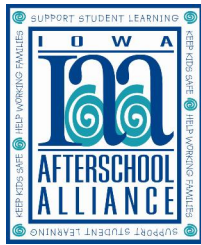


Report to the Governor and General Assembly on the Status of Out-of School Arts Programming for Youth



Submitted by the Iowa Arts Council
Iowa Department of Cultural Affairs
December 2006

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Introduction by Representative Helen Miller



I am a passionate believer in the arts. I am especially passionate about the potential for the arts to change lives. I have seen it happen time and again, and often in the context of a school or community program that gives a student the chance to find his or her voice, to express what cannot be said in mere words, to stretch wings and make connections and learn about the world. I want this for all of Iowa's children. Some of it can and does happen during the school day, and for some fortunate children, it happens at home as well. But are we doing enough?

I sponsored the legislation (House File 2797) that led to this report because I wanted to know, and I wanted my fellow legislators to know, what kind of out-of-school arts-based programming exists in Iowa right now. You will read in this report that such programming does exist. You will also see that it varies enormously – as it should, to be responsive to local needs – in terms of what is offered, who offers it, and what content is there.

I'm thankful to have this report in hand, but it does raise some questions. Why are so few programs targeted to middle- and high-schoolers? How can we improve access to these programs (a constant problem for afterschool programs in general) when so many students face very real transportation issues that prevent them from participation? How can we improve both the quality and the intensity of the arts learning for students when there are so few models and resources out there for the program providers? How can we track the success of these programs when so little coordinated information exists?

This report is a beginning. I am eager to do more. All Iowa school children deserve the best that we can offer to them as they grow and learn to be involved, creative citizens. The arts must be part of that growing and learning. I hope we can open the way for all school age children in Iowa to experience the benefits provided by arts education and enrichment activities, and will seek to address that goal during the upcoming session.

Representative Helen Miller
Iowa House District 49

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Introduction by Anita Walker, Director, Iowa Department of Cultural Affairs



When a child participates in the arts, amazing things happen. An arts experience opens the door to creative thinking skills and the development of an innovative mind. And there is powerful data showing that people who participate in the arts participate more in a wealth of civic activities. They volunteer more, are more physically active, use drugs less and are more successful in school.

As parents work longer and harder, children must often cope with long, unsupervised hours after school. Drama clubs, arts camps and dance classes are not only an antidote to the inevitable consequences of idle time, but they excite, enrich and engage young minds and bodies.

The Iowa Arts Council is pleased to partner with the Iowa Afterschool Alliance in this initial study of after school arts opportunities for children in Iowa. While additional research will tell us more, we do know that there is uneven access to arts programming outside the school day, and there is a need for support for these programs to make sure that they are sustainable and of high quality.

We also know that Iowa's non-profit cultural organizations are a tremendous resource for after school and summertime creative activities for kids.

The Iowa Arts Council thanks the General Assembly for the opportunity to begin to explore this important issue. We are eager to continue to develop a plan to ensure that all Iowa children have the chance to participate in a quality arts experience after school.

Executive Summary

Research shows that parents' work weeks outlast their children's school weeks by up to 25 hours, and Iowa has one of the nation's highest rates of parent participation in the workforce. In most households, both parents work. Arts enrichment programming is a major component of available out-of-school time opportunities for youth in Iowa. According to "Uncertain Times: Funding Insecurity Puts Afterschool Programs at Risk," a national web-based survey, 87% of afterschool programs in Iowa offer art, music, and/or cultural activities to youth.

In the 2006 Iowa General Assembly, House File 2797 called for a study on the status of afterschool arts programs and appropriated \$5,000 for the study. In accordance with the legislation, the Iowa Arts Council, who received the charge, contracted with the Iowa Afterschool Alliance to form a Resource Group of out-of-school arts providers and experts to develop and oversee the study, review its results, and make recommendations for the expansion of arts programs that operate outside the normal school day. As a part of its charge in HF 2797, the Iowa Arts Council also documented a sampling of out-of-school arts programs statewide. Five are featured in this report.

An electronic survey was developed in collaboration with the Resource Group and disseminated to a number of professional organizations in order to reach out-of-school arts providers and afterschool programs that provide arts activities. Available for one month, the survey had 109 respondents. While a comprehensive database of afterschool programs does not exist, the national Afterschool Alliance recently released Iowa-specific data based on only 62 respondents. The Iowa Afterschool Alliance has 64 programs registered in its database. The survey gathered basic demographic data on providers, information about access and availability of programs, data and quality assessment, and staffing and instruction.

Highlights of the data include:

- 37.4% of respondents are community-based non-profits, and 25.2% identify as a school-based before or afterschool program.
- Across the state, parents bear the cost of about 60% of out-of-school arts programming for their children. School districts are another primary source of funding.
- Programs tend not to use a formal curriculum, but many offer instruction by trained arts staff (whose training may or may not extend to an arts teaching degree).
- The art forms most frequently offered are music and crafts.
- High school students are about half as likely to receive out-of-school arts programming as elementary age students.
- Programs tend to be less available in rural areas.
- Iowa's arts enrichment programs are unlikely to provide transportation, and are also unlikely to have a waiting list for youth to be served.

- Out-of-school arts programs often do not formally assess student outcomes due to lack of staff time and/or because assessments have not been a priority of funders or other overseeing agencies.

Recommendations

After reviewing and discussing the survey results, the Resource Group makes the following recommendations:

1. Fund an expanded study of out-of-school arts programs within the context of other existing data sets. The Resource Group sees this initial study as a first step; by assessing the status of out-of-school arts programs it has identified further questions for study. An expanded quantitative and qualitative study would provide data that supports decision making about program expansion.
2. Develop a long-term strategy to create an infrastructure that supports out-of-school programs, with support for arts enrichment as a key component. There is a clear need to develop program capacity to increase quality, collect and analyze data effectively, and increase access, affordability, and sustainability of out-of-school arts programs. This includes the development of a comprehensive database of out-of-school arts providers.
3. Target funding through grants or other venues to enrich the quality of afterschool arts education programs, provide professional resources to instructors, and extend the number of afterschool arts programs available in rural areas and to middle school and high school students.

Background on Out of School Time and Arts

Research shows that parents' work weeks outlast their children's school weeks by up to 25 hours, and Iowa is reputed to have one of the nation's highest rates of parent participation in the workforce. Arts enrichment programming is clearly a major part of available out-of-school time opportunities for youth in Iowa. Out-of-school programs, widely known as afterschool, serve youth in the times before and after school, during summer and holiday breaks, school in-service days and early outs, as well as evening and weekend programs in some cases. According to "Uncertain Times: Funding Insecurity Puts Afterschool Programs at Risk," a national web-based survey, 87% of afterschool programs in Iowa offer arts, music, and/or cultural activities to youth. While this high percentage of arts and cultural offerings certainly reflects a desire to attract youth with activities they enjoy, a large body of research also exists to support the wide value of arts enrichment activities for youth.

According to research and issue briefs published by the Afterschool Alliance (www.afterschoolalliance.org) and others, when done well, the integration of the arts into afterschool programs helps build and reinforce important student learning. Not only does it help strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education also can promote learning in core subjects such as reading, writing and math. Many educators who incorporate the arts in classroom instruction say the arts promote interdisciplinary learning, engage students who would not otherwise excel and help reveal students' hidden talents. Excellent afterschool programs have identical goals – thus it is not unusual to see the arts used as an important component of the most effective afterschool programs.

Most engaging and successful afterschool programs have well-designed art and music components. The arts provide a certain excitement and vibrancy that students need in general, but particularly in the afterschool and summer hours. The arts are a key element to attracting middle and high school students, especially, to afterschool programs because they allow for individual expression and demonstration of their work. This is essential because regular attendance is the only way afterschool and summer programs can impart their positive effects. An additional bonus is that the arts also can attract family members to the programs with events such as "family arts nights," where families can both watch and participate in performances and projects with their children.

The arts enhance educational experience for a variety of reasons. First, there is intrinsic value in creative expression itself. Plus, the fun and engaging nature of the arts can bring school subjects together as they exist in real-world applications: drawing as an exercise in geometry, mixing paints as chemistry, the mathematics of dance and music, and drama as reading comprehension and public speaking. In addition, there now exists a great deal of research on the mental stimulation and life lessons provided by arts

education, which help youth succeed in school and later in life. Afterschool arts programs across Iowa are bearing this out.

Afterschool programs can also be excellent venues to build partnerships with the local arts community, such as dance companies, theater troupes, music groups, cultural associations and museums. Strong partnerships are key to long-term success and sustainability for afterschool programs, but also sustainability. These partnerships bring students important connections to caring adults, community groups, and institutions — links that are often missing for students.

Iowa's schools and communities should produce well-rounded citizens who are capable of complex, creative thought. Arts education is an important means to that end. Students of all ages benefit greatly from having robust arts opportunities in the school, afterschool and summers, and in the community. Uniting the schools, nonprofits, and cultural resources of a community in delivering arts education is a win-win partnership. Iowa's afterschool and summer programs can and should develop these partnerships to provide youth with positive, fun learning experiences that will keep them inspired for a lifetime.

Summary of Out of School Arts Survey Results

The Iowa Arts Council partnered with the Iowa Afterschool Alliance, a statewide coalition of afterschool supporters who promote funding and policies to expand quality afterschool, to develop a survey to collect data about the status of arts enrichment and arts programming offered outside of the regular school day. The survey was developed with the input of a Resource Group comprised of providers of afterschool programs, arts programs, or both. Resource Group members specifically represented cultural programs, museums, community-based programs, municipal programs, and school-based arts programs. This group met twice: once to develop the survey questions, and a second time to review the results and make recommendations based on the results. The purpose of the survey was to gather basic information on the availability, cost, and quality of arts enrichment across many types of programs and providers.

Methodology and Limits of the Data

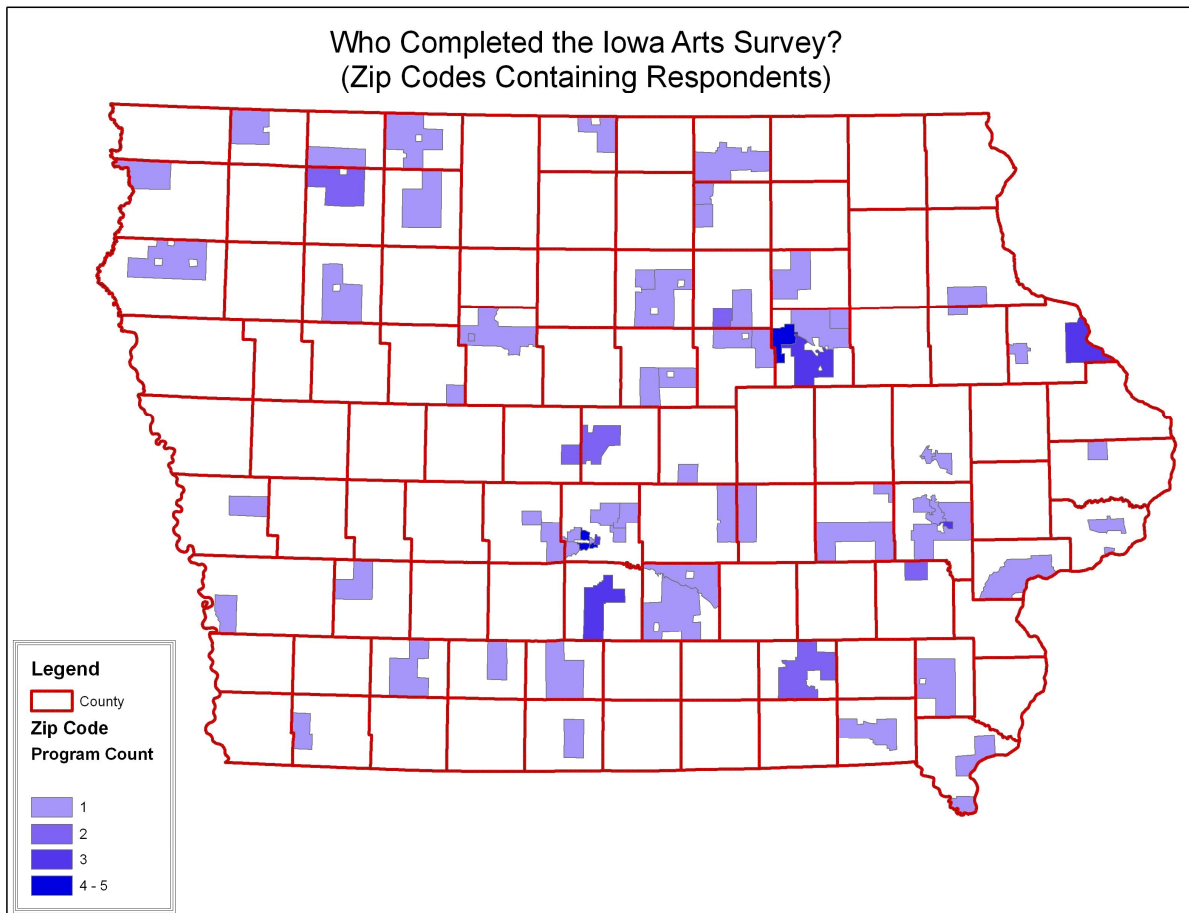
The survey was disseminated electronically to several email lists, including the Iowa Collaboration for Youth Development, the Iowa Afterschool Alliance, Iowa's local arts agencies, the Iowa Community Education Association, the Iowa Alliance for Arts in Education, the Iowa Bandmasters Association, and many others. The survey was available for one month in the fall of 2006, and gathered information from 109 respondent programs from across the state. While the survey could not reach every program in the state, a sample size of 109 produces results that are largely generalizable to the population of arts enrichment and afterschool providers. As with any survey, the data presented here must be qualified with the fact that respondents self-select whether or not to participate. Additionally, because no comprehensive contact database exists for afterschool and/or arts enrichment providers, respondents only knew about the survey if they were connected to a professional or advocacy organization or other online community that forwarded it to them. For this reason, there may have been gaps in communication and/or participation in some areas that do not show program offerings, but certainly have them (for instance, in the Cedar Rapids area).

Since the survey questions were intended to apply to the widest variety of programs, some response categories are more useful than others. A final limitation to the data is that, in many cases respondents were allowed to choose more than one answer per question, which means that in many cases the percentages of answers add up to more than 100%.

Baseline Data about Providers and Students

The survey yielded some basic information about the demography of program providers and the students they serve. Respondents were asked to provide the zip code for their

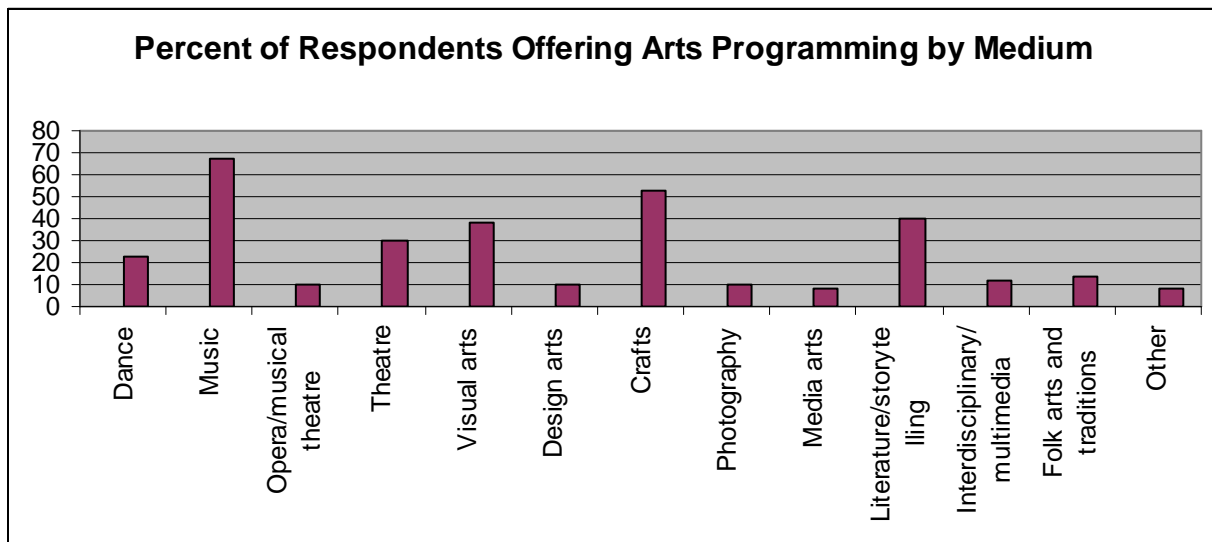
Map of Survey Respondents



programs so that the data could be shown using geospatial analysis. Clearly, programs are concentrated in urban areas and are less available in rural areas, especially in western Iowa and northeastern Iowa.

A central question of the survey addresses *who* is providing afterschool arts programming after school. 37.4% of respondents identified themselves as community-based non-profits. 25.2% identified themselves as a school-based before or afterschool program; 24.3% as a summer program; 18.7% as a school-based extracurricular activity or club. Smaller numbers identified themselves as a camp, school-age child care, or faith-based before or afterschool program. Only 5.6%, or 6 respondents, identified themselves as an arts-based community program. Respondents were able to select more than one response category, but the question asked them to select the category that best describes their program.

Using the National Endowment for the Arts list of disciplines, programs were asked which art forms their program provides (checking all that applied). Although each discipline category is provided by at least a few programs across Iowa, some disciplines are offered more frequently than others. Music is offered in 67.3% of the responding programs; crafts are offered in 52.3% of programs. About 40% of respondents offer literature/storytelling activities, and the same number offers visual arts programming. Please see the GIS map of arts offered by geographic location in the Appendix.



Almost half of respondent programs say that 100% of their program is focused on the arts, while 17.6% of programs say that 25% or less of their program is arts-focused. That means fifty-one respondents consider themselves arts-based, while a slim majority of respondents are offering arts programming as one part of a comprehensive set of activities.

Data gathered on the number of students served and the number and duration of programs or courses offered each year is more difficult to analyze. Due to the variety of

programs that responded and the scale at which they might have chosen to respond, it is difficult to estimate the number of students served. For instance, a large statewide coalition of programs such as YMCAs might answer that they have served 120,000 students in a year; however, on average, most programs are serving between 25 and 125 students per year. Data gathered on program duration suggests that the majority of programs operate year-round; others range from one week programs to about three months. Specific respondent answers appear in the Frequency Report in the Appendix to this Report.

Ages served by arts enrichment and out-of-school arts programs are important pieces of information for program planners and policy-makers. Many programs reported serving more than one age group, but 79.2% serve elementary grades. Middle schoolers are a population served by 67% of the survey respondents; 40.6% of respondents serve high school age youth, and 30.2% serve Pre-K. Nine respondents reported that they serve "Other" populations, such as adults. The concentration of services at the elementary level is consistent with data gathered on afterschool programs, wherein the vast majority of youth served are in elementary grades. Availability of programming for older youth is crucial, however, to reducing juvenile crime and risky behavior. Moreover, quality arts programming in out-of-school time provides older youth with opportunities for relating to a caring adult. Research also shows that these opportunities are especially effective at engaging youth who are not necessarily interested in school and academics—those youth participating in out-of-school programs tend to have higher school attendance and graduation rates than those who do not.

The "intensity" of arts and afterschool programming is often correlated with its outcomes for students. The more time that is spent focused on the arts, the higher the probability that the positive outcomes noted above will be seen, particularly when new skills are being developed. Almost half (48%) of respondents offer fewer than three hours of arts programming per week. A combined 30% of respondents offer 3-7 hours of arts programming per week, while 7% offer 8-10 hours per week. Programs tend to offer arts programming either five days (31%) or one day per week (29%).

Access and Availability of Arts in Out-of-School Time

Survey participants were asked about how children enroll in their program. Just over half report that children register or enroll annually. Other options noted include participation based on grade or age (37.9%) or that students sign up for a particular program or class (38.8%). 17.5% are "drop-in" programs. For other enrollment options, please see the Frequency Report in the Appendix.

Programs generally seem to be well-filled, though just 10.6% of respondents reported having a waiting list. Transportation does present a significant barrier to participation. Only 20.6% of respondents provide transportation to and/or from their programs. This

is consistent with national and Iowa-specific data on afterschool programs, in which 80% of Iowa's programs reported that lack of transportation is a barrier to access (*Uncertain Times* survey, 2006). Clearly, transportation is a major issue when the majority of Iowa's parents are at work when these programs are offered.

Another barrier to access is the availability of funds to pay for arts enrichment and out-of-school arts. School district funds and parent fees were most frequently reported as the programs' primary funding sources by respondents (each, nearly 60%). Community agencies, Iowa Arts Council grants, other state grants, and other private grants are additional funding sources. Use of parent fees as the primary funding source is consistent with national and Iowa-specific data on funding for afterschool. In Iowa, parent fees support all afterschool programming (arts and non-arts) at a rate of 62% (Iowa Afterschool Alliance School-Based Program Survey, 2005) to 66% (*Uncertain Times* survey, 2006). Costs of these programs to parents vary by duration and program type; specific information from respondents appears in the Frequency Report. Many programs operate at no cost to parents. The majority of respondents (60%) reported having a budget for all arts programs that is below \$4500, including 22% that operate on less than \$500 per year.

Data and Quality Assessment

Program assessment and assessment of student learning are key indicators in determining the quality and the success of any program. Of this survey's respondents, more than three-quarters of programs perform at least the minimal level of assessment by tracking both enrollment and attendance data. Smaller numbers track student outcomes/performance (39.4%), student satisfaction (35.1%), and student demographics (29.8%). Programs vary widely in describing how the arts-based learning objectives are set, and who sets them. Interestingly, 38.3% of respondents report that the "program does not use formal learning objectives." In those programs that do have defined objectives, the instructors themselves determine the objectives in 54.3% of the programs, while 24.5% use objectives from a program-wide curriculum. School districts set the objectives for 9.6% of programs.

Only 14.9% of respondent programs receive assessment by an outside evaluator. 39.4% of programs report that they are assessed by staff using a standard assessment tool, while 38.3% are assessed by parent and/or student surveys. (Note: usually in survey research, the N/A, or not applicable, response category is not very meaningful. However, it is perhaps significant that 26.6% of programs selected "N/A" about their program's evaluation or assessment procedures.)

When asked to select the primary barrier to regularly assessing student outcomes, 36.5% reported that "assessment is not a priority of the funder or overseeing organization;" 30.6% said that there was "inadequate staff time for assessment;" and 21.2% reported that "assessment has never been requested." Five programs responded

that staff lack training or information on assessment, and five programs said they were “hesitant to evaluate as there are not enough resources to make improvements.” Having relatively little formal evaluation is somewhat common in the afterschool arena, where a familiar expression is “Kids vote with their feet.” As one Resource Group member commented, “As long as kids show up and parents are paying, you know you have a good program.”

Respondents were asked to rank six indicators of quality afterschool arts programs by their importance to their own programs. When asked which was the most important, 47% of respondents named the interaction between staff and youth, followed by 31%, who named “youth time spent creating/performing”. Also ranked highly was “skill and experience of staff working with youth,” with a combined 67% of respondents ranking it as first, second, or third most important. Less important to programs in determining quality were youth performances, projects, or exhibitions; skill and experience of staff in art form; and exploration of art form (visiting museums, attending performances, etc.).

Surprisingly, when asked their primary goal for student achievement with the arts programming, few programs (3.1%) identified the goal of producing specialized or highly trained artists. Instead, 58 (nearly 60%) respondents identified “a relaxed/fun environment” as their primary goal. 47% selected “self expression” as their primary goal, followed by “improved quality of art-making and appreciation,” selected by 35.1%.

Staffing and Instruction

As is the case with most afterschool programs, most staff members of responding programs are volunteers, with relatively few paid full-time staff members. A total of 89 “artists in residence/visiting artists” were reported to be working in programs among all respondents. Most programs indicate that their staff members have either a high school or a college degree, and some have master’s degrees or higher. One-third or fewer of their degrees are in arts areas.

Respondents reported that the primary arts instructors for their programs tend to be either “arts staff” (38.2%) or general program staff not trained in the arts (28.1%). 23.6% of respondent programs utilize state-certified teachers in the arts, while 7.9% utilize an artist in residence. Volunteers and community partners are also used for arts instruction, while 9% of respondents say they offer art activities without arts instruction per se.

Afterschool arts curricula are beginning to develop around the nation, but, for the most part, Iowa’s out of school arts programs are developing and using their own curricula. Just over 60% of respondents say they developed their own arts-based curriculum, while 6.7% say they purchased an arts curriculum. The extent to which programs

report use of an arts-based curriculum is consistent with the amount of time they report that the program is focused on the arts; 41.6% say they use an arts curriculum the “majority of the time,” and nearly thirty percent of respondents say either they rarely use an arts curriculum or “not applicable.” Again, this spread may simply reflect the variety of programs that responded—those that are arts focused and those that use the arts as one of many activities they offer – rather than being a reflection of program quality.

Respondents were asked to select a statement that best describes their program’s connection with arts instruction offered during the K-12 school day. 37.5% of respondents said their program enhances or extends arts instruction offered during the day, while a similar number (36.4%) reported that their program “offers unique instruction not available during the school day.” Anecdotal evidence would suggest that, despite the relatively high percentage that claim to enhance and extend in-school arts instruction, very seldom are there formal connections or channels of communication between school-day and out-of school providers. 28.4% of respondents report that their program is “not at all connected with arts instruction offered during the school day.”

Finally, respondents were given the opportunity to provide open-ended comments about their programs. Most who provided comments either described their program and existing partnerships that enable the program or addressed the needs for resources to continue or expand their program. All comments appear in the Appendix at the end of the Frequency Report.

A Sampling of Iowa's Out-of-School Arts Programs

In support of HF2797's request to identify model arts programs, the Iowa Arts Council requested that high quality out-of-school arts programs nominate themselves as model programs. Nominees were asked to describe their program, the population they serve, their partnerships with the community, student outcomes, and other factors. Following is a sample of programs that were nominated.

Art Center Programs

Pella Community Center

712 Union

Pella, Ia 50219

Phone: 641.780.5215

Tilly Woodward, Cultural Affairs Manager

woodwardt@central.edu

The Iowa Youth Chorus Choir School

206 6th Ave., Suite 1015

Des Moines, IA 50319-0240

Phone: 515.262.8312

Kristen Stanton, Artistic/Executive Director

kristenstanton@iowayouthchorus.org

Habeas Corpus' Dance Labs

2937 Creighton St.

Iowa City, IA 52245

Phone: 319.400-4695

Nora Garda Marcos

ngmarts@yahoo.com

Sioux City Community Theatre Youth Theatre Program

1401 Riverside Blvd.

Sioux City, IA 51109

Phone: 712.233.2719

Amy Niles, Executive Director

scct@cablone.net

Callanan/Goodrell Artists and Merrill Artists

Des Moines Art Center

4700 Grand Avenue

Des Moines, IA 50312

Phone: 515.271.0321

Peggy Leonardo, Studio Programs Director

pleonardo@desmoinesartcenter.org

Art Center Programs at the Pella Community Center

The Pella Community Art Center is a program of the City of Pella, established by the Community Center Board in 1990. Initially the program served twenty students two days per week with an after school visual arts program for students K- 12. Since then the program has expanded to be a multifaceted venture providing a wide range of educational visual and performing arts programs to more than 15,000 children, teens, families, adults, and elderly residents each year through classes, performances, exhibits, workshops, community projects.

This program serves rural and small-town/suburban residents including a mix of the schools' gifted and talented students, at-risk and special need students, and main-stream students. There has been a waiting list to get into this program for 16 years. Many students have participated continuously from kindergarten through 12th grade. Several students have gone on to study the arts in graduate and undergraduate school. Graduates of the Art Center program have opened art studios, become art teachers, or have chosen to counsel children with terminal illnesses.

The Art Center's programs are designed to meet the creative needs of students as individuals. Encouraging creativity is the Art Center's highest goal. The process of learning is as important as the creation of a product.

Partnerships and community support are the keys to the Art Center's success and have enabled the Art Center to develop and institute programs and special events for the community. Art Education students at Central College get hands-on training at the Center working with students while working side-by-side with veteran teachers. Parents and community members offer support by volunteering and by donating materials and supplies. Partnerships are an essential part of the Art Center's ability to respond to community needs.

The Art Center program is a tremendous opportunity for Pre-K children to get exposure to so many different art forms- for a community this size I am amazed at the commitment to the arts Romany, Mother of Art Center Jr. Student

Sample Programs at the Art Center include:

- Art Center Junior ages 4-6 years old Two 1 hour classes per week
- Open Studio Adults and families 24 hours/ 7 days a week
- Art Center Seniors, established by Mayor Darrel Dobernecker. In summer, teams with Arts in the Park for a multi-generational learning opportunity.
- Art Center in the Parks Summer Program Free, rotating program to area parks
- Art Center Classes All ages Year Round
- KidTV Teens write, direct, film and edit video for air play on PT12
- Joan Kuyper Farver Auditorium and Programs: After School Theatre, Tiny Troupe (K-3rd), Junior Theatre (4th grade and up)
- Joan Kuyper Farver Gallery students have exposure to local, regional and national artists and exhibitions. Annual Exhibition of Young Artists features the work of 300 pre-k-12th students from the community.

Focus: Visual Arts, Theatre, Media Arts Ages: 3-senior citizens

Annual Number of Participants: 15,300 Number of Employed Artists: 10

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The Iowa Youth Chorus Choir School

Iowa Youth Chorus is a non-profit performing arts organization for children and youth in central Iowa. Its mission is to help children reach their fullest potential through excellence in choral music. Currently, Iowa Youth Chorus is in its 25th season bringing innovative vocal education, performance and travel opportunities to young Iowans. As part of the local community, Iowa Youth Chorus continuously seeks opportunities to collaborate with other organization and ensembles on joint programs and performances.

The student body represents a variety of ethnic, religious, and economic populations from a variety of neighborhoods; the common thread is a demonstration of strong singing skills. Children are evaluated yearly on progress made toward curricular goals (intonation, literacy skills, rhythm reading and character). Students advance to higher levels of the choir through an evaluation process. Parents are asked to provide feedback throughout the year based on rehearsal logistics, overall satisfaction with artistic quality and other organizational areas.

The Youth Chorale provides a variety of enrichment opportunities for the youth such as regional, national and international tours and competitions, exchange concerts, guest clinicians and collaborative performances with local ensembles.

Each season,
a variety of programs offered include:

The Iowa Youth Chorus in my opinion is a "world class organization." Several years ago in stiff competition in Germany our youth brought home 2 silver medals. Choirs from all over the world competed... Rev. Duane Gibson

- The Choir School: Year-round music education through rehearsals, performances and travel opportunities. A varied repertoire including diverse and ethnic music. Children ages 8-18 are eligible to audition for one of five choruses. Choirs are tiered to allow children to grow with the program as their skills develop. Choirs are fee based; however scholarships and financial aid are available. A non-auditioned Primary Choir is available for children six to seven.
- School Partnership Program: A free program offered to area music teachers and their students. Each year a series of creative and interactive workshops are offered on a variety of topics. Teachers have the flexibility to choose the workshops that best fit their curriculum. The Youth Chorus also offers free in-school concerts to public and private schools in the Metro area.
- Outreach Choir Program: Newton, Pella and Grinnell are the current sites of this free choir opportunity for students 8 to 12. Students receive quality instruction and perform in several concerts during the year.

Focus: Music

Ages: 8-18 year old

Annual Number of Participants: 250

Number of Employed Artists: 12

A quarter of a century has taught us: Promote excellence in all that you do. Foster traits of self discipline, responsibility, cooperation and confidence in children. Practice fiscal responsibility and focus on slow, sustainable growth. Provide outstanding role models, both artistically and personally. Offer your programming to all, regardless of income or social strata. Diversity breeds understanding, acceptance, and depth in your organization and community.

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Habeas Corpus Youth Dance Labs

Habeas Corpus' Youth Dance Labs teach an underserved art form to a culturally diverse group, focusing on the participating students' needs and desires. They promote healthy habits by engaging students in high energy, fun, exciting, and non-competitive workouts, presenting dance as a vibrant art form. They introduce the concept "Beauty will save the world" (Dostoyevsky), and the idea that everybody can dance – AND that it is fun! The Youth Dance Labs offer hundreds of performance opportunities thanks to Habeas Corpus's connections with other arts organizations. Students learn artistic practice, process and product. They gain life-long social skills, become part of a thriving art audience, and lay the ground work for concert dance training

Habeas Corpus's Youth Dance Labs teach Dance, Performance, Body Art, and Autonomy. Dance forms are merged. Social dance (waltz, swing, foxtrot, Latin, etc.) and Concert (ballet, modern, jazz, tap, etc.) are joined with Creative Movement, Performance Art, and body/self-knowledge skills. Students learn dance techniques, how to choreograph, how to perform, and that their bodies belong to them to do what they choose. This is serious stuff playfully taught in a positive environment.

... as a supporter of fine arts, I fully appreciate how much Habeas Corpus enhances our regular curriculum. After-school dance labs provided South East's students with a venue for artistic development and expression that we presently do not have- aesthetic movement education.

Lonnie Behnke, Associate Principal

Habeas Corpus offers 2 groups of youth dance labs:

- After-School Dance Labs at South East Jr. High in Iowa City and Scattergood Friends School in West Branch. These labs provide pre-teens and teenagers "off the street" with quality activities during after school hours.
- Pavlov's Dogs, a High School group for rehearsing improvisation, experimental forms, and free speech. Pavlov's Dogs investigate non-traditional dance, alternative movement, and site-specific performance. Held at Old Brick Community Center, open to all area high schools.

Habeas Corpus' experiences with Afterschool Programs have taught them to:

Make it fun; this is not "school."

Listen to what they want to do.

Be there. Be with them. Be one of them.

Expose them to different artists.

Facilitate performance opportunities and field trips.

Show them that dance is a vibrant art form, that everybody can dance, AND that it is fun!

Focus: Theater and Dance

Ages: 12-17 year olds

Annual Number of Participants: 200

Number of Employed Artists: 10

Report to the Governor and General Assembly
on the Status of Out-of School Arts Programming for Youth
December 2006

Sioux City Community Theatre Youth Theatre Program

The Sioux City Community Theatre Youth Theatre Program offers classes for children Pre-K through 12th grade, and has recently added a Partnership Class for Sioux City Community Schools Home School Assistance Program. SCCT Youth Theatre Program offers supplemental arts education at an affordable price to families. The knowledge and skills acquired through the program produce results that go far beyond just a love for the theatre. Students learn -- through the art of theatre -- how to express themselves, be comfortable with who they are, and appreciate others ideas and feelings.

Youth Theatre offers two class sessions each school year; one fall and one spring. Sessions are 8 weeks in length. Specialized classes are also provided in theatrical make-up application, musical theatre, and diction. Each season there are 2 youth productions. This spring there will be a performance of "Disney's Cinderella Kids."

My oldest daughter began taking theatre classes and attending summer theatre camps offered by SCCT at 8. She quickly became "hooked" due to the enthusiastic teachers and the wonderful experience she had. She has had the opportunity to work with directors and teachers who are caring and fun and provide a rich education for our children. The education, confidence, and social experience she has gained will be of immeasurable value to her throughout her life. SCCT Youth Theatre Program is an asset to the children, parents, families, and communities of the entire Sioux City area.

Joni Vondrak, parent

The Youth Theatre community is bound tightly by family participation. Many families have multiple children involved. Parents are readily available to assist with productions, fundraisers, and other projects. The Youth Theatre also benefits from community partnerships that not only provide financial assistance, but also offer marketing opportunities and material donations.

Focus: Theater, Visual Arts, Literary Arts, Dance, Media Arts, Music

Ages: Pre-K through High School

Annual Number of Participants: 175

Number of Employed Artists: 16

There is a definite need for additional arts education in our communities. By staying focused on the needs and wants of the students and families we serve, the rest simply follows. If there is an interest and desire for the program, we will always find a way to support it.

Callanan/Goodrell Artists and Merrill Artists

Beginning in 2000, the Des Moines Art Center organized an after school program that brought students from Merrill Middle School to the Art Center to participate in studio art activities for eight to eleven weeks each spring term. In the fall term of 2004, the program began with Callanan Middle School students. Goodrell Middle School students joined together with the Callanan students in the fall of 2005.

The art teacher from each middle school is expected to travel with his or her students to the Art Center and stay throughout the duration of the program. The middle school art teacher receives compensation for the two hours time spent each week assisting with the program. A curriculum is developed for each school with the Art Center studio programs director, the teacher who will teach the classes at the Art Center, and the middle school art teacher. A key goal of the program is to provide new and interesting activities that will enrich the students' artistic experiences.

Over the years students have studied drawing, painting, collage, pastels, printmaking, and jewelry making. Museum visits are planned for students to see the temporary exhibitions and permanent collections of the Art Center. For many students, the after school program will be their first time in a museum. Exposure to modern and contemporary art and interaction with up and coming contemporary artists provide children with a one-of-a-kind learning experience.

Middle school art teachers are encouraged to select students with special financial needs to participate in the program; however, any student who expresses an interest in participating is welcome. Merrill students walk to the Art Center from their school. Callanan and Goodrell students ride in carpools and parents pick all students up at 5 pm, when the class ends.

Focus: Visual Arts

Ages: 12-14 years old

Annual Number of Participants: 40

Number of Employed Artists: 1



Recommendations of the Resource Group

Based upon review of the survey on the status of out-of-school arts programming, the Resource Group identified three major recommendations to the Iowa General Assembly.

More Research is Needed for Decision Making

Comprehensive state policy to expand out-of-school arts offerings must be based upon accurate data and input from those likely to be affected by the expansion. The Resource Group understood from the beginning of this study that its results would likely raise as many questions as provide answers. An anonymous survey disseminated electronically cannot touch every program. Moreover, the Resource Group and staff depended upon the participation of outside arts and educational organizations to disseminate the survey out into the field; the extent to which each of these organizations shared the survey with their members is unknown.

Even with its relatively high response rate, questions were asked quite broadly to accommodate the array of program providers. The ability to collect detailed information was sacrificed in order to keep the survey germane to the broadest possible audience. In addition, the information collected by the survey needs to be connected meaningfully with other existing data sets.

Therefore, the Resource Group recommends that the Iowa General Assembly fund an expanded study of arts enrichment and afterschool opportunities. The study should be directed by a Committee of individuals (similar to this initial Resource Group) representing the Iowa Alliance for Arts Education, the Iowa Afterschool Alliance, organizations whose members provide programming, and state agencies, especially the Department of Education, the Department of Cultural Affairs, the Criminal and Juvenile Justice Planning Division, and others that might fund or work with out-of-school arts programs.

An expanded study should further explore, at a minimum, the following issues:

- The impact on students of high quality arts-based enrichment and afterschool programming, especially in the model programs cited in this study
- Demographics of students served by programs, including identifying underserved populations
- Where geographic gaps in available programming exist and how state policy can close the gaps, especially in rural areas
- What specific types of funding are used to support arts programming in out-of-school settings and how stable and sustainable programs are
- How the fee structure of a fee-based program affects student access
- Identification of recommended curricula, by medium or cross-cutting
- The effectiveness of various self-developed assessment and evaluation tools

- How programs can be encouraged to develop practical ways to set and measure student outcomes
- How to encourage quality, and how to provide assistance in improving quality
- What partnerships exist to support out-of-school arts
- Potential connections of this data with other existing data sets

Ideally, the expanded study would include the development of a database of out-of-school arts providers and a second, more comprehensive survey to collect further data. This quantitative data would be enriched by the addition of focus group research that touches providers, parents, and youth in both large and medium urban settings as well as a rural setting, perhaps even one with program offerings and one without. The estimated cost of an expanded study as described is \$25,000. At least one full year would be required to complete this research.

Infrastructure is Needed for Out-of-School Arts Providers

Early in the process of the out-of-school arts study it was apparent that out-of-school arts programs shared many of the same issues with afterschool programs in general. There is currently no public infrastructure in Iowa to support afterschool programs. While afterschool programs enjoy great flexibility and substantial local control, they lack needed support to increase quality, collect and analyze data, and ensure that programs are affordable, accessible, and sustainable.

The Resource Group makes a general recommendation that the Iowa General Assembly consider a long-term strategy to create an infrastructure that will support afterschool programming in Iowa. Support for quality, data collection, and sustainability of arts enrichment could be a major component of an overall infrastructure for afterschool. However, in the short term, the Resource Group specifically recommends that existing out-of-school arts programs pool their expertise and begin to develop and disseminate useful tools amongst themselves. Such tools might also be useful to programs looking to start or expand arts programs. It is also suggested that a comprehensive database be constructed identifying afterschool arts programs and that the structure of the Iowa Afterschool Alliance be used to provide information, coordinate efforts, and assist programs in networking and sharing best practices.

The General Assembly might incent programs to develop these tools by offering five Model Arts Program Grants of \$6,000 for which high quality programs can apply. Criteria for grantees might include geographic distribution, distribution across arts disciplines, and/or specific innovations proposed. Grant funds would be used to support the development of a best practice or tool that can be shared with other programs across the state that supports quality, data collection and analysis, or access, affordability, and sustainability of out-of-school arts programs. For instance, an arts program in Waterloo develops two staff training modules on quality arts instruction, while a program in Mason City creates and pilots an assessment tool. An investment of

\$6,000 could convene out-of-school arts programs at the end of the grant period to share the innovations developed. Estimated cost for the Model Arts Programs project as described is \$36,000.

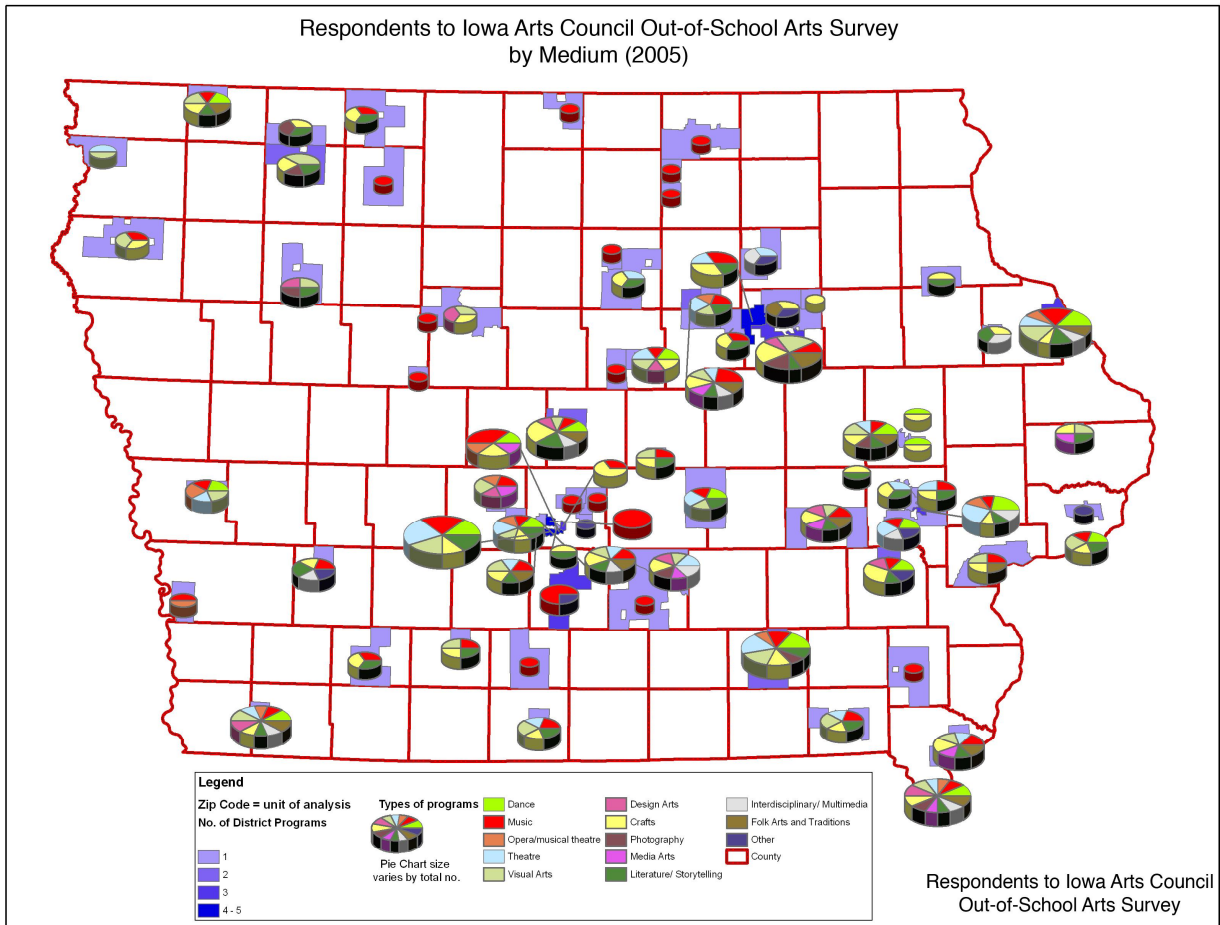
More Funding is Needed to Increase Quality and Access

The Resource Group recommends that the General Assembly target funding through grants or other venues to enrich the quality of afterschool arts education programs, provide professional resources to instructors, and extend the number of afterschool arts programs available in rural areas and to middle school and high school students. Similar to the quality dollars available to child care providers who serve school-age children, Iowa should set aside funds for out-of-school arts providers to use in order to expand the quality of their programs. These might fund training and technical assistance to instructors and staff, the purchase of equipment or materials, program sustainability training, or upgrades to facilities to ensure they are safe and appropriate.

It is clear from this survey and many other sources that out-of-school programs, and especially those in the arts, are lacking in rural areas. The Resource Group suggests that the General Assembly also consider how state policy can support the development of new programs. Although the General Assembly is to be commended for codifying afterschool for the first time in 2006 and appropriating \$150,000 for competitive grants, those funds fell far short of the demand for programming. Three grants of \$50,000 each were awarded this fall, while over \$2.1 million in requests were received. In crafting an appropriation for afterschool in 2007, the Resource Group asks that the Legislature carefully consider the issues of the need for high quality arts programs, the lack of rural arts programs, the increased costs of starting new arts programs, lack of transportation, and the need for programming for intermediate and secondary age youth.

Appendices

Appendix A: Map of Out-of School Arts Programs by Medium



Appendix B: House File 2797

18 14 DIVISION IV
18 15 OTHER APPROPRIATIONS
18 16 AND RELATED MATTERS
18 17 Sec. 32. ARTS EDUCATION AND ENRICHMENT PROGRAMMING.
18 18 1. There is appropriated from the general fund of the
18 19 state to the department of cultural affairs for the fiscal
18 20 year beginning July 1, 2006, and ending June 30, 2007, the
18 21 following amount, or so much thereof as is necessary, to be
18 22 used for the purposes designated:
18 23 For a study of arts education and enrichment programming
18 24 for school age children in accordance with this section:
18 25 \$ 5,000
18 26 2. a. The department shall conduct a study of arts
18 27 education and enrichment programming for school age children
18 28 to evaluate the status of arts education and enrichment
18 29 programming available to school age children in this state;
18 30 develop a strategy for greatly expanding the availability of
18 31 arts education and enrichment programming outside of school
18 32 settings; and identify curricula, model programs, best
18 33 practices, and other resources that may be used by programs
18 34 and persons in this state that provide arts education and
18 35 enrichment programming outside of school settings.
19 1 b. The department shall utilize a resource committee in
19 2 conducting the study. The committee membership may include
19 3 representatives of the departments of economic development,
19 4 education, and human services, the Iowa after school alliance,
19 5 the Iowa community education association, the Iowa library
19 6 association, legislators, art educators, artists and
19 7 performers, and others with relevant expertise.
19 8 c. The study may utilize regional forums through the Iowa
19 9 communications network and other approaches for securing
19 10 public input and discussion of the study topics.
19 11 d. The department shall report to the governor and general
19 12 assembly concerning the study with findings and
19 13 recommendations in December 2006.

Appendix C: Resource Group Members

Name	Organization	City
Gretta Berghammer	UNI Theater	Cedar Falls
Cyndee Buck	arts education consultant	West Des Moines
Charles Clayton	Urban Dreams	Ft. Dodge
Christina Fernandez-Morrow	Hispanic Educational Resources	Des Moines
Joe Herrity	Iowa Department of Education	Des Moines
Randy Hoepker	Des Moines Public Schools	Des Moines
	Culture Vultures, Living History	
Dan Jones	Farms	Des Moines
Michael Kates	Fort Des Moines Museum	Des Moines
Peggy Leonardo	DSM Art Center	Des Moines
Nora Garda Marcos	Habeas Corpus	Iowa City
Karin Stein	Calle Sur	Waterloo
Michael Vogt	Iowa Gold Star Museum	Johnston
Tilly Woodward	Central College	Pella
Staff		
Dawn Oropeza *	Iowa Arts Council	
Mary Sundet Jones	Iowa Arts Council	
Rachel Lynch	Iowa Afterschool Alliance and SPPG	
Rachel Scott *	Iowa Afterschool Alliance and SPPG	

* Project Leads

Appendix D: Survey Frequency Report

1. Which of the following best describes your program?			
		Response Percent	Response Total
Community-based non-profit		37.4%	40
Community-based for profit		0.9%	1
Arts-based community program		5.6%	6
School-based extracurricular activity or club		18.7%	20
School-based before or afterschool program		25.2%	27
Summer program		24.3%	26
Camp		4.7%	5
School age child care		5.6%	6
Faith-based before or afterschool program		1.9%	2
Other (please specify)		5.6%	6
Total Respondents			107
(skipped this question)			2

2. What is your program's 5-digit zip code?	
Total Respondents	107
(skipped this question)	2

3. What are the arts disciplines that your organization provides? Select all that apply.

	Response Percent	Response Total
Dance	22.4%	24
Music	67.3%	72
Opera/musical theatre	10.3%	11
Theatre	29.9%	32
Visual Arts	38.3%	41
Design Arts	10.3%	11
Crafts	52.3%	56
Photography	10.3%	11
Media Arts	8.4%	9
Literature/ Storytelling	40.2%	43
Interdisciplinary/ Multimedia	12.1%	13
Folk Arts and Traditions	14%	15
Other (please specify)	8.4%	9
Total Respondents		107
(skipped this question)		2

4. What is the total number of different arts programs or courses offered in a year?

Total Respondents	97
(skipped this question)	12

5. About what percentage of your programming is focused on the arts?

	Response Percent	Response Total
100	47.2%	51
75	6.5%	7

50		8.3%	9
25		12%	13
25-0		17.6%	19
Don't know		8.3%	9
Total Respondents			108
(skipped this question)			1

6. On average, how many students does your organization serve per year?			
Total Respondents			104
(skipped this question)			5

7. How many students are receiving arts instruction in the program?			
Total Respondents			101
(skipped this question)			8

8. To which grade levels do you provide arts programming? Select all that apply.			
		Response Percent	Response Total
Pre-K		30.2%	32
Elementary Grades		79.2%	84
Middle School		67%	71
High School		40.6%	43
Other (please specify)		8.5%	9
Total Respondents			106
(skipped this question)			3

9. How many hours of arts programming are offered per week?			
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		Response Percent	Response Total
0-3		48%	49
3-5		15.7%	16
5-7		13.7%	14
8-10		6.9%	7
Other (please specify)		18.6%	19
Total Respondents			102
(skipped this question)			7

10. How many days per week is arts programming offered?

		Response Percent	Response Total
1		29%	29
2		17%	17
3		11%	11
4		11%	11
5		31%	31
6-7		1%	1
Total Respondents			100
(skipped this question)			9

11. What is the average duration of your arts program(s)? (For example, two weeks, yearlong...)

Total Respondents	96
(skipped this question)	13

12. Select the statement/s that best describe the way students enroll or register to participate in the program. Select all that apply.

		Response Percent	Response Total
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One time registration for unlimited access/ time		9.7%	10
Register/ enroll annually		50.5%	52
Participation based on grade or age		37.9%	39
Students 'graduate' from program		4.9%	5
Students repeat this program		13.6%	14
Drop In program		17.5%	18
Sign-up for a particular class		38.8%	40
Other (please specify)		15.5%	16
Total Respondents			103
(skipped this question)			6

13. Does the arts program have a waiting list?	
No	
Yes	
Waiting list for scholarships only	
Don't know	

14. Is transportation provided?	
Yes	
No	


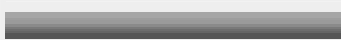






15. What year did you begin to offer arts programming?	
Total Respondents	90
(skipped this question)	19

16. Please indicate the program's primary and secondary funding sources.					
	Primary Funding	Secondary Funding	Additional Funds	Don't know	Response Average
School district funds	59% (27)	20% (9)	9% (4)	13% (6)	1.43
Federal grant	30% (6)	5% (1)	15% (3)	50% (10)	1.70
State grant	12% (4)	26% (9)	32% (11)	29% (10)	2.29
Municipal funds	35% (11)	6% (2)	29% (9)	29% (9)	1.91
Private grant	18% (7)	28% (11)	33% (13)	21% (8)	2.19
Community agency (e.g., United Way)	3% (1)	23% (7)	42% (13)	32% (10)	2.57
Parent fees	58% (34)	19% (11)	8% (5)	15% (9)	1.42
Iowa Arts Council grant	17% (4)	17% (4)	21% (5)	46% (11)	2.08
Other	43% (16)	24% (9)	14% (5)	19% (7)	1.63
Total Respondents					103
(skipped this question)					6






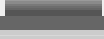
17. If applicable, what are the average fee for the arts program(s) you offer?	
Total Respondents	81
(skipped this question)	28

18. If scholarships are available, where do the funds come from?	
Total Respondents	56
(skipped this question)	53



19. What is the total operating budget for all of your arts programming?			
		Response	Response

		Percent	Total
\$0-500		22%	22
\$501-2500		21%	21
\$2501-4500		17%	17
\$4500-6500		2%	2
\$6501-7500		2%	2
\$7501-8500		1%	1
\$8501-9501		0%	0
\$9500+		17%	17
Other (please specify)		18%	18
Total Respondents			100
(skipped this question)			9

20. What type of data does your organization collect? Check all that apply

Enrollment	
Student Outcomes/ Performance	
Student Satisfaction	
Attendance	
Student Demographics	
Other (please specify)	
(skipped this question)	

21. The arts-based learning objectives are set by:


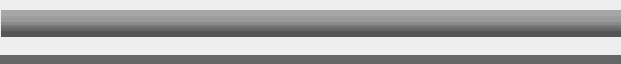



		Response Percent	Response Total
School district		9.6%	9
Funder or oversight agency (e.g., YMCA)		2.1%	2


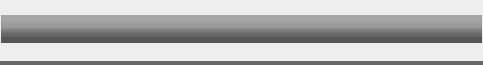



Organization's board		3.2%	3
Curriculum used by the program		24.5%	2
Instructor		54.3%	5
By the students		12.8%	1
Program does not use formal learning objectives		38.3%	3
Other (please specify)		5.3%	5
Total Respondents			9
(skipped this question)			1

22. Approximately what percentage of students meet set objectives?			
		Response Percent	Response Total
0-25%		2.3%	2
26-50%		2.3%	2
51-75%		18.4%	16
76-100%		39.1%	34
N/A		37.9%	33
Total Respondents			87
(skipped this question)			22

23. How frequently do you report to the following entities?					
	Annually	Semi-annually	More than semi-annually	Never	Respondent Total
Organization's board	22% (18)	6% (5)	47% (38)	26% (21)	81
School administrator or department head	24% (18)	7% (5)	42% (31)	27% (20)	74
Funder	38% (25)	9% (6)	15% (10)	37% (24)	65
State Agency	31% (18)	5% (3)	10% (6)	54% (32)	59
Other	6% (2)	0% (0)	12% (4)	81% (26)	32
Total Respondents					94

(skipped this question)	15
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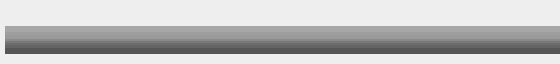



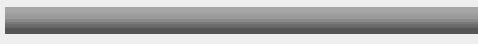

24. Which statement best describes the program's evaluation or assessment procedures?			
		Response Percent	Response Total
Evaluated by outside evaluator		14.9%	14
Assessed by staff using a standard evaluation tool		39.4%	37
Evaluated by parent and /or student surveys		38.3%	36
N/A		26.6%	25
Other (please specify)		14.9%	14
Total Respondents			94
(skipped this question)			15

25. Please select the program's primary barrier to regularly assessing student outcomes.			
		Response Percent	Response Total
Staff lack information and/or training on assessment		5.9%	5
Inadequate staff time for assessment		30.6%	26
Hesitant to evaluate as there are not enough resources to make improvements		5.9%	5
Assessment has never been requested		21.2%	18
Assessment is not a priority of the funder or overseeing organization		36.5%	31
Total Respondents			85
(skipped this question)			24

26. Please rank the following areas of quality assessment in order of importance to the program.								
	1- most	2	3	4	5	6- least	N/A	Response

	important					important		Average
Interaction between staff and youth	47% (34)	25% (18)	8% (6)	8% (6)	7% (5)	1% (1)	3% (2)	2.04
Youth performances, projects or exhibitions	11% (8)	24% (17)	23% (16)	7% (5)	13% (9)	15% (11)	7% (5)	3.35
Youth time spent creating/performing	31% (25)	26% (21)	21% (17)	12% (10)	4% (3)	4% (3)	2% (2)	2.42
Exploration of art form (visiting museums, attending museums, etc.)	3% (2)	6% (5)	16% (13)	18% (14)	15% (12)	20% (16)	22% (17)	4.24
Skill and experience of staff in art form	9% (7)	5% (4)	14% (11)	24% (19)	25% (20)	11% (9)	11% (9)	3.97
Skill and experience of staff working with youth	20% (17)	27% (23)	20% (17)	11% (9)	11% (9)	8% (7)	2% (2)	2.89
Total Respondents								94
(skipped this question)								15

27. Other than the above, is there another area of quality assessment that is important to your program? If so, what is it?	
Total Respondents	27
(skipped this question)	
	82









28. What is the primary goal for student achievement in your arts programming?		Response Percent
Specialized/ highly trained artists		3.1%
Improved quality of art-making and appreciation		35.1%
Opportunities to work with different mediums		25.8%
Relaxed/ fun environment		59.8%
Self expression		47.4%
Cultural exploration and/or expression		30.9%
N/A		3.1%






Other (please specify)		9.3%
Total Respondents		
(skipped this question)		

29. How many staff are employed throughout the year in your arts program?			
		Response Total	Response Average
Full time		147	3.13
Part time		282	4.62
Volunteer		336	10.50
Administration		30	1.43
Artist in residence/visiting artist		89	4.68
Other		55	6.11
Total Respondents			88
(skipped this question)			21

30. Approximately what percentage of staff members have attained the following levels of education or training? Check all that apply.						
	0-25%	26-50%	51-75%	76-100%	Arts Concentration?	Respondent Total
Master's degree or higher	49% (31)	16% (10)	11% (7)	22% (14)	30% (19)	63
Bachelor's degree	22% (16)	16% (12)	15% (11)	46% (34)	27% (20)	74
Some college/currently in college	41% (19)	15% (7)	17% (8)	24% (11)	9% (4)	46
High school graduate	30% (12)	10% (4)	10% (4)	50% (20)	0% (0)	40
Positive youth development training	32% (12)	11% (4)	5% (2)	53% (20)	0% (0)	38
Health and safety training	26% (9)	11% (4)	6% (2)	54% (19)	3% (1)	35
Program orientation	24% (8)	6% (2)	0% (0)	65% (22)	9% (3)	34

Other	67% (6)	0% (0)	0% (0)	22% (2)	11% (1)	9
Total Respondents						91
(skipped this question)						18

31. Who provides the majority of arts instruction in your organization's programs?			
		Response Percent	Response Total
Arts staff		38.2%	34
Artist in residence		7.9%	7
State-certified teacher in the arts		23.6%	21
Community partner		2.2%	2
General program staff (not arts trained)		28.1%	25
Volunteer		15.7%	14
Arts activities without art instruction		9%	8
Other (please specify)		7.9%	7
Total Respondents			89
(skipped this question)			20

32. To what extent does the program use an arts-based curriculum?			
		Response Percent	Response Total
Majority of the time		41.6%	37
Some of the time		27%	24
Rarely		13.5%	12
N/A		15.7%	14
Other (please specify)		3.4%	3
Total Respondents			89
(skipped this question)			20

33. Please select the statement that best describes the program's curriculum.

		Response Percent
Purchased arts curriculum		6.7%
Developed its own arts based curriculum		61.1%
Uses non-arts based curriculum		12.2%
N/A		14.4%
Other (please specify)		5.6%
Total Respondents		
(skipped this question)		

34. Which statement best describes the program's connection with arts instruction offered during the K-12 school day?

		Response Percent	Response Total
Enhances or extends arts instruction during the school day		37.5%	33
Offers unique instruction not available during the school day		36.4%	32
Schools in area do not offer arts instruction during school day		2.3%	2
Not at all connected with arts instruction offered during the school day		28.4%	25
N/A		6.8%	6
Other (please specify)		5.7%	5
Total Respondents			88
(skipped this question)			21

35. Thank you very much for participating in this important survey! The results of the survey will be posted on the Iowa Arts Council's website after the Report is submitted to the Governor. If there is anything else you would like to tell us about your program, please include it here:

	Total Respondents	19
	(skipped this question)	90

<u>1.</u>	We have had the Metro Arts Alliance send speakers/artists out to our program in the summer months. This is the only true arts experience our children get and is greatly appreciated.
<u>2.</u>	We have a combined afterschool arts program funded through private funds and grants at our school and we also have a school and church based Boys and Girls Club program that utilizes our arts program since they are students from our school on site and at the church across the street.
<u>3.</u>	The once a month program is called "Art Around the World." I read folktales, stories and some non-fiction excerpts about a different country or culture each month, then the 1st-3rd graders complete an art project related to that country/culture. It is often loosely based, as we have limited time and resources. Process, not product, is emphasized. I also display additional reading materials on the subject for children and families to check out.
<u>4.</u>	This is a summer band program. The first week of band camp is devoted to sectionals. In these sectionals we cover care and feeding of the instrument as well as various aspects of playing in a very concentrated way. The second week is where band students from 5 through 12 participate . We practice each day for several hours working toward a concert on the fifth day of the week for the public. The students also have game times as well as creative time with the older students helping the younger. The young students learn so much from the older ones during this week. This is a very successful program. Also during the summer we have set up a band buddies program, where the high school students select one or more elementary students to work with throughout the summer on a one to one regular basis. Again the younger students learn a lot from these older band members. It keeps all the students interested and playing all summer long.
<u>5.</u>	We have had the luxury of an after school dance club for a few years now. Students are thrilled to have somewhere to go after school and make positive use of their recreation time. They listen to fun music. They learn to dance. They explore and create new movement patterns and sequences. They develop friendships. They set performance goals as they are presented by our outstanding dance instructors Nora Marcos and Mark McCusker. If you could have seen the cross section of unique kids who had the rare opportunity to perform disco dance moves in the lobby of Hancher in addition to attending a "once-in-a-lifetime" experience of being onstage at Hancher learning to both sing and dance a number to Dancing Queen under the leadership of a cast member. Wow! That is about all I can say. Wow! Thanks so much. Please keep it coming. Hairspray is coming to Hancher this spring and our kids would love to be a part of it through the connections of Mark McCusker and Nora Marcos.
<u>6.</u>	Occasionally there are waiting lists for classes. Certain programs have offered transportation for students during the school day.
<u>7.</u>	Our jazz band meets only once per week before school hours but is considered an "independent study" program where the students practice at home on their own. It consists of all three grade levels (6/7/8) and includes instruments not typically in jazz band such as clarinets, tuba, baritone, etc. Also, some students who are not in regular concert band

	during the day are in this group such as bass guitar and piano.
<u>8.</u>	We provide performance venues and events for fine arts students who might otherwise not have the opportunity to perform through partnerships with YMCA and our school district faculty. We bring artists to the community to interact with students and community members through speaking engagements, performances, exhibitions, workshops and master classes. We bring local, regional and national artists to the community for performances. We offer a tent of arts activities, artist's demonstrations, music/theater performances to local festivals. We have many ideas and plans-- we lack operating funds, volunteers, paid staff and a facility. We are beginning an education program by starting with family art workshops. We hope to establish ongoing arts classes and weeklong summer workshops.
<u>9.</u>	I believe this is a great program to start. At the present time the art and music program happen only during the school day.
<u>10.</u>	This is for a summer band program that is offered to all incoming 6-8 grade band students the last four weeks before school starts.