

Appendix D: Summaries of Answers to Open-Ended Survey Questions

The on-line surveys included questions with open-ended answers. Task force members summarized these responses, which are included in Appendix D.

A. General Community Survey Compilation/Summary Prepared by Jane Doughty and Barbara M. Schrank, Ph.D.

Profile of respondents to the general community survey –

<i>Please check the category that best describes you or your affiliation:</i>		
Answer Options	Response Percent	Response Count
Community Member	17.3%	47
Business/Industry	1.1%	3
Artist	4.1%	11
Arts Education Advocate	4.8%	13
Arts Supporter	8.1%	22
Arts Organization Staff	3.3%	9
Teacher	13.7%	37
School Administrator	2.6%	7
District Administrator	0.4%	1
School Board Member	0.7%	2
Student	5.9%	16
Higher Education	3.3%	9
Government	2.2%	6
Parent	32.5%	88
	Other (please specify)	20
	answered question	271
	skipped question	10

Question 2 asked survey respondents if they agreed or disagreed with several statements about arts education (music, art, dance, theater). Of the five statements, which the majority of parents either agreed somewhat or strongly, the following were the top two:

Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts.

Arts education helps students appreciate and understand human history and cultures.

Additional statements - respondents were asked if they would like to make additional comments. There were 31 additional statements. Three themes emerged:

A. Through arts education children are able to express themselves and to be creative.

Arts activities and education provides students with outlets for emotions and experience of their own individual humanity in ways that other academics cannot. Arts experiences are part of a well-rounded education for all.

The fine arts allow students to express their creativity and grow and develop as unique individuals.

The arts are absolutely essential for the development of children's creativity as well as their interpretation and processing of what they learn in other academic subjects.

The schools that have a vibrant arts education program (many times due to PTO involvement), seem to instill in their students more creativity and a willingness to think of different solutions to problems. This is an absolutely critical skill that our children will need to survive in the world we have created for them. This is a vital part of education in today's world.

Lastly and most importantly, study of the arts helps students define their unique identity and personal character and allows them to share those gifts with others

B. Through their learning in arts education, respondents see benefits in other academic areas.

Arts education (especially music and other performing arts) also helps students learn to listen to each other and work together to achieve a common, instantly rewarding goal. All arts use skills valued in "academic" subjects like math and science: logic, reasoning, counting, problem solving.

Art is not a secondary field of study to academics. Many contemporary occupations depend on an art background for their execution. For example, basic knowledge of color theory is vital to graphic design, computer animation, costume design, interior design. Heck, it's useful even to someone working at a store that sells paint. Hobbyists as well need color knowledge. Desktop publishers apply knowledge learned in art class to create an appealing, readable page. Kids learn skills while making art that are very practical, such as estimating materials, time management during a long and complicated project, or how to work on a team. It's just more fun to learn if it culminates in a puppet show or a recital. I believe that arts classes in school are where students initially discover that they have either a talent or an interest in an art form. If art education is minimized or lost altogether, it would be very difficult to catch up to peers who have been practicing since gradeschool. Ask anyone who tried to learn an instrument after forty!

C. Through arts education, students' lives are enriched.

The arts are a reflection of our humanity - in times of sorrow, despair, happiness and joy, the arts help us to cope with life. Specifically, communities of people who struggle or celebrate together usually rely on the arts to do so. For instance, do you recall ever singing at a wake or enjoying a community-wide art fair? Now imagine those events and happenings without the arts - what a 2-dimensional reality, devoid of meaning, it would be.

As a parent, teacher and community member, I strongly believe that arts education not only enhances the lives and education of our students, but that it is what humanizes our society. Arts education focuses not on right versus wrong, but on self expression, reflection, commentary on societal issues ,and even emotional development. Overall, it helps students to evolve into better and more well-developed individuals. Further, based on experience, I know that it helps some of our most at-risk students deal with and overcome the crisis of their personal lives.

The arts are a reflection of our humanity - in times of sorrow, despair, happiness and joy, the arts help us to cope with life. Specifically, communities of people who struggle or celebrate together usually rely on the arts to do so. For instance, do you recall ever singing at a wake or enjoying a community-wide art fair? Now imagine those events and happenings without the arts - what a 2-dimensional reality, devoid of meaning, it would be.

Additional comments (made by fewer respondents) touched on the following topics relevant to arts education:

Part of a well-rounded education – *. I encourage the Fine Arts Task Force to fully support arts education as a fundamental, required subject of study in Madison Public schools.*

Connection to other subjects - *Art also allows students to find a way to connect to content in other subjects that fosters a deeper and more relevant understanding of the material.*

Tax-Payer supported - *I am a community member and tax-payer: I feel arts education is an excellent use of my tax dollars.*

Teacher quality - essential

Need to engage community – support and expertise

Standards-based arts education: Respondents' comments included concerns about standards-based arts education. Respondents who equated standards-based with standardized testing do not support standards in arts education. One respondent, who did not support standardized arts education, does support standards as set by qualified teachers:

I haven't a clue as to what you mean by standards-based education in the arts, but I have a feeling that "standards" means some enforced political gamesmanship that has nothing to do with artistic and musical development. To foster the arts in children the key is providing the children with gifted teacher who love the arts, who engage in the arts, who are very well trained in their respective arts, and who are skilled in teaching children and helping them develop and explore the various arts. Such a teacher will establish artistic and musical standards for each child to reach, and will hold each child up to those standards, encouraging practice in the playing of musical instruments and the exploration of ever deepening musical experience including participation in orchestra and band, offering skill based instruction in the visual arts including painting, drawing, design, ceramics, fabric arts, etc., while encouraging experimentation, providing opportunities for full theatrical and operatic productions, for costume design, for writing and composing poetry, music, stories, plays, operas etc. Such a program would include art and music history, as well as visits to art museums, galleries, plays and musical events. That is what education is about.

Question 3 asked survey participants - In a K-12 arts education program, how important is it that MMSD students have equitable access to [a list of items]. The top six were:

1. Courses in music, art, dance and drama
2. Adequate classroom space, storage, supplies
3. Teachers specialized in the various art forms
4. Fee and course supply costs subsidized or waived
5. School performance groups
6. Exhibition/performance space in school and in the community

Survey participants were also asked, “What else do students need to have equitable access to in a k-12 arts education program?” Fifty-six respondents provided additional information, citing:

A. Importance of access to co-curricular opportunities provided by artists and arts organizations

Thirty percent of respondents identified the importance of artists and arts organizations to expand co-curricular learning and opportunities for students. These opportunities are not seen as substitutes for classroom instruction but as important complements to classroom instruction. For low-income children and children of color, coordination of co-curricular activities with their school days is important.

Grants through Overture/Chazen/MMSD/ and MMOCA have been wonderful in providing field trip opportunities.

Teachers would not have to be specialized in all areas of the arts if the district was able to form partnerships with local artists and art students at UW Madison. Our community is very rich in resources and this might be a way to help support local artists.

Find ways to involve parents with artistic talents or inclinations in classroom and outside of school activities. I'd love to help with a workshop on video or filmmaking. Make sure to include nontraditional arts like juggling or circus skills.

Afterschool programs for further enrichment of arts education with as many possible barriers reduced as feasible, starting with transportation home after activities, which is a problem now at the high school level, as well as a truly welcoming attitude by existing activity members and faculty advisors.

B. Well-trained teachers, consistency in school assignments

Twelve percent of respondents felt access to well-trained teachers who are not moved around from school to school is important.

Highly qualified, well trained, well supported art educators that are in tune to current youth trends as they relate to the arts.

Stable, well-paid teachers and coaches

A teacher who has enough time to prepare properly. A lesson is better planned when the teacher has time in the classroom to work on it.

C. Adequate class time

All children need an opportunity to take part in rich art and music programs, sequential learning, more time.

More than one art class per week with reasonable teacher/student ratios.

Students need the actual time to participate in these activities during the school day; in conjunction, teachers need the actual instructional time to teach these subjects and the opportunity to take advantage of all the great offerings of the Madison arts community.

Adequate scheduling to make arts courses more accessible to students of all grade levels. Example: not scheduling high academic courses directly against music or art courses, workable and fair practices of scheduling at elementary levels for all arts courses.

Additional comments covered various areas – course selections in all arts areas, integration of the arts and other subjects, developmental experiences, fiscal support – realistic budgets across all schools, adequate facilities, reinstate Grade 4 strings. Specifically:

Adequate facilities and equipment at each school so that offerings are equitable. This would include the district being responsible for upgrades, such as electrical supports, for equipment that needs to be replaced.

Opportunity to explore and imagine are the most important facet of a well rounded education.

fiscal support in the form of a realistic budget for classroom needs.

Students need the actual time to participate in these activities during the school day

I believe that arts education should be available for all students as part of their general education. It would be unfortunate if we were to allocate funds to train a few excellent students while cutting arts programs for the less talented.

Equitable access should be a non-negotiable in any and all MMSD educational offerings, in the arts and in all other content areas.

Lower income families often experience barriers to special experiences because of transportation needs, language difficulties, and more difficulty finding the time or mustering organizational skills to get their children enrolled in extra events, even if they are free. Our best opportunity to reach these children is through the school setting, where transportation, student attendance and communication routes already are set up. After school opportunities and community offerings are more likely to succeed with families with higher incomes and/or education levels. If we interested in equity, we should build in great arts learning opportunities during the school day.

Questions 4 asked respondents if they agreed with certain statements, demonstrating a commitment to and support of a comprehensive arts education. Respondents were given an opportunity to provide comments/suggestions “how might the MMSD improve its current efforts in these areas.” Fifty-eight respondents provided additional comments. In their comments, three themes stood out; namely:

A. **Valuing arts education** is important to have from top administrators and the School Board. A couple of comments mentioned “lack of support from the current Superintendent.”

Publicly recognize the value of arts education to the overall success of all students and commit to making sure that students are represented in our school-based and extracurricular arts programs commensurate with their representation in the general school population. Where there is disproportionality in participation, then promote active processes to correct that disproportionate representation.

Hire a new superintendent who is more knowledgeable about the importance of arts education.

Student art shows where donations to art programs welcomed really makes a commitment to work with the arts community. Let go of narrow thinking in the school district and support collaborations within the community. Get an arts coordinator that knows how to collaborate/bringing people together and has a vision of making Madison schools arts programs really fantastic.

B. **Baseline funding** is important to have for the arts education program. The baseline funding refers to expenditures for classroom instruction – teachers, supplies, facilities. Funding for curricular programming should not be dependent upon “soft” money. Co-curricular and extracurricular programming can be depending upon “soft money.”

The [arts education] basics have been [in] desperate need for some time, even before cuts [due to revenue caps] in Madison’s schools: adequate classroom space, scheduling and equipment.

The baseline of funding is of primary importance. Other fundraising should be supplemental in order to enrich the program.

We don't fund raise for basic math education. We don't fund raise for basic history education. We shouldn't have to fund raise for basic arts education. Seeking grants for special events or field trips is a good idea. Unstable and insecure grants should not be used for base line arts education funding.

C. **Partnering** with artists and arts organizations and partnering with parents is seen as an important, but underutilized, asset to the district’s arts education program. Also important to arts education is partnerships with the UW and other higher education entities.

Seek input from all arts organizations throughout the district and provide opportunities for in class and out of classroom arts education.

Where is the community support that Madison is supposed to be known for? What about the partnerships? It seems that within our community, a lot more could be done to support our schools by reaching out and respecting what the community has to offer. This may require a bit of flexibility on the part of the district.

MMSD could improve its current efforts in the area of arts by developing a comprehensive arts implementation plan. Currently, the arts are offered, curriculum is implemented based solely on the culture of school and abilities of select teachers. I would like to see more emphasis placed on working with community partnerships, after school art programs and the like.

This community has a vested interest in the arts as is evident in the Overture Center and the increasing interest in a downtown arts district. The schools must likewise represent the community's interest in seeing the arts thrive.

Question 6 asks for suggestions for strengthening MMSD's arts education. Sixty-six survey respondents answered this question.

Three themes came through – partnerships, budgets and “arts are essential.” Additional themes in comments touched on the need for a) support from leadership, b) integration of arts and other subject areas and c) quality teachers.

A. **Partnering** – again ranks among the most frequent suggestions deserving attention.

Establish more partnerships in with the arts community...

It is invaluable for students to begin reaching to their communities for support and recognizing the value of a diverse, supportive and artistic community. This could mean taking students to the UW or other high education institutions, or bringing local artists, businesses and college programs into Madison's schools.

Much more community involvement and performance opportunities for younger students. Also, more opportunities for small group and individual performances for younger students, whether in addition to, or within the context of, large-group work.

On occasion, I have been asked, and have always helped with school music presentations. Teachers seem to feel that they are imposing upon parents for asking for such help, but I think involving parents, and other interested members of the community should be asked MORE for their help, support and input.

Get the parents involved so we can help some how. All of us don't have alot of money but there has to be something we as parents can do.

Work with community partners (e.g., arts organizations, patrons of the arts, etc.) to build a much stronger community understanding of the importance of arts education, and work with those partners to develop exciting, visionary arts education initiatives that will excite the arts patron community and motivate them to step forward with significant charitable gifts to make these ideas a reality.

Training and networking for adult volunteers. I did this in a different county and the adults became stimulated, then transferred their enthusiasm to children. A very cost effective way of promoting arts education. Requires experienced trainers for adults.

B. **Budgets** – issues touch on adequate funding of the K-12 arts education curriculum. What is the financial commitment to arts education? Also, questions of fairness in allocation of resources was raised.

Is the budget being allocated properly?

Quit eliminating programs!

First, stop eliminating programs. Second, provide teachers with the time and resources needed to teach arts education. Third, think strategically about what a comprehensive, balanced education should look

like and think creatively and innovatively how arts can correlate to other subject areas to develop opportunities for teaching across subjects and disciplines (as a core component to the curriculum).

C. Arts are essential [to basic education] – suggestions ranged from support from top leadership to educating administrators and others in MMSD about the benefits of arts education to children’s growth and development.

There needs to be a district-wide recognition that the arts education program is essential, not an add-on or frill.

... make it a goal to ensure that the value of arts in education is understood at all levels [of the district].

Stop referring to it as "specials". It devalues the importance of the arts and relegates it to something superflous. There is significant data out there to support the assumptions that the arts increase achievement in other areas, keep students and families engaged.

Fundamental to strong arts education classes is a qualified teacher. Respondents identified the need to provide teachers with adequate time and resources. Class sizes too large are detrimental to children’s learning in their arts classes.

Hire teachers experienced and certified in (specific areas)teaching of various subjects in the arts....hire substitute teachers with arts experience as well. Regularly encourage and consider expression of knowledge and expertise of arts staff with regard to individual programs and their needs. This survey is a great beginning.

B. Artists/Arts Organizations Compilation/Summary of Open-Ended Questions Prepared by Michelle Kaebisch, Anne Lambert, John Robinson, Mary Thurrell

Question #2

Do you agree or disagree with the following statements about arts education (music, art, dance, theater)?

Additional Statements:

A handful of people did not understand or know what the 'Standards' were.

Majority of statements focused on the importance and benefits of Arts Education in the public schools:

Respondents stated that students who participate in the arts classes do better in their academic classes; that there is a 'spillover' of what they learn in the arts classes into their (academic) subjects. People felt strongly that the "fine arts curriculum should be protected and enriched in order to strengthen all of the academic subjects. In addition to the creative experience, the arts are a wonderful way to learn history and cross disciplinary links."

Respondents felt that "arts education is essential to provide students with a balanced view of life and the world, and an appreciation for its many cultures and their artistic contributions". "Arts Education is essential to understanding one's self and one's relation to the world." Several responses included the need for the public school system to develop 'well rounded individuals' by offering a variety of arts classes.

'No education is complete' without arts education and arts education enriches one's experiences throughout life. Arts training helps students become more resilient and push through frustration as well as develop self evaluation skills. It also provides opportunities to be successful and build self esteem.'

There were also comments about arts classes reaching students who may not become readily engaged in the traditional learning environments. One person stated that 'the *troubled* students were often some of their best students; willing to come early to help set-up and stay late to help clean-up, and wanting to get their hands on anything creative'.

"A strong arts education contributes to a higher level of problem solving skills, increased ability to work as a part of a team (in the performing arts), and mastery of skills within a fine arts discipline. The arts education curriculum offers to develop the whole person and a necessary part of a complete K-12 education."

Question #3

In a K-12 arts education program, how important is it that MMSD students equitable access to the following:

What else do students need equitable access to in a K-12 arts education program (please specify)

Three main themes arose in the responses to this question: exposure, access and time.

Respondents felt that students should be **exposed** to the arts offerings of the local arts organizations, by having the opportunity to go on field trips and attending productions outside of the school building. The school district should work at establishing and maintaining partnerships with local arts organizations. Also, students should be able to meet some of the ‘working’ artists/musicians in the community. Students should be made aware of career opportunities in the arts and arts management.

The next topic was **access**. Respondents felt that students should have more access to their teachers which has become more difficult due to enlarged class sizes in the arts classes, and teachers traveling between buildings. Students should have access to quality, authentic equipment and “well kept-up instruments”. Also, a variety of arts class offerings and no “Art-on-a Cart”. Respondents also felt that the schools should be focusing on developing “well-rounded individuals”, and able to teach the arts to students of all abilities and learning levels. Lastly respondents felt that students need “thoughtful, well trained teachers who are supported and *valued* by their community, school district and superintendent.”

The third issue was **time**. Students should be allowed time to think, imagine, and create; time with their teachers and longer class periods for arts classes. Smaller class sizes for arts classes rather than class and a half.

Question #4

Do you currently have a working relationship with MMSD?

If Yes, please describe your relationship (for example, what type, how long).

Responses to this question focused mostly on the quantitative details: number of years of working together, examples/details of the partnership(s), etc. Also included were a few interesting comments regarding the *quality* of the partnership with MMSD.

“We offer (type of) programs to students in K-12. We also offer after school (type of) programs at specific schools in the MMSD. In addition to (these) classes we also offer (type) performances of plays with student matinees performed. ***MMSD rarely attends these student matinee performances, even when offered reduced or free tickets.*** Usually we have over (number of students) attend these student matinees but ***they are all from other school districts outside of MMSD.***”

“Yes, however it is a struggle. For over 30 years we have done things in collaboration with the MMSD, but as time has gone on it has become ***increasingly difficult to get artists and outreach programs into the MMSD schools, and to get the schools to come to the activities we offer*** at the (location). With budget cuts, MMSD arts staff being spread too thin at too many schools, and also that the school district no longer covers substitute teachers for teachers wanting to take their class on a field trip, a shift has occurred. ***NO longer is it that the MMSD schools are supplying the majority of our audiences, but the out-laying school districts.*** It is very sad that a Madison arts organization is supplying more outreach and performance opportunities to the schools outside of the city of Madison, than in its own city.”

Question #5

Do you agree or disagree with the following statements [about partnerships, evaluation process, support for teachers, etc.]. Additional statements:

ADMINISTRATION & BOARD COMMITMENT: Assuming that it is vital to have quality classroom experiences available to all students throughout the district, respondents felt that there must be a district wide policy of support; and, the means for its implementation. Teachers and students must have the support of the administration to execute a quality program. Success is achieved by means of a quality faculty; ample classroom space; well maintained equipment; enough time in the day and adequate funds. It is asserted that it is more important to *have high quality classroom experiences available to all than successful partnerships with community arts organizations....what happens in the classroom between the students and teachers outweighs any community connections.* Though there are state standards and local curriculum measures in place, they are barely acknowledged. An excellent program assures enrichment and access for all (regardless of family financial status, ethnicity, special needs, etc.,) all those opportunities the community has to offer. *School administrators tend to talk a better game than they play. When the arts and sciences are supported to the same extent that athletics are supported, then we will be making progress.*

The resources are here for the teachers and their students, but the administration does not support nor allow the re-sources to be fully accessed. Administrators could have been doing more to promote and facilitate links between MMSD teachers and students and the Arts community. It is commonly held that there is room for expansion and growth given the proper support. School principals should show as much personal interest in the arts offered at their schools by or for their youth as they do for sports. Some MMSD teachers report that they don't even know who the District's Coordinator of Fine Arts is! Many doubt that the tools are in truth available to all educators throughout the district. Administrative support then, is imperative for schools to be winners, to get and stay involved.

Despite this, area artists report continuing interest in cooperating with the schools. But, community arts organizations frequently feel that their considerable efforts to facilitate bringing students to their locations (or bringing their activity out to the schools) fail due to this lack of Administrative support. Community partnerships are still available but clouded by a *resistance, an inflexibility*, disinterest, or lack of vision for maintaining the superior program MMSD once had.* And, things are getting worse! MMSD should study Finland's model where almost the entire curriculum is taught through arts and culture learning experiences. Meanwhile, there has been a marked growth of participation on the part of schools from just outside of Madison.

TEACHERS: There is much talk of demoralization of teachers. *I feel that MMSD has placed so much pressure on arts teachers that they are no longer able or encouraged to take advantage of the many artists and arts organizations that would love to partner with them. Artists and community groups would love to partner more with MMSD teachers, but they are increasingly overburdened and overwhelmed...when their students find enrichment at a higher level in an extra-curricular organization...experience is that some teachers...do not encourage students to seek out these opportunities. There are many pressures on arts teachers: they are increasingly overburdened and some overwhelmed. With the emphasis on having students achieve on tests, outstanding arts education and experiences like field trips often fall by the wayside.*

FUNDING: It seems that the needed money is neither available nor accessible. Grants applications need to be written but teachers don't have the free time. When interested parents come along that push community partnerships and who also happen to have grant writing skills, it is a win, win! However, this makes for unequal distribution among the schools. At this moment, there are reports of available funds

that are not even being touched. MMSD continues to ignore the needs of the arts in its budgets. Arts funding continues to erode. Arts programs and staffing have steadily declined. PTO's and other sources of income are clearly being directed to other areas. This is truly a very sad state of affairs

** For example: Given that artists have not received formal background checks through the district, MMSD has recently issued a statement through the Fine Arts Coordinator that educators are not to refer any families to local artists. A better position might have been for MMSD to create a process to do the background check. Many large organizations that deal with children and adult volunteers have found a way, try <http://4h.uwex.edu/volunteers/index.cfm> Such a pronouncement from an educational entity is seen as obstructionist by teachers, parents, students, community members and organizations.*

Question # 6

What areas of your mission are dependent upon good, creative collaboration with the district or with school-age visitors?

It is essential that all K-12 students receive arts instruction and performance opportunities. Curtailing or encumbering arts teachers and their classes, robs students of experiences that develop various essential thinking processes. All students need to be able to employ and expand their creative imaginations. Schools need to make the necessary arrangements so that youth may participate. But today, few MMSD K-12 classes do take part. Madison citizens find this shocking and unacceptable. Outlying school districts participate more actively than MMSD. How do they do it?

COLLABORATIONS: Representing area arts organizations, respondents indicate that their missions depend considerably on schools having the resources, permission and encouragement to participate with them. Focusing on diverse populations of K-12 children, including students with special needs, their missions require enhancing the children's understanding and appreciation of the Arts. Specific goals range from juried student art shows to lecture-demonstrations; dance concerts to music performance; artist residencies to studio visits; gallery talks with trained docents to meet the artists Q & A sessions; and more. The organizations are charged with making every effort to collaborate with MMSD schools. For example, (one arts organization) works toward affording learning tools and experiences for youth today while developing future audiences for the arts. This is achieved by creating *a regional forum for diverse artistic expression* (to) *Foster the growth of local artists and arts organizations Advance the development of the arts through cooperation and coalition building with local artists and arts organizations Offer diverse curatorial and invitational opportunities for exhibitions Develop audience appreciation for the arts through diverse programming.* Creative collaboration with the District's K-12 students is a fundamental undertaking. Very strong commitment to collaborating with the schools leads to developing an arts-sensitive citizenry as well as the arts-practitioners of the future. Parents and employers insist that opportunities for creative learning are essential. Quality art education assures that problem solving, critical thinking, self-discipline and inventiveness are acquired and valued. A system needs to be in place that meets MMSD requirements yet supports partnerships. An enduring commitment by the system is essential. And there are alarms about. For example, organizations currently working with MMSD anticipate moving their efforts over to community centers since transportation is less of an issue for the centers. Also, responsive out of town schools are coming here to find collaborators and take advantage of their offerings.

EXCERPTS FROM MISSION STATEMENTS: A (Madison) gallery regularly shows student work. Community *outreach is central* to their vision. Collaborations with school districts and young people are vital to realizing an organizations success. Their *goal is to reach audiences of all ages; provide quality performances that students can attend; and provide outreach opportunities that can go out to the schools.* (A local government commission) *exists to make the arts an essential part of the lives of all Madison's*

citizens: it fosters an appreciation for the arts through initiating partnerships, developing new audiences, and sponsoring diverse artistic activities by emerging and established artists and arts organizations while preserving Madison's rich artistic tradition. (An arts organization's) mission statement requires that the (the organization) enhance art programs in schools by bringing students to the (venue), assisting teachers to convey the principles of art, and by exhibitions of student artwork. They work to inform teachers of exhibitions and related curricular connections, encourage their continued use of the SMART Project, produces teaching guides for exhibitions that may be kept as a classroom resource upon completion of a guided tour, and organizes a (student exhibit), which presents art by MMSD K-12 students at the museum. (The organization's) education department produces family exhibition guides, learning centers, and art workshops for children who attend the museum apart from the school day. Yet another organization's mission is to create a community of young musicians dedicated to music excellence...(they) feel that in order for their program to thrive, a love of music must be sparked in young people by their school music programs...Music teachers help connect students who have a passion for music with our organization and the students are often leaders in their school music programs.

Question #7

Describe the steps that have been taken to increase opportunities for low-income children. Was MMSD a part of these efforts?

The arts organizations overwhelmingly offer programs and subsidies for low-income students (over 90%, and it may have been more due to four "don't know" responses). These varied from free programs or admission, to reduced or waived fees, to the organizations raising funds to provide reduced fees or transportation. This service to low-income student was spread among performing and visual arts organizations.

About a quarter stated that they got assistance from MMSD. But the majority of the organizations did not state in concrete terms what that the support is/was; it is assumed that was providing communication to the schools or access to students for performances, or the planning time of individual committed teachers.

MMSD was not singled out by organizations as the source of any revenue. Two who did not acknowledge help from MMSD did recognize assistance from MSCR. Two stated that MMSD created barriers.

A significant number stated that their low-income students had been reached through community centers, the help of social service agencies, The Loft, the PEOPLE Program, Boys and Girls Clubs, and Bayview.

Quotation:

Our low income students (also) struggle with transportation. This is probably the biggest barrier they face when trying to be part of community arts. Many community centers, arts organizations, and boys and girls club programs have reached out to the low-income students by reducing some of the barriers involved. Specifically in the arts, the opportunities seem more available through MSCR but not directly through arts programs in the other areas.

Question #8

Describe barriers, if any, working with MMSD. What suggestions do you have for improvement?

The issues that formed the core barriers fall into 4 areas: 1) **Attitudes**-Misunderstanding or ignorance about the educational value of the arts and lack of respect for educators who teach the arts.

2) **Personnel:** a) the MMSD administration responsible for the arts at the superintendent level has low interest in and priority for the arts and b) constraints on the teachers' time, appointments, and resources, which the coordinator cannot address.

3) **Lack of resources, funds and fundraising capacity.** Outdated equipment or no equipment.

4) **Communication** at all levels among arts teachers, administrators, students, parents, and community arts organizations and artists is sluggish or non-existence. Lack of information that reveals opportunities such as partnership with artists and community arts offerings. The process of getting information about programs offered by arts organizations to kids is very cumbersome. The district's policy of not allowing educators to make recommendations to families is another example of closed communication.

Suggestions for improvement ranged from the more straightforward—being able to find the names of the MMSD art teachers on the website and providing a more user friendly room reservation system—to fundamental and systemic such as return to past practices where teachers having smaller class size; more prep time; and fewer veteran teachers split between two schools. Other improvements include realizing the value of field trips and extracurricular arts experience outside of the classroom as one respondent said “for many (students) it was a life-changing experience.”

Many stated eloquently that hiring a superintendent who values and supports the arts is extremely important. (See sample quotations below)

Others:

-development of an independent or groups to foster fundraising and write large grants at the federal and the local levels

-more emphasis on encouraging education and curriculum and less on upholding policy and issues of security

-develop models that exemplify best practices in the arts that can be followed by teachers.

-create an attitude of trust that the community arts organizations exist to enhance, not compete, with teaching in the classroom.

Quotations

I certainly hope that our next regime (superintendent) will be more enlightened and informed as to the value of the arts in our society, and that it is as essential to the development of the entire individual as reading and math are.

Art isn't prioritized from the top. Hire a superintendent who values art, understands how it can be used to engage learners, and sticks up for it in the face of “No Child Left Behind.” Hire the Feingold of superintendents.

We very much appreciate the support of many of the schools, teachers and principals we have worked with over the past 10 years. Sometimes it is very, very difficult to reach the right person to present or discuss an idea or project, even if that project involves no actual dollar amount request of the school. It seems teachers and staff are overwhelmed by their teaching and working responsibilities and the challenges of public education today, particularly the challenge of “testing” of all kinds of learners. The arts can offer non-traditional learners the opportunity to succeed. Perhaps more energy could be put into fostering that outcome, even though the current economic climate is so very challenging.

The stressful working conditions that the teachers are continually put in is demoralizing to the entire arts climate of the City. Stop making it impossible for them to do their jobs by increasing class sizes and chopping up their appointments.

Madison prides itself on being a progressive city with a rich array of cultural organizations, and yet it is often the schools and districts outside Madison who take advantage of arts organizations' offerings here. What does this say about MMSD?

Besides lack of resources (duh), there is a shocking lack of interest and understanding from top administration in the proven value of the arts as an integral part of a quality education for all students.

Question #9

What steps could MMSD take to improve relationships and partnerships with artists and community organizations?

All responses to question 9 fall pretty neatly into one of the following categories:

Residencies/Resource List/Liaison/Collaborate: Almost every response listed these needs somewhere along the way. Over twenty specifically used the above terms or language in describing what's needed. It is clear that artists and arts organizations in the community are very eager to collaborate, aggressively, with MMSD. A good number of responses called for a new liaison position or a sharp redefinition of the existing coordinator position so that it emphasized building partnerships with arts orgs and connecting artist resources with the schools. A number of responses suggested the creation of an arts resource list (similar to that kept by the Wisconsin Arts Board) full of thoroughly vetted artists, craftspeople and programs that schools could use to enliven the curriculum. A good percentage of these object to the district's disclaimer that states that the activity "is not endorsed by the MMSD. Another rejected the district's use of the word "specials" to describe arts offerings. There was a pattern of pointing out a number of ways the district communicates a lack of respect for the arts. A variety of suggestions were made calling for creation of a formal program for collaborating with area arts orgs. Nearly every respondent suggested such a development would be more than welcome and the main thing the district would have to do is relinquish some control and treat community orgs with the respect they are due for their expertise.

Commitment: Fifteen responses directly asked the district to commit, unequivocally, to the arts as a core value of the district. Responses along these lines ranged from those desiring the district to communicate respect and support to the teachers and to the existing offerings to those asking the district to more fundamentally assert a core commitment to the arts and not sacrifice that commitment at the first sign of budget trouble. There was a repetitive theme here that the district will not succeed in improving in this area until it makes this commitment clear.

Communicate: A number of responses echoed the notion the district could solve a lot of problems by communicating more effectively and openly as a matter of course. Some of these were as specific as calling for another task force or additional surveys and one suggested creation of a formal "Capitol Area Regional Arts Council"

Money: A few responses openly called for more money and suggested this is the primary obstacle to improvement.

Quote: ...

Promote collaboration as one of the bedrock values of the district. Currently MMSD is very insular and seems adamantly opposed to public participation. Madison is a participatory community in every way and the district does not reflect that value. The district has suffered from underutilizing its constituent base.

The district needs to... *see the arts in the curriculum as helping to meet the complex needs of the students and not as a difficulty.*

Question #10

Do you agree or disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and support of a comprehensive arts education. Additional statements

The most frequently identified need is for more money. There is widespread recognition that the teachers, and to a lesser extent the administration (F.A Coordinator), are doing what they can with increasingly tight resources. There was vivid recognition of how far we have slipped in the quality and effectiveness of our arts offerings in the schools and a few impassioned pleas that we carefully look at successful districts to see how they've managed to keep arts education vibrant during tough times. There was a pattern of calling for leadership (including specifically demanding an understanding of and commitment to quality arts education from all superintendent candidates) and education (there was sense that the board and the administration must not understand how important this is and how valuable arts education can be in compliment to a great over all education). There was a carryover sentiment that all parties must stand much more strongly in their commitment to the arts. A number of respondents specifically suggested making better and smarter use of area media in shoring up the case for quality in arts education and how the district (and the taxpayer) benefits when the arts are well supported. Finally, there were continued calls for collaboration as a big piece of any and all potential solutions.

Money: Almost every response here listed additional resources as a primary need. There was also some sobering recognition that these resources seem presently unavailable. Respondents did frequently suggest that addressing collaborative barriers (see question 10) could also help synergize fund development.

Leadership/Liaison/Coordinator: Around half of the open-ended responses stressed how important it is that any new superintendent be a strong advocate for the arts. There was a pattern of respondents either being unaware that there is an arts coordinator or expressing a desire for the coordinator to be a much more vocal and passionate advocate for arts education. A number of suggestions were made for redefining the coordinator position.

Collaboration/Partnership: Nearly every substantive response suggested a number of problems could be addressed through a much more robust commitment to collaboration with area arts groups and joint fund-raising.

Education: Respondents felt strongly that there was not nearly enough recognition on the part of the board and the administration as to the importance of the arts. Many suggested spending some focused time making this case, drawing area arts orgs and the media in as allies in a broad-based educational effort.

Quote:

"It all needs to start with a commitment from the school district that the arts are an essential component to kids' education"

"MMSD administration and board needs to realize...the arts are necessary and that the program should be supported...Currently...the majority of board members do not realize the value of the arts. The city supports the arts, time for the MMSD to do the same."

Question #12

MMSD Fine Arts Task Force
July 2008

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Do you agree or disagree the Fine Arts Coordinator can be effective in this position by. Additional statements.

Responses here tended toward a sense that the current Fine Arts Coordinator position is not structured or supported in a way that nurtures effectiveness. Several responses critiqued the position as being too bureaucratic, too driven by the standards, too focused on mollifying the board and administration, too mired in micromanagement and not nearly as liberated and visionary as it could, and should be.

Respondents felt strongly that the coordinator needs to be visionary, passionate and creative in addressing the gaps. Time needs to be spent educating the board, the superintendent and the public on the need for and value of excellent fine arts education, on “moving the political process towards valuing” excellence in this area. Respondents opined that the district is chock full of excellent teachers and the area replete with great professional development opportunities that are very accessible to teachers. In other words- teachers don’t need someone to devise meetings, compel them to attend workshops or remind them of the standards. Rather, they need visionary leadership, a passionate advocate and a buffer against the constant urge to cut the arts out of the budget. Given the previous responses, perhaps the position should be redefined and focused more on innovation, partnerships and promotion of the arts to all constituencies.

Quote:

“The teachers don’t need a central person giving them more administrative work to do...”

“The Fine Arts Coordinator needs to be the ‘big picture’ person for the district”

“The arts coordinator should be hired based on experience and passion for the arts--- outspoken and committed to the program, not to just agreeing with the administration.”

Question #14

What suggestions do you have for strengthening MMSD's arts education program?

VISION: Increase all students' exposure to the arts! *See how (others systems) involve parents, integrate curricula, and improve overall academic success rates through their fine arts programs. Appropriate ideas from Finland or other nations, (e.g., Venezuela's orchestral program's success among poor youth) Arts driven programming can draw in the entire school curriculum. Math, science and history can all be involved in the same arts project if one just thinks outside the box. Commit to equitable arts offerings in all schools, especially middle and high schools. Class time devoted to music, dance and visual arts may appear to compete with time for English, languages, math, and sciences. Yet the correlation between performance in the arts and other subjects is high enough that more arts time would not...reduce student performance in academics; it might even enhance it.*

FUNDING: *Growing up in Madison in the 70's and 80's, I had a rich fine arts program from arts classes to the strings program, band and numerous theatrical performances that greatly enriched my youth into adulthood. NO MORE BUDGET CUTS. The fine arts program is one of the (reasons)...MMSD...(was) such a good district. Allocate money to the arts to reduce class sizes. Overcrowding is a waste! Give each school a protected allocation for music and art classes. If there were concerted efforts to influence local (and national) budget legislation to increase arts allocations, a lot of hard choices would be eliminated. Current policy does not express the values and priorities of the electorate. A coordinated campaign of "Music-Aid" concerts and other student events would probably get favorable press, and might even have an impact! There's certainly a large pool of arts involved students and parents.*

ADMINISTRATION: MMSD must have a commitment to the arts program. It has almost been destroyed by the current administration. Start with *a group of administrators who believe in respect, nurturing, and growth in the arts. Provide daily access to some form of creative arts for children. Include dance and drama in earlier grades. Base success on effort and participation not merely on performance.* Work toward system-wide support for educators to integrate the arts into learning. Collaborate internally and with community artists. *Offer incentives to schools that integrate the arts into their curriculum.* To show the importance of the arts, help principals to *become as much involved in the art at their schools as with sports activities. Show stronger support from MMSD's superintendent and school board. If the arts are seen as important and essential ingredients in a student's academic achievement from the very top, that message filters down.* Currently, it feels that *the arts are considered expendable and not central to MMSD's mission, which is exactly the problem.* Provide opportunities for collaboration with outside arts groups: *bring them into the schools, request something of them that fits into the school's curriculum, prepare the students.* One often feels that *the principals hiring the art teachers know so little about creativity, they could not possibly judge whether I was going to be a good teacher or not.* Involve school principals in *visiting Madison's cultural organizations to better acquaint them with the relevancy of what these organizations can offer to the education of their students and for the assistance of their teachers.* Study the *arts high school and the charter elementary school for the arts concept as part of MMSD. The best way to encourage students is to give them a place to express themselves, (e.g., students can spend a Saturday learning about the many facets of theatre production ending in a final show by students; or, painting or sculpture culminating in an exhibition; or, meet to practice and perform their music in small ensembles or bands.)*

COLLABORATORS: *Create more involvement with local community groups; more partnerships and collaborations with local arts organizations like theatre groups. Have more student exhibits, concerts, etc., (to) which the public is invited. Have kids perform at community festivals, downtown, etc., so that the arts education program is more visible and appreciated by those who complain about their property taxes. Publicize the programs that are underway. Make sure that the media are contacted when there is a residency or other program at a school. Give the school a media kit and advice on how to use it. Invite the neighbors.*

FACULTY & CLASSROOM: *Support teachers in their efforts without creating more administrative tasks for them. Reorganize class sequences and reduce class sizes to permit...art teachers to re-establish a more comprehensive and creative curriculum. Teach pre-service teachers about the value of the arts in student development and establish an orientation program to assist them in planning future off-site visits. There are some fantastic teachers doing wonderful things ...but there are...those who seem burned out. MMSD should support teachers before they burn out and reward achievement above and beyond. Don't isolate the artistically talented students...that may not fit the mold. Improve working conditions for students and teachers via smaller class size, more arts class hours, more integration of the arts throughout the curriculum.*

C. Students/Parents Survey Compilation/Summary of Open-Ended Questions Prepared by Jane Doughty and Barbara M. Schrank, Ph.D.

Number of respondents to the student/parent survey – 462
Number of parents – 359
Number of students – 93
Other – 19

Note: The following compilation/summary is for Questions 2-5 from the student/parent survey. A compilation/summary of questions 6-8 is still in progress. Also, many of the respondents made specific comments and recommendations about the elementary strings program. Jane Doughty is reviewing these comments and will be working on a summary of these comments.

Question 2 asked survey respondents if they agreed or disagreed with several statements about arts education (music, art, dance, theater). Of the five statements, which the majority of parents either agreed somewhat or strongly, the following were the top two:

Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts.

Arts education helps students appreciate and understand human history and cultures.

Additional statements - 90 respondents made additional statements:

A. Arts education is not valued by the district [leadership – board members, administrators] – a strong theme running through about 10-15% of the comments is a concern the district does not value arts education, and respondents find this baffling. For example:

“The idea that Arts education is "extra" beyond other academic learning is baffling to me. Arts education is part and parcel of becoming a well-rounded student. My child's success in math class can also be found in her artwork using geometry, symmetry and other mathematically engaged views of art. She sees the connection between the two subjects and knows that this type of engagement can be found in all her subjects in school.”

“Arts ...should not be considered ‘specials’ or extra.”

“I believe the arts impact every aspect of a child's education and I fear that the arts are not valued as strongly as they should be by the Madison Metropolitan School District.”

B. Arts education is important...

to intellectual development –

to emotional development -

“... The arts are key to our humanity and our capacity for critical and creative thought - capacities essential to success in our world.”

to living and working in the global workplace

“...It is extremely important for engineers to have training in the arts. An engineer with a strong sense for aesthetics is better able to communicate ideas and provide creative and elegant solutions. This is a question of economic competitiveness. Look around you. You will be hard pressed to find anything that is not engineered. Ask yourself if you want to live in a culture that cares nothing for form. Which culture's product or process will win in the market? Today's engineer must be able to provide solutions around the globe. That requires an understanding of culture around the globe. A bridge designed for a foreign country will be engineered under universal laws of physics, but a winning concept might look very different in Japan than it does in the United States.”

C. Arts education engages, teaches and enriches the lives of all children, including:

Students who face challenges in school –

“The arts provide students who might not have as successful academic experiences places to shine, because in general many of the arts encourage ways to find good outlets for thinking/acting out side the "normal" parameters of behavior, and ways that are acceptable to express thoughts and experiences that have no other outlet, within the conventions of society.

Students who are talented and gifted –

“My daughter is very high academically and in addition she has become a fine artist and musician due to her start in the schools. I have been amazed at how far she has come as a violist (a WYSO participant) and as an artist due to her start with school programming.”

Students who are not interested in “traditional subjects” –

“The survey doesn't even mention the importance to kids who, for some reason or another, struggle in the academic classroom, or need a break from traditional academics but still want to learn. There are so many kids who find the traditional classroom experiences difficult, but are gifted in the arts. It gives them their chance to shine and find self esteem and pride in their work.”

C. Standards-based raise questions: Standards-based is unclear term to parents/students – respondents expressed suspicion about standards and art education

"Standards-based education in the arts" implies an emphasis on standards, which serves only the purpose of butt covering, and even that to middling success. Creativity, diversity, arts appreciation and development of talents should be the emphases.”

D. Economic Development: A couple of respondents chose where they lived and sent their children to school based upon the quality of a school's arts education

One reason we chose Franklin for our daughter (now at West High) was the strong art program. We had considered the neighborhood parochial school, but the art program helped tip the scales in Franklin's favor. My daughter continued to take art at Hamilton and now at West."

Question 3 asked survey participants - In a K-12 arts education program, how important is it that MMSD students have equitable access to [a list of items]. The top six were:

1. Courses in music, art, dance, theater.
2. Adequate classroom space, storage, supplies.
3. Teachers specialized in the various art forms (art, dance, music, theater).
4. Adequate knowledge and technical preparation from basic to advanced arts courses.
5. School performance groups.
6. Exhibition/performance space in school and in the community.

Survey participants were also asked, "What else do students need to have equitable access to in a k-12 arts education program?" Ninety-three respondents provided additional information, citing:

A. Course and content issues – were raised by nearly 50 percent of those responding. Depth and breadth of arts education courses with time and connections to local artists and art venues were mentioned. While respondents support art classes, a couple of respondents supported integration of art curricula topics with topics in other classrooms.

"Art classes for kids with different types of intelligences/learning styles: movement/dance/acrobatics; hands-on creating such as ceramics, sculpting with various media, even temporary art such as sand castles, ice sculpting, landscape art."

"Students also need time in their schedules. In my mind, a well-structured art class could be taught as a social studies or history elective -- think how enriching a History of Art class could be -- starting with the pictographs of the first nations all the way up to modern art."

"I believe one of the most important and memorable ways children should be exposed to the arts is through visiting artists."

"group lessons in strings or other instruments starting in elementary school"

"The inclusion of art in academics as well as specialized class"

B. Class time – concerned about 20% of respondents. In particular, cited was the need for adequate time for the subject being studied. Respondents would like to see more opportunity to take multiple art courses in a semester and some concern was raised about inadequate time for current art classes, citing drops in the amount of time for middle school performance music. Specifically:

"Ample time during the semester to pursue various arts programs, i.e. music and visual arts together, rather than only one."

"They need art classes every semester. Advanced opportunities, magnet schools, etc. would all be nice, but lets start with art 2-3 times a week every year."

"Enough time! Not just a little bit every other week."

D. Supplies and Space – More than 15% of respondents were concerned about art carts, larger classes leading to more crowded classrooms, and teachers not having supplies needed to teach classes.

“They need small enough class sizes that they can actually do some learning. Now, in my son's school there is a class and a half at a time with the art or music teacher. The class size is so big that the teachers spend most of their time on discipline.”

“Students need instruments that do not need duct tape and paper clips in order to play. Students need up to date technology.”

“After school or weekend use of studios and performance space would be ideal.”

“small class sizes to facilitate learning by all students”

“High schools should be equipped with practice/small group rehearsal rooms, and incorporate private lessons and chamber groups for credit within the school day.”

E. – High quality teachers with experience in their field. The quality of the teacher is most important to excellent art classes

“Excellent teachers and classes that are not overcrowded”

“Art teachers should not be continually shifted due to partial employment status.”

F. Low-income – respondents indicated need to provide classes at younger ages for low income children, and to be sure these children receive financial support so they can participate in courses [without feeling they have to justify need].

“It is especially important for low income students to get their art education in their school, because outside instruction may not be obtainable.”

“I believe that students who have no art support at home may need special support for music practicing and lessons.”

“It'd help greatly if you would share your definition of "equitable". What if a satisfactory arts program were available to all students, but parents at one school contributed or raised extra funds to support even more enriched arts programs for students at that school? Would all district students still have "equitable" access?”

Question 4: What additional arts education courses/study does your children participate in?

Children are participating in courses at local arts organizations and venues – CTM, Kanopy, Monroe Street Fine Arts Center, WYSO, Madison Children’s Choir, etc. Private lessons in music and art predominate. A couple of respondents indicated MSCR, UW classes, and other.

Question 5: How have you (your child) benefited from taking arts education courses in Madison’s public schools?

Parents and students thoughtfully shared their beliefs and values about the importance and benefits of arts education in their children’s lives. Children and parents who responded to this survey have a high regard for the importance of arts education in MMSD. They understand how important arts education is to their children’s growth, development and life-long joy of learning and living.

The success and joy parents and students feel about arts education in Madison’s schools is very much dependent upon the strength of the classroom teacher. Many respondents talked about how central a role

a teacher played in their arts education development from learning skills, to self-esteem, to self-expression, creative thinking, etc. The list goes on and on.

Parents, and students (even very young ones) did not comment simply in generalized terms. They recognize the depth of benefits arts education brings to their lives from skill development to the sheer joy of learning and “what’s the most fun about going to school.” The scientific benefits of arts courses are known to them; they cite examples of what they’ve experienced or seen in their own children. And one respondent says what he’s learned about the arts has made him a more active participant in the extensive art opportunities in the cities. As well, many respondents have gone on to careers in the arts, gotten scholarships to colleges for further study in the arts.

While there is a sense of satisfaction with and appreciation of arts education Madison’s schools for the most part, parents (and students) see what is happening and share their observations and concerns as well. In the past ten years, they have seen a noticeable drop in the opportunities and quality of offerings in the district, and their concern is for the effect of this on all students, especially low-income students. As one respondent noted, they will continue to get what their child needs, because they can pay for it.

Following are examples of what parents had to say:

How they/their children have benefited, value of arts education, appreciation for arts education in MMSD but serious concern –

“A good public education includes a view of the world from many references. Dance, music, theater and art incorporate math, physics and yes, even reading. Cohesive and layered education is helping generate inquisitive, imaginative learners. Involvement in the arts also allows my children socialization with several different peer groups within their own schools and community.”

“Enrichment, development of talent, a greater capacity for consideration and deliberation, improved confidence, improved self-expression, greater enjoyment of school, sharing of talents with an audience, superior group dynamics and socialization skills, camaraderie...”

“Music is their relaxation and stress reliever.”

“For the last two years, the music and art programs have coordinated with the overall curriculum of students to create very rich learning experiences. One example was a unit that the school did on Africa. The classrooms all studied Africa as was appropriate to their grade level. The unit ended with a school music program that featured music from Africa and a student art show that featured African art that the students had done. The integration of these experiences made my daughter's learning experience much more rich and complete.”

“We have two children in MMSD who have benefited from music and art classes, that teach spacial relationships, extend concepts about the world, cultural and diversity education.”

“Arts activities can serve to provide instruction and understanding of various points of view, cultures, beliefs, etc. Activities provide outlet for expression and provide stimulus for those otherwise unchallenged.”

“I get a break from academia and get to challenge myself in a completely different arena. It's also nice to see the pecking order of who's good change from that in regular classes. That kid that isn't so great at math or writing is a star on the potter's wheel and the kid with the 4.0 needs his help.”

“My daughter's favorite day of the week is the day she has art class. She can't wait to get to school on those days.”

“My child's education has been well rounded and has made her a smart, flexible, appreciative of other cultures and a very empathetic young adult.”

“My child is learning disabled, and has improved all aspects of his life in school, and his self esteem, by succeeding in music. He has improved his math performance in conjunction with music instruction and performance. Son has social difficulties and music has given him an environment where he fits in with peers better. He is looking at a good situation for a college scholarship because of music.”

“From all aspects of development; social, emotional, brain development, as well as basic knowledge about music and experience with performance is an experience that is essential.”

“My first introduction to music performance was in the fourth grade strings program. I can't begin to describe the impact it has had on me. As a senior in high school, I am planning to major in music when I attend college next fall. Music has been a vital and driving force in my education that has had direct connections to most of my academic subjects: history, literature, physics, languages. Without arts education, many students would lack the excitement and enthusiasm that stems from arts and carries into academic subjects, and the creativity needed for problem solving.”

“he has been able to apply it to his homework with math, he has slight autism and can show me how he is feeling or what he means in pictures, as well as bringing home projects he is proud of, and for me, the smile on his face when he pulls out a new project and hands it to me! just the most prideful experience”

“My child has developed a greater appreciation for other cultures and a variety of musical genres. She has developed confidence in her abilities as a creative individual. She has been inspired to pursue additional music education outside of school.”

Concern about what has been happening to arts education

“They are better students and better human beings. Their test scores are higher and they are much happier children. If MMSD doesn't start supporting fine arts education a great deal better very soon, my children will no longer be attending MMSD schools.”

“In my daughter's early elementary school years (1998-early 2000s), she had an excellent art teacher (Ms. Parsons) who taught students the history and culture behind their art projects. She has never created more incredible pieces since that time nor learned as much in an art class. She also has had a sense of pride and accomplishment from her current high school courses at Memorial, and is so excited about the new things she is experiencing (glass bead work, metal work, etc.). Her elementary music teacher taught her how to read music at a young age, and she participated in orchestra through middle school -- helping her socially and strengthening her logistical skills. Sadly, my younger son's arts experiences have been of much lower quality - no orchestra until 5th grade; he is just learning to read some music; he has not felt much

enjoyment from his art classes (partly due to his personality, but partly due to lack of funding and quality teaching as compared to just a few years ago). The arts really build a social, mental and emotional skill base that applies to the academic and other school challenges children face, not to mention it is often a bright spot in their day that enriches them.”

“The art teacher at ... elementary school is just about the best i have ever met. She is fabulous, but when she asks for leftover berry and meat containers from us, I know she could have more money for better supplies. I love to recycle, but it seems pitiful that the art teacher is competing with the reach teacher for our kitchen cast offs. We can do better, right???”

Question 6: Do you agree or disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and support of a comprehensive arts education? How might the MMSD improve its current efforts in these areas? Following are responses:

Stop threatening the strings program every budget cycle. We need strings opportunities earlier in elementary school not later. I would predict that the elimination of 4th grade strings is going to have a serious negative impact on our high school music programs in the future.

Hire more effective teachers Provide more funding for supplies, more teachers and resources Stop cutting and threatening to cut arts programs Ensure access for all children

1) Help local educators find and apply for federal and local grants that can support the continuation or enhanced development of arts education. 2) Evaluate current programs and develop ways to integrate subject matter into the core curriculum to support the specialty area, perhaps creating an avenue which would allow a smaller financial cost to the fiscal budget.

Possibly allowing credit for off-site/after-hours courses that are "accredited" by MMSD. Reduce the need for music/arts teachers to travel between schools, by expanding the hours of the Arts teacher in the school - perhaps adding arts-oriented teaching (subjects, approach, etc.) into academic-class curriculum. Look for Arts-experience/courses when hiring teachers for other subjects.

Change the language of how we call music and art classes: "specials." This is a term that assumes art and music are extras, not necessary to "core" or more important classes.

Stop overfunding un-necessary projects. How many charter schools do we need? Stop taking teacher allocation and putting it towards administrative positions that do not serve children. Put the funding where it will actually do some good. Children need arts and music and your test scores will go up dramatically.

Hire an Arts Coordinator to fundraise, coordinate and ensure equity among all the schools.

Ensure that art programs, music in particular, remain within the regular school day. They must not become primarily extracurricular activities. They are certainly as important as some of the other course offerings, especially at the middle and high school levels.

Provide full time arts positions for teachers. Teachers travelling from school to school to cobble together a position made of 10% here, 20% there does not benefit the students.

Utilize community volunteers Promote and showcase the arts programs in the schools to the greater community. Set up programs like MULTI-CO at other schools--one at each MMSD high School, to work with the elementary and middle schools that feed each High School.

COMMUNITY FUNDRAISING SPECIFICALLY FOR ARTS IN OUR SCHOOLS--IF WE CUT BACK WE LOSE TOMORROW'S AUDIENCES FOR OUR CIVIC CULTURAL INSTITUTIONS. WE NEED A UNITED WAY FOR THE ARTS

Hire a Superintendent who is supportive of the arts and arts programs.

More Fundraisers

Most Arts Education seems to be viewed as "extra" beyond what is needed to meet the ridiculous goals of "No Child Left Behind". My child would be left behind if she weren't allowed to utilize her tremendous assets in visual and performing arts to access and improve learning in other subjects.

There is a shortage of practice and performance spaces in Madison. Could school facilities be opened to community art organizations?

Add more programs to get kids involved in the arts!

With all the great resources in students at UW Madison, trying to gain experience, why not leverage their time and energy in building a better arts program with grants, community messaging, etc.

You asked whether the MMSD should "maintain" existing academic arts courses. I'd prefer that MMSD expend academic arts. While expansion seems unlikely in the current budget mess, children need more of the arts in public schools, even in the arts-rich environments we've now got. involve more local providers of "arts" within the school system/day.

Make the arts as important as sports. Both are need for young adults

Make arts a priority in MMSD; just as much as the reading and mathematics are emphasized, we should be focusing on a comprehensive, standards-based arts education.

Help the instrumental music programs in this city!

Reduce class sizes in music classes, especially for grades 5-8. Instrument rentals should be free for students. This is critical for poorer families whose children will not have access to upper class activities in the community. Orchestra is a way for these students to access the same activities as wealthier students can afford.

Charge those who can pay - like athletics

Promote fundraisers like Square-1 art, which allow parents to buy prints, magnets and other knick-knacks with their children's original art. These original, unique gifts are a great way to promote kid's artistic talents, as well as raise some cash for the arts in schools.

I would like to see more money (add ons) for teachers at the elementary level to take on before or after school choir programs. I also would like to see strings and band start at the 4th grade level.

MMSD needs to be much more supportive and friendly when responding to parent concerns.

Have local and national artists speak to the board and the community about what impact art has had on them and what they have done: ie career, giving and gifting back to the community. Also, finding successful people that are not in the "arts" field (career) but that the arts were very instrumental in the development of who they are today.

I believe that the preceding 6 statements characterize what needs to be done. It begins at the top with a comprehensive view of values and valuing in education--sorely missed in the past several years. That needs to be communicated to principals and staff (too many, sadly, who do not understand)and the process of seeking funding, collaborations, and external support needs to be ongoing. It is not difficult to do if school leadership wishes to be effective.

Keep class sizes down, one class at a time even in Sage schools because those kids are more needy and that includes art education.

Have specific fundraising efforts of parents of children in the Arts. We started a parent's organization at West entitled Friends of West Drama, which has been very successful in fundraising and providing other support (supervision, cast parties, etc). Parents want to be involved and are willing to help, but I think it should be school specific (ie. Cherokee Band/Orchestra/Choir parents, etc)

It is important that we do not cut from the arts budget anymore. Increasing the class size has been a disaster. We need to have a special fundraising effort just for the arts. There are enough local artists to do this.

The district needs to continue to provide funding for the Arts. However, it also needs to remember that other important areas of need, such as special education, literacy, small class sizes etc. can't be forgotten.

As far I as I can tell, the music and art classes at my daughter's school are fine. However, I know that overcrowding at Chavez has affected some of the other kids at school. Things like having art on a cart wheeled into the homeroom and having music class on the stage are not adequate spaces. However, I believe that has more to do with the crowding situation.

I realize budgets are tight and tax increases are unpopular. However I would rather pay a few dollars more and have arts remain an integral part of the school curriculum than have to pay for outside lessons. I strongly feel that the arts experience is enhanced when all participate rather than the middle and upper middle class parents who can afford lessons. I would love to see an annual fieldtrip to the Overture center for most kids. When in preschool my kids'school seemed to access free tickets for some spectacular events. My kids thought these were magical.

MMSD needs to go back to having a full-time art teacher and full-time music teacher at Mendota School, where my son attends school. That way the students can actually learn something. With the cutbacks this year the class sizes are so high that my son isn't learning anything in art or music. I have not gotten home one art project yet, and it's almost December. I don't think he has learned any new songs. Last year he would come home singing new songs, and these would prompt family discussions about other countries or historical events depicted in the songs. I could tell he was learning something. But not this year.

Put in more of an effort to get us more art programs.

How about seeking partnerships or with funding from businesses who employ the "creative class?" Design firms, ad agencies, video game software companies and others like them understand the importance of creativity and the need to foster it.

Remember that knowledge and ability in fine arts is not necessarily inborn. Every student can benefit from instruction in the fine arts. Not everyone will become a world class performer; however, not everyone will grow up to be president, a neurosurgeon, or the inventor of the better mousetrap. Most students grow up to be ordinary people. An education in the fine arts complements every lifestyle.

To all of the above I would add the word "strongly" to "agree." In the 5th category I would add "restore arts education programs, including strings programs and music classes, to where they were pre Tommy Thompson era, with additional funding for scholarships those children who cannot afford the materials, instruments, etc.

I feel the school system is grossly under funded in all areas. I would like to see more private fund raising for all school programs. I feel this city is doing a great disservice to its children with the state of the schools. I find it hard to believe that there isn't enough money to go around with all of the new development that Madison has seen over the past 10 years. Is there a tax break that I don't know about? Also I am not opposed to increasing taxes so long as there is a commitment to the schools. I feel when trying to get referendums passed it would be better to say how little it will change taxes and not how much money you need. Example 1,000,000 split over the entire city would probably equal X number of dollars per household. I also like the endowment funds but I would like to see more PR with these dollars. It is a great idea. There could be an endowment fund for the arts, sports, maintenance, etc.

Madison has a vibrant local arts community. Efforts should be made to involve and include these artists (paid!).

I think that MMSD should not only maintain existing academic arts courses, they should expand on them. This will require more work and creativity. Sadly, I think both those things are lacking. It will also require courage to reallocate resources from untouchable budgets.

*Continue to seek grants, seek partnerships with community and UW resources
From what I see at the middle and high school level, the MMSD doesn't provide nearly enough in the musical arts. I'd like to see ALL instruments begin in the 5th grade and all students participate in the musical instrument program. I'd like to see summer bands at all middle schools, I'd like to see band and orchestras that compete on a national level. I'd like to see a marching band at all Madison high schools. We've got a long way to go.*

I don't see how there can be any LESS attention to the arts at Sherman Middle School. The existing academic arts education courses should be greatly improved.

Increase access to musical instruments (beyond drums and cymbals) and provide some level of instruction. In the language arts, engage local high schools and higher ed language departments to run immersion-type language workshops in German and French.

More needs to be done to engage the community. Schools could host community art shows where local artists show their work. Hopefully the community would reciprocate by coming to see the student work during fine arts week.

I can't say I understand the MMSD current efforts in these areas. I believe it is always helpful to look at programs in other places and other countries to see if there are success points we can borrow or make our own. If staff time is not available, research like this could be requested through partnership with the UW, or even parent volunteers.

Integrate itself more into the worlds outside of the immediate MMSD population. Know where the MMSD and other arts-literate populations overlap. Encourage relationships with the many different arts communities. You need EACH OTHER!!

Give equal amounts of money to both arts-based and athletic-based activities. Neither of my children are involved in sports. We go to athletic games when the pep band plays.

The district has squeezed the art teachers and made their jobs untenable. They need fewer class sections, smaller class sizes, and more time between classes to set up and breakdown, or scheduling that allows them to use the same lesson for multiple classes of the same grade level.

Right now funding is based through the government, we need to seek support from local businesses just like the sport division does for sponsorship.

I would be willing to pay higher fees to keep current arts programming. It is inexpensive in comparison to private lessons. there are many local artists that could contribute to our schools, giving our kids both a sense of community and art!

It seems that arts are always the first things cut in budget crises. I think that other areas that the community cares about (sports for example) should also be used as a stick or carrot. More visible and spoken support of arts to the community.

Funding is crucial to our arts education in Madison. Too often when cuts need to be made, the arts are the first to go - this does our students and our community a great disservice.

Give us an arts portal so I can find out about plays, musicals and concerts at all the schools -- I try to get my kids to performances at the schools so they can see high school actors and musicians in action, so they get exposed to arts & music and to get them comfortable with the local high schools and will be interested in trying to do these activities when they get to be high school aged. Right now I have to search each HS's web site to try to figure out what and when and where a performance will be, often these sites are not up to date. Use a model similar to the sports with a centralized website showing day by day what concerts, plays etc. will be taking place.

Go back to smaller art and music classes (as well as PE) rather than a class and a half at the elementary level. Hire teachers who love art, music, PE and know not only the academic side but also the creative

side and have an ability to teach and relate to the students. Encourage students to pursue their interests in these areas.

See arts as they do sports. Sports get all the money now, Arn't sports a form of art, ask any dedicated coach. They'll say yes, so if they get money why cant te arts.

I think the most time and cost-effective strategy is to have classes as part of the curriculum on a regular basis across the grades. While I approve of artist residencies, I think it is scattershot at best and not nearly as effective as, say, knowing you have orchestra class every Wednesday. Also, it takes a lot of effort on both the school side and the arts org. side to schedule a residency. Why hot have someone whose job it is to teach orchestra every day - much more impact.

Reach out to those community members who give generously to the arts in the city. Madison Opera, the Symphony, Madison Repetory Theatre, etc., won't have audiences and financial supporters in the future if today's kids aren't exposed to the arts.

Believe in it! As educators, research the benefits and fight for the benefits. Especially with the potential of NCLB being reauthorized, do their job of understanding that which is important and be an active voice in shaping the changes rather than the passive wisper they are today and just wait until whatever is decided gets passed down for implementation.

Treat art education as importantly as science programs are treated. Advancement in the arts often reflect advancements in society after all the age of the enlightenment not only included the advancements in science but also a huge surge in the arts

Recognize that arts education is a motivating force for many students. Manual skills need to be taught, and unfortunately art is one of the few areas where this is done.

Especially in the Madison School District, there are many families that will agree that arts education courses are important for their son or daughter's development. If the school board and superintendent put together a task force of volunteers to help with the collaborative efforts that are needed to support the arts, there will be an overwelling response from parents and students alike.

Consistent funding. Keeping morale of teachers up.

Fundraising and grant writing cannot be another Doyle buidling position or responsibility.

I am not knowledegeable about funding. I've only been in the MMSD system for 2 years. I can tell you that I've been where arts in the schools are neglected and it is so much better here. Don't lose it! The arts enhance school, make it exciting, improve community, keep the whole person of the child engaged, offer cultural enrichment, stimulate learning. The teachers here know their arts, this is a vital component, do not lose it.

Work with the UW Continue to partner with the Overture Center Ask the parents! Major resources untapped.

I think they are doing fine but with all budget items to consider additional efforts are not needed but to spend efforts to stay at current level.

I have the impression that support for the arts is eroding in the Madison schools. I have two second graders, and feel support for the arts in their classes is good currently. However, trends that involve cuts in these areas are alarming, especially for low income families that cannot afford extracurricular arts training. Schools are the best option for giving all kids exposure and training in the arts. Since the 4th and then 5th grade strings program cuts or possible cuts received so much media attention, there is a perception that the board just is not supportive of the arts. What can you do to reverse this perception? More positive media coverage about your efforts to support and enhance the band/orchestra/choir programs.

I don't think schools have to beg local cash strapped arts organizations for money/or write grants. There should be a baseline funding for art and music education that does not get threatened by cuts every year.

I agree with "Maintain existing academic arts education courses." but only to the extent that maintaining doesn't hinder the opportunity to grow or expand in areas where budgets have been cut already such as strings.

The district should not have to count on outside funding to pay for arts education.

daily art and music instruction for all elementary kids. More instrument instruction at younger ages.

Don't make budget cuts regarding fine art programs. Make it easier, not harder, for teachers to create excellent fine arts programs and classes for students. Stop making budget cuts in these areas.

By continuing participation of members of the task force even after the "job" of the task force has been completed; the task force encourages representatives of the schools and arts communities to meet, talk, and discuss means for reaching across institutional boundaries to achieve common and complementary goals (increasing access to and participation in the arts for MMSD students of all economic and cultural backgrounds).

Enlist parents, community artists, and the university to come together to develop programs to engage students at all levels.

anything would be improvement. I had art at least 3 times each week in my school and these subjects were linked to history and english classes as well. Consider arts as part of curriculum and "extras" They need to do more than maintain as things are now

Arts advocacy needs to go both ways, the Board and Superintendent should seek to build diverse and up-to-date connections with artists in the community for two reasons, to clearly demonstrate to students that artists in our community help define a rich, cultural identity - and to extend and improve the dynamism with arts classrooms. A student arts commission should be developed, where they work to understand what art is happening in the area, and they find ways to, working with grant writers, artists, and their schools, to strengthen arts learning within Madison. This should be funded through the school budgets.

The above questions obscure the notions of art education. A baseline commitment to arts education will not insure adequate arts education. Only through integrating arts education into academic programming can we be sure that ALL kids are receiving ARTS EDUCATION ! Maintaining the current level of arts education is a bare minimum! When local arts groups are also struggling to keep their heads above water, how can we ask them to help fundraise for the schools... A community that cares about ALL its

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children makes sure that it is doing the best that it can to turn out well rounded individuals who have had a variety of art experiences. Budget concerns from the STATE have a lot to do with what kind of education ALL OUR CHILDREN are receiving. The current MMSD situation is exacerbated by a funding system state wide, that demands that children take the hits on services provided.

What do they do now? At our school all additional funding is the responsibility of the PTO.

I don't think you can answer these questions in such a small range of choices. Furthermore, related to fundraising efforts, we have already gone down this slippery slope with the advertising policy and foundation. The more people work to raise private money, the more public support of schools will erode. Enlist the help of the PTOs. Establish an Arts committee for each school.

Realistically, there is not a lot of outside funding for the arts. Strong relationships with local PTOs remain the most likely avenues to fund-raising for supporting arts activities beyond baseline education.

More parent involvement. I would be happy to put in time soliciting donations for school arts programming. Begin an MMSD endowment for the arts.

Utilize local, expert resources whenever possible to enrich the arts curriculum. "Opera for the Young" is just one expert, Madison-based, cost-effective example in the music world which is currently under-utilized in MMSD.

MMSD seems to have no understanding of what the community expects.

Reach out to parents/families for help in the classroom. Many have talents and experiences that could be shared with students.

Value the arts when considering funding. Staff arts courses sufficiently.

Local universities for advanced students and perhaps high school students for the lower grades

We need to do a better job of promoting the positive things that are happening in our schools. We have amazing students and staff who are accomplishing wonderful things. MMSD has to do a better job of getting this information out to the community. Individuals who don't have children in our school system really need to know the crisis that our schools are facing. We are way behind in the PR department! MMSD needs to STOP cutting the budget. We should be enhancing our programs, not downsizing and taking them away.

*Funding is a challenge. We need to think out to the box, build partnerships, share resources, and firmly stand our ground with a commitment to continuing arts programming in every school. ***Elementary Level World Language Education should also be a priority.*

In my opinion the MMSD does very little right now to encourage enjoyment of the arts. I had an MMSD teacher tell me she would not take a group of students to see a play (for which they were given reduced priced tickets) because she thought the students would misbehave.

More staff time for collaborations and fund seeking

Encourage in classroom partnerships with local arts groups. The Madison Rep has had a program with East high that could certainly be expanded to the other high schools.

I really think that the school district needs to look at fundraising efforts more creatively for all areas. We can look to school districts in California that have thrived in spite of how California funds the public school system.

Find money to support our arts teachers by giving them a reasonable teaching load and smaller class sizes in SAGE schools. Support our teachers by realizing the crisis of the current teaching environment, which is more like crowd control than inspired teaching. Support in-school budgets for materials, supplies, equipment and furniture.

Expand offerings. Don't stick elementary strings teachers in cafeterias. Honor their work. Don't force kids to choose between music and "home base" or study hall/free reading time. Let music be viewed as important as foreign language study, and let it stand alone.

Recognize the importance of the Arts to society as equal to "academic" subjects. The arts need to be promoted to the policy making groups.

My kids talk about learning art history in school (and they are YOUNG!) - while this is nice, I think letting them have more variety in PARTICIPATING with HANDS ON activities is more beneficial (or cost effective?). Kids are LISTENING all day long at school - art and music are supposed to be the FUN "specials" - where they are learning through doing - especially at the elementary schools. It just seems like they are trying to make the kids grow up faster than they should.

Have a Superintendent that understands the importance of an art education for all students at all levels...it will spark something in every child if they are exposed to the right teacher and an inspiring passion for the arts...it comes from the top and filters down through the schools.

Decrease instrument rental costs in the first years of instruction, restore the elementary strings program, provide more available instruments for the middle school band program so kids don't have to wait weeks to find out if they will have access to an instrument. Increase offerings in theatre (talk to Lynn Najem at Lapham for ideas). Encourage spoken-word performance, which is very inexpensive.

I am unaware of any community partnerships MMSD currently has with any Madison area artistic and cultural organizations yet the Madison area has many of these types of organizations. MMSD needs to leverage their position as developers of future artists and relentlessly solicit these organizations for their knowledge and support.

The arts are a great equalizer. If Madison Schools truly are committed to minority achievement and leveling the playing field, funding for the arts should never be cut by one cent. I also think an Arts Magnet Charter High School would be an incredible asset to our community.

Stop treating them, even calling them "specials"...implies that it's a frill, not integrated. More money, less children per class or more classes per week for children to experience a variety of fine arts. Drama, Language, Music, Creative Writing, and using a variety of mediums for expressing their creativity and using their imagination.

1) Restore programs to previous levels. Return drama as an elementary "special". Include drama at all middle schools as has been done successfully at Cherokee Middle School. 2) Restore middle school fine arts programs - they were quietly cut and teachers' positions reduced well before cuts in elementary specials. 3) Offer alternative music courses within the school day at middle and high school, such as drum circles, Taiko Drumming, mariachi 4) Give fine arts teachers reasonable schedules so they don't

have to run from one building to the next, or from classroom to classroom within one building (with no transition time). Schedule five minutes setup/passing time between each class. Currently many classes go from one special to the next with no passing time. Their travel time comes out of instructional time, which is thus lost to the child. 5) Stop balancing the budget on the backs of Fine Arts programming and our poorest, most at-risk students (doubling up classes at SAGE schools). 6) Restore 4th grade strings, elementary & middle school drama. 7) Add MMSD Fine Arts staff from each discipline and all levels (elementary, middle, high school) to this committee that is looking at Fine Arts and community resources. Hear the voices of passionate and committed teachers. Give them the opportunity to represent themselves, their colleagues, and their disciplines. It is disrespectful to them to not even include one teacher on the committee. The Fine Arts Coordinator is not a teacher, but represents the interests of downtown administration.

I don't know anything about what the Fine Arts Coordinator does or what their role is. I'm co-president of our school's PTA and there is no collaboration between MMSD and the PTA in arts education. PTA's have the ability to assist with this but we don't know what to do or how to do it. Instead we are asked to provide things like a new laminator because the old one broke and there is no money in the budget for a new one. PTAs should not have to purchase equipment that the school needs to do its job. We should be there to provide the extras (like art) that get pushed aside due to budget cuts because people feel it isn't as important as reading and math.

Would it be possible to offer art classes / events to the whole community outside school hours, specifically in low income areas? If there is a better link between the community (parents) and the school, it is also more likely that children will be more comfortable in school and do better.

would like to see more focus and financial assistance for the arts in our schools. Our music teacher (at Huegel Elementary School) gets \$100 a year total to spend on ALL her students! How do you accomplish that? The PTO helps where it can, but even that isn't enough.

Not only maintain existing programs, but add new programs AND replace programs that were eliminated in previous budget cuts.

Question 8: *What suggestions do you have for strengthening MMSD's arts education program? Following are the responses:*

Value its worth and support it with your budget

Reduce class sizes, introduce history of art into the process...showing historical examples and precedencecultural/social importance of art.

See previous. I'm afraid that I think MMSD principal's are already overworked - but, if the MMSD central office (and the principals) made it acceptable for individual teachers or PTG's or even arts community groups to explore possible extension of the arts into teaching, both academics and expanded arts programs - then I think a big step forward has been made. I would like to applaud whatever or whoever made possible the after-school salsa lessons at East High School last year.

I would like to see more class field trips to visual arts museums (such as Madison's Museum of Contemporary Art) and additional opportunities to learn about the artists and the how and why the work exhibited is created and be able to see the artwork presented, not just from a book or poster copy of the

artwork. Possible opportunities for artists to give a presentation on their work. An artist can explain how they approach a subject and problem solve.

At a minimum, give them adequate space and quit cutting time with students. I have experience with the band program, which has been very hurt by cutting class time.

Create an arts steering committee or task force that includes parents, teachers, and administrators for each school. Have these groups meet monthly, set goals and figure out ways to meet them. Each group reports to an Ubergroup for the whole School District once/semester. Involving parents will get buy-in and new ideas from the outside; get each school jazzed up to develop their own programs. There could also be a districtwide arts competition in each arts category. "ACE" - Art and Culutral Enrichment taskforce.

Stop cutting allocation for the fine arts teachers. This has gone beyond common sense. Put the allocations back to a level where my children can actually get some individual attention and the music teachers aren't run right into the ground each and every day.

Bring back Holiday programs, elementary school plays, elementary band, increase foreign language learning in elementary and middle school. Get some real languages at East.

Keep money in the budget for well-trained teachers. Cutting the elementary arts programs is devastating to everyone. Students cannot learn and be engaged when they are in large classes with students who do not get along with each other. Support the middle school programs- they are crucial to the survival of the high school programs.

Make a committment to treat it with the same focus and importance as you do athletics. It seems that no one questions whether a sports team requires multiple coaches and auxillary staff. Yet it seems perfectly normal for people to assume that performance groups such as bands, orchestras and choirs can get by with a half a position or less.

Support teachers, because many students are willing to participate in any arts. We need to start in the elementary school level and restoring 4th grade strings would be a good start. It would also be nice if all middle schools supported there music programs. Some principals seem to actively discourage participation so academics can be the focus. But this is a false premise ... music and art enhance academics.

TAKE REBECCA JALING'S (WEST HIGH SCHOOL) MULTICO TO ALL MADISON HIGH SCHOOLS

Administrators need to understand that the arts are not "extra" but are fundamental to education. Education in the arts is an area in which the Madison schools should excel. Student achivement in the arts should be given as much recognition as student achievement in areas such as athletics.

Keep doing what your doing, maybe more in Elementary school.

I wish it were possible to commit to stable employment for art teachers.

I would like to see more dance. There are lots of theater and music classes at my school, but the only dance is in physical education, a class of many styles with relatively little technique. Why can't it be taught on the level that music is?

Have local and national artists come in to the schools to preform. This should include all forms of art and the varying types of music. The teachers may like the classical music, but rap or country music may be what reaches a certain student.

Add more art programs!

The quote " children who learn to create, do not easily destroy" comes to mind when thinking about funding arts and music. If we can expose our students to the joy of creation, with art and music, they understand the time and investment made by artists known in their area of expertise, an even their peers. Please understand we are eroding our base of exposure for students with decreased funding of art and music. Help stop the downward slope!

Teachers are key. If kids are going to engage, it's because they've got good teachers who are invested in both kids and in the arts. If we're going to continue the trend of assigning arts teachers to schools on a part-time basis, we're going to lose the good teachers and good teaching, what draws in the kids.

Expanded offerings, smaller classes.

Integating art in academics, making art as important as sports for upper level students

MMSD must find alternative funding. The state is not going to fund this in the budget - they are only going for the bottom of the basics needed. It is a shame that we have lost so much in the arts programming over the past several years. Develop relationships with other institution and those who work in the area of arts funding.

Make sure they are supported by all schools and all grades. For instance, my son got completely shut out of art at Hamilton in 7th grade. And the strings program for Randall is now only for 5th graders. I have also heard the art program at West is "hard to get into." That shouldn't be the case if the demand is there.

Just make it a priority. And quit using arts education as a means to advance a political agenda, i.e. "without raising taxes, we have to cut arts programs A thru G..." just to shore up public support. This district needs to empirically and qualitatively assess the myriad programs in place, and cut the ones that aren't working well - THAT's how you run an organization AND keep your priorities intact. Simply crying "we need more money" every year to fund the arts and other programs doesn't cut it - especially when there are good schools and districts around the country that operate on a fraction of what we spend per student - including some in low-income areas.

Make strings mandatory for all 4th and 5th grade students

There needs to be more support for it in the MMSD budget. I haven't been tracking budget issues as close as I probably should be to say that in a blanket statement, but that seems to always be the first thing cut. Although I didn't go to an MMSD school, I went to K12 in wisconsin and there was room for arts education then, why isn't there room now? Quality teachers are important. My daughter's experience with grade school strings was dismal because her teacher was not adequate, and she quit the cello because of it.

The usual: more teachers, smaller class sizes, more time for students. The arts - and music in particular - need to be alloted time pursuant to be a core curriculum area, like reading or math.

Again, reduce class sizes for strings in grades 5-9 and reduce cost of instrument rental. Provide more support to music teachers, and more budget monies to obtain and repair instruments.

Improve the level of education of those teaching. It was amazing to hear the Crestwood spring music program. The vocal ranges of the selection performed were those that one would expect of professional singers. Why the use of recorded music? The teeny weeny bikini song use just promoted an unacceptable focus on sex. Get more appropriate vocal range and lyrics for our kids!

Qualified instructors on more than part-time basis. Arts programs should be promoted and encouraged; instead obstacles are put in place that discourage students from participating. This is why arts programs have low participation.

Hire a superintendent of schools who has a broad and comprehensive vision of what constitutes a good public education. Lay out a philosophical framework that includes arts education in it, and for all children in some appropriate form. Commit funding, staffing, and schedules to allow it to flourish.

Cherokee doesn't receive Multico performances anymore because of time restrictions due to all the testing requirements. That is a bad trade off.

Keep making it a central commitment. Keep broadening it to include a focus on arts for students of color specifically.

Reduce the class size to what it was last year. Maybe offer more classes through MSCR if it is cheaper than maintaining the in-school program.

Integrate them more with the general curriculum (as opposed to isolating the arts as a separate entity).

I think partnering with community artists is a great idea. Having professional artists, musicians, dancers and actors come in to the schools can make a huge impact on the children.

I can afford to give my son private arts lessons, if he so chooses. I worry about those students with limited means and how they access arts, other than through the MMSD.

When budgets are prepared, keep arts as an integral part of the curriculum, not just an add on. At my elementary school, our "specials" now include 1 1/2 classrooms worth of children. This seemed a reasonable compromise given the current fiscal realities. However I worry about continued erosion of the arts, elimination of strings etc. MMSD has some amazing arts staff who should be maintained and valued.

Get a full-time art teacher and full-time music teacher at Mendota School.

Give us more support.

Quit trying to weigh and measure the arts in the way other academic subjects are graded. To put it plainly, Music is...because we are. It really is that simple. Milana Chernick Cox, M Mus. U.W. Madison, 1991.

Devise art/music/theater/dance programs that not only support curriculum, reaching throughout history, but explore many genres, including modern and popular, in order to reach as many students as possible.

Oregon WI has a great strings program. Maybe see what they are doing for funds etc. Check out how other cities are making it work and try and find out what we can do differently.

I think there should be a district-wide initiative. I don't think it should fall to the principal to track down grant sources, and actively seek local connections. All principals have enough on their plates. This should be the fine arts coordinator's job. Also, efforts should be made that each school has similar programs/options available. I have heard that one school (Lapham-Marquette) at least in the past has used their PTO to hire a professional to come in and do music and theater outreach. My children's school does not have that kind of money.

Move art from an elective to a core course, integrating art with other programs like social studies and history.

Strengthen and expand arts opportunities beginning at the elementary level, especially for kids in disadvantaged programs (e.g., strings, drama, choral music). Build upon these foundations through high school, with as much diversity of arts opportunities as possible.

First of all, hire a chorus teacher at Sherman Middle School. Secondly, the Principal and the district need to adequately support the teachers of the arts, ensuring proper discipline in the arts classes and allowing the students who actually want to learn to do so.

Main thing: give current high-quality teachers in the arts assurance that the arts programs are here to stay; if you don't do that, you'll lose some of the best of those teachers. Second: maintain and increase current levels of funding. Third: look to outside groups to participate in extra-curricular events (some ongoing, some one-time) at the school.

Supporting Art teachers is critical. Teaching art and art history is a specialty that most grade level teachers have not been trained in. More classes for "hard-to-reach" students could be held after school. These would need to be taught by paid teachers. A host of classes could be offered from fine arts to crafts such as knitting and woodworking.

I believe that seeking community partnerships with businesses, artists and community organizations is going to become very important in the future with more budget cuts on the horizon. It may become a way for the school district to continue art education at it's current level and increase it.

Have MORE art experiences coming INTO the schools. MMSD should have more relationships with more arts organizations in their community. MMSD should make sure the arts programs in the schools are not just little organized art factories where there is one teacher that has hundreds of students (and that feel each student should churn out hundreds of little endless art projects according to a certain formula.) The ratio of arts educators to students at each and every school is way way way too too out of balance.

Recognize the gifted arts-based instructors and work harder to get them teaching the arts on a full time basis. Reducing band to 50% at the middle school level cost our school a great teacher who was able to connect with the students in that age group - that alone should be worth keeping.

Until funding changes, you need to make sure you schedule teachers to, as I've said before, not overload them with class sections or schedules that force them to set up and break down lessons for different grades of kids. They do not have enough time, and the sheer work of getting all the different lessons and materials together is exhausting our teachers and leading to lower quality instruction. You also need to

have district seek outside funding partners. it should not be left up to the teachers, who already have enough to do.

I honestly don't know. I'm not sure of the level in which it currently is and how to get to the next step without the funding and without increasing the fees. A lot of families can not afford the current level of fees. As I know you are well aware of. Go to the big corporations and ask them to sponsor a certain program, would be the other option.

It seems like art teachers are shuffled around in the MMSD and not valued. Respect the teachers, fund the schools, and stop the unhealthy obsession with standardized tests.

Having more support in terms of both experienced teachers/artists and supplies.

Improve classroom and working conditions for art teachers--small class sizes, volunteer resources, etc.

Get teachers whose enthusiasm is infectious ... like Lyn Najam at Lapham for music. She is fantastic!

Have a school board and a superintendent and whoever else is involved in the budget understand the importance of the arts. I know academics is important and special education takes up a huge portion of the budget (per child), but don't forget the advanced and non-special needs students.

Reduce class sizes. Reductions in sage funding has resulted in larger class sizes for specials including music and art. This has a highly negative impact on the arts experience for students. It increases behavior problems, and limits the ability of teachers to interact with the students as individuals. Arts teachers therefore must limit the types of projects and activities they can undertake with the children.

We pay flat fees for books, for instruments, for school clothing, I would not mind an Art Fee. As long it is available for free for those families who need it.

Let schools keep their teachers. Theron Sorgatz was an outstanding music teacher at Blackhawk Middle School, who, due to cuts, had his hours cut there and was forced to leave. He is now working at Spring Harbor Middle, and the last I saw him, he was not even a band director. This is the district's loss.

Have actual classes in a variety of arts as part of the school curriculum. OR, incorporate the organized arts (music and drama) in particular right after school. My son stays on site at Chavez at the Wisconsin Youth Company program. I would absolutley sign him up, for example, at a Monday enrichment course for orchestra or dance. I think a lot of parents who pick up their child as soon as school lets out would come for a later pickup if they knew their child was at orchestra or drama rehearsal. Also, for at-risk kids who are walking/bussed home to an empty house, a subsidized after school arts activity on the school grounds could be a godsend to both the kid and their family.

So far I am happy with what is offered at my child's school, an art room with a well-trained teacher. In addition there is drama and music offered by a passionate professional teacher. Parents are involved and the community comes together in support of art events. I hope all MMSD schools have access to these things.

Don't cut the arts. They are as important to children as academics.

Please don't continue increasing art class size so that you can balance a budget. That is very short sighted.

Time and money! No program can succeed without both in adequate measure. Lengthen the school year and increase the budget to help enhance all aspects of education.

Make it a priority when developing the budget and stop putting elementary strings on the chopping block every year.

In many ways it starts with #6 and 7 above. The leadership needs to start leading and quit following. If they don't see that in their role as leaders, then at least do so in their role as educators who should be making decisions and become radical voices of educational change in order to offer the best possible education and academic growth opportunities for all children. Innovation should be a practice that education leads for the right reasons, i.e, academic benefits. It should not be applied only as a response to budget cuts.

Teachers that specialize in one area of the arts so they can focus on passing on their skills. Give them a budget to rival the United States Army's budget

While community collaborations are very important, it is absolutely essential that there be a strong commitment on the part of MMSD to ensure an authentic arts education experience for all students.

Be consistent in the placement of art teachers in the schools. Teachers should not be changed from year to year because they are not full-time positions.

- Continuing support from the School Board and Superintendant - Support from school principals - Partnering with Parents & Children to support the efforts Studies prove that the involvement in extracurricular activities directly affects personal growth and development of any individual. Arts education is no different from any sport. I only wish that arts education was given as much support as sports.

Better connection with UW.

I am not sure what all these questions about seeking partnerships and fundraising in the community for art are getting at, but I don't think art teachers and principals should be asked to do this. They have enough to do. Plus they are not trained fundraisers or grantwriters. Arts education should be funded through the regular school budget as are other classes.

Funding needs to be provided to continue/enrich current offerings. Re-starting the 4th grade strings program would be wonderful. I'd love to see more theatre opportunities for students!

It would be great to have after-school/ school-based arts clubs, dance/ drama groups, even at the after-school level, even at cost, if inexpensive. Keeps the kids together as a community after school, and assists those children who can't be taken after to school to costly private programs. involve the local artists in finding funding and making connections

Ask art teachers directly what is needed to improve their classes.

Raise budget in those areas and stop cutting arts classes.

Ask for parents to volunteer or donate resources in VERY SPECIFIC terms. People just need to be asked, or to have access to the requests (newsletters, web sites, etc.) The investment in communication to the stakeholders will reap rewards a hundredfold.

Field trips to art events, guest artists and visiting arts groups.

Maintain or increase the contact time between art teachers and students. Keep the program funded for teachers and supplies.

Place it into the regular curriculum. Just as foreign language and home economics are requirements, make some level of fine arts a requirement. You'll be surprised how many kids will come out of their shells just by drawing, or acting in a scene.

Expect a high degree of achievement in the arts from all students, just like we do in mathematics.

Daily art and music instruction for all elementary children, and not just in magnet schools. If you look at schools in other countries, you can see that more art instruction helps in all areas of child development.

At the High School level, identify students who have the artistic talent to continue with art as a career, and help those students promote their work through local showings at galleries and other public venues, particularly those students who are economically disadvantaged and may not have the financial resources to attend college.

Maintain it. Keep class sizes down. Splitting homeroom classes up and combining multiple classes for specials is not in the best interest of the kids. Individual attention is reduced, the chemistry among the students and consistency for the kids is disrupted.

More funding, more continuing education and special contracts that better allow artists to adjust seasonally to training and arts development opportunities within the broader community. I don't see why there is ANY debate on the educational value of the arts. Maybe the issue is HOW to best develop and improve on the arts curriculum. That's always an issue - but there shouldn't be doubt about the value and potential for the arts to make meaningful changes to students lives and learning. Support of teachers means some preference for formative assessment, really trying to understand their mission. Fund the music programs with facilities, time and teachers from the budgets. Also fund special artists as guests and longer term visiting artists.

Related to #7: The principal sets the tone for everything.

Enable and recruit students from the UW to volunteer in schools in their major (art, music, theater, dance).

Make information available about the connections between arts education and success in both basic academic subjects and in employment fields requiring higher education. Show how the arts can be used to engage hard-to-reach students. In other words, make it more widely known, for the majority who do not read the educational literature, that the long-term benefits make it worth the short-term cost. Our son previously attended, and our daughter now attends, the Preschool of the Arts. Parents of PSA children are disproportionally scientists, engineers, and doctors. We support the arts because they are such a valuable part of the learning process, and so integral to the brain development that leads to success in fields such as these, as well as in the arts themselves.

*Smaller class sizes for better attention from teachers in lower level grades ie . K-5
quit cutting arts funding every year see if you can hire some better orchestra teachers
More money!*

Hire the best teachers trained in various, specific visual and performing arts. Adequately support them. Genuinely ask parents and the community for help. Examples: volunteer time, donated materials, etc.

I think performance opportunities are the best way to invite not only parents but the greater community into our schools. I think principals need to have support from the administration as currently they have little control over curriculum or partnerships.

Showcase kids' talents more often. For example, hold school or district wide art shows and concerts. Have kids perform more often than once per year. Hold mini in-house concerts for other classes to show what they are learning. Display artwork in local businesses. Solicit corporate donations/sponsorship to fund an arts activity.

Use performances to bring parents and friends into the schools.

STOP LOOKING TO TAKE MONEY AWAY FROM THEM ALL OF THE TIME!!!! The ARTS are educational. Please remember that. Sports aren't everything, especially when they only benefit a relatively small population of the school district. A 3rd grader doesn't care if one of Memorial's 5 football teams has a game this week, but they would miss art class if it wasn't there. They wouldn't have the wonderful projects they give their parents with such pride and happiness. Some kids would never see the inside of the Overture Center. Once you commit to the arts, it will be a lot easier to NOT always put it on the chopping block. Bring in more people and artists from the community to share their work and gifts. Classroom plays. There are a couple of teachers at Crestwood (most notably Peter Plane) who do the most wonderful things with their classes. Peter's class works hard on all aspects of bringing a play to the stage and they have a potluck the night of. It's a real community sharing event and it gets kids into the arts.

I don't think that it should be the principals responsibility to seek out partnerships in the community, but I do feel it is important for the district to do this. I think by engaging community and business leaders to play a more active role in our schools, we will strengthen the quality of education our students receive and we will create a more sympathetic community that understands the struggles our public schools are facing.

Stop increasing class sizes in the arts and reducing resources. We have wonderful art teachers - let's keep them and use them to their full potential.

Local (school based) identification of resources within their school community (parent artists, business supporters) is essential.

I think using arts education as a way to enhance learning for "hard-to-reach" students is extremely important. All students benefit, but sometimes the arts really open the door to a student who is not thriving with the usual methods.

*More time for students in art, music and gym (dance) = more staff time = more money
Seek out workshops for teachers on using arts in education, and workshops for students with visiting artists. Support artist residency programs.*

A commitment at the top (Superintendent) to actively work with local arts organizations on in classroom initiatives.

Encourage the art community to become more involved with the k-12 schools. Encourage the art community to give special performance with give and take questions of the art afterwards or for students to activity engage themselves.

*Recognize the crisis. Recognize the compromised quality in programs due to increased student loads!
Listen to the highly skilled teachers who are saying... we can't sustain high quality under these conditions. see above.*

Increase art classes from one to two days would be a start. Offer theater classes in addition to language class after school.

More integrated approach to education. The school system is still very rigid and traditional, framing the child's view of the world as based on grades, devaluing the arts and European Centered. Having a child challenged by academic subjects, makes you sensitive to the rich variety of alternatives that could be utilized.

Really look into what works for a particular grade level - 4th and 5th graders shouldn't be learning or doing the same thing as K-3rd graders (I don't know if they are different, since I only have a K and 2nd grader - it just seems like these younger kids are learning things much more advanced than is necessary).

Restore accessibility to low-income children by reducing costs for the strings program while increasing instructional levels. Recognize that the annual fight to save the strings program from oblivion is disheartening and detracts from the ability of MMSD to improve arts education, while actually diminishing the program annually, dooming it to failure. A failed strings program will encourage the district to further cut arts programming.

MMSD schools need to ask PARENTS for help at each school. There are undoubtedly parents who have connections to the art and cultural community who can be of great assistance in this regard.

Continued funding at levels that maintain all the quality programs in place now. not necessarily more offerings at the high school level, but create more emphasis on them as serious options, which they should be considered in part any way, for kids who want to pursue more artistic careers...not everyone is going or should be an engineer. More funds/grants for evolving some classroom options into more technology based art like photography and graphic design would be nice (like Middleton's)...and preferably full time art teachers at each elementary school.

It is silly to be concerned with accessing community resources when the children are losing the most important, consistent, and accessible resource they have - school daytime experiences in Fine Arts with highly qualified, certified teachers. Fine Arts teachers have been disrespected far too long. Let the district make Fine Arts instruction and Fine Arts staff its highest priority. Stop treating Fine Arts like the poor relative who always gets the leftover spaces, difficult schedules (working around the classroom teachers' needs), and least consideration. Ask the teachers what they need to teach effectively, then listen to them.

I think instrumental music should be required in sixth grade. A lot of low-income students don't participate in music education because they don't have a role model at home who plays and instrument. By requiring students to take up a musical instrument and providing free or low-cost rentals, a lot of minorities and low-income students will discover the benefits of music education and be willing to continue it through middle school and high school. However, I don't think these students will seek out music education on their own, especially if they don't persevere their families as being supportive.

My previous comments I believe address this including better classroom management skills for special teachers, collaboration with PTA/PTOs, recognition of its importance, grant writing assistance etc.

Bring the art to the community: e.g. band plays at community events, art exhibits of students' work in local community centers, events around (student) art exhibits to attract parents/the community. The

support of the principals of efforts to target low income students in arts education is essential for it to be successful. The arts teachers need to know that the principal stands behind them and encourages them. Sometimes the initiative has to come from the principal.

Publish a glossy, district-wide MMSD creative arts magazine to showcase written and visual art and to raise money for music and performing arts. Print one in fall, one in spring. Get advertising from local for-profit arts organizations to underwrite production costs. Sell at arts venues like Chazen, Overture Center, etc. Put complementary copies in Borders and Barnes & Noble and at local art supply shops. Include an envelope to send donations to school art projects.

Use the students from the University more...through practicums, interns, work studies, etc. It is a large population that could work with kids and not cost much, then save the money for those fine artists-in-residence and other cultural experiences. Go to the Museums we have, get travelling exhibits to the schools, promote/support artistic parents.

More funding, more time. My daughter has music twice a week, and art once a week, for I believe 20 mins at a time. Not a lot of time to dig deep into projects. When I was a kid, our school had a summer and afterschool art room, that we could go to, and did all sorts of projects. It really encouraged my creativity. (I ended up getting an art degree from the U.W.-Madison)

D. Teacher Survey Compilation/Summary of Open-Ended Questions Prepared by Laurie Fellenz and Katharine Goray McCoy

Question #2

Do you agree or disagree with the following statements about arts education (music, art, dance, theater)?

Additional Statements:

“Some students have talent in the arts, and (arts are) the only thing that keeps them motivated in school. If we weaken our arts programs we weaken our educational system.”

“Education and experience in the arts enriches and expands one's education in more ways than can be tested. For minority students many times the arts opens up success in academic areas. Research supports my answers.”

“All students need to learn to navigate complicated visual culture, now and as adult citizens. Art education teaches students to not only see, but to understand what they are seeing. Art education is critical, throughout the entire 12 year school experience.”

“The arts help us decode mass media and become discerning consumers when considering design and craftsmanship. They are a doorway in to every subject because they are the material representation of culture. Topics and historical events become more meaningful when the arts are applied and many topics can not be fully understood without them. The arts are essential.”

Several respondents commented about how the arts have the ability to **reach all learning styles and intelligences**. There were also comments about incorporating arts into all subject areas. Respondents described how arts education teaches problem solving, develops resiliency and teaches how to push through frustrations. Further, they described how arts education teaches intrinsic evaluation and gives

voice to students who do not express themselves verbally. Arts education programs encourage students to use both sides of their brain resulting in higher level thinking.

Respondents believe that the arts may be one area of education that **keeps students attending school** and thus contributing to success in other subject areas. Many respondents commented on how **budget decisions in arts education are adversely affecting students**, especially our minority student populations. SAGE funding and class-and-a-half decisions, according to several people, are major contributors to the adverse affects on student achievement. According to one respondent, “MMSD administration and BOE is not showing that it values the Arts since they have continually been cut over the past several years.”

Question #3

In a K-12 arts education program, how important is it that MMSD students have equitable access to the following: What else do students need equitable access to in a K-12 arts education program (please specify)

“At the elementary level, in SAGE schools, having a class and a half combined denies minority and low income students equitable access to good arts instruction. Much more time is spent building community between students and overcoming behavioral challenges that arise in mixing 2-3 classes.”

“Most "artists" practice in quiet and solitude and only go to large group when they are ready for performance. Large classes in the arts are very counter-productive.”

“(We need) reasonable sized classes and one specials teacher devoted to each school so that teacher can be a vital part of that school community and get students the services they need. The current cuts are watering down our curriculum and spreading arts teachers so thin that we are unable to maintain the level of excellence that we have been known and respected for nationally.”

“In order to reach the greatest number of students as possible, a few basic things must be in place. First, it must be financially possible for all students to participate in the classes of their choice. Secondly, equipment must be in proper working condition and available for student use. Thirdly, while providing higher level courses for students who may choose an arts field as a career is important, providing students at lower levels with quality arts experiences must be the first step on this path. Students who never get the chance to play an instrument or use a potter's wheel may never know where their talents lie. Students must also be made to feel welcome in these higher level classes by having the in-school preparation (as opposed to private lessons) in order to feel welcomed into the higher level groups. This is a difficult balance to achieve. Therefore, not only specialists in the field of music, but also in education must teach these classes.”

There were two main themes that were evident from the respondents in this section of the survey. First, students need more **time and access** to have the opportunity to explore their creativity and learn about the world around them through the arts. Students should have access to an arts educator as a resource during class, and students should also have access to available time for meeting with a teacher outside of class. Respondents felt that the schools should be focusing on developing “well-rounded individuals”, and able to teach the arts to students of all abilities and learning levels. In addition, many children do not have the financial means to go on field trips or participate in summer art courses. More grant writing by the district in the area of arts education was offered as a suggestion to improve access.

The other theme was **equitable resources**. Respondents asked for smaller class sizes, especially in SAGE schools. They also felt students should have access to more multicultural resources, TAG opportunities, and open studios. Many survey respondents said that larger music rooms are needed to facilitate movement and to accommodate class sizes. Working instruments and smaller class sizes for beginning performance groups are necessary for successful instructional practices. One respondent pointed out that, although MMSD offers more musical instruments for student-use than other schools, the yearly rental rate is higher. The quality of the instruments and the available funds for maintenance may make that rental cost inequitable for families. Finally, arts adaptation classes are needed for students with special needs. More equipment is needed that is adapted for students with physical disabilities.

Question #4 and #5

Please answer yes, no or don't know to the following curriculum related questions: AND "What would help you most in curriculum development?"

"The current allocation is disrespectful and dismantles our ability to provide a high quality arts program that engages all children."

"(We need) time with other music teachers to SHARE. Classroom teachers have that all the time with grade level meetings. We are basically alone in our buildings. Also - now that so many schools have more than one teacher per subject, we need time in the school with the other teacher. Another music teacher and I share grade levels in the same school, and even 1/2 classes, but never see each other to plan!"

"I have gradually become more isolated with the loss of planning time."

"The maintenance of the instrument inventory requires a great deal of time and attention. This takes away from the time which should be spent on meaningful curriculum development."

"I feel very strongly that art teachers need more planning time to organize supplies and plan curriculum so that the projects can be more complex and interesting. It would also be ideal to have more time with the students during the week. I think that almost all of the art teachers in the district are overwhelmed with traveling to multiple schools and large class sizes with challenging groups of children that are not used to being in a group together. By eliminating the SAGE program in the specials, the district is sending a message that this learning time is not valued."

"The crucial element necessary for me to develop a great, engaging curriculum for my student population is to have adequate planning time. I am at two different schools this year that are (several) miles apart. I am 70% at (one school) and 30% at (the other). The way my schedule is currently set up allows me to have an adequate chunk of time only at my 30% school. In order to regain more planning time I have sadly given up two important committees, on Monday afternoons, in which I co-chaired, in order to sustain my quality of teaching with my arts curriculum."

"I have never felt supported from the "district" but I am supported by my building administration and staff."

The overwhelming theme in these two sections of the survey was **TIME**. Time took the main form of having more time to plan with other classroom and arts teachers within the building and within the district. The comment, "time for planning" was in a large majority of responses. Both district and MMSD Fine Arts Task Force
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building planning was viewed as vital. Teachers would also like to be able to have time to share lesson plans with each other, have in-services by practicing artists, and be exposed to workshops about innovative and cutting edge educational delivery models.

Another important theme that emerged was **money**. Teacher respondents would like to have more financial support for material resources, instruments, and workshops. They would like to receive class coverage and support with workshop fees to attend conferences and workshops pertinent to their area of instruction. A few respondents also commented on the need for more money in the budget (and more liberty from the district) to develop alternative options for our at-risk populations. Also, several people commented within the survey about the need for more district supported curriculum resources (i.e. instruments, books, central library of music). Finally, a suggestion was made that the district provide funding for more special education assistants to support students in their arts classes.

The final theme that surfaced was the need for more **support** from the MMSD central administration. Several respondents called for more support from the MMSD administration, Board of Education, and Fine Arts Coordinator. One respondent would like the FA coordinator to have more time to spend observing art and music classrooms to find out what the real needs are but to also know more about what is going on in district classrooms. Another respondent would like the district to have a clear set of district-wide goals and standards for the REACH program. As staff, recognition from the district that the fine arts are important would serve to boost morale and confidence.

Question # 6

What suggestions do you have to increase enrollment in Grades K-12 in arts education courses for low-income students and students of color?

“Make sure that students are experiencing challenges and having success early and they will come back later for an elective class in high school. Art is a core subject, on equal footing with math, science, social studies, and English according to NCLB, and should be taught at the same class ratio. When you root the curriculum in the culture of the students it makes it meaningful and exciting for them. Many innovative schools in Milwaukee and Chicago are enriching their students’ education by using the arts in all areas of curriculum. The district has an obligation to support the arts in our schools to connect with low-income students and students of color.”

“Students take courses that they are expected to take. If you expect low-income students and students of color to take performance music in the middle school, they will take it. If you offer it and say it is not necessary but nice, far fewer students will elect the classes. The students should be expected to take music and art, and accommodations in scheduling and election of classes should not only encourage their participation but expect it.”

“We need to teach differently because kids have changed and our current system of education is not working for many of our minority students because it is not relevant and it will never be relevant.... by celebrating the art forms they are passionate about. Once they are validated and their cultural intelligence respected and they are given voice, then lets provide financial incentive through foundations or grants or whatever and begin to nurture and shape the rawness of that talent.”

“We as teachers need to consistently talk about and reflect issues of concern that are interesting to the population we serve. The students need to be reflected in what we ask them to do.”

CHART OF RESPONSES

Opportunity	More transportation options city-wide	Advocates for low-income students in the arts within elementary schools
Diverse offering of different arts	Subsidized fees for arts opportunities	Smaller groupings where students are listened to and have more attention.
Free instruments	Incentive programs that tie to interests of students of color	In-service opportunities in arts careers for students of color
Specific arts classes by cultural base	Relevant curriculum	Make art relevant to the individual.
Smaller class sizes	Recruit teachers with understanding of diversity	Give students an audience to showcase their talents
More extra-curricular offerings	Time to develop more diverse methods for teaching	Scholarships and more “artist-in-residence” programs
Adequate technology and equipment	Solid art education program in the elementary grades	Offer more variety; make it a priority
Additional training for teachers on cultural relevancy within the arts	More classroom space for arts classes	Stepping course with body percussion and high amount of choreography
More fine arts classes	Drumming offered at every MS and HS in the MMSD	Additional training for all arts staff on how to relate to and motivate students of color and low-income students

Recruit arts teachers of color	Focus groups around art topics for students of color	Hip hop and cultural dance classes
Give students time and space to practice at school	After school note reading tutoring	Private lesson scholarships
Stop watering down arts offerings with yearly cuts	Have teachers team teach during the first year of instrumental music	1-2 required Arts credits at the high schools for every student
Smaller beginner class sizes	Sectional/private lesson programs built into the school day	Broaden all arts opportunities

Question #7, #8, and #9 – Availability of Instruments and Equipment

From the following general equipment list, which of the following items are available in your classroom? Visual arts – From the following list, which item(s) are missing or need to be improved? Music - From the following list what is available at your school for regular use? Other: What is needed but NOT available (please list):

“A projector is on my wish list for my classroom, as well as an upgraded computer. A laptop and projector are available short term from our LMC - I have used this on occasion, but I'd use it DAILY if I had one in my room.”

“A smart board would be extremely helpful in teaching my bilingual population. So often, I have to go around and show individual student how the music works, where we are, and it takes a lot of time away from large group instruction. However, getting back to providing all students with equal opportunity, it is necessary for me to continue making them feel successful and engaged in the class.”

“Our performance recording system is shared by the music teachers. An in-room sound amplification system would be extremely helpful for my students learning to sing solos. An LCD projector connected to a smart board and computer would allow my students such greater understanding as I could provide many more visual aids, especially to students who are bilingual or have special needs (which can account for up to 87% of my student population).”

“I use a digital video projector to show art which is wonderful, but I need a better computer. Macintosh computers are best for art and the district needs to honor this and provide them to art teachers! I was talking with a well-known graphic designer today and she was saying that most if not all successful graphic designers use Macs--we need to offer this to our students. My computer runs on windows 98! It is 2007!”

CHART OF RESPONSES

COMPUTERS/PRINTERS/SOFTWARE/LCD PROJECTORS/SMARTBOARDS

laser printer, up to date software, access to computer music software, music notation software such as Finale
I only have 4 computers for 9 students and limited time to use a computer lab for 50 students. We need drops to connect at least 5 more computers.

We have ancient computers that work only some of the time.

Need better computers before we get software---I was using windows 98 until last year, my PC is a refurb of a refurb...It does go fast enough to take attendance however.

LCD/smart board. Several computers or a portable lab. A digital camera.

I would really like to see a program like Photoshop elements installed and several computers.

Projection screen

Computers that were made after the year 1997...Smart board would be the best thing for any art teacher to have...
Keyboard lab (piano), several more computers and associated MIDI and digital audio technology and software
Computers that consistently work and run off of XP; Computers that run properly--i.e. that have enough memory to use web sites for various media.

More drops for computer access and then additional computers...enough for an entire class to use at once. I need a computer that is not a cast off from a high school or business and printers

I buy lots of disposable cameras w/ my own \$ for kids to use and to document our projects.

STEREO EQUIPMENT/TVs/DVD PLAYERS

Overhead and screen. A WORKING DVD player - I have only VHS with my TV. The DVD player hasn't worked in over a year, but "there is no money" to replace it.

A high-quality stereo with balance controls

BASIC ROOM/FACILITY NEEDS

not enough storage

more instrument racks, some more chairs, air conditioning

practice facilities/rooms

stools are falling apart....tables are falling apart

I have no walls, sink or telephone in my room.

More space for small groups, practice rooms etc.

We have a television and VCR, not a DVD.

Source of water (it's hard to give brass instrument baths or to do basic cleaning projects without access to water on 2nd floor).

There is no wheelchair access to either the choir or band/orchestra room

(2nd floor music rooms, no elevator)

Windows don't have screens that work so we often get bees/flyes/mosquitoes.

A large dry erase board would be tremendous

Enough space to move and not get hurt

storage space; shelving within the space

Performance space that is not also the cafeteria and gym

OUTLETS/ELECTRICAL NEEDS

electrical outlets are outdated...new plumbing...sinks clog often

More electrical outlets!

ENOUGH ELECTRICAL OUTLETS

CLASSROOM DESKS/STANDS/CHAIRS/TABLES

a normal set of chairs at the appropriate height for my desks

Need tables and chairs badly.

ART EQUIPMENT/INSTRUMENTS/REPAIRS/SHEET MUSIC/BOOKS

With larger class sizes this year, I do not have enough text books for everyone anymore.

More alto saxes, keyboards, guitars

Updated music textbooks which are in decent condition.

Larger repair budget

Sheet music budget

I teach in several schools. One of my classes is taught in the regular classroom. So, the item needed would be...an art room.

Kiln furniture is in disrepair, cutting board is huge and unsafe; Kiln maintenance

pug mill needs repair

Sewing machine, clay storage bins, clay drying cabinets, wet box for clay, potters wheel.

My room is one of the smaller rooms in the school. Yet, I teach every student in the school and need to store their artwork.

Question #10- Community Resources and Partnerships:

Do you agree or disagree with the following statements:

Partnerships among the schools local artists and cultural organizations have been established which provide on-going, sustained artist residency programs in the schools and enable students to have direct access to artists, etc.

“Some opportunities may exist but our low income students are rarely aware of them. It would be nice if elementary classroom teachers could be given extra information and involved in the process of inviting these students to become involved and to participate.”

“I don't know a lot of art teachers who have much time anymore to pursue and develop wonderfully rich programs using our local artists who I'm sure must be interested in such a connection, too. I for one would love to do more of this but feel limited by what I am realistically able to get done in a day.”

“It's great to receive emails and info about guest artists who are visiting particular schools. It is bittersweet, though, to have extra curricular programs and events available when basic budgetary/scheduling/departmental needs aren't being met.”

“If the teacher is motivated they have access to the community.”

“Many of our own teachers have their own connections to the arts/music/theatre communities. Many of our own teachers are true experts in their subject areas, not just in education, and I think we tend not to acknowledge that. To forget that is to seriously underestimate our own faculty.”

“I would love to take my kids places, have people come in, but we do not have the support or the money available for these activities. It is difficult to establish relationships with others in the community when there are strict rules about not distributing particular information (for example, private teachers) to interested families. This inhibits the extended musical growth that we encourage our children to seek.”

“Teaching Art in the Madison schools the last 8 years has been about survival. There is no time available to create new community links. There is not enough time in a day period! You do not get ‘more with less’ which has been the stand our District has taken with Specialist teachers and their programs the last 8 years. The message has been that taking tests (i.e. reading, writing, and math) and closing achievements gaps is all that matters now. What people need to realize is that you will not gain one without the other. They are and should all be a priority. Many of my low income students and students of color are not successful in academics, but they are incredibly successful in my Art class. Studies have proven that the Arts increase test scores and I know this to be true. So why water down the one thing a student enjoys and makes them feel good and worthy of their abilities or talent.”

The general consensus among respondents to this question is that there are **no formal programs that address partnerships across all schools**. There are times when local artists or traveling artists are invited to particular schools, but there is no structured way for all students across the district to have equitable access. Artists form partnerships with schools they have a connection with, but rarely do programs stretch across the city.

It is viewed that individual teachers do outreach and connect up with outside organizations or co-write grants with arts and PTO's etc. This is becoming more difficult with the increase of class sizes and increase of sections. Others believe that fine arts teachers are not taking advantage of the local resources.

One person stated that MMOA has funds available for art teachers for subs and transportation, yet the respondent does not see many teachers taking advantage of this.

Several respondents commented on the need to **improve the resources within the classrooms across the district before we change focus to the community resources**. Respondents shared comments of frustration with accessing programs outside the school. Time and money, again, are major issues limit student and staff access. One person stated that he/she has not been involved with an artist-in-residence for a long time at my school because the lack of planning time and increased number of classes to teach in a week strongly dissuades this person from becoming involved in a residency. Another respondent shared that he/she is careful and cautious about partnerships. This person writes, "While these programs may be in place for some schools, there are not for mine and money is a huge factor in my school's inability to access this type of programming." There are some resources available, but we still have to pay for them and don't have the money. Most of these are not free. To get funding for any of these programs is an obstacle to many. Plus the time it takes to write and submit grants is prohibitive as well.

Question #11 - District Leadership – Do you agree/disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and support of a comprehensive arts education: How might the MMSD improve its current efforts in these areas:

"Reduce class size at the elementary level so students have a valiant and full experience with the arts and therefore develop an interest and an appreciation for them."

"Establish a collective bond between the arts teachers, the classroom teachers and PTO of a school to work together to identify ways that art funding could be enhanced."

"Treat fine arts staff like equal members of the district staff in the contract: Give equitable 'coach's pay' to arts teachers/directors and athletic coaches alike."

"We have good standards, but not the time to do them."

"What we're hearing from the district is we'd love to keep our art programs, but we don't want to pay for them...This is another cumbersome survey that will end up in the scrap heap because the money simply isn't there. I'm sure someone downtown will make a lovely pie chart or graph out of it however..."

"MMSD has a responsibility to provide students with an education that includes arts as a core curricular area, which is part of the No Child Left Behind legislation. The issue is that it remains an 'untested' area of legislation."

"If the school district is concerned about the successful education of low-income students and students of color as well as all other students, they need to take a serious look at where their priorities are. We are losing the battle with keeping students interested and invested in their own education. By investing in the arts, we are enhancing the experience for all students giving them a (complete) education. We can't exclude the need for kids to express their spirit and ideas through art and music."

There is a belief by many of the respondents that the current MMSD administration does not support the arts. The statements take many forms, but as one person stated, in the past seven years MMSD has consistently reduced the elementary strings program and has increased teaching loads for elementary arts teachers. Improvement would come by reversing this trend and support these programs. There were five MMSD Fine Arts Task Force

comments in regards to changing the wording of the question regarding “maintaining programs” to something that reflected returning to what was previously available in the district. (i.e. increase or restore existing programs). “Give teachers more planning time so they can avail themselves of arts resources and education in the community.” Many respondents requested that a superintendent and other administrators be hired that will support arts education.

Again, in this section, several respondents called for the **dismantling of the 1 ½ class budget measure** and returning course loads to a more equitable 20 hours per week with adequate planning time. Survey respondents continue to comment on the SAGE issues throughout the responses as one of the most detrimental decisions in the last few years in the area of arts education.

More **money and resources** for arts education were issues in this section. Respondents would like to see more **grants** to support performance attendance, field trips and residencies. It was stated that administrative staff should be seeking grants and funding so that the teachers can use their time to prepare curriculum and teach. Also, it was stated that one way to solve this issue is by proactively demanding from the state government to increase school funding, getting rid off property taxes as a method of funding schools, and changing the law to fund schools by a different source of income.

Questions #12, #13, #14, and #15 - FAC Responsibilities; FAC Effectiveness: Do you agree/disagree the Fine Arts Coordinator can be effective in this position by: and Do you feel the current structure of the FAC position meets your needs?; District Leadership: How important is the following for school principals?

The Fine Arts Coordinator section of the teacher survey will be summarized by a person or group appointed by Barbara Schrank and Anne Katz.

Question #16: What suggestions do you have for strengthening MMSD's arts education program?

“MMSD has many outstanding arts educators. The area that would have the most impact is if administrators and the fine arts coordinator would listen to arts educators as experts in the field and help them develop better schedules and course offerings that would better meet the needs of students. Instead of simply saying that things can not be done, it would be helpful for some of the people who hold power over scheduling and money to listen to ideas that arts educators have to improve the curriculum delivery for students.”

“Principals must support arts teachers in order for arts classes to run effectively. I feel that it is not the principal's job to coordinate and seek out programming; that belongs to the Fine Arts Coordinator.”

“Give teachers back some time by reducing number of sections taught and number of schools sharing teachers. An arts teacher needs to be a member of the school community, not a part- time service provider.”

“I do not see many specials teachers taking advantage of opportunities to positively sell their program. Music teachers do not want to do concerts at night when most parents can attend. This should be considered part of their job. I also do not see many art teachers doing art shows at their schools as part of other parent events. Yes, they are working with more children; but at least the program has not been cut at the elementary level.”

“The current administration does not support fine arts. Change this mind set and we can begin to move in another direction. Stop the "conveyor belt" of arts education in MMSD where too many classes are seen in a day of work for the arts teachers and the quality of the curriculum decreases due to time constraints.”

“Don't overload teachers with classes and/or students. I am very concerned about the quality of new arts teachers we get. There is not enough of an incentive to go into arts teaching now because of low pay and stressful working conditions.”