

FOCUS GROUP RESEARCH FINDINGS “ARTS-ACTIVE” PARENTS

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INTRODUCTION

On behalf of Douglas Gould and Company, the FDR Group convened six focus groups with arts-active parents to explore their perceptions about arts education and to test a variety of descriptive labels that could be used as a moniker for this type of parent.

The primary goals of the research were to develop a personality profile of a parent who views the arts as essential to the general education of all children and to learn what could motivate such a parent to spread the arts-is-essential message in communities across the country. Ultimately, the research findings will be used to inform a communications strategy that will encourage these parents to self-avow the characteristics in the profile.

The focus groups took place in July and August 2006 in Cleveland, OH (2); Fort Lauderdale, FL (2); and Denver, CO (2). A detailed screening process was used for recruiting arts-oriented parents of children in grades K-12. The key “arts-active” criteria for inclusion in a focus group were affirmative responses to at least 3 of the following 10 questions:

Attended a symphony, opera, rock, jazz, or other music performance with your child/ren?

Attended a play, a musical, or other theatrical performance with your child/ren?

Attended a ballet, or other style of dance performance with your child/ren?

Done any drawing, painting, pottery, photography, or other arts & crafts projects with your child/ren?

Taken your child/ren to visit a museum, gallery, or art exhibit?

Taken your child/ren to visit a monument or building known for its architecture such as the Empire State Building or the White House?

Enrolled your child/ren in a music or art program or lessons?

Played a musical instrument, sung in a group or choir, or taken part in a dance performance – either with your children or just for yourself?

Purchased for yourself or your children art supplies or equipment like instruments or technology to help you participate in the arts?

Participated as a volunteer or board member or served in some other way at any arts organization in your community or at your child’s school?

A total of 60 parents participated in the focus groups. They were recruited to reflect the demographic characteristics of each city in terms of race/ethnicity, income, and education. Each group contained a mixture of men and women and political identities. Because we targeted parents of school-age children, the bulk of participants were in their 30s and 40s. One group included four participants who were baby-boomer *grandparents* as opposed to parents. (See Appendix A for the complete screener and Appendix B for the moderator guide.)

A few words of caution about the nature of qualitative research: Focus groups are a useful tool for exploring the public’s spontaneous views on a given topic and for uncovering underlying values that help explain why people feel the way they do. From a communications strategy standpoint, they provide information on how to frame information in such a way as to appeal to the values and mind-sets that underlie people’s beliefs. But, although focus groups are tremendously helpful for listening to people talk about issues, for uncovering the sources of their opinions and motivations for action, and for generating hypotheses for further research, they cannot determine how many people hold a particular view, and their findings cannot be generalized to the population as a whole. What focus group findings reflect are the perceptions of a small group of people; if we convened another set of focus groups, with different people, the results may prove different as well.

HIGHLIGHTS OF THE FINDINGS

FINDING 1

The focus group findings suggest that there is a group of parents who could be energized into a powerful voting block on this issue. Identifying arts-active parents will require asking questions not only about parents' behavior in regard to the arts but their attitudes about the arts as well.

FINDING 2

There are a wide variety of factors that motivate arts-active parents to take part in arts-oriented activities with their children. Reasons for participation seem to be less about love of art and more about good parenting, bonding with kids, and the belief that exposing children to the arts is a parent's responsibility. The fact that arts are educational is important to parents, but just as important – perhaps even more so – art is perceived as fun and as an opportunity to spend quality time as a family doing things that they genuinely like to do.

FINDING 3

There is no doubt that arts-active parents believe the arts help learning and that exposure to the arts – through school or other outlets – will help young people gain the skills that are needed for 21st century jobs.

FINDING 4

On the whole, the arts-active parents in these focus groups do not rely mainly on the schools to teach art to their children; they see it as a parental responsibility as well. While arts-active parents do see a role for the schools – schools are places where their children's artistic interests and talents can be cultivated, and many go out of their way to find schools with good arts programs – many parents also know that they can afford to provide these things to their children through other venues. Thus, getting art *at school* is not always of paramount importance.

FINDING 5

The primary barrier to becoming motivated to act on behalf of the arts is a lack of organization or structure to do so. Even those parents who feel strongly about having arts in

the schools, and who advocate for integrated learning, are wary of striking out on their own without some type of organized support. They see taking on the school bureaucracy as a losing battle.

FINDING 6

In each focus group, there was at least one parent who stood out as an “arts-avid” parent, a type of parent who could be most readily moved to action on behalf of the arts. These were the parents who easily articulated the importance of arts education in the schools, conveyed true passion about the arts, and expressed an overall *Third Space* mind-set – an understanding of how the arts help connect schools and communities to create the best conditions for learning. In total, there were 11 arts-avid parents out of 60 participants.

FINDING 7

Across the board, arts-active parents are fed up with what they see as too much teaching to the test and an over-reliance on standardized test scores as a way of measuring student and school performance. They say the arts suffer as a result. Arts-active parents also indicate that they believe a quality education is about more than just tests.

FINDING 8

The fact that arts education is important to these parents does not necessarily mean it will drive their votes, but a hypothetical candidate advocating for better arts education would certainly pique their interest.

FINDING 9

The online survey should avoid equating number of activities participated in with one’s capacity for advocacy or commitment to the arts. Certain attitudinal questions, as well as items about a parent’s own arts background, should also be included.

FINDING 10

We tested dozens of possible descriptors/labels to characterize the arts-active parent. The responses provided some useful information about the messages such parents may be more or less receptive to.

DETAILED FINDINGS

FINDING 1

The focus group findings suggest that there is a group of parents who could be energized into a powerful voting block on this issue. Identifying arts-active parents will require asking questions not only about parents' behavior in regard to the arts but their attitudes about the arts as well.

The 2005 poll that preceded these focus groups revealed a group of parents who engaged in arts activities with their children and who indicated a high level of support for arts integration in the schools. The hypothesis going into the research was that this group of parents could be energized into a voting block. Thus, participants were recruited based on the number of arts-related activities they participated in with their child during the past year. The findings suggest that this criterion (number of arts-related activities) is only the first cut for defining the truly arts-active parent. The parents in the focus groups who seemed most readily capable of being moved to action on behalf of the arts also seemed to share a variety of other identifying characteristics. These included such things as:

- An understanding of the importance of arts integration in K-12 education
- A personal (and parental) commitment to ensuring their child has sufficient exposure to the arts in school
- A love of the arts
- A belief that the arts are essential to a child's education (as opposed to a mind-set of the arts as "nice to have, but not essential")
- A willingness to be part of a group effort to effect change
- A sense of efficacy and belief that they can improve things

Some other observations about different "types" of parents who appeared more open to activity on behalf of the arts:

- **"Education-choice" parents.** Many parents in the focus groups made deliberate choices as to where to enroll their children in school – for example, choosing magnet

schools, purchasing a home in a particular district, taking the private school route – and home-schooling parents were the most extreme example of this. We had roughly five home-schooling parents in the groups. They chose home schooling for a number of reasons, but virtually all mentioned the importance of art or the lack of art in the public schools. This kind of parent wants less emphasis on standardized tests, more emphasis on individualized learning, and more access to the arts. Some quotes from home-schooling parents:

“I think the schools here are catering totally to academics, the FCAT, the SATs, and they are training them for the test. And that’s the focus.”

“I see it as every bit as important as academics. The reason I feel that way is because not everybody is wired the same way. Some people will excel in math, in English, in sciences, in the technologies, but some will excel in dance, in art.”

“I home schooled because of the overcrowding situation, because I am a Christian... also I like them to be able to have a lot of exposure to the arts.... I know that kids that are exposed to the arts are academically better. They have better attention. They are more focused. They can retain a lot more. This was important to me...”

- **People who attend religious services.** Several participants talked about their involvement in the music offerings at their church (the only type of house of worship mentioned by participants was church), which they seemed to take seriously. The focus groups included singers, a drummer, a flutist, and a guitar player who were church-affiliated.
- **Artists.** The focus group findings suggest that parents who are artists themselves may be more likely to be arts-active parents. They want to pass on the joy they’ve gotten from their art. Several also spoke about how art is “in their blood” – their own parents were artists or artistic and they want to pass this legacy on to their children. They view art as a social thing, as a way to communicate.
- **Political I.D.** The focus groups were skewed towards Democrats, but there were many Republicans and some Independents as well. Political i.d. does not appear to have an obvious influence on one’s passion for the arts.

- **Fathers/Men of color.** Participants tended to rely on stereotypes about differences in the essential natures of women vs. men to explain what they saw as a higher prevalence of mothers in the arts. As one person described it: ‘Arts are the more nurturing subjects, and women are the more nurturing people.’ Others alluded to how they think mothers are more susceptible/empathetic to the arts because mothers ‘care more about the well being of children.’ Yet some of the fathers in the groups (all of whom, by the way, seemed very caring about their children’s well being) came across as passionate about the arts and knowledgeable of the importance of art in children’s lives and the ways art teaches children higher learning skills. Notably, men of color stood out in this regard. Among the five African American fathers in the groups, four fit the arts-as-essential mind-set, as did three out of three Hispanic fathers. In contrast, those in the groups who most strongly advocated for the arts as “nice, but not essential” tended to be white men.

FINDING 2

There are a wide variety of factors that motivate arts-active parents to take part in arts-oriented activities with their children. Reasons for participation seem to be less about love of art and more about good parenting, bonding with kids, and the belief that exposing children to the arts is a parent’s responsibility. The fact that arts are educational is important to parents, but just as important – perhaps even more so – art is perceived as fun and as an opportunity to spend quality time as a family doing things that they genuinely like to do.

“Exposure” was a predominating theme. Arts-active parents seemed to view exposure to the arts similar to the way parents generally view the importance of good nutrition – it’s necessary for future health. As one father said, referring to the rule in his home, “Like with food...[my son] has to try everything that’s put before him, he doesn’t have to eat.” In this case, exposure to the arts was seen as an entryway to the good things in life, to the cultural capital that might provide an edge in business or social success, to the potential talent that had

yet to be discovered. Exposure at a young age would, according to these parents, serve youngsters to good effect later in life by making them more interesting and well-rounded people, more able to enjoy life and to converse about art – as opposed to being “robots” who can talk only about their profession.

“If they are not at least exposed to all of the different subjects in life, they are being cut out.”

“You need to be well rounded. If your life is just academics, you’d be a very boring person. Who would you talk to? You wouldn’t be dynamic. You could never sell anything. Because you would be this monotone person.”

“You never know it until you try. As parents, we should try to bring it out.”

“I wanted them all to have that exposure to a lot of different opportunities so that they had a basis to choose what direction (they wanted to take their future).”

“Art enables children, adults to be more well rounded. It gives them other things to talk and think about. If you are just looking at math, and that’s all you know, and that’s all you’ve learned, then when you see your neighbor down the street, that’s all you talk about. But if you’ve gone and you’ve experienced...these wonderful things, music, art, anything, building structures, just stuff like that, you have other stuff to consume your life that you can talk about and share with others.”

Arts-active parents also are motivated by a strong desire to spend quality time with their children, and they see the arts as a fun and productive way to do this. Art, in its many forms, provides a way to share meaningful experiences with their kids, to share an aspect of life that they genuinely enjoy.

“A lot of it is wanting to share part of my youth with them.”

“I bought tickets for my grandson to go see Kiss, his favorite band... When he saw this drummer in Kiss...he just got all into it. We got him lessons. He became very proficient.”

“They accuse me of really cramming it down them often, but we just kind of center our fun around something that is artistic.”

“Wherever we go, we are always popping into the art galleries, not because it’s good for them – we like to look at the art. We like to hear the music. We like to do

these things. And subsequent, it's just family time. It's your disposable time. You do the things you like to do, and you take your kids with you, and they are just exposed to that."

FINDING 3

There is no doubt that arts-active parents believe the arts help learning and that exposure to the arts – through school or other outlets – will help young people gain the skills that are needed for 21st century jobs.

The idea that arts education contributes to overall learning is not in dispute. Recognition that the arts are important and essential for children to learn was a prevailing theme in the focus groups, as was the concept that the arts contribute to the 3Rs. Several mentioned hearing of studies that show a connection between improved learning and participation in the arts. When asked to name the core subjects that students should be taught, the arts typically came up, although virtually always after other subjects such as math, reading, writing, English, and the like. In Denver, when asked if they considered art to be an academic subject, several said yes, because it has academic components such as being knowledge-based, learning-centered, and skill-building.

"I thought music was important, because I know how widespread that helps in other areas of life. Not just being able to express yourself through song and music and dance, but also how mathematical it is It is statistically proven that those who love and know music have higher scores in math and reading."

"[Art] is essential. It lets children have the opportunity to think differently. So many times our children are just taught the rote basics. This teaches them creativity and lets them be creative and expressive, lets them have different thought process."

"I love the art. I think that it has been shown that kids who are musical do better in math because they know how to count. I think that long before they ever get to higher math, they can learn about rhythm and different cultural things from music."

"[Arts provides] learning how to learn. And that's something they carry with them into whatever business, whatever job they get into. If you have the ability to learn, then you can succeed."

Some arts-active parents spontaneously spoke about the connection between preparation for the work world as adults and learning the arts as children, but the degree to which this link is effectively being made in their children's schools was mixed (some say it's happening, many that it is not). In the focus groups, parents pointed to the critical role arts education in the schools can play in readying youngsters for skills needed to be successful in 21st century jobs and to be more competitive in a changing, global U.S. economy. As described previously, the act of exposing their youngsters to the various arts is often motivated by the hope that such exposure will give them a leg up in their future career choices.

"I know that more fortune 500, 100 companies, they are looking for people with emotional intelligence. Not just their IQ to be quote 'off the Richter scale'. The people that are the smartest out there, they are not necessarily running the corporations, the businesses, the company, and so forth. They are the people who have the knowledge and the emotional intelligence. It goes hand in hand. If they are not getting that from primary school through college, etc., it is difficult for them... Whether it's sports, whether it's music, whether it's drama, anything of that nature, it enables the child to look within themselves and actually figure out more about themselves.... If they don't know themselves, how are they going to excel in the work force, let alone if they decide to become an artist or a professional musician?"

"A lot of the occupations out there now were not occupations five years ago.... I think a lot of the occupations that are out there are going to be found in the arts... Graphic design... Today one of the major jobs you can have is going into graphic arts."

"On a global scale, with our global economy, are we competing against the Japanese, are we competing against the Germans? Do they have more kids doing this or more kids doing that?"

"Not everybody will have a 9 to 5. From a career standpoint, some people are going to be creating art, music, and advertising. There's many ways that it manifests itself."

"Chinese, Cantonese or Mandarin...that's going to be the growth field in the future, with the trading block. We are already thinking about things that will be good for him [to take in school]. Also piano, because of the spatial temporal skills, he is going to take piano."

Examples of jobs/industries in the new economy that arts-active parents volunteered in the focus groups:

- Advertising
- Graphic arts
- Communications
- Sales
- Design
- Public speaking
- Animation
- Video
- Web pages
- Music producing
- Drafting
- Technology

Benefits that youngsters gain from the arts, according to arts-active parents, include:

- Develop creative problem solving skills
- Encourage understanding, empathy, compassion toward people who are different (these parents seemed to value diversity and exposing children to different cultures and ways of thinking)
- Encourage openness to different ways of thinking; works different side of your brain
- Teach the ability to learn
- Provide opportunity to work hard, a sense of achievement; builds confidence
- Develop diligence, perseverance, self-discipline, creativity, self-expression, character
- Hone communication skills
- Prepare students for future jobs
- Develop an entrepreneurial spirit and a willingness to take chances

FINDING 4

On the whole, the arts-active parents in these focus groups do not rely mainly on the schools to teach art to their children; they see it as a parental

responsibility as well. While arts-active parents do see a role for the schools – schools are places where their children’s artistic interests and talents can be cultivated, and many go out of their way to find schools with good arts programs – many parents also know that they can afford to provide these things to their children through other venues. Thus, getting art *at school* is not always of paramount importance.

One of the hypotheses going into this research was that parents count on the schools to be the main supplier of arts education to their children. On the contrary, except for a handful of low-income parents who seemed grateful for whatever the schools could provide, most of the parents in these focus groups expected to take on this responsibility at some level. The best situation, undoubtedly, would be for a child to attend a school with an excellent arts program, but where that is not feasible, parents accept it as an individual’s responsibility. At the end of the day, they would see to it that their children have art in their lives. Only after some discussion did it dawn on one father that if the arts were not in the schools, then other children who do not have arts-active parents might have no access to the arts at all. Similarly, in Fort Lauderdale and in Denver, some participants took exception to what they saw as a mistaken assumption that the only place a child will get art is at school. They saw this as a limiting discussion.

According to one mind-set among arts-active parents, the public schools have a responsibility to teach “academics, sports, the arts – all of it,” but, for reasons having to do with things such as lack of funding and overcrowding, others did not count on the schools to provide their children with arts experiences. As one grandfather said, “The schools are way too overcrowded, so I can’t expect much from them. At least I can expose them to things...”

One theme that arose spontaneously in every group was the idea that children are not a monolith and do not all learn in the same way. The arts were seen as providing an alternative avenue for learning, especially for students who struggle academically. There were two underlying beliefs here: 1) that not all children are college material, and so there should be subjects that even the ‘less academically inclined’ children can excel at; and 2) that there are many children who would flounder without their art or music or drama at school.

“There’s some children that are going to lean more towards the academics, and so school is really catering to them. And they are going to excel, even without the arts, they probably are going to live very successful, fruitful lives. But what about those children who really don’t lean towards the academics?”

“Not everybody is going to be college material. What about those kids who need to go to trade school or learn some other social skills to help them in life? ... They are able to express themselves through those arts.”

FINDING 5

The primary barrier to becoming motivated to act on behalf of the arts is a lack of organization or structure to do so. Even those parents who feel strongly about having arts in the schools, and who advocate for integrated learning, are wary of striking out on their own without some type of organized support. They see taking on the school bureaucracy as a losing battle.

Based on their focus group comments, many arts-active parents would be reluctant to act publicly on their concerns about arts education. They seemed to have little sense of efficacy in terms of their potential effect on school decisions: partly because school systems are rigid and take too long to implement change, but also because they see one individual acting alone as “a losing battle.” Yet, many said they would get involved if they knew there were other parents who shared their concerns, i.e., if there were already a force out there or ‘if I felt I was part of a bigger movement.’ [Nota bene: Parents who are already part of an arts-oriented social group – a chorus, a church choir, a drama club – may be ripe for engagement.]

“I’m just one person. I would more or less just wait and hope that high school would be better.”

“I guess just the fact of knowing that there are other people out there who wanted the same thing, or at least similar, would want to feel I was one of many. Not just by myself. Because generally that’s pretty much how it is. You go in there and you are by yourself. You can’t seem to find the other parents that are wanting to unite, and put together some sort of front, that we want this in our schools. How do we do that?”

“I see it as a losing cause if it’s just me. If there was a strong huge force that said, ‘hey this is important,’ that would motivate me to get involved.”

“The easiest way to do it is to move. My child is in the 2nd grade. If I wasn’t happy with the school, by the time I got the change initiated, if I’m lucky, he’ll be entering the 5th grade. So he’d get one year benefit from it, and then off to middle school. So the easiest way is just to move.”

Some parents provided examples of situations where they saw parents band together effectively to make change, so there was awareness that working collectively can lead to success.

“I personally think the parents could make a difference. Because, just for instance, they wanted to start the school later (in the year)...parents all rallied together and said no.... They ended up changing the date to accommodate the parents. So it probably would be the same thing with the arts. If they rally enough, and loud enough.”

“Parents do have power to make a change. There’s no question about that. If you’ve gone to a PTO meeting...I’ve seen changes occur...within a couple of weeks, they can make a change.”

Typically, what gets people motivated politically is when they feel that something they care about is threatened. The sense from these parents was that if they thought their own child was going to be directly affected by an arts-related decision – for example, that Johnny’s favorite activity, band, was going to be cut to balance the budget – then they would probably be moved to speak up. This might mean going to the school to talk to a teacher or principal, contacting a public official, or voting a certain way. But if their own child was not directly affected – for example, Susie had no interest in band, so its elimination caused no tears at home – then they would be unlikely to get involved.

“It would have to affect me personally, like through my grandkids. If they were missing a particular area of art or music, and they expressed to me that it was going to be cut, yes, I would get involved. If it doesn’t affect me personally, no, I’m not going to get involved.”

“To make me active, you would have to convince me that there would be a benefit for my child, towards my ultimate goal, that’s my child. If ultimately my child would benefit from it, I would be a big mouth.”

Low socioeconomic status is a barrier to involvement as well. One Denver woman, a single mother with several children and clearly struggling on a limited income, said that she relies on the school to expose her children to the arts. She does not go to their schools to express her feelings about the importance of the arts, because she doesn’t “personally have the knowledge of what steps to take in order to go against a school board (for example) and fight for something like that.” There were several instances of parents who said they regretted not discussing their concerns about art or music with a child’s teacher or a school principal.

Other barriers to involvement include fear of getting a reputation as an annoying parent – as one mother stated, “I make it a point to keep my mouth shut”; and also complacency – parents who are satisfied with the arts offerings at their children’s schools show little inclination to be proactive about getting involved on behalf of this issue. To paraphrase one parent, ‘If it’s something my daughter doesn’t really have an interest in, then I probably wouldn’t do anything about it.’

FINDING 6

In each focus group, there was at least one parent who stood out as an “arts-avid” parent, a type of parent who could be most readily moved to action on behalf of the arts. These were the parents who easily articulated the importance of arts education in the schools, conveyed true passion about the arts, and expressed an overall *Third Space* mind-set – an understanding of how the arts help connect schools and communities to create the best conditions for learning. In total, there were 11 arts-avid parents out of 60 participants.

The focus groups proved useful in identifying the most strongly arts-active parents within the broader pool: the arts-avid parent. Because this archetype presented itself in every

group, it seemed worthwhile to find out if they shared any particular traits. Appendix C provides some demographic and behavioral information on the 11 parents who fit the criteria for an arts-avid parent. (But please keep in mind that these data are suggestive in nature and not true estimates of a random sample of this population.)

The arts-avid parent was identified by the way they expressed themselves in the focus groups – the confidence with which they talked about the importance of arts education, the passion they showed when describing what the arts mean to them, their ability to defend the arts-as-essential mind-set to others in the group. As you can see below, these parents do not settle cleanly into one demographic category. Instead, they are a mix of genders, race/ethnicities, incomes, education levels, and the like. Specifically:

- **Gender.** A perhaps surprisingly high 4 out of the 11 arts-avid parents are fathers.
- **Race/ethnicity.** Also surprising, a disproportionately large number (5 out of 11) of the arts-avid parents are people of color (1 Hispanic, 4 African American).
- **Party ID.** While one might have expected the arts-avid parents to be predominantly Democrats, a notably large number are Republicans (4). There is also one Independent.
- **Arts-oriented activities.** 9 out of the 11 arts-avid parents answered “yes” to at least 7 out of 10 questions about participation with their children in arts-oriented activities in the past year – indicating a very high level of arts-oriented behavior. (Remember, the threshold used for inclusion in the focus groups was at least 3 out of 10.)
- **Extreme Measures.** 7 out of the 11 arts-avid parents have taken, or are seriously considering, extreme measures to ensure their children have access to an arts education. Three are home-schooling parents, one increased her part-time workload in order to afford private school, one went to great lengths to seek out a talented & gifted program, and two would strongly consider moving to another school district.
- **Income.** Arts-avid parents show a wide range of household incomes. Because the income categories were not identical across focus groups, it is not possible to fit them into perfectly comparable categories. But, generally speaking: 3 are in the lower income bracket (\leq \$40k), 4 in the middle bracket (approximately \$40k-\$75k), and 4 in the higher income bracket (approximately \$75k or more).

- **Education.** Arts-avid parents also have a wide range of educational achievement: 2 graduate degrees, 4 college degrees, 4 some college, and 1 high school graduate.
- **Age.** Most arts-avid parents are in their 30s or 40s. This makes sense, as these are the most likely age groups to have school-age children.
- **Employment.** 6 out of the 11 arts-avid parents are full-time employed, 2 are homemakers, and 3 are part-timers.
- **Age/Grade of Child.** Most arts-avid parents have children of elementary or middle school age, and some have high-schoolers as well.

Several of those arts-avid parents who took strong measures to ensure arts education for their children left the school system altogether by opting for home schooling or private schools. While leaving solves their problem, it is an individual response and a private solution. The effect is to remove from school districts those parents who are a potential energy source and who would agitate for the system to change. One might imagine what could happen if an organization existed that could provide a platform to effectively harness their energy and concerns to work for system- or district-wide change.

There is evidence that talking about the arts with others, and being exposed to the “avid” point of view, can influence other parents in a positive direction. Several parents in the focus groups volunteered that, as a result of participating in the focus group, they were more aware of the importance of having the arts in the schools and more interested in finding out about their children’s current arts education. To quote one father, “I can’t imagine anybody that would have been a part of this discussion not being more aware about the arts now and how it does affect all of your children.” This finding suggests that arts-avid parents, properly trained, could serve as ambassadors to spur a movement among other parents who are likeminded but perhaps reluctant to get involved. Training a small group of arts-avid parents on how to communicate to their peers the importance of arts integration in the schools could be an effective strategy for getting more parents aware of the issue and willing to act on it.

Here are some quotes from the arts-avid parents:

“I would get involved...but I think it’s easier to [go] find it where it is now. By the time [any change] is actually going to go into effect, it’s going to be too late. You can say, yeah, if I felt it was the only way, sure I would do it, but for me I’m

looking for the best scenario, and if it means to move, then that's what I'm going to do."

"I brought it up with the art teacher first as to why [art] was so limited, and she said I should talk with the principal.... I addressed the lack of art in my nice, neighborhood, A [rated] elementary school, and she was very pleased with what she had to offer me. And I was not very pleased, so.... I work more so that my children can be – my kid doesn't go hear an orchestra. My 4th grader is in the orchestra. To me that is very valuable."

"A course in the arts, I would call that essential."

"I feel like art is a subject just like history or math is.... As far as I know it has always been taught in school. Each child needs it at their own level. So I would be very upset (if arts program at her child's school was to be cut)."

"Condi Rice was actually playing the piano at a concert. And one of the dignitaries of Israel said that he was moved by that. And during her efforts to negotiate a cease fire in the West Bank or in Lebanon, that particular individual was more receptive to what she had to say, and he actually said that. And a piece of me wants to say that it has something to do with her playing the piano.... Here is art in a world conflict, and at least one individual who was a part of that was more willing to sit and be patient and actually come to the bargaining table."

FINDING 7

Across the board, arts-active parents are fed up with what they see as too much teaching to the test and an over-reliance on standardized test scores as a way of measuring student and school performance. They say the arts suffer as a result. Arts-active parents also indicate that they believe a quality education is about more than just tests.

In virtually every group, at least one person, without probing, spoke about the connection between the schools' renewed emphasis on standardized test scores and cuts to the arts. Several people specifically pointed to NCLB's negative impact on the arts, but even those who were less knowledgeable about specific legislation were able to say that the amount of time being devoted at school to prepare for state tests was obviously taking away from other things, and that the arts, in particular, suffer. Some were under the impression that

teachers get more money or that schools get more funding when standardized test scores improve, and they think this is driving the over-emphasis on tests.

“I’ve had enough with state tests.... The social skills I don’t think she is getting like she should.... They are pushing the test, I don’t know if it’s the school or the teacher, it’s probably both. I think they are basing their salary based on how the school does...so everything is kind of centered around FCAT.... I think other things do suffer because...she was in band last year. Band was cut out so she didn’t really learn any instrument, because it then was turned into math.”

“It’s not just at the state level. You have the whole No Child Left Behind problems, and then average yearly performance, or whatever it is called, which is a mathematically flawed formula. The spirit of the law is good, but the way it’s measured, it forces the kind of behaviors you are talking about when you have limited dollars available.... You don’t have standardized tests measuring how good an artist you are. They measure whether you can subtract things.”

“Two weeks out of the school year is spent teaching the CSAT.”

“It’s easier for them to take arts away than social studies or math.”

“I believe recently there was a bond initiative passed for DPS [Denver Public Schools] where they had to retain...some sort of arts program in the school. My experience with DPS – I worked with them for several years – they found loopholes [so] that they could convert those teachers to an academic unit – meaning an academic teacher vs. keeping that art program. Again, that’s politics within DPS.... Because they want to pass the CSAT.”

Arts-active parents say they want their children to attend schools that offer opportunities for learning beyond achieving high scores on standardized tests. They spoke about the schools’ role in teaching critical thinking skills, creativity, respect for others, and different ways of thinking – all of which they see as deliverable through the arts.

“I think art is important. And I’ll tell you why. All day long these kids have to do math and science, and they are constantly, constantly thinking. I used to look forward to the arts and crafts, and it was a way to relax my mind, express myself, go into another world. I think it’s important. Kids can’t just be like robots.”

“[Arts provides...] a different way of thinking. They want you to use different parts of your brain.... It helps you problem solve, more creative problem solving.”

“I think art is more of an emotional type of education vs. the analytical type of straight academic program, and if you don’t develop that side as much as you develop the academic side, you’ll have a few socio-paths running around. I think it’s critical balance, it’s not one or the other.”

“I think it makes you more aware of many things. Just knowing about art and knowing about music makes you just more aware of different things in life in general.”

“Children should be exposed to it even if parents aren’t interested. Everyone should learn (the arts). It broadens your way of thinking. It’s very important.”

FINDING 8

The fact that arts education is important to these parents does not necessarily mean it will drive their votes, but a hypothetical candidate advocating for better arts education would certainly pique their interest.

Given a hypothetical situation where they could choose between two candidates, one whose platform actively supported arts integration in the schools vs. a similar candidate whose platform did not, most parents in the focus groups indicated that they would pay attention to what the arts candidate had to say, and several said they would probably give that candidate their vote. Even those parents who might be reluctant to publicly take on an arts issue at their child’s school would be open to supporting arts-promoting candidates through their vote. Nevertheless, although arts education in the schools is considered important to these parents, their comments also suggested that arts issues may not rise to the same level as other hot-button issues they consider when making voting decisions (e.g., issues such as the death penalty or abortion). Some parents also wanted to know where the theoretical candidates stood on other issues before making their choice.

“If their other platform was equal. That would be a factor. It would be a factor.... Certainly that would pique my interest, but I think there are other political issues that are equally important.”

“I would immediately think, where are you taking the money away from?... There’s a certain amount of funds there. My perception is you are pulling something away.”

On the other hand, this hypothetical scenario seemed somewhat unrealistic to most parents. Only one parent in the focus groups said that he had ever heard a politician campaign on the importance of arts education in the schools – ‘It comes up every 2 years when there’s an election, but then it’s forgotten.’ In contrast, a large number of focus group participants said that the only time they hear about arts in the schools is when arts have been cut – and then it’s the politicians congratulating themselves for reducing the budget. As one parent in Denver said, you never hear a campaign slogan that says ‘We can’t afford to get rid of the arts.’ (By the way, this sounded like a slogan that would resonate.)

“The only thing I even have remotely ever heard [is] it costs money, get rid of it. That’s the only thing I’ve remotely heard of. I couldn’t say I heard a politician say it. When these things cost money, they are the first to go.”

“I know across the country they are starting to cut those programs. And I think it’s a sad, sad thing. And I think our politicians and our government leaders think art is valuable, very valuable. They have their kids in private lessons...whether it’s ballet or dance.... But what it comes down to is the economics, again. Leaders, they want their bottom line. The bottom line to everything is money. And they want to look good. Because on the bottom line, they say, oh we saved so much money this school year, wasn’t I a good leader, wasn’t I a good politician? Because I saved the people so much money, I put money back in their pockets. But they cut what? At what expense? And how did that damage the children or not give them the opportunities or the ability that they might have had?”

The Fort Lauderdale group offered some interesting ways they could think of to convince politicians that arts should be part of their platform and to underlie the idea that improving the arts in the schools is a winning issue. Their responses may provide insight into issues that are important to arts-active parents:

- Use existing research. There is lots of evidence that the arts improve test scores, math learning, reading, etc. The sense was that if the politicians knew about this, then they would get on board.
- Compare statistics of students today to students back in the days when art was mandatory. The focus group participants were aware that teaching of the arts in public schools has declined since they were themselves students, and they think that their own children are suffering as a result. If the politicians could see data that compared the two cohorts, that might convince them of the importance of saving arts education.

- Talk to children who have access to the arts in the schools and ask them directly how it helps them.
- Check attendance rates. Students show up for the classes that they enjoy, so offering arts classes may in fact deter some students from dropping out.
- Check to see if schools with arts programs have lower violent incidents. One focus group participant seemed to think there would be a correlation here.

FINDING 9

The online survey should avoid equating number of activities participated in with one's capacity for advocacy or commitment to the arts. Certain attitudinal questions, as well as items about a parent's own arts background, should also be included.

What follows is a short list of preliminary issues to consider for the survey.

- The lists of arts-oriented activities used in the 2005 poll and in the screener for these focus groups should be reviewed carefully, with the intent of refining each item. Two questions to keep in mind: 1) Does this item rise to the level of a true "arts-oriented" activity (e.g., Should going to the movies with your child carry the same weight as visiting an architecturally magnificent building or structure?); and 2) What is the appropriate number of "yes" responses in order to be considered "arts-active" (e.g., 3 out of 10 may be too low, 8 out of 10 may be too high).
- There is some discussion as to whether approaching the topic of the arts from a different perspective (or perhaps using a different set of recruiting parameters) might have resulted in parents in the focus groups being more readily supportive of arts education in the schools. With this in mind, question wording for the online survey should be carefully crafted so that the wording does not marginalize the arts as subject matter nor define the arts in relation to other subjects.
- There was sometimes an underlying confusion among parents in the focus groups between what "the arts" actually are vs. "things my child likes to do." In Cleveland, for example, participants seemed to include in their definition of the arts anything that

passes the time in a productive way – nail painting, hair braiding, gardening, home maintenance, sports. This has implications for a survey in that language should be included that puts some boundaries around the definition of art.

- We know from the focus groups that there are a myriad of motivations for engaging in arts-oriented activities with children – love of the arts, exposure, education, legacy, bonding, fun & pleasure, family time, productive activity (better than video games). The survey should pin down a parent’s primary motivation in an effort to best target the truly arts-active parent. It should also pin down the degree to which parents think the schools vs. parents are mainly responsible for teaching the arts.
- In addition to asking questions about the types of arts activities parents engage in with their children, the survey should also explore the degree to which the parents themselves are artists and the types of arts activities they engage in personally (for example, Do they sing in a choir? Are they active in their church music group?). It may also be useful to gauge the degree to which this is a family legacy or something new.
- Certainly, the survey should include a series of questions that ask about political or community activity, e.g., volunteering, campaigning, membership, contributing money, etc.
- To the extent possible, question wording in the survey should rely on the language and turns-of-phrase that we heard arts-active parents themselves use in the focus groups.

FINDING 10

We tested dozens of possible descriptors/labels to characterize the arts-active parent. The responses provided some useful information about messages such parents may be more or less receptive to.

The overarching sentiment regarding the test labels was: Since the topic is the arts, the label should be inspired and imaginative in character. Although there was no clear-cut favorite, the responses did provide insights about ideas that arts-active parents may value and messages that they are more or less receptive to. Table 1 shows the labels that generated the most discussion, either positive or negative. Tables 2 and 3 (which follow Table 1) list other

labels that were tested and the responses they generated, including the ideas that respondents came up with themselves.

TABLE 1: LABELS THAT GENERATED MOST DISCUSSION

LABEL	RESPONSE/COMMENTS
Art Smart /Arts Smart	This one garnered the most positive responses <i>Positive:</i> “catchy”; “memorable”; “Arts Smart Parents – at least it’s an adjective... makes sense (grammatically)”; “has a ring to it”; they liked that it rhymed
Cultured Parents	The reaction in the groups was more positive than negative than these comments suggest <i>Negative:</i> “petri dish”; “pearl”; “snobby”; “yogurt”
Arts Active Parents	Seemed to get a more positive than negative response <i>Positive:</i> One person said this was “more fitting” than the others, but it wasn’t a strong endorsement; “indicates activity, but arts aren’t always movement” <i>Negative:</i> “blah”; “corporate”; “art” makes you think about painting or drawing, it’s too limiting
Parents for the Arts	Mostly positive, but not catchy enough <i>Positive:</i> “best one on the page” <i>Negative:</i> “not creative”; “boring” but better than the others; “vanilla”
Arts Alive	More positive than negative <i>Positive:</i> “might pique someone’s interest” <i>Negative:</i> “bureaucratic”; “better than an Arts Dead parent”
Arts Advocates	Outright negative response. The word “Advocates” had the connotation of being “too political”; “picket line”; “marching with signs” when really “I just like art.”
Caring Parents	Outright negative response. All parents are caring, not just the ones who are interested in art.
Creative Edge	Generally, more negative than positive <i>Negative:</i> “advertising-y”; “means nothing”; “is it a band”
Art Protector	<i>Negative:</i> “too violent” like you “are about to get stabbed”
Art Saver	<i>Negative:</i> “too save-the-whale-ish” (it seemed that they don’t want to come across as bleeding hearts or complainers)
Arts Advance	<i>Neutral:</i> “sounds like the name of a class”
Arts Advantage	At least one group gave it a positive mark, and one group a negative, but there were no specific comments
Arts Achieve	Neutral to negative <i>Negative:</i> “bumper sticker”; “bureaucratic”; “restrictive”; “means nothing” <i>Neutral:</i> One participant said it describes the benefits that arts bring, but it doesn’t work as a title
Culture Moms & Dads	Generally a neutral response, but the comments seemed negative: “could convey food”; “Boy George”

TABLE 2: OTHER LABELS TESTED (relatively neutral or no response)

LABEL	RESPONSE/COMMENTS
Arts 4 Life/Arts For Life	<i>Negative:</i> Confusing (I think because it had the “4” in it), also, one person said: “too nursing home-y”
Arts 4 All/Arts For All	<i>Neutral to negative:</i> “public service slogan-y”
Arts Angel	Not sure how to categorize: One comment, that it might come across as too “religious”
Arts Army	Elicited laughter
Arts IQ	Only one comment: “doesn’t convey what we want it to”
Push Forward	(elicited no response)
Art Keepers	(elicited no response)
Art Squad	(elicited no response)
Arts Force	(elicited no response)
Arts 4 Us/Arts For Us	(elicited no response)
Arts Focus	(elicited no response)
Art Nurturing	(elicited no response)

TABLE 3: SUGGESTIONS FROM FOCUS GROUP PARTICIPANTS

LABEL	RESPONSE/COMMENTS
Literartsy or Literarty (I couldn’t quite make out what he said)	When we tested this one in a subsequent group, someone said it might turn people off because it implies <i>reading</i> about art instead of doing; makes you think of “Liberace”
Arts Aware	
Renaissance Woman	
Piano Stool Parents	
Paint Brush Papa	
Broadway Parents	
Stage Mom	
Drama Dad	
Fairly Arts Parents	
Other words that came up:	<i>Could be perceived as negative:</i> Domineering, Sergeant, Nerdy, Band geeks <i>Could be perceived as positive:</i> Well rounded, Art nurturing, Eclectic, Caring, Encouraging, Open-minded, Passionate, Concerned, Holistic <i>Not sure how to characterize:</i> Eccentric, Feminine, Sensitive
Names of famous people that came to their mind:	Martha Stewart – because she’s creative Joe Jackson – (Michael Jackson’s father) – because he was so determined his children would be successful

Please tell me if you have done any of the following activities with your child/ren in the past 12 months or so. [RESP. MUST ANSWER AT LEAST 3 “yes” IN Q6-15]

Q6. Attended a symphony, opera, rock, jazz or other music performance with your child/ren?

Yes No

Q7. Attended a play, musical, or other theatrical performance with your child/ren?

Yes No

Q8. Attended a ballet, or other style of dance performance with your child/ren?

Yes No

Q9. Done any drawing, painting, pottery, photography, or other arts & crafts projects with your child/ren?

Yes No

Q10. Taken your child/ren to visit a museum, gallery or art exhibit?

Yes No

Q11. Taken your child/ren to visit a monument or building known for its architecture such as the Empire State Building or the White House?

Yes No

Q12. Enrolled your child/ren in a music or art program or lessons?

Yes No

Q13. Played a musical instrument, sung in a group or choir, or taken part in a dance performance – either with your children or just for yourself?

Yes No

Q14. Purchased for yourself or your children art supplies or equipment like instruments or technology to help you participate in the arts?

Yes No

Q15. Do you yourself participate as a volunteer or board member or serve in some other way at any arts organization in your community or at your child’s school? [For example, Band Boosters]

Yes No

Q16. Which best describes your race/ethnicity – African American or black, white, Hispanic, Asian, or something else?

<input type="checkbox"/>	African American or black	RECRUIT 1-4
<input type="checkbox"/>	White	RECRUIT 6-8
<input type="checkbox"/>	Hispanic	RECRUIT 1-4
<input type="checkbox"/>	Asian	RECRUIT 0-1

Q17. Which of these general categories best describes your household income in 2005?

- \$40,000 or less RECRUIT 2-3
- \$40,001 to \$70,000 RECRUIT 3-4
- \$70,001 to \$100,000 RECRUIT 3-4
- More than \$100,000 RECRUIT 2-4

Q18. What is the highest level of school you have completed?

- Less than high school RECRUIT 0-2
- High school graduate RECRUIT 1-3
- Some col/2-yr degree/Tech school RECRUIT 3-4
- 4 year degree RECRUIT 2-3
- Graduate degree RECRUIT 1-3

Q19. How old are you? _____ [RECORD ACTUAL AGE]

- 21-30 RECRUIT 1-3
- 31-41 RECRUIT 3-4
- 42-60 RECRUIT 4-6
- 61 OR MORE RECRUIT 0-1

Q20. Did you vote in the 2004 presidential election between George W. Bush and John Kerry? [RECORD]

- Yes, voted
- No, did not
- Don't know/Can't remember

Q21. Do you consider yourself to be a Democrat, a Republican, an Independent or something else?

- Democrat [RECRUIT A MIX]
- Republican [RECRUIT A MIX]
- Independent [RECRUIT A MIX]
- Something else [RECRUIT A MIX]

APPENDIX B: MODERATOR GUIDE

REVISED July 27, 2006

Discussion Guide: Developing Persona/Profile of Arts-Active Parent

I. Introductions

Ask them to talk a little bit about their school-age children, ages, where they attend school, public/private/parochial, etc.

Let's talk a little bit about the public schools – how good a job do you think they are doing today?

Have they gotten better, worse, the same since you were in school? Do you think they're teaching the right kinds of things to prepare students for today's workforce? Why/why not? How good a job are they doing when it comes to encouraging parents to be involved in what their children are learning?

II. Series of visuals with young people engaged in arts activities [SHOW PICTURES]

Tell me a little bit about what you think is going on in this picture.

Who are these people? What are they doing? Where are they? What would you say is motivating them? Do you think they are there more because they love [the art, the music, the activity] or for some other reason?

How commonplace would you say this kind of activity is?

Is this something you have done with your own kids? What was the reason for doing it? Was the purpose more for enjoyment? For education? Because you had the opportunity? Other than being fun, did it serve any other purposes for you or your child? Would you say you take your kids to these kinds of arts activities more because you really care about the arts, or is it more because the arts give you something fun to do with your kids?

How important do you think this is for a child? Does the child have the same opportunities in school as s/he does here in the picture?

III. Purpose of Schooling/Where Arts Fits into Education

As parents, we expect schools to teach our children reading and writing and math, and the other academic subjects. Is that it, or do we want the schools to teach other things too? What kinds of things?

PROBE: to develop well-rounded individuals? Good public citizens? Productive workers? Social skills? College-ready students? Prepared for future?

What do the arts teach? How important is it to you as a parent that the arts be included in your child's curriculum?

If a child graduated from high school and had excellent grades in the core subjects but very little knowledge of the arts, how would you characterize his/her educational experience? If there's no art, could it still be considered a thorough education? Why/why not?

What does knowledge of, exposure to, participation in the arts do for a child – what benefits do they get from this? If your child grew up to be an adult who couldn't tell the difference between an impressionist and an abstract painting, or didn't know anything about jazz or classical music, would it really matter? What kind of real-life impact would it have on him/her?

To what extent does exposure to the arts help make better citizens? Better neighbors?

To what extent do you think things like art and music and dance and theater classes that children are exposed to in school help give them skills that they can use in the economy of the 21st century? Skills that promote critical thinking, communications that include images, graphics, descriptive and engaging writing and design?

What about the role that the arts play in a child's development – do they play a role? In what way? What have you seen in your own child? [Linkages to personal growth, stronger engagement with school subject matter; personal satisfaction and accomplishment; socialization with other students; a way to get into the subject matter of school (thematic teaching), etc.]

IV. Personal experiences with the arts

What kinds of arts activities do you do with your children? For how long have you been doing that? What do you get out of it – why do you keep it up? [Is it primarily because you like to do it or because the kids like it? Is it because you think the child has talent? Or because you want your child to have some particular skill or appreciation, e.g., to know how to play an instrument?]

As a parent, do you see the arts more as a useful learning experience or more as something fun for children to do?

Do you ever do arts activities just because you think it's good for them? What makes it good for them? What might you be doing instead?

How would someone know that you are a parent who is really interested in the arts? Have you ever gotten actively involved in a parent group that had to do with a student-centered creative activity? Have you ever volunteered at your child's school for things like directing a play or putting on a musical or dance performance? How about in your community?

How important is it to you that your children are exposed to the arts - things like the visual arts, music, dance or theater? Why is it important? When you think of the arts – what kinds of activities come to mind? We've been talking about the visual arts, music, dance and theater -

are there any other types of things that come to mind for you? What are they? [poetry, literature, film?]

How about for you yourself, without your children – do you sing in a choir or perform or play an instrument, anything like that? Why do you do it – what motivates you? Imagine it was gone – what would you lose? How has being an artist or artistic helped you in your adult life?

V. Politics/Getting Involved

To what extent do you think politicians think about the role that the arts can play when it comes to student achievement and learning – do you think this is important to them? High on their agenda? Something you've heard a politician or leader speak about?

Have you ever heard of the arts being part of a political discussion about how to make the public schools better? What would you say if you could be part of that discussion? Who would you say it to? How confident are you that you could make a difference?

What do you think you could do to get a candidate or elected official to pay attention to the importance and power of the arts to support student achievement and academic success?

Is it important to modernize education to keep up with students and the way in which they live and receive information?

Has there ever been a time when you contacted the principal or administrator or a school board member to express your feelings about the arts at your child's school? [IF NOT: Do you know of another parent who did? What was your impression of that parent?] What motivated you to take the step to say something about it? How did you contact them – in person, by mail, by e-mail? Who did you speak to? Why that person? How are you most comfortable contacting educators or school leadership?

Can you think of a scenario that might lead you to want to speak to the school about its arts program (in terms of visual arts, music, dance, and theater)? For example, if you found out your child's school was going to cut its arts program or budget, what would you do about it? How likely would you be to express your concerns to principal? Attend a school board meeting? Write a letter to the board or district? Vote in a local election?

VI. Experiences with the Schools

What kinds of arts-oriented things are your children doing in school? Is it enough, too much, too little? Is it more important in some grades than others? Does it depend on the teacher, or is it a school-based kind of thing? What would you like to see the school doing more of?

Generally speaking, do your children learn about the arts at school in separate classes – like having art on Mondays and music on Fridays – or are things like drama, music, art, and dance integrated into their other subjects throughout the school year? Can you give me an example of where you've seen this happen? What kind of impact do you think it had on your child's learning experience? How do you think these things should be taught?

VII. Testing labels and attributes

What would you call parents who do go out of their way to engage their children with the arts? What words would you use to describe that kind of parent? For example, several years ago the term “soccer mom” was used to describe a particular type of parent. Could you come up with a term to describe these parents?

I’m going to read you some words that might describe parents like you who are interested in the arts and make efforts to have your children experience these things. For each one, tell me the first impression that comes to your mind.

Do you feel this captures who YOU are as a parent on this issue? Is it believable? Authentic? Are you comfortable with it? Is it accurate? What are the negative connotations associated with this description? The positive?

APPENDIX C: ARTS-AVID PARENTS' DEMOGRAPHIC AND BEHAVIORAL CHARACTERISTICS

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE	ACTIVITIES	ACTION
Kalia (Cl.1)	Female	African American	Full time \$50-75k Some col 32	Dem	Middle & High school	8 out of 10	
Leslie (Cl.2)	Female	White	Part time \$75k+ Some col 57	Ind	High school	7/10	
Michele (Ft.L1)	Female	White	Homemaker \$40k-75k Col grad 39	Rep	6, 9, 13 years	6/10	Home school
Laura (Ft.L2)	Female	White	Part time \$75k-100k Grad school 39	Rep	7-13 years	9/10	Private school
Deanna (Ft.L2)	Female	White	Homemaker \$40k/less Some col 44	Rep	7, 13, 15, 19 years	4/10	Home school
Andrew (Ft.L2)	Male	African American	Full time \$40k/less Col grad 30	Dem	7 years	7/10	Moving is the answer
Lori (Ft.L2)	Female	White	Part time \$40k-75k Col grad 35	Dem	1 st grade	10/10	Moving is the answer
Derek (Ft.L2)	Male	Hispanic	Full time \$40k/less HS grad 41	Dem	4 th grade	7/10	
Don (D1)	Male	White	Full time \$70k-100k Grad school 47	Dem	1 st grade	7/10	Talented & gifted
Aaron (D2)	Male	African American	Full time \$100k+ Col grad 44	Rep	K and 10 th grade	7/10	
Ruthay (D2)	Female	African American	Full time \$40k-70k Some col 48	Dem	12 years	7/10	Home school

APPENDIX D: DEMOGRAPHICS OF FOCUS GROUP PARTICIPANTS

FOCUS GROUP PARTICIPANTS: CLEVELAND 1

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE OF CHILD	NUMBER OF ACTIVITIES	2004 VOTE
Kalia	Female	African American	Full time \$50-75k Some college 32	Dem	Middle & High school	8 out of 10	yes
Tamara	Female	African American	Full time \$30-50k Some college 33	Dem	Middle school	3/10	yes
Susan	Female	White	Full time \$30-50k College degree 29	Dem	Middle school	7/10	yes
Deirdre	Female	White	Full time \$50-75k High school 43	Dem	Middle	6/10	yes
Silas	Male	African American	Full time \$50-75K Some college 28	Dem	Elementary	8/10	yes
Kelley	Female	White	Full time \$75k+ High school 40	Ind	Middle school	4/10	no
Keith	Male	White	Full time \$30-50k Some college 28	Ind	Elementary	6/10	yes
Donna	Female	White	Homemaker \$50-75k Some college 57	Ind	High school	3/10	yes
Jennifer	Female	White	Homemaker \$50-75k High school 32	Dem	Elementary	6/10	yes
Kimberly	Female	White	Full time \$LT30k College degree 47	Rep	High school	4/10	yes

FOCUS GROUP PARTICIPANTS: CLEVELAND 2

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE OF CHILD	NUMBER OF ACTIVITIES	2004 VOTE
Evette	Female	African American	Part time \$LT30k LT HS 38	Ind	Elementary and middle	4 out of 10	no
Debra	Female	African American	Full time \$LT30k High school 47	Dem	High school	4/10	yes
Dierdre	Female	African American	Full time \$30-50k Graduate deg 41	Dem	Middle school	8/10	yes
Latoya	Female	African American	Part time \$LT30k Some college 29	Dem	Elementary and middle	4/10	yes
Ted	Male	White	Full time \$30-50k Col. degree 49	Dem	Middle and high school	8/10	yes
Leslie	Female	White	Part time \$75k+ Some college 57	Ind	High school	7/10	yes
Christopher	Male	African American	Full time \$30-50k Col. Degree 35	Dem	Middle school	7/10	yes
Angel	Male	Hispanic	Full time \$30-50k Some college 30	Rep	Elementary and middle	4/10	yes
Lisa L	Female	White	Part time \$LT30k High school 38	Dem	Elementary and middle	4/10	no
Nick	Male	White	Full time \$75k+ Col. degree 27	Rep	Elementary school	3/10	yes
Lisa K	Female	African American	Full time \$50-75k High school 44	Dem	High school	3/10	yes

FOCUS GROUP PARTICIPANTS: FORT LAUDERDALE 1

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE OF CHILD	NUMBER OF ACTIVITIES	2004 VOTE
Michele	Female	White	Homemaker \$40-75k College degree 39	Rep	Elementary and middle	6 out of 10	yes
Richard	Male	Hispanic	Part time \$LT=40k High school 29	--	Elementary school	3/10	no
Arlene	Female	African American	Full time \$40-75k College degree 25	Dem	Elementary school	4/10	yes
Deborah	Female	White	Full time \$100k+ Some college 47	Rep	High school	7/10	yes
Milton	Male	White	Retired \$75-100k College degree 56	Dem	Elementary and high school	8/10	yes
Takeacea	Female	African American	Full time \$LT=40k College degree 31	Dem	Elementary and middle	10/10	yes
Arlene	Female	Hispanic	Full time \$100k+ Some college 57	Dem	Elementary and high	7/10	yes
Judy	Female	White	Retired \$LT=40k Some college 54	Rep	Elementary and middle	7/10	yes

FOCUS GROUP PARTICIPANTS: FORT LAUDERDALE 2

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE OF CHILD	NUMBER OF ACTIVITIES	2004 VOTE
Derek	Male	Hispanic	Full time \$LT=40k High school 41	Dem	Middle school	7 out of 10	yes
Laura	Female	White	Part time \$75-100k High school 47	Rep	Elementary and middle	9/10	yes
Deanna	Female	White	Homemaker \$LT=40k Some college 44	Rep	Elementary, middle, & high school	4/10	yes
Shelly	Female	White	Homemaker \$40-75k High school 42	Rep	Elementary and middle	6/10	no
Linda	Female	African American	Part time \$LT=40k High school 35	Dem	Middle and high school	9/10	yes
Lori	Female	White	Part time \$40-75k Col. degree 35	Dem	Elementary school	10/10	yes
Ira	Male	African American	Full time \$75-100k Some college 29	Ind	Middle	4/10	yes
Mark	Male	White	Full time \$100k+ Col. degree 51	Rep	Middle school	6/10	yes
Eileen	Female	White	Full time \$40-75k Col. degree 53	Dem	High school	7/10	yes
Elizabeth	Female	Hispanic	Full time \$40-75k Some college 35	Ind	Middle school	8/10	DK
Beth	Female	White	Full time \$40-75k Some college 44	Rep	Middle and high school	10/10	no
Andrew	Male	African American	Full time \$LT=40k Col. degree 30	Dem	Elementary	7/10	yes

FOCUS GROUP PARTICIPANTS: DENVER 1

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE OF CHILD	NUMBER OF ACTIVITIES	2004 VOTE
Amy	Female	White	Homemaker \$40-70k High school 33	Rep	Elementary school	4 out of 10	yes
Christine	Female	Hispanic	Full time \$40-70k High school 34	Dem	Middle school	7/10	yes
Jacqueline	Female	White	Part time \$LT=40k Some college 30	Ind	Elementary and middle	7/10	no
Paul	Male	White	Full time \$40-70k High school 39	Dem	High school	6/10	yes
Dave	Male	White	Full time \$100k+ High school 48	Ind	High school	7/10	yes
Junaya	Female	African American	Full time \$LT=40k Col. degree 29	Dem	Elementary school	3/10	yes
Shana	Female	African American	Full time \$70-100k Some college 28	Dem	Middle school	6/10	yes
Lori	Female	White	Full time \$70-100k Col. degree 45	Ind	Middle school	5/10	yes
Suzanne	Female	White	Part time \$100k+ Col. degree 44	--	Middle and high school	6/10	yes
Don	Male	White	Full time \$70-100k Some college 47	Dem	Elementary school	7/10	yes

FOCUS GROUP PARTICIPANTS: DENVER 2

NAME	GENDER	RACE/ETH.	SES/AGE	PARTY ID	AGE/GRADE OF CHILD	NUMBER OF ACTIVITIES	2004 VOTE
Jorie	Female	White	Part time \$7-100k Grad school 46	Ind	Middle school	10 out of 10	yes
Myra	Female	Hispanic	Full time \$40-70k Grad school 31	Dem	Elementary school	5/10	yes
Candice	Female	White	Part time \$70-100k Col. degree 35	Rep	Elementary school	7/10	yes
Heidi	Female	White	Full time \$40-70k Some college 42	Ind	High school	9/10	yes
Royal	Male	White	Full time \$70-100k Grad school 45	Ind	High school	4/10	yes
Rick	Male	White	Full time \$100k+ Col. degree 43	Rep	Middle school	4/10	yes
Ruthay	Female	African American	Full time \$40-70k Some college 48	Dem	Middle school	7/10	yes
Aaron	Male	African American	Full time \$100k+ Col. degree 44	Rep	High school	7/10	yes
Rhianna	Female	White	Part time \$100k+ Some college 28	Rep	Elementary school	10/10	yes

IMAGES OF ARTS-ACTIVE PARENTS TESTED WITH FOCUS GROUPS (2 OF 5)



IMAGES OF ARTS-ACTIVE PARENTS TESTED WITH FOCUS GROUPS (4 OF 5)



IMAGES OF ARTS-ACTIVE PARENTS TESTED WITH FOCUS GROUPS (5 OF 5)

