	35	3
South	66%	27	7
Midwest	59%	39	2
West	66%	29	5
Teachers	64%	33	3
Business community	66%	29	5

2. Arts integration will take too much time away from the core curriculum

The idea that if teachers start changing lesson plans to include arts or music exercises, it will take too much time away from teaching the core curriculum resonates among a third (35%) of the public. Those disproportionately agree with this statement include:

- Those who are not active in their communities (47%);
- Men over age 50 (44%);
- Hispanics (44%);
- Americans with a high school degree or less (43%);
- Blue-collar workers (43%);
- Conservatives (43%);
- Men (41%); and
- Residents of the Northeast (41%).

Too Much Time Away from Core Curriculum

Q19. Do you agree or disagree with each of the following statements? (Do you agree/disagree strongly or somewhat?) Changing lesson plans to include arts or music exercises will take too much time away from core curriculum.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	DK/ REF
Total	15%	20	35	27	3
Male	18%	23	32	24	3
Female	12%	18	38	29	3
18-29	14%	22	31	32	1
30-39	10%	19	39	28	3
40-49	17%	18	36	26	4
50-59	18%	16	39	27	1
60+	17%	23	33	23	4
Male <50	18%	21	31	27	3
Male 50+	19%	26	34	19	2
Female <50	9%	18	41	29	2
Female 50+	16%	16	37	29	3
< HS to HS	21%	22	30	22	5
Some college	11%	22	37	27	2
College graduate	13%	16	41	28	1
Graduate work	11%	15	38	34	2
Less than \$25,000	17%	22	30	29	3
\$25,000-\$49,000	13%	22	38	26	2
\$50,000-\$74,000	10%	16	39	32	3
\$75,000+	17%	17	35	30	1
White	15%	19	37	27	3
African American	17%	18	35	26	3
Hispanic	19%	25	32	22	2
Northeast	11%	31	32	23	4
South Atlantic	18%	16	35	29	2
South	17%	22	33	25	3
Midwest	19%	16	41	23	2
West	12%	17	35	32	4
Liberal	10%	14	40	36	*
Moderate	14%	20	34	27	4
Conservative	19%	23	33	21	4
Blue-collar workers	20%	23	32	21	4
White-collar workers	13%	20	36	28	3
Professionals	14%	15	36	32	2
Community activists	14%	15	38	32	2
Moderately active in community	14%	21	36	26	3
Not active in community	20%	27	30	18	4
Teachers	13%	12	40	32	3
Business community	11%	21	39	27	2

3. Need to focus on basics and not distract from preparation for standardized testing

The other less widespread objections to arts integration are the ideas that schools should focus on teaching students the basic subjects and that integrating the arts would distract students and teachers from preparing for standardized tests. Only a third worry about teaching the basics (30%) when it is paired with the idea that schools should nurture the whole child by integrating the arts into teaching (68%).

The belief that there needs to be more focus on basics finds greater salience among:

- Hispanics (45%);
- Moderately arts-active parents (41%);
- Those with a high school degree or less (40%);
- Americans with household incomes of less than \$25,000 (40%);
- Blue-collar workers (40%);
- Conservatives (39%); and
- Men (36%), especially those over 50 years old (40%).

Asserting that integrating the arts into other classes will distract students and teachers from preparing for standardized tests (20%), is second choice to the belief that integrating the arts into other subjects will keep students interested and help them to learn and do better on standardized tests (77%).

Need to Focus on Teaching the Basics

Q16. Here's another set: Statement A) says schools should nurture the whole child by integrating the arts into teaching. Or. Statement B) says schools today need to focus on teaching students the basic subjects rather than trying to include arts as well.

	Integrating Arts	Focus on Basic Subjects	DK/REF
Total	68%	30	2
Male	62%	36	2
Female	73%	25	2
18-29	74%	25	2
30-39	74%	25	1
40-49	68%	31	1
50-59	75%	24	2
60+	56%	41	3
Male <50	66%	32	2
Male 50+	57%	40	2
Female <50	77%	22	1
Female 50+	70%	28	2
< HS to HS	57%	40	3
Some college	71%	26	2
College graduate	75%	25	-
Graduate work	79%	20	1
Less than \$25,000	60%	40	*
\$25,000-\$49,000	70%	27	2
\$50,000-\$74,000	73%	25	2
\$75,000+	73%	27	*
White	69%	29	2
African American	69%	30	1
Hispanic	55%	45	1
Democrat	71%	29	*
Republican	60%	35	4
Independent	73%	27	1
Liberal	81%	19	*
Moderate	70%	29	1
Conservative	59%	39	3
Blue-collar workers	56%	40	3
White-collar workers	71%	27	1
Professionals	77%	22	1
Arts-active parents	80%	20	--
Moderately arts-active parents	76%	22	2
Least arts-active parents	57%	41	2
Teachers	82%	17	1
Business community	72%	27	1

Effect of Integrating Arts into Other Classes

Q17. Here's another set: Statement A) says integrating the arts into other subjects, such as science and language, will keep students interested and help them to learn more which will help them do better on standardized tests. Or. Statement B) says trying to integrate the arts into other classes will distract students and teachers from preparing students for standardized tests.

	Keep Students Interested	Distracts from Standardized Tests	DK/REF
Total	77%	20	4
Male	72%	24	4
Female	81%	16	3
18-29	81%	17	2
30-39	87%	10	3
40-49	74%	22	4
50-59	75%	22	3
60+	72%	23	5
Male <50	74%	23	4
Male 50+	69%	26	5
Female <50	87%	10	2
Female 50+	76%	21	3
< HS to HS	73%	22	5
Some college	80%	17	4
College graduate	76%	22	1
Graduate work	80%	17	3
Less than \$25,000	74%	23	3
\$25,000-\$49,000	83%	15	2
\$50,000-\$74,000	80%	16	4
\$75,000+	76%	23	1
White	77%	20	3
African American	78%	17	5
Hispanic	79%	20	1
Northeast	76%	19	5
South Atlantic	76%	20	4
South	75%	21	4
Midwest	78%	21	1
West	79%	18	3
Democrat	82%	16	2
Republican	72%	25	3
Independent	81%	16	3
Liberal	86%	13	1
Moderate	78%	18	4
Conservative	72%	25	4
Blue-collar workers	75%	21	4
White-collar workers	73%	24	3
Professionals	80%	16	4
Teachers	83%	13	3
Business community	71%	25	4

C. Reasons to support arts integration

1. The overarching themes

The survey data echoes the voices in the focus groups, where parents, teachers, and administrators all expressed the view that the value of the arts in education is that they provide students with a well-rounded education that develops the whole person.

While many reasons presented in the survey win broad approval by the public, analysis of the most telling reasons for individuals to feel strongly committed to arts integration points to the same rationales that evoked emotion in the focus groups, particularly the idea that the arts should be taught not because they are an enabler of better grades, better college placement or better jobs, but because they add a dimension to education that will lead to a more satisfying life.

The strongest sentiment for arts integration is summed up in support for two statements in the survey that use the phrases, “schools should nurture the whole child,” and integrating the arts is valuable because it “educates the whole child.” These prove highly predictive of support for arts integration.

Sixty-eight percent of the public believes that “schools should nurture the whole child by integrating the arts into teaching.” Regression analysis shows that agreement with this statement is the best predictor among all attitudes expressed in the survey of supporting arts integration at the end of the survey. Segments of the population who tend to support this statement include:

- Core supporters (86%);
- Teachers (82%);
- Liberals (81%);
- Arts-active parents (80%) and less active parents (76%);
- Professionals (77%);
- Women (73%);
- Americans under 50 years old (72%), particularly women under 50 (77%);
- Upper educated Americans (79% of those with graduate level experience and 75% of those with college degrees); and

- High-income Americans (73% of those with household incomes of \$75,000 or more and 73% of those with household incomes of \$50,000 to \$74,000).

Nurturing the Whole Child by Integrating the Arts

Q16. Here's another set: Statement A) says schools should nurture the whole child by integrating the arts into teaching. Or. Statement B) says schools today need to focus on teaching students the basic subjects rather than trying to include arts as well.

	Should nurture the child by integrating the arts	Should focus on teaching basic subjects	DK/REF
Total	68%	30	2
Male	62%	36	2
Female	73%	25	2
18-29	74%	25	2
30-39	74%	25	1
40-49	68%	31	1
50-59	75%	24	2
60+	56%	41	3
Male <50	66%	32	2
Male 50+	57%	40	2
Female <50	77%	22	1
Female 50+	70%	28	2
< HS to HS	57%	40	3
Some college	71%	26	2
College graduate	75%	25	-
Graduate work	79%	20	1
Less than \$25,000	60%	40	*
\$25,000-\$49,000	70%	27	2
\$50,000-\$74,000	73%	25	2
\$75,000+	73%	27	*
White	69%	29	2
African American	69%	30	1
Hispanic	55%	45	1
Democrat	71%	29	*
Republican	60%	35	4
Independent	73%	27	1
Liberal	81%	19	*
Moderate	70%	29	1
Conservative	59%	39	3
Blue-collar workers	56%	40	3
White-collar workers	71%	27	1
Professionals	77%	22	1
Arts-active parents	80%	20	--
Moderately arts-active parents	76%	22	2
Least arts-active parents	57%	41	2
Core supporters	86%	13	1
Teachers	82%	17	1
Business community	72%	27	1

In a question that asked Americans to choose one of four reasons why integrating the arts is valuable, a plurality of 41% choose because it “educates the whole child,” while 22% choose because it “inspires creativity.” Eighteen percent choose because integrating the arts “broadens knowledge” and 15% choose because it “encourages learning.”

Those who disproportionately choose because it “educates the whole child” include:

- Teachers (53%);
- Parents of children in sixth through eighth grades (49%);
- Core supporters (48%);
- Residents of the Midwest (48%);
- Women (47%), particularly those over 50 years old (50%);
- Those with household incomes of \$25,000 or less (46%); and
- Moderates (46%).

Themes of Importance to the Arts

Q38. Which one of these four short phrases describes why integrating the arts into teaching is valuable. Because it:

	Educates the Whole Child	Inspires Creativity	Broadens Knowledge	Encourages Learning
Total	41%	22%	18%	15%
Male	34%	23%	22%	16%
Female	47%	21%	15%	14%
18-29	33%	25%	23%	16%
30-39	43%	24%	14%	17%
40-49	38%	24%	24%	13%
50-59	43%	23%	15%	17%
60+	44%	16%	19%	14%
Male <50	33%	25%	24%	15%
Male 50+	36%	20%	20%	17%
Female <50	44%	23%	16%	16%
Female 50+	50%	18%	14%	13%
< HS to HS	38%	24%	17%	17%
Some college	41%	23%	18%	16%
College graduate	45%	20%	19%	14%
Graduate work	44%	18%	22%	12%
Less than \$25,000	46%	19%	13%	21%
\$25,000-\$49,000	41%	23%	18%	16%
\$50,000-\$74,000	40%	25%	16%	17%
\$75,000+	40%	20%	24%	12%
White	42%	23%	18%	14%
African American	39%	19%	19%	21%
Hispanic	34%	25%	20%	19%
Northeast	40%	23%	18%	14%
South Atlantic	36%	22%	17%	18%
South	40%	24%	21%	15%
Midwest	48%	20%	14%	14%
West	38%	22%	22%	14%
Democrat	45%	17%	18%	17%
Republican	35%	27%	19%	16%
Independent	41%	24%	19%	14%
Liberal	43%	21%	20%	13%
Moderate	46%	17%	17%	16%
Conservative	36%	26%	18%	16%
Blue-collar workers	41%	19%	19%	16%
White-collar workers	37%	26%	16%	14%
Professionals	44%	19%	20%	14%
Teachers	53%	14%	17%	12%
Teacher family member	36%	22%	24%	15%
Non-teacher family	40%	23%	17%	16%
Business community	34%	25%	18%	17%

2. Reasons to integrate the arts that contribute to the themes

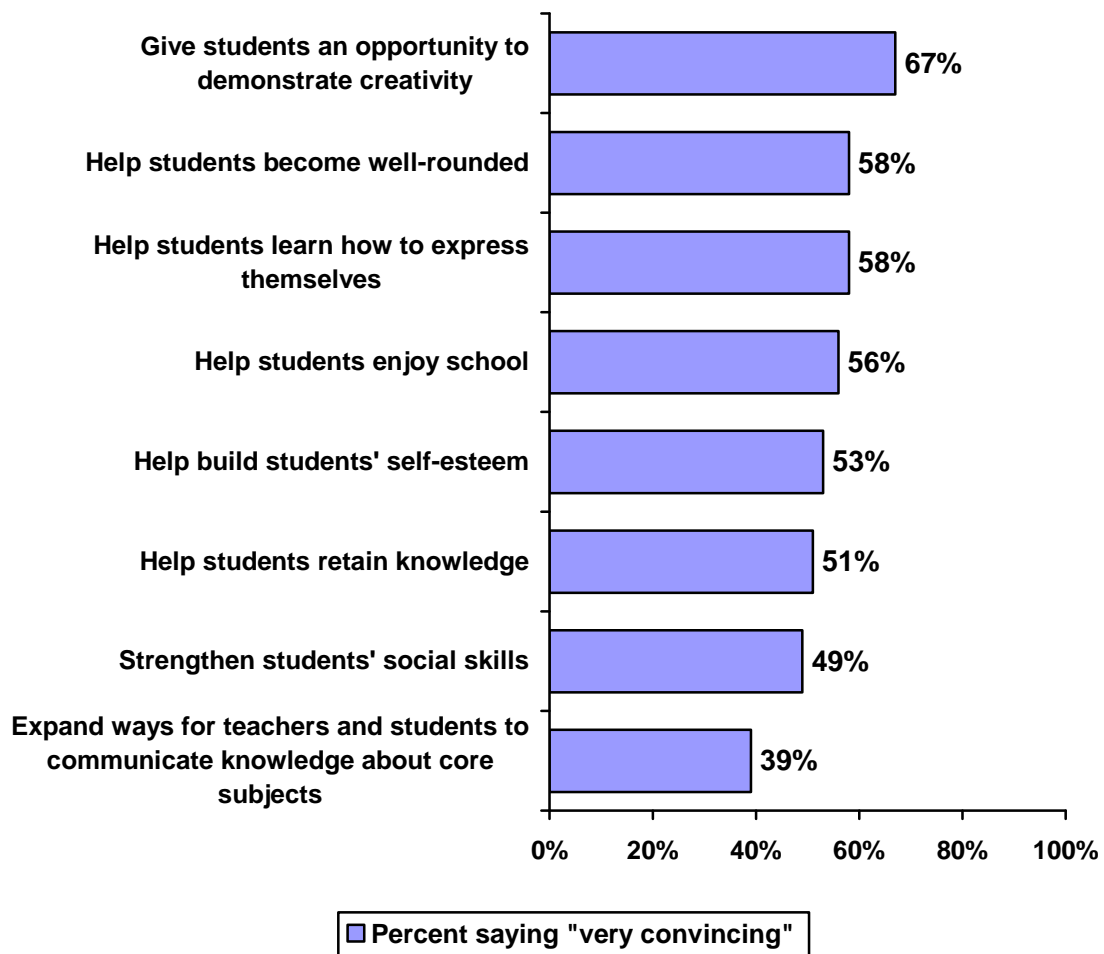
Many other attitudes expressed in the survey contribute to the dominant themes of the arts nurturing and educating the whole child. Specifically, the public broadly values the contribution of arts education to give students the opportunity to demonstrate creativity, help students become well-rounded and learn how to express themselves. The survey asked about the importance of these and other reasons for integrating the arts into middle and high school curricula. We found the public's attitudes toward both middle and high schools to be largely similar concerning reasons to integrate the arts.

a. Top reasons for integrating the arts into middle school subjects

The most popular reasons to integrate the arts into middle schools maintain that arts integration will:

- Give students an opportunity to demonstrate creativity (67%);
- Help students to become well-rounded (58%);
- Help students learn how to express themselves (58%);
- Help students enjoy school (56%); and
- Help build students' self-esteem (53%).

Reasons to Integrate the Arts in Middle Schools



Q20-27. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *middle schools*. Please tell me if each is a very convincing, somewhat convincing, not very convincing or not at all convincing reason for schools to spend resources on integrating the arts into all subjects in the *middle school* grades?

Opportunity to demonstrate creativity: The idea that integrating the arts will give students an opportunity to demonstrate creativity is “very convincing” to over two-thirds of the public (67%). This message resonates especially well among certain segments of the population, particularly:

- African Americans (75%);
- Teachers (75%);
- Liberals (75%);
- Independents (75%) and Democrats (70%);
- Moderately arts-active parents (75%) and arts-active parents (69%);
- Younger Americans, particularly those 18-29 years old (73%) and in their thirties (73%);
- Residents of the West (72%); and
- City residents (71%).

Well-rounded students: Nearly six in ten Americans say helping students to become well-rounded is also a “very convincing” reason to support arts integration. Particular subgroups who find this statement very convincing include:

- Moderately arts-active parents (67%) and arts-active parents (65%);
- Teachers (67%) and family members of teachers (63%);
- Americans in their thirties (66%);
- Liberals (66%);
- Those with college degrees (63%) or graduate-level experience (63%); and
- Democrats (63%).

Express themselves: Nearly six in ten say students learning to express themselves is a very convincing reason to integrate the arts. Segments of the population who are most supportive of this reason to integrate the arts:

- African Americans (72%) and Hispanics (65%);
- Liberals (66%);
- Independents (65%);
- Americans 18-29 years old (64%);
- Women (63%); and
- Moderately arts-active parents (63%).

Enjoy school: Slightly fewer Americans overall say integrating the arts into subjects taught in middle schools will help students enjoy school. Fifty-six percent say this is a “very convincing” reason to integrate the arts into other subjects.

Those most likely to find this reason “very convincing:”

- Younger Americans, particularly those in their thirties (65%) and women under 50 (67%);
- Americans with household incomes of \$25,000 or less (65%);
- Liberals (62%);
- Residents of the West (62%); and
- Democrats (60%).

Self-esteem: Fifty-three percent of Americans say the idea that integrating the arts in middle school will help build students' self-esteem is a "very convincing" reason to integrate the arts. Subgroups who find this statement "very convincing:"

- African Americans (71%);
- Women (60%);
- Democrats (60%);
- Residents of the West (59%); and
- Americans with household incomes between \$25,000 and \$49,000 (58%).

Top Reasons to Integrate the Arts in Middle Schools

Q25, 23, 20, 24, 26: Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *middle schools*. Please tell me if each is a very convincing reason for schools to spend resources on integrating the arts into all subjects in the *middle school* grades.

% saying "very convincing"	Demonstrate creativity	Become well-rounded	Express themselves	Enjoy school	Build self-esteem
Total	67%	58%	58%	56%	53%
Male	65%	53%	51%	50%	45%
Female	69%	62%	63%	60%	60%
18-29	73%	59%	64%	59%	48%
30-39	73%	66%	62%	65%	57%
40-49	66%	57%	55%	56%	53%
50-59	67%	57%	57%	50%	54%
60+	62%	54%	56%	52%	54%
Male <50	69%	56%	53%	54%	46%
Male 50+	59%	50%	49%	45%	43%
Female <50	72%	66%	66%	67%	59%
Female 50+	69%	60%	62%	55%	63%
< HS to HS	65%	53%	59%	55%	55%
Some college	69%	57%	58%	59%	55%
College graduate	71%	63%	60%	54%	49%
Graduate work	67%	63%	54%	53%	49%
Less than \$25,000	68%	57%	57%	65%	57%
\$25,000-\$49,000	72%	56%	62%	58%	58%
\$50,000-\$74,000	70%	62%	58%	55%	50%
\$75,000+	66%	60%	55%	53%	50%
White	66%	58%	55%	54%	50%
African American	75%	60%	72%	61%	71%
Hispanic	65%	51%	65%	61%	54%

Top Reasons to Integrate the Arts in Middle Schools (cont'd)

Q25, 23, 20, 24, 26: Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *middle schools*. Please tell me if each is a very convincing reason for schools to spend resources on integrating the arts into all subjects in the *middle school* grades.

% saying "very convincing"	Demonstrate creativity	Become well-rounded	Express themselves	Enjoy school	Build self-esteem
Total	67%	58%	58%	56%	53%
Northeast	69%	59%	59%	57%	52%
South Atlantic	67%	59%	62%	52%	50%
South	68%	54%	57%	53%	52%
Midwest	61%	56%	55%	53%	50%
West	72%	60%	55%	62%	59%
Democrat	70%	63%	62%	60%	60%
Republican	59%	49%	47%	47%	44%
Independent	75%	62%	65%	58%	55%
Liberal	75%	66%	66%	62%	57%
Moderate	66%	61%	59%	56%	56%
Conservative	63%	52%	52%	52%	48%
Teachers	75%	67%	62%	62%	56%
Teacher family member	67%	63%	55%	56%	48%
Non-teacher family	66%	55%	58%	54%	54%
Blue-collar workers	66%	53%	55%	52%	53%
White-collar workers	69%	57%	57%	55%	47%
Professionals	67%	61%	59%	57%	54%
Arts-active parents	69%	65%	60%	58%	56%
Moderately arts-active parents	75%	67%	63%	60%	53%
Least arts-active parents	57%	51%	49%	42%	43%
City	71%	59%	60%	57%	54%
Suburban	65%	57%	52%	56%	50%
Town	63%	56%	56%	57%	51%
Rural	64%	60%	59%	52%	54%
Community Activists	69%	61%	56%	56%	53%
Moderately active in community	69%	60%	62%	58%	55%
Not active in community	61%	49%	53%	52%	50%
Business community	69%	62%	58%	59%	51%

b. Secondary reasons for integrating the arts in middle school subjects

Messages that resonate less strongly among the public say that integrating the arts will:

- Help students retain knowledge by connecting to different parts of their brains (51%);
- Strengthen students' social skills (49%); and
- Expand ways for students and teachers to communicate knowledge about core subjects (39%).

Across all four statements, these lesser reasons draw somewhat strong appeal among Democrats, independents and residents of the West. The following differences also emerge within particular statements:

- The statement that integrating the arts will help students retain knowledge by connecting different parts of their brains resonates well among Americans under 50 years old, African Americans and those with household incomes under \$25,000. In addition, teachers, parents of children in grades kindergarten through five, moderately arts-active parents, and residents of the South Atlantic are more likely to believe this is a very convincing reason to integrate the arts.
- Strengthening students' social skills is a more convincing reason for African Americans and Hispanics, those with some college education or less, Americans with household incomes of \$49,000 or less, blue-collar workers, members of teachers' families and moderately arts-active parents than any others.
- The potential for arts integration to expand ways for students and teachers to communicate knowledge about core subjects is a very convincing reason for women, Americans 18-29 years old and in their forties, men under 50, those with some college education or less, Americans with household incomes of \$49,000 or less, arts-active parents, and residents of towns and cities, than others.

These messages are not counterproductive, particularly for specific segments of the population, but they are less persuasive reasons overall to support integrating the arts in middle school.

Secondary Reasons to Integrate the Arts in Middle Schools

Q21, 22, 27. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *middle schools*. Please tell me if each is a very convincing reason for schools to spend resources on integrating the arts into all subjects in the *middle school* grades.

% saying "very convincing"	Help students retain knowledge	Help strengthen social skills	Help communicate core subject knowledge
Total	51%	49%	39%
Male	44%	47%	36%
Female	58%	51%	42%
18-29	53%	51%	47%
30-39	61%	50%	39%
40-49	54%	48%	42%
50-59	49%	47%	39%
60+	44%	51%	34%
Male <50	49%	48%	42%
Male 50+	39%	44%	29%
Female <50	64%	51%	43%
Female 50+	52%	53%	43%
< HS to HS	49%	53%	42%
Some college	53%	51%	43%
College graduate	54%	46%	38%
Graduate work	51%	39%	30%
Less than \$25,000	58%	53%	48%
\$25,000-\$49,000	54%	53%	45%
\$50,000-\$74,000	53%	48%	34%
\$75,000+	48%	42%	35%
White	50%	46%	38%
African American	62%	59%	42%
Hispanic	55%	58%	41%

Secondary Reasons to Integrate the Arts in Middle Schools (cont'd)

Q21, 22, 27. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *middle schools*. Please tell me if each is a very convincing reason for schools to spend resources on integrating the arts into all subjects in the *middle school* grades.

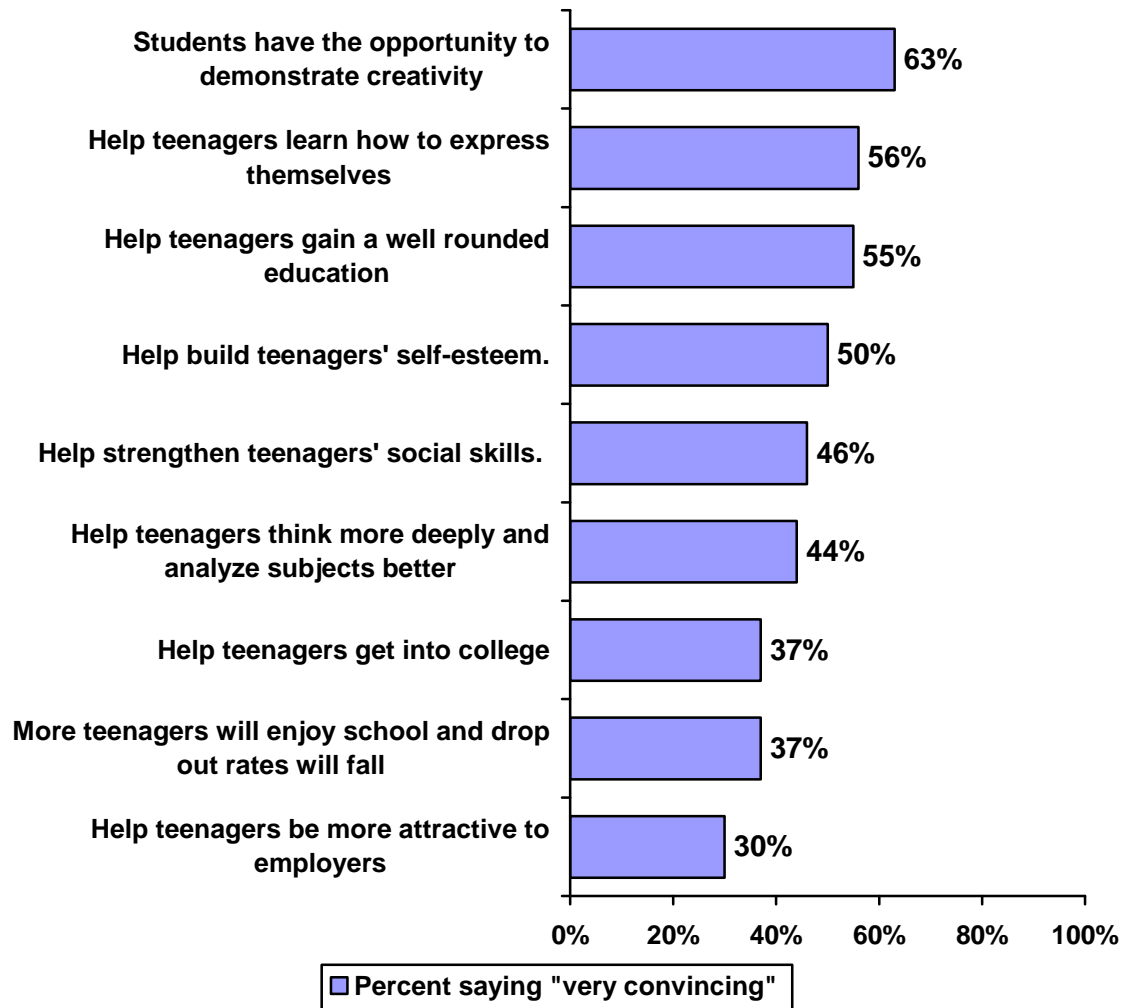
% saying "very convincing"	Help students retain knowledge	Help strengthen social skills	Help communicate core subject knowledge
Northeast	50%	50%	40%
South Atlantic	56%	48%	39%
South	47%	48%	37%
Midwest	47%	43%	34%
West	55%	56%	45%
Democrat	57%	53%	43%
Republican	40%	43%	31%
Independent	56%	51%	41%
Teachers	64%	46%	41%
Teacher family member	53%	55%	38%
Non-teacher family	49%	48%	39%
Blue-collar	48%	52%	40%
White-collar workers	49%	50%	39%
Professionals	55%	45%	38%
Grades K-5 parents	62%	46%	42%
Grades 6-8 parents	49%	47%	45%
Grades 9-12 parents	55%	47%	40%
Art-active parents	65%	49%	46%
Moderately arts-active parents	58%	52%	43%
Least arts-active parents	44%	38%	34%
City	53%	49%	39%
Suburban	51%	44%	32%
Town	48%	52%	48%
Rural	49%	50%	39%
Business community	48%	50%	69%

c. Top reasons for integrating the arts in high school subjects

A number of the top reasons to integrate the arts at the middle school level are also very convincing reasons to integrate at the high school level. The statements that are the most convincing reasons to integrate the arts in high schools:

- Teenagers will have the opportunity to demonstrate creativity (63%);
- It will help teenagers learn how to express themselves (56%);
- It will help teenagers gain a well-rounded education (55%); and
- It will help build teenagers' self-esteem (50%).

Reasons to Integrate the Arts in High Schools



Q28-Q36. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *high schools*. Please tell me if each is a very convincing, somewhat convincing, not very convincing or not at all convincing reason for schools to spend resources on integrating the arts into all subjects in the *high school* grades.

Opportunity to demonstrate creativity: As with integrating the arts at the middle school level, the idea that students will have the opportunity to demonstrate creativity is a “very convincing” reason to integrate the arts to more than six in ten Americans (63%). Those most likely to say this message is “very convincing:”

- Liberals (74%);
- African Americans (72%);
- Americans 18-29 years old (71%) and in their thirties (68%);
- Independents (70%);
- Those with household incomes of less than \$75,000, particularly those making less than \$25,000 (70%);
- Women (68%), particularly those under 50 years old (71%); and
- Residents of the South (68%).

Express themselves: A majority of the public also believes that the notion that arts integration will help students express themselves is a very convincing reason to support integrating the arts. This statement resonates best among:

- Liberals (65%);
- Women under 50 (65%);
- Americans 18-29 years old (64%) and in their thirties (61%);
- Those with household incomes of \$25,000 to \$49,000 (62%) and less than \$25,000 (61%);
- Independents (61%) and Democrats (61%); and
- African Americans (61%) and Hispanics (61%).

Well-rounded: The idea that arts integration can help develop well-rounded high school students is a very convincing reason, particularly among the following segments of the public:

- Teachers (66%);
- Liberals (63%);
- Democrats (61%) and independents (60%);
- Residents of the West (60%);
- Women under 50 years old (60%);
- African Americans (60%); and
- College graduates (60%).

Self-esteem: The idea that integrating the arts will help build teenagers' self-esteem receives support from certain segments of the public, including;

- Americans with household incomes of \$25,000 or less (62%);
- African Americans (60%);
- Americans with a high school degree or less (58%);
- Women over 50 years old (56%);
- Democrats (56%); and
- Family members of teachers (56%).

Top Reasons to Integrate the Arts in High Schools

Q30, 31, 28, 32: Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *high schools*. Please tell me if each is a very convincing reason for schools to spend resources on integrating the arts into all subjects in the *high school* grades.

% saying "very convincing"	Help Students Demonstrate Creativity	Help Students Express Themselves	Help Students Become Well- Rounded	Help Students Build Self- Esteem
Total	63%	56%	55%	50%
Male	57%	51%	51%	46%
Female	68%	60%	59%	54%
18-29	71%	64%	58%	52%
30-39	68%	61%	56%	52%
40-49	63%	53%	56%	47%
50-59	59%	50%	54%	50%
60+	60%	55%	54%	51%
Male<50	63%	53%	53%	47%
Male 50+	49%	50%	49%	44%
Female<50	71%	65%	60%	53%
Female 50+	68%	56%	59%	56%
<HS to HS	62%	57%	53%	58%
Some College	66%	59%	55%	47%
College Graduate	67%	54%	60%	47%
Graduate Work	58%	53%	55%	40%
Less than \$25,000	70%	61%	61%	62%
\$25,000-\$49,000	66%	62%	56%	54%
\$50,000-\$74,000	66%	55%	54%	47%
\$75,000+	59%	50%	56%	40%
White	62%	54%	54%	47%
African American	72%	61%	60%	60%
Hispanic	58%	61%	54%	54%
Northeast	64%	57%	57%	48%
South Atlantic	61%	55%	55%	49%
South	68%	57%	54%	54%
Midwest	55%	51%	50%	46%
West	67%	59%	60%	52%
Democrat	66%	61%	61%	56%
Republican	56%	47%	45%	43%
Independent	70%	61%	60%	51%
Liberal	74%	65%	63%	53%
Moderate	61%	58%	59%	53%
Conservative	58%	50%	49%	47%
Teachers	66%	58%	66%	48%
Teacher family member	63%	57%	57%	56%
Non-teacher family	62%	55%	53%	48%
Business community	68%	54%	60%	46%

d. Secondary reasons for integrating the arts into high school subjects

Other messages receive less support, including:

- It will help strengthen teenagers' social skills (46%); and
- It will help teenagers think more deeply and analyze subjects better (44%).

These messages resonate better among African Americans, those with a high school degree or less, those with household incomes of \$25,000 or less, Democrats and independents than any others.

- Strengthening students' social skills is a more convincing reason among Americans 60 years old and over, Hispanics, blue-collar workers, and residents of the West.
- The idea that teenagers will learn to think more deeply and analyze subjects better resonates better among Americans in their thirties, liberals, teachers, residents of the South Atlantic and South.

Secondary Reasons to Integrate the Arts in High Schools

Q28 and 33. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *high schools*. Please tell me if each is a very convincing reason for schools to spend resources on integrating the arts into all subjects in the *high school* grades.

% saying "very convincing"	Help Students Strengthen Social Skills	Help Students Think More Deeply
Total	46%	44%
Male	43%	43%
Female	48%	45%
18-29	46%	47%
30-39	44%	49%
40-49	47%	41%
50-59	40%	44%
60+	51%	42%
Male<50	44%	45%
Male 50+	41%	39%
Female<50	47%	46%
Female 50+	50%	45%
<HS to HS	54%	48%
Some College	43%	41%
College Graduate	44%	42%
Graduate Work	34%	44%
Less than \$25,000	57%	54%
\$25,000-\$49,000	50%	47%
\$50,000-\$74,000	43%	44%
\$75,000+	37%	37%
White	42%	41%
African American	60%	57%
Hispanic	52%	49%
Northeast	42%	41%
South Atlantic	46%	49%
South	46%	49%
Midwest	41%	35%
West	53%	47%
Democrat	48%	49%
Republican	38%	33%
Independent	50%	49%
Liberal	47%	50%
Moderate	49%	45%
Conservative	43%	40%
Teachers	45%	53%
Teacher family member	50%	45%
Non-teacher family	45%	42%
Blue-collar	51%	45%
White-collar workers	41%	38%
Professionals	44%	46%
Business community	58%	36%

e. Lesser reasons for integrating the arts in high school subjects

Three statements receive the least support:

- More teenagers will enjoy school and dropout rates will fall (37%);
- It will help teenagers get into college (37%); and
- It will help teenagers be more attractive to employers (30%).

These messages resonate better among African Americans, those with a high school degree or less, those with household incomes of \$25,000 or less, Democrats and independents than any others.

- Although the notion that integrating the arts will help students in *middle schools* enjoy school is a very convincing reason for a majority of the public, when this reason for integration is used in reference to *high schools*, it resonates less well.

Those who do feel this is a very convincing reason to integrate the arts at the high school level are disproportionately women over 50 years old, Hispanic, have household incomes between \$25,000 and \$49,000, liberal and residents of the South Atlantic.

- The statement that integrating the arts will help teenagers get into college resonates better among those in their sixties, blue-collar workers, and parents with children in high school.
- The statement that integrating the arts will make teenagers' more attractive to employers resonates better among Americans in their sixties; Hispanics, those making \$25,000 to \$49,000, blue-collar workers and city residents.

Lesser Reasons to Integrate the Arts in High Schools

Q35, 34, 36. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *high schools*. Please tell me if each is a very convincing reason for schools to spend more resources on integrating the arts into all subjects in the *high school* grades.

% saying "very convincing"	Help students to enjoy school	Help students get into colleges	More attractive for employers
Total	37%	37%	30%
Male	35%	34%	30%
Female	40%	39%	30%
18-29	36%	39%	33%
30-39	40%	32%	26%
40-49	36%	38%	32%
50-59	37%	29%	23%
60+	39%	44%	37%
Male<50	36%	35%	30%
Male 50+	33%	32%	30%
Female<50	39%	37%	30%
Female 50+	42%	42%	31%
<HS to HS	42%	41%	36%
Some college	37%	36%	29%
College graduate	34%	34%	26%
Graduate work	32%	31%	23%
Less than \$25,000	52%	50%	43%
\$25,000-\$49,000	42%	36%	36%
\$50,000-\$74,000	33%	33%	21%
\$75,000+	32%	34%	25%
White	34%	33%	25%
African American	52%	58%	47%
Hispanic	46%	38%	40%

Lesser Reasons to Integrate the Arts in High Schools (cont'd)

Q35, 34, 36. Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *high schools*. Please tell me if each is a very convincing reason for schools to spend more resources on integrating the arts into all subjects in the *high school* grades.

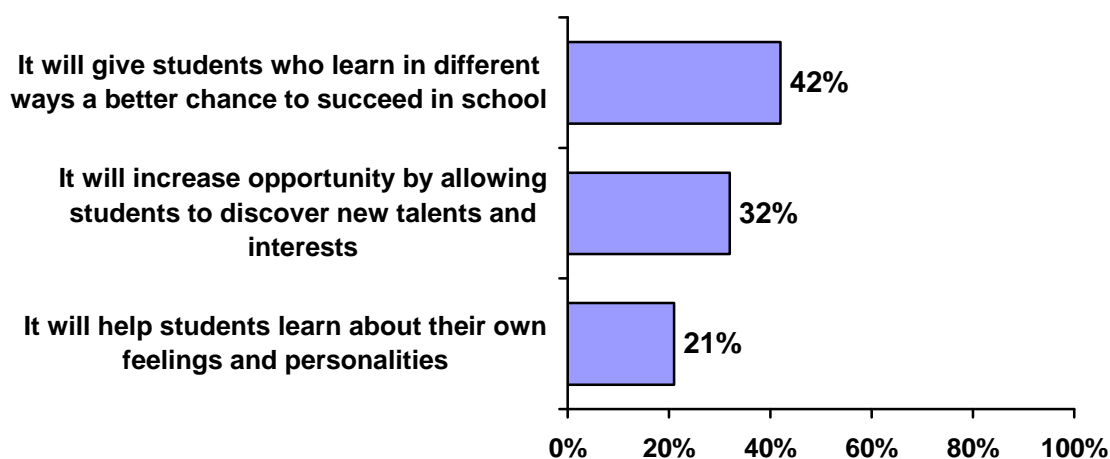
% saying "very convincing"	Help students to enjoy school	Help students get into colleges	More attractive for employers
Total	37%	37%	30%
Northeast	33%	33%	28%
South Atlantic	42%	37%	33%
South	40%	39%	33%
Midwest	33%	35%	28%
West	40%	39%	30%
Democrat	42%	43%	35%
Republican	30%	28%	22%
Independent	40%	40%	32%
Liberal	43%	40%	33%
Moderate	37%	39%	31%
Conservative	35%	33%	28%
Blue-collar workers	39%	40%	36%
White-collar workers	37%	33%	25%
Professionals	36%	36%	28%
Grades K-5 parents	36%	33%	26%
Grades 6-8 parents	36%	27%	20%
Grades 9-12 parents	38%	38%	28%
City	40%	38%	35%
Suburban	34%	33%	25%
Town	38%	34%	25%
Rural	36%	37%	28%
Teacher	32%	29%	27%
Business community	34%	35%	21%

f. Three broad reasons for support of arts integration

When given a choice of three broad reasons for supporting arts integration – that it helps students to a) discover new talents, b) improve chances to succeed in school, and c) learn about their own feelings – no single reason wins a majority and none of these prove predictive of a person supporting arts integration. The first two reasons, however, are more dominant than the third.

Forty-two percent of Americans choose the reason that integrating the arts “will give students who learn in different ways a better chance to succeed in school.” Thirty-two percent say integrating the arts in schools is important because “it will increase opportunity by allowing students to discover new talents and interests.” Only 21% say that arts integration is important because “it will help students learn about their own feelings and personalities.”

Three Broad Reasons For Support of Arts Integration



Q37. Which of the following reasons is the most important to you personally to spend resources on helping teachers use arts to teach academic subjects to students in grades K-12?: It will increase opportunity by allowing students to discover new talents and interests, or it will give students who learn in different ways a better chance to succeed in school, or it will help students learn about their own feelings and personalities.

A better chance to succeed in school: Americans who say integrating the arts will give students who learn in different ways a better chance to succeed in school are more likely to be:

- Teachers (56%);
- Professionals (53%);
- Upper educated (52% of Americans with graduate-level experience and 48% of those with college degrees);
- Parents with children in grades six through eight (51%) or kindergarten through five (50%);
- Those with household incomes of \$75,000 or more (50%);
- Under the age of 60, particularly those in their thirties (48%); and
- Parents of school-aged children (47%).

Discover new talents and interests: Hispanics (37%), are the most likely to believe that arts integration is important because it will increase opportunity by allowing students to discover new talents and interests.

Learn about feelings and personalities: Even though the idea that integrating the arts will help students learn about their feelings and personalities receives the least support overall, there are some interesting variations among Americans who believe this statement is the most important reason to spend resources integrating the arts. Members of the public who are more likely than others to identify with the statement on self-fulfillment are:

- Blue-collar workers (27%);
- Less educated (26% have a high school degree or less); and
- Lower income (26% have household incomes of less than \$25,000).

Reasons to Spend on Arts Education

Q37. Which of the following reasons is the most important to you personally to spend resources on helping teachers use arts to teach academic subjects to students in grades K-12?: It will increase opportunity by allowing students to discover new talents and interests, or It will give students who learn in different ways a better chance to succeed in school, or It will help students learn about their own feelings and personalities.

	Students who learn in different ways a better chance to succeed	Allow students to discover new talents and interests	Learn about their own feelings and personalities	DK/REF
Total	42%	32	21	5
Male	40%	31	23	6
Female	44%	33	19	4
18-29	45%	31	22	3
30-39	48%	30	20	2
40-49	46%	29	22	3
50-59	44%	35	18	3
60+	34%	34	20	12
Male <50	44%	29	24	2
Male 50+	36%	33	20	11
Female <50	49%	30	19	2
Female 50+	40%	36	18	5
< HS to HS	36%	31	26	6
Some college	41%	35	19	5
College graduate	48%	30	18	4
Graduate work	52%	32	12	4
Less than \$25,000	39%	31	26	4
\$25,000-\$49,000	42%	30	23	5
\$50,000-\$74,000	47%	33	16	4
\$75,000+	50%	33	14	4
White	43%	31	20	5
African American	43%	30	27	1
Hispanic	39%	37	23	1
Parents	47%	30	21	2
Non-Parents	40%	33	21	6
Grades K-5 parents	50%	31	18	2
Grades 6-8 parents	51%	22	23	4
Grades 9-12 parents	43%	34	22	2
Blue-collar workers	34%	32	27	7
White-collar workers	41%	33	21	5
Professionals	53%	30	13	4
Teachers	56%	28	12	5
Teacher family member	36%	34	23	6
Non-teacher family	42%	32	22	5
Business community	30%	45	19	6

In a related question, 62% of the public strongly agrees that one of a teacher's roles is to help draw out the individual in every child and 27% somewhat agree. Agreement with this statement is also highly predictive of a person supporting arts integration. Americans who agree with this statement include:

- Teachers (81%);
- Arts-active parents (77%) moderately arts-active parents (67%);
- Professionals (70%);
- Women (68% strongly agree), particularly those 50 and over (72%);
- Liberals (68%); and
- Those with household incomes between \$50,000 and \$74,000 (68%).

Drawing Out the Individual in Every Child

Q18. Do you agree or disagree with each of the following statements? (Do you agree/disagree strongly or somewhat?) One of the teacher's roles is to help draw out the individual in every child.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Total	62%	27	6	4
Male	56%	30	8	6
Female	68%	25	4	2
18-29	53%	36	8	3
30-39	65%	28	2	5
40-49	62%	26	7	4
50-59	67%	21	9	2
60+	64%	25	4	4
Male <50	55%	32	8	5
Male 50+	57%	28	8	5
Female <50	66%	27	4	2
Female 50+	72%	20	5	1
< HS to HS	57%	32	6	3
Some college	67%	24	5	3
College graduate	65%	23	7	4
Graduate work	65%	25	6	3
Less than \$25,000	59%	29	7	3
\$25,000-\$49,000	62%	30	5	2
\$50,000-\$74,000	68%	24	5	3
\$75,000+	63%	26	5	5
White	63%	27	6	3
African American	62%	30	3	4
Hispanic	52%	32	10	4
Liberal	68%	24	5	2
Moderate	64%	28	5	3
Conservative	58%	28	8	5
Teachers	81%	15	3	1
Teacher family member	56%	31	5	5
Non-teacher family	61%	28	6	4
Blue-collar workers	57%	31	5	5
White-collar workers	63%	25	8	2
Professionals	70%	22	4	4
Art-active parents	77%	15	4	5
Moderately arts-active parents	67%	23	7	3
Least arts-active parents	53%	32	7	4
Business community	63%	27	6	2

D. Special Audiences

The issue of arts integration is not one that attracts strong opposition from any group in the population. The main challenge for advocates is to transform soft support into active support. In this process, it is helpful to know: 1) which groups will be the easiest to mobilize and therefore the initial targets of a message campaign; 2) which groups start with lower levels of support but can be converted with information; and 3) which groups will be the most difficult to recruit.

Analysis of the attitudes of a number of subgroups within the population will help us to identify targets for communication and promotes a fuller understanding of the parts of public opinion that constitute the whole. For each of these groups, we present what distinguishes them demographically and attitudinally and by their message identity. This section examines seven groups:

- Core supporters
- Converts
- Difficult recruits
- Arts-active parents
- Community activists
- The business community
- Geographic distinctions

1. Core Supporters

Core supporters are those Americans who are most likely to support integrating the arts into education, even before hearing educational information regarding integration.

a. Demographics

Core supporters comprise 46% of Americans overall. The following groups are particularly likely to be core supporters:

- Arts-active parents (60%);
- Teachers (57%);
- Liberals (56%) and independents (54%);
- Those with higher levels of education (college graduates, 54% and those with graduate-level experience, 56%);
- Young women (53%); and
- Professionals (53%).

Additionally, regression analysis shows that being an arts-active parent, being liberal and having higher levels of education are particularly strong predictors of an individual being a core supporter.

b. Attitudes

The survey identifies key attitudes that are widely held by the core supporters and highly predictive of a person being a core supporter.

- Disagreement with the assertion that if teachers change lesson plans to include arts or music exercises it will take too much time away from teaching the core curriculum.
- Disagreement with the statement that integrating arts into other classes will distract students and teachers from preparing for standardized tests.

c. Messages

Overall, cross tab analysis shows that majorities of those who offer initial support for integrating the arts find the reasons given to integrate the arts in middle and high school very convincing.

Regression analysis also shows that agreement with certain messages predicts being a core supporter, including:

Themes:

- Schools should nurture the whole child by integrating the arts into teaching; and
- Integrating the arts will help teenagers gain a well-rounded education.

Messages supporting the theme:

- Integration will help increase opportunity by allowing students to discover new talents and interests.

2. Converts

Converts are those Americans who at the beginning of the survey think integrating the arts should be a middle, low or very low priority, or who do not know how or refuse to rate arts integration, but when they were asked the question a second time at the end of the survey, they believe integrating the arts should be an extremely high or high priority.

a. Demographics

Overall, nearly two in ten (19%) Americans are Converts. Disproportionate percentages of the following groups are Converts:

- African Americans (30%)
- Hispanics (24%);
- Older Americans (24% are 60 years old or older);
- Moderately arts-active parents (24%);
- Less educated Americans (23% have a high school degree or less);

b. Attitudes

Converts are more likely to worry that teachers will need a lot of additional training than are Americans as a whole, but that does not hold them back from potentially supporting arts integration.

They need to hear a strong case that the arts serve to educate the whole child and that arts education does not take away time from teaching core subjects.

c. Messages

Converts are particularly likely to believe that arts integration:

Themes:

- Will allow schools to nurture the whole child; and
- Will help teens gain a more well-rounded education.

Messages supporting the theme:

- Will keep students interested and help them to learn more; and
- Will give high school students the opportunity to demonstrate creativity.

d. African Americans and Hispanics

African Americans and Hispanics are two large subgroups within the Converts that deserve special attention. When first asked how high a priority they would give to integrating the arts throughout the learning process, African Americans are similar to the rest of the nation, while Hispanics are among the least likely to support arts integration. At the end of the survey, African Americans show considerably more support for arts integration (71% say integrating the arts should be an extremely high or high priority). Whites (55%) and Hispanics (55%) are near the national average of (57%).

African Americans and Hispanics view the potential barriers to integrating the arts – including the possible need for additional teacher training, the amount of time required to include exercises in the arts, and that students will be distracted – somewhat differently than the public.

- African Americans and Hispanics are more likely than the public as a whole to worry that high school teachers will need a lot of additional training in order to integrate the arts (72% of African Americans and 71% of Hispanics, compared to 60% of the public); and that
- Hispanics disproportionately believe that changing lesson plans to include arts or music exercises will take too much time away from teaching the core curriculum (44%, compared to 36% of African Americans and 35% of the public). These worries are overcome by the value of nurturing the whole child.

3. Difficult recruits

In order to determine which segments of the public are most likely to oppose integrating the arts throughout the learning process, we examined the members of the public who say integrating the arts should be a low or extremely low priority at the end of the survey.

a. Demographics

The most difficult Americans to recruit comprise 12% of the population; some demographic groups have higher percentages of those most difficult to recruit:

- Older men (20% of men age 50 and older);
- Caucasians (13%);
- Non-parents (13%) and the least arts-active parents (13%);
- Conservatives (16%) and Republicans (16%);
- Midwesterners (16%); and
- Suburban (16%) and rural (15%) residents.

b. Attitudes

This group worries less about teacher training and more about taking time away from the core curriculum and preparing for standardized tests. These Americans want schools to focus on the basics and they are not likely to place a high priority on arts generally.

c. Messages

Messages supporting the themes:

The difficult recruits are among the least likely Americans to find the reasons to integrate arts into middle schools and high schools convincing.

4. Arts-active parents

“Arts-active parents” are a subset of parents that engage in nine or more arts related activities with their children in a year. These parents exhibit several differences from other parents and non-parents.

a. Demographics

Thirty-two percent of mothers and fathers are arts-active parents. Among parents, particular subgroups are disproportionately arts-active parents. For instance:

- Professionals (48% are arts-active parents);
- Community activist parents (46% are arts-active parents);
- Parents of children in grades six through eight (44% are arts-active parents);
- Liberal parents (41% are arts-active parents); and
- Those with incomes of \$75,000 or more (40% are arts-active parents).

b. Attitudes

Arts-active parents are less likely to be bothered by some of the prospective hurdles to implementing arts integrated education:

- They worry less than others that arts integration will take too much time away from teaching the core curriculum or about the need to focus on teaching students the basic subjects.

c. Messages

Arts-active parents respond well to the themes and reasons to integrate the arts.

Themes:

- Schools should nurture the whole child by integrating the arts.
- The arts will help students gain a well-rounded education.

Messages supporting the theme:

- Integrating the arts will give middle school students the opportunity to demonstrate creativity, become well-rounded and help students retain knowledge.
- One of the teacher's roles is to help draw out the individual in every child' and
- Arts integration will give students who learn in different ways a better chance to succeed in school.

The views of arts-active parents concerning reasons to integrate the arts at the high school level closely mirror the views of the public.

5. Community Activists

“Community activists” are the 40% of Americans who engage in three or more of the following activities in a year including: writing a letter to an editor of a magazine or a newspaper; writing or talking to a public official about an issue of concern; attending a political meeting, convention, or fundraising event; attending a meeting, talk, or discussion group, related to community issues; performing volunteer work for a charitable or political organization; participating in a demonstration; or signing a petition.

a. Demographics

This subgroup tends to be:

- Higher educated (76% with some college or more);
- White-collar workers (67%);
- Upper income (56% household income over \$50,000);
- Men (53%);
- Parents (47%), particularly arts-active parents (46%); and
- Conservatives (42%).

b. Attitudes

Community activists generally have similar views to the public as a whole, however:

- These community activists are less worried than others that integrating the arts will take too much time from teaching the core curriculum.

c. Messages

A number of messages and broad themes regarding integrating the arts resonate well with community activists:

- One of the teacher's roles is to draw out the individual in every child;
- Arts help to provide an education that nurtures the whole child; and
- Teenagers will gain a well-rounded education.

Community activists view the reasons to integrate the arts in middle school and high school much like the rest of the public.

6. The Business Community

This section will identify the opinions and particular differences between the business community and the public. We define the business community according to how survey respondents describe their employment. The survey classifies the business community as those who are business owners or working in white-collar, managerial or sales jobs.

a. Demographics

Those defined as the business community are:

- College educated (24%);
- In households with incomes of \$75,000 or more (22%);
- Suburban residents (22%);
- Living in the South Atlantic (20%); and
- Republican (19%).

b. Attitudes

The business community supports arts integration in about the same proportions as the public as a whole. Forty-six percent of the nation gives a high priority to arts integration, compared to 43% of the business community.

c. Messages

There are more slight, but interesting differences in attitudes of the business community that relate to messages on arts integration.

The business community is more likely than the public as a whole to value arts integration for high school students because it will:

- Help teenagers gain a well-rounded education; and
- Give teenagers the opportunity to demonstrate creativity.

The business community is less likely to agree than the public as a whole that integrating the arts is a good idea because it will:

- Strengthen high school students' social skills;
- Build high school students' self-esteem;
- Help high school students to think and analyze more deeply; and
- Help students be more attractive to employers.

7. Geographic distinctions

In this section of the report we look at regional differences among residents of the Northeast, South, South Atlantic, Midwest and West, and differences between residents in various types of communities – cities, small towns, suburban and rural areas.

a. Demographic change in attitudes about importance of arts in education

When queried at the beginning of the survey, regional and community differences were not evident in regard to how high a priority Americans place on integrating the arts throughout the learning process. However, by the end of the questioning when respondents have been given additional information, support comes disproportionately from:

- Residents of the West (63%); and
- City residents (62%).

b. Other attitudinal differences by geography

- Residents of the West are the least worried that changing lesson plans to include arts or music exercises will take too much time away from teaching the core curriculum.
- Residents of the South and the West are least likely to worry about needing a lot of teacher training for arts integration.

c. Messages

The themes of nurturing the whole child and giving students a well-rounded education resonate across all regions of the country. Geographic distinctions among messages that support the ideas in these themes include these:

In the South:

- The teacher's role is to help draw out the individual in every child; and
- It will help high school students think more deeply and analyze subjects better.

In the South Atlantic region:

- It will help middle school students retain knowledge by connecting to different parts of their brains; and
- It will help high school students think more deeply and analyze subjects better.

In the West:

- It will help middle school students enjoy school;
- It will give middle school students the opportunity to demonstrate creativity;
- It will help strengthen high school students' social skills; and
- It will help high school students get a more well-rounded education.

In the Midwest:

- There is less belief that arts integration will give the opportunity for middle and high school students to demonstrate creativity.

IV. Recommendations

The findings from the survey and focus groups point to specific messages, themes, and audiences that inform a communications strategy for advancing arts integration in schools.

1. Communications must make the case that arts integration is possible in the current climate.

Advocates of arts education and integration start from the high ground of communicating on a topic that most people believe is very important – the inclusion of the arts in a child’s education. Little or no time or effort needs to be spent convincing people of the importance of art and music as an integral part of school curriculum.

Instead, the communications challenge is to convince school principals, superintendents and policymakers that integrating the arts is feasible, and to convince parents and teachers that it is possible to win over the school administrators. The message from most of the groups has been that schools should have more arts included, but they dismiss the possibility of more arts inclusion as a futile attempt to swim upstream against the tide of more testing, memorization, standardization.

All audiences must be persuaded that it is *possible* to find the time and resources to broaden arts education, even in the seemingly hostile atmosphere of the No Child Left Behind Act.

2. Communicate about more arts generally.

A discussion of the process and technical features of arts integration limits the ability of messengers to excite and mobilize parents. They view arts integration as an interconnected part of arts education, not as a separate program. Parents simply want more arts and music education in many forms, throughout the curriculum in order to provide their children with well-rounded educations.

An effort to motivate parents to demand more arts will be more successful by reminding parents why they value arts education rather than educating them about the grammatic details of arts integration.

3. A well-rounded education is key.

Characterize arts integration as *more* arts and music opportunities throughout the entire school experience. Including the arts across subjects is beneficial to students because it will educate the whole child and create well-rounded students. Reiterate that the arts do not compete with the core curriculum but they act to enrich it. Americans believe the arts contribute to leading a well-rounded life as well as a well-rounded education. Demonstrate that in the same way that the arts enhance individuals' lives, they will also enhance the teaching and learning of the core curriculum.

Frame arts and music as being a part of a well-rounded education.

4. Do not rely heavily on utilitarian arguments.

Utilitarian messages, such as the idea that the arts experience makes students more attractive to employers, generate agreement but less intensity from the public. Americans view the arts as a way to provide a more well-rounded education, but not necessarily as the path to a better job.

Describe the value of arts in school to enable students to live fuller, better lives not just land a better job or college admission.

5. Appeal to the public's dislike of high stakes testing.

Across the country, parents, teachers and others are expressing their feelings that high stakes testing in schools is harming students, teaching and learning. At the same time, they see schools losing arts programs that they value.

Linking these two trends and using the backlash against high stakes testing to push a pro-arts agenda will mobilize parents, teachers and others around a cause that promotes more arts throughout the curriculum in order to create a well-rounded, creative student instead of a student groomed to pass a standardized test.

Communicate the idea that children are not one-dimensional, so their education should not be one-dimensional. It should nurture the whole child.

6. Targeting

For all the target audiences identified in the survey, the overarching theme of communications should be that schools need more emphasis on arts throughout the curriculum to “educate the whole child” and “nurture the whole child.”

Other secondary themes resonate strongly to different groups. Three groups which are the most likely to be immediately supportive of efforts to enhance arts in the curriculum – who show up in our Core Supporters group – are: arts-active parents and teachers. Another group, the Converts – specifically African Americans and Hispanics – are important targets because they can be persuaded to support arts integration strongly even though they do not start out as big enthusiasts.

1. Arts-active parents

As we detailed in the previous chapter, arts-active parents are those parents who engage in nine to twelve arts-related activities with their children in a year.

a. Demographics

Arts-active parents are disproportionately:

- Professionals (including teachers);
- Active in their communities;
- Liberal; and
- Upper income.

b. Secondary messages

A wide range of messages and themes resonate with these parents and any number of them can be used to communicate with this audience; however, those that resonate particularly well maintain that:

- Integrating the arts will give middle and high school students the opportunity to demonstrate creativity;
- Arts integration will help middle and high school students become well-rounded;
- Integrating will help high school students learn how to express themselves;
- Arts integration will help middle school students retain knowledge;
- One of the teacher's roles is to help draw out the individual in every child; and
- Arts integration will give students who learn in different ways a better chance to succeed in school.

c. Outreach

There are several ways to get in touch with arts-active parents and bring the benefits of arts integration to the top of their minds. One approach would be to take the message to the arts and music events they attend with their children.

Possible venues and events to reach out to arts-active parents:

- Bookstores;
- Programs held at libraries;
- Museums;
- Cultural events;
- Music shops;
- Movie theaters;
- Baby stores;
- Publications geared toward parents;
- School events and meetings;
- Sporting goods stores;
- School sporting events; and
- Social and community events.

2. Teachers

Teachers and arts-active parents overlap demographically and attitudinally since many arts-active parents are teachers. However, teachers are even more supportive overall of some particular themes and messages than arts-active parents.

a. Secondary messages

Teachers are particularly likely to believe that:

- Integrating the arts will give middle and high school students an opportunity to demonstrate creativity;
- Arts integration will help middle and high school students to become well-rounded;
- Arts integration will help middle school students retain knowledge by connecting to different parts of their brains;
- Integrating the arts will help high school students learn how to express themselves;
- Arts integration will give students who learn in different ways a better chance to succeed in school; and
- One of the teacher's roles is to help draw out the individual in every child.

One additional message resonates well with teachers while support from arts-active parents mirrors the nation.

- Integrating the arts will help high school students think more deeply.

b. Outreach

Teachers can be reached through a variety of communications tools including:

- Education publications;
- Professional development and teacher training workshops; and
- Meetings and events at schools.

The same outreach aimed at arts-active parents described above will undoubtedly reach teachers also – including those who are arts-active parents and those who are not – particularly at school events, school sporting events and sporting goods stores.

3. The Converts: African Americans and Hispanics

Two groups of Americans – African Americans and Hispanics – are likely to be somewhat reluctant to support arts integration at the outset, but after receiving more information, move in large numbers in favor of arts integration.

a. Secondary messages

Target messages for African Americans and Hispanics are similar to those for the parents and teachers, with a few additions.

Among African Americans, top messages are those asserting that integrating the arts will:

- Give middle and high school students the opportunity to demonstrate creativity;
- Help middle and high school students learn how to express themselves;
- Help build middle and high school students' self-esteem;
- Help high school students to become well-rounded; and
- Strengthen high school students' social skills.

Disproportionately fewer Hispanics than African Americans find certain messages very convincing. Hispanics offer considerably less support of the ideas that schools should integrate the arts in order to “nurture the whole child,” and one of the teacher’s roles is to draw out the individual in every child.

Although they offer a lesser degree of support than African Americans, these messages still resonate well among Hispanics:

- Gives middle and high school students the opportunity to demonstrate creativity;
- Help middle and high school students learn how to express themselves;
- More middle school students enjoy school;
- Help high school students to become well-rounded; and

- Help build high school students' self-esteem.

b. Outreach

The communications outreach for these groups will be similar to those for parents and teachers, with a few modifications.

Communications targeted at African Americans and Hispanics can utilize:

- Schools;
- Churches;
- Social events;
- Sporting events;
- Events at community centers; and
- Street fairs.

**Appendix A:
Questionnaire with Response
Totals**

National Survey on the Arts for the Ford Foundation

Interviewing conducted April 11 through April 20, 2005.

N = 916 adults 18 years old and older,
with an oversample of 152 K-12 parents,
weighted down to their proper proportions.

Margin of sampling error is ± 3 percentage points.

Percents may add to 99% or 101% due to rounding.

* indicates less than 1%, -- indicates zero

Hello, my name is ___ and I am an interviewer with _____. We are conducting a public opinion survey about communities and education. Your telephone number was selected at random. We are not selling anything. [MAIN: May I please speak to the person 18 years old or older in your household who had a birthday most recently?/OVERSAMPLE: May I please speak to the parent in your household who had a birthday most recently?]

Q1. First, which of these do you think is the biggest need facing the community you live in? Is it improving the economy and jobs, improving the public schools, reducing crime, improving health care, or lowering taxes?	ECONOMY AND JOBS	29%
	SCHOOLS	28
	CRIME	8
	HEALTH CARE	12
	LOWERING TAXES	19
	DK/REF	4

Q2. How would you grade the schools in your community overall: A, B, C, D, or F?	A	19%
	B	39
	C	24
	D	6
	F	3
	DK/REF	9

What priority would you give each of the following subjects or activities for schools in your state on a scale of one to 10, where 10 is an extremely high priority and one means an extremely low priority. You can choose any number between one and 10. [RANDOMIZE Q3-Q9]

	Mean	% Answering 7-10	DK/REF
Q3. Mathematics and science	8.31	83%	1
Q4. Foreign language	6.31	48%	2
Q5. Preparing for standardized tests	6.71	56%	2
Q6. English and history	8.01	79%	1
Q7. Arts and music	6.87	60%	1
Q8. Computer skills	8.07	79%	1
Q9. Athletics	6.51	52%	1

Q10. At which grade levels do you think it is more important to include teaching about arts and music in schools: in elementary school, or in middle school or in high school?	ELEMENTARY SCHOOL	58%
	MIDDLE SCHOOL	24
	HIGH SCHOOL	8
	(VOL.) EACH GRADE LEVEL	10
	DK/REF	1

In your opinion, is there too much emphasis, too little emphasis, or just the right amount of emphasis on arts and music...

	Too Much	Too Little	Right Amount	DK/REF
Q11. ... in the elementary schools in your community?	5%	48	36	11
Q12. What about in the middle schools in your community?	3%	39	39	19
Q13. What about in the high schools in your community?	6%	36	41	17

Q14. Schools have many needs and not all of them can be given full attention and funding. Compared to other needs, how high a priority would you give to integrating the arts throughout the learning process – that is having separate classes in arts and music in addition to having the arts, such as music, dance, drawing, poetry, or some other expressions of creativity as part of the learning experience in all subject areas? Would you give integrating the arts an extremely high, a high, middle, low or very low priority?	EXTREMELY HIGH	12%
	HIGH	34
	MIDDLE	40
	LOW	10
	VERY LOW PRIORITY	3
	DK/REF	1

I'm going to read you some sets of statements. You may not completely agree with either one, but please tell me which one comes closest to your view.
 [ROTATE TEXT OF STATEMENTS, BUT NOT "STATEMENT A/B"]

Q15. Statement A) says including arts and music experiences in the teaching of other subjects like history, English, science and math in high school should not require much additional teacher training. Or. Statement B) says high school teachers will need a lot of additional training to learn how to include artistic experiences in their subject areas.	NOT MUCH ADDITIONAL	33%
	A LOT OF ADDITIONAL	63
	DK/REF	4

Q16. Here's another set: Statement A) says schools should nurture the whole child by integrating the arts into teaching. Or. Statement B) says schools today need to focus on teaching students the basic subjects rather than trying to include arts as well.	INTEGRATING ARTS	68%
	FOCUS ON BASICS	30
	DK/REF	2

Q17. Here's another set: Statement A) says integrating the arts into other subjects, such as science and language, will keep students interested and help them to learn more which will help them do better on standardized tests. Or. Statement B) says trying to integrate the arts into other classes will distract students and teachers from preparing students for standardized tests.	KEEP INTERESTED	77%
	DISTRACTS FROM TESTS	20
	DK/REF	4

Do you agree or disagree with each of the following statements? (Do you agree/disagree strongly or somewhat?) [RANDOMIZE Q18-Q19]

	Strongly Agree	Smwt Agree	Smwt Disagree	Strongly Disagree	DK/REF
Q18. One of the teacher's roles is to help draw out the individual in every child.	62%	27	6	4	1
Q19. If teachers start changing lesson plans to include arts or music exercises, it will take too much time away from teaching the core curriculum.	15%	20	35	27	3

Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *middle schools*. Please tell me if each is a very convincing, somewhat convincing, not very convincing or not at all convincing reason for schools to spend resources on integrating the arts into all subjects in the *middle school* grades. [RANDOMIZE Q20-Q27]

	Very Convincing	Smwt Convincing	Not very convincing	Not at all convincing	DK/REF
Q20. It will help students to become well-rounded.	58%	33	4	4	1
Q21. It will help students retain knowledge by connecting to different parts of their brains.	51%	33	8	5	3
Q22. It will strengthen students' social skills.	49%	36	8	6	1
Q23. It will give students an opportunity to demonstrate creativity.	67%	27	3	2	*
Q24. Students will learn how to express themselves.	58%	32	5	4	1

	Very Convincing	Smwt Convincing	Not very convincing	Not at all convincing	DK/REF
Q25. It will help build students' self-esteem.	53%	33	7	5	1
Q26. It will help students enjoy school.	56%	32	7	4	1
Q27. It will expand ways for students and teachers to communicate knowledge about core subjects.	39%	44	9	6	2

Here are some reasons people have given for having arts and music classes and integrating the arts into other subjects such as history, math, science, and literature in *high schools*. Please tell me if each is a very convincing, somewhat convincing, not very convincing or not at all convincing reason for schools to spend resources on integrating the arts into all subjects in the *high school* grades. [RANDOMIZE Q28-Q36]

	Very Convincing	Smwt Convincing	Not very convincing	Not at all convincing	DK/REF
Q28. It will help teenagers gain a well-rounded education.	55%	35	5	4	*
Q28. It will help strengthen teenagers' social skills.	46%	39	10	5	1
Q30. Teenagers will have the opportunity to demonstrate creativity.	63%	30	4	2	*
Q31. It will help teenagers learn how to express themselves.	56%	34	6	3	*
Q32. It will help build teenagers' self-esteem.	50%	36	8	5	1
Q33. It will help teenagers think more deeply and analyze subjects better.	44%	38	11	7	1
Q34. It will help teenagers get into college.	37%	39	15	8	1
Q35. More teenagers will enjoy school and drop out rates will fall.	37%	38	13	9	2
Q36. It will help teenagers be more attractive to employers.	30%	39	19	11	1

Q37. Which of the following reasons is the most important to you personally to spend resources on helping teachers use arts to teach academic subjects to students in grades K-12? [RANDOMIZE CODES]	It will increase opportunity by allowing students to discover new talents and interests	32%
	It will give students who learn in different ways a better chance to succeed in school	42
	It will help students learn about their own feelings and personalities.	21
	DK/REF	5

Q38. Which one of these four short phrases describes why integrating the arts into teaching is valuable. Because it... : [RANDOMIZE CODES]	Inspires creativity	22%
	Encourages learning	15
	Broadens knowledge	18
	Educates the whole child	41
	DK	4

Q39. Schools have many needs and not all of them can be given full attention and funding. Compared to other needs, how high a priority would you give to integrating the arts throughout the learning process - that is having separate classes in arts and music in addition to having the arts, such as music, dance, drawing, poetry, or some other expressions of creativity as part of the learning experience in all subject areas? Would you give integrating the arts an extremely high, a high, middle, low or very low priority?	EXTREMELY HIGH	17%
	HIGH	41
	MIDDLE	30
	LOW	7
	VERY LOW PRIORITY	5
	DK/REF	1

Now I have a few questions about you.

Q40. Do you have any children under the age of 20?	YES	39%
	NO	60
	DK/REF	*

Q41. [IF YES, KIDS UNDER 20; N=511] Do you have any children that are in school in grades nine through 12? How about grades six through eight? Kindergarten through fifth grade? Do you have any children younger than that? [MULTIPLE RESPONSE]	9 - 12	33%
	6 - 8	27
	KINDERGARTEN - 5	41
	YOUNGER THAN K	41
	DK/REF	1

Q42. [IF KIDS IN K-12; N=410] Are any of your children currently in public school, parochial school, independent private school or home schooled? [MULTIPLE RESPONSE]	PUBLIC	88%
	PAROCIAL	5
	INDEPENDENT PRIVATE	8
	HOME SCHOOLED	3
	DK/REF	1

[IF KIDS IN K-12; N=410] In the last 12 months, have you done any of the following with your children...? (IF YES, HAVE DONE WITH CHILDREN: Have you done that frequently, every now and then, or not very much?)

	Yes, Frequently	Yes, now and then	Yes, not very much	No	DK/REF
Q43. Gone out to see a movie	38%	38	9	16	--
Q44. Listened to music at home	84%	10	3	2	1
Q45. Attended a symphony, opera, rock, jazz, or other music performance	14%	29	11	45	*
Q46. Attended a play, a musical, or other dramatic works	19%	33	14	34	*
Q47. Attended a ballet, or other style of dance performance	7%	16	13	63	*
Q48. Gone to an art festival or craft fair	15%	30	14	40	*
Q49. Read a novel, short stories, non-fiction or poetry	55%	21	5	19	*
Q50. Played a musical instrument, sung in a group or choir, or taken part in dance	39%	15	7	38	1
Q51. Done any drawing, painting, pottery, photography, or other artistic projects	47%	26	8	19	*
Q52. Done any sewing, knitting, or other craft projects	26%	23	8	43	*
Q53. Visited an art museum or gallery	10%	24	14	50	*
Q54. Visited museums other than art museums	12%	32	12	44	--

In the last 12 months, have you done any of the following?

	Yes	No	DK/REF
Q55. Written a letter to an editor of a magazine or a newspaper?	14%	85	1
Q56. Written to or talked to a public official about an issue of concern to you?	36%	62	1
Q57. Attended a political meeting, convention, or fundraising event?	31%	68	1
Q58. Attended a meeting, talk, or discussion group, related to community issues?	40%	59	1
Q59. Performed volunteer work for a charitable or political organization?	51%	48	1
Q60. Participated in a demonstration?	9%	90	1
Q61. Signed a petition?	35%	64	1
<hr/>			
Q62. What was the last grade of school you yourself completed?	<HIGH SCHOOL		8%
	HIGH SCHOOL		28
	SOME COLLEGE		27
	COLLEGE GRAD		19
	GRADUATE WORK		16
	DK/REF		1
<hr/>			
Q63. Are you or anyone in your immediate family a school teacher?	YES, I AM		9%
	YES, FAMILY MEMBER		20
	YES, BOTH		2
	NO		68
	DK/REF		1
<hr/>			
Q64. What is your occupation? [IF RETIRED/UNEMPLOYED/DISABLED] What <u>was</u> your occupation?	PROFESSIONAL WHITE-COLLAR		29%
	MANAGERIAL WHITE-COLLAR		5
	TECHNICAL WHITE-COLLAR		6
	SALES WHITE-COLLAR		7
	CLERICAL WHITE-COLLAR		9
	SKILLED BLUE-COLLAR		13
	UNSKILLED BLUE-COLLAR		14
	HOUSEWIFE/HOMEMAKER		10
	STUDENT		3
	DISABLED		*
	DK/REF		4

Q65. In terms of your political outlook, do you usually think of yourself as: [REVERSE ORDER] very conservative, somewhat conservative, middle of the road, somewhat liberal, or very liberal?	VERY CONSERVATIVE	15%
	SMWT CONSERVATIVE	27
	MIDDLE OF THE ROAD	28
	SOMEWHAT LIBERAL	19
	VERY LIBERAL	8
	DK/REF	5

Q66. Do you consider yourself to be [ROTATE DEM AND REP] a Democrat, a Republican, an independent, or something else?	DEMOCRAT	33%
	REPUBLICAN	28
	INDEPENDENT	26
	SOMETHING ELSE	3
	DK/REF	10

Q67. In what year were you born? [IF "DK"/"REF"] Are you between:	18 to 24 years	7%
	25 to 34 years	18
	35 to 44 years	19
	45 to 54 years	20
	55 to 64 years	14
	65 years or more	20
	DK/REF	2

Q68. Would you say you are white, black or African American, Hispanic or Latino(a), Asian or Pacific Islander, Native American, or something else?	WHITE	74%
	BLACK	10
	HISPANIC	9
	ASIAN	3
	SOMETHING ELSE	2
	DK/REF	3

Q69. Stop me when I come to the category in which your total HOUSEHOLD INCOME fell before taxes in 2004. Your best estimate is fine.	Less than \$25,000	17%
	\$25,000-\$49,000	24
	\$50,000-\$74,000	22
	\$75,000-\$99,000	11
	More than \$100,000	11
	DK/REF	15

Q70. Which of the following best describes the place where you live: a large city, a small city, a suburb of a city, a town, or a rural area?	LARGE CITY	19%
	SMALL CITY	24
	SUBURB	19
	TOWN	18
	RURAL	17
	DK/REF	3

Gender	MALE	47%
	FEMALE	53

Region	Northeast	19%
	South Atlantic	20
	Deep South	17
	Midwest	23
	West	22
