



# **SPECIAL REPORT ON EDUCATION 2011: INDISPENSABLE RESOURCES**

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## **TCG EDUCATION SURVEY 2011**

**INTRODUCTION BY LAURIE BASKIN**  
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TCG's Education Programs Department provides research and information to theatre education professionals, gives visibility to the work of the theatre education sector of the field and strives to provide professional development to the field. Since 1999, TCG has offered teleconferences for theatre educators, publications focusing on education as part of our *Centerpiece* series and ongoing enhancement of the education pages of our website. Our annual Education Survey is now entirely online, and Member Theatres can access each other's profiles and study guides. All of these programs provide education staff at Member Theatres an opportunity to share information, ideas, problems and solutions with peers throughout the country.

A number of compelling and useful tools and research studies have been released over the past year. This report includes descriptions and links to these new resources that make strong arguments for theatre education, as well as the tabulations from the most recent Education Survey of the field. Most education policy is made at the local level, which means you are the best advocate for theatre education in your community. Please use these resources to strengthen your arts education advocacy in your communities!

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## ARTS EDUCATION TOOLKIT ON ARTS ACCESS

National arts service organizations, including Performing Arts Alliance (PAA) member organizations, have created an online toolkit (<http://www.aep-arts.org/resources-2/report-arts-education-in-public-elementary-and-secondary-schools/>) based on the report *Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10* (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>), a “snapshot” of the status of arts education in the nation’s public schools released by the U.S. Department of Education earlier this year. The Fast Response Statistical Survey’s (FRSS) Report on Arts Education indicated equity gaps in student access to a quality arts education in all arts disciplines. While the FRSS report does not provide a complete picture of the status of arts education, it does provide some valuable new information and an opportunity to provoke a public conversation about arts education.

The Arts Education Partnership (AEP) and a coalition of partners have developed a toolkit for understanding, communicating and utilizing the *Arts Education in Public Elementary and Secondary Schools* report. The toolkit includes:

- “Fact Sheet” summarizing the findings for dance, music, theatre and visual arts
- PowerPoint overview of the survey that informed the snapshot, survey findings and a call to action
- “FAQs” about survey administration and data collection
- “What You Can Do” to get informed about your school, get connected to resources and get active in your community

Visit the Arts Access in U.S. Schools page (<http://www.aep-arts.org/resources-2/report-arts-education-in-public-elementary-and-secondary-schools/>) on the AEP website to learn more about the report, survey, findings and the partners that participated in developing in the toolkit.

### Key Findings in Theatre

- Only 4 percent of all surveyed elementary schools offered any specific instruction in theatre in 2009-10. In 1999-2000 that availability was 20 percent.
- Twenty-nine percent of elementary schools taught theatre as part of their English or language arts curriculum in 2009-10, and 46 percent indicated that it was integrated into other subject areas. Thirty-nine percent of those schools with the highest poverty concentration included theatre as an integrated subject area, compared with 59 percent of those with the lowest poverty rate.
- The presence of theatre at the high school level remained relatively stable in the ten-year interval: 45 percent offer theatre as a discrete subject area (it was 48 percent in 1999-2000).
- In secondary schools, of those that offered theatre as a curricular subject, 73 percent employed arts specialists, 64 percent of whom were full-time. Sixty-three percent offered one or two courses; 26 percent, three or four courses; and 11 percent offered five or more courses. Low poverty schools indicated that 56 percent of schools featured instruction in theatre, while only 28 percent of high poverty schools offered it.

**PRESIDENT'S COMMITTEE ON THE ARTS AND HUMANITIES**  
**TURNAROUND ARTS INITIATIVE**

In May, the President's Committee on the Arts and Humanities (PCAH) launched a new arts education initiative to help turn around low-performing schools. The program was developed with the U.S. Department of Education and the White House Domestic Policy Council and will focus on narrowing the achievement gap and increasing student engagement through the arts. Turnaround Arts will work in eight schools across the country over the course of two years bringing intensive arts education resources and expertise into selected schools and supporting the school leadership in using the arts as a pillar of their reform strategy. Go to the PCAH website (<http://www.pcah.gov/news/pcah-launches-turnaround-arts-initiative-help-improve-low-performing-schools>) for more information on the program.

**ARTS EDUCATION PARTNERSHIP ANNOUNCES**  
**ARTSEdSEARCH.ORG**

Earlier this year, the Arts Education Partnership announced the release of ArtsEdSearch.org (<http://www.artsedsearch.org/>) the nation's first online research and policy clearinghouse that documents the educational outcomes of arts learning for students and teachers.

ArtsEdSearch grew out of a need for high quality, centrally located and user-friendly information on the essential role the arts play in developing students' creative thinking, problem solving, communication and collaboration skills—attributes many education and business leaders identify as important in preparing young people for college and career success.

ArtsEdSearch's easy-to-navigate design provides access to research summaries—written in everyday language—that examine the educational outcomes of arts learning and analyze the research for implications for education policy more broadly.

While other online resources focus on how to teach the arts well or how to assess students' technical knowledge in the arts, ArtsEdSearch has a unique focus on how education in the arts affects students' cognitive, academic, personal, social and civic development. ArtsEdSearch also provides valuable information on how teaching strategies based in the arts influence educators' instructional practice and engagement in the teaching profession.

Parents, school leaders, community members and champions of arts education can use ArtsEdSearch to customize advocacy materials with the confidence that the information is backed by a significant body of high-quality research. Researchers can use ArtsEdSearch to identify directions for future research based on the site's gap analysis of the areas where more evidence is needed. Policymakers and policy analysts can use ArtsEdSearch to understand the arts' role in tackling some of today's most pressing education issues. These challenges include increasing school attendance, reducing dropout rates and improving teacher effectiveness. Grantmakers and donors can use ArtsEdSearch to shape their philanthropic agendas for social and educational change, using the site's implications for policy and questions for future research.

# NEW NEA RESEARCH REPORT SHOWS POTENTIAL BENEFITS OF ARTS EDUCATION FOR AT-RISK YOUTH

At-risk students who have access to the arts in or out of school also tend to have better academic results, better workforce opportunities and more civic engagement, according to a new NEA report, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. The study reports these and other positive outcomes associated with high levels of arts exposure for youth of low socioeconomic status.

*The Arts and Achievement in At-Risk Youth* study uses four separate longitudinal studies (three from the U.S. Department of Education) to track children, teenagers and young adults who had high or low levels of arts engagement in or out of school. Those activities included coursework in music, dance, theater or the visual arts; out-of-school arts lessons; or membership, participation and leadership in arts organizations and activities, such as band or theatre.

The study focuses on the potential effects of arts engagement on youth from the lowest quarter of socioeconomic status. Although most of the arts-related benefits in this report applied only to these at-risk youth, some findings also suggest benefits for youth from advantaged backgrounds.

"Arts education doesn't take place in isolation," said NEA Chairman Rocco Landesman. "It has to take place as part of an overall school and education reform strategy. This report shows that arts education has strong links with other positive educational outcomes."

## Among the Key Findings

**Better academic outcomes** – Teenagers and young adults of low socioeconomic (SES) status who have a history of in-depth arts involvement ("high arts") show better academic outcomes than low-SES youth with less arts involvement ("low arts"). They earn better grades and have higher rates of college enrollment and attainment.

- Low-SES students who had arts-rich experiences in high school were ten percent more likely to complete a high school calculus course than low-SES students with low arts exposure (33 percent versus 23 percent).
- High-arts, low-SES students in the eighth grade were more likely to have planned to earn a bachelor's degree (74 percent) than were all students (71 percent) or low-arts, low-SES students (43 percent).
- High-arts, low-SES students were 15 percent more likely to enroll in a highly or moderately selective four-year college than low-arts, low-SES students (41 percent versus 26 percent).
- Students with access to the arts in high school were three times more likely than students who lacked those experiences to earn a bachelor's degree (17 percent versus five percent).
- When it comes to participating in extracurricular activities in high school, high-arts, low-SES students are much more likely also to take part in intramural and interscholastic sports, as well as academic honor societies, and school yearbook or newspaper – often at nearly twice or three times the rate of low-arts, low-SES students.

**Higher career goals** – There is a marked difference between the career aspirations of young adults with and without arts backgrounds.

- High-arts, low-SES college students had the highest rates of choosing a major that aligns with a professional career, such as accounting, education, nursing or social sciences (30 percent), compared to low-arts, low-SES students (14 percent) and the overall SES sample (22 percent).
- Half of all low-SES adults with arts-rich backgrounds expected to work in a professional career (such as law, medicine, education or management), compared to only 21 percent of low-arts, low-SES young adults.

**More civically engaged** – Young adults who had intensive arts experiences in high school are more likely to show civic-minded behavior than young adults who did not, with comparatively high levels of volunteering, voting and engagement with local or school politics. In many cases, this difference appears in both low-and high-SES groups.

- High-arts, low-SES eighth graders were more likely to read a newspaper at least once a week (73 percent) compared to low-arts, low-SES students (44 percent) and the overall SES sample (66 percent).
- High-arts, low-SES young adults reported higher volunteer rates (47 percent) than the overall sample and low-arts, low-SES young adults (43 and 26 percent respectively).
- High-arts, low-SES young adults voted in the 2004 national election at a rate of 45 percent, compared to 31 percent of low-arts, low-SES young adults.

*The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* was prepared for the National Endowment for the Arts by James S. Catterall, University of California Los Angeles, with Susan A. Dumais, Louisiana State University and Gillian Hampden-Thompson, University of York, U.K. The report is one of the NEA's latest efforts to conduct and commission research that examines evidence of the value and impact of the arts in other domains of American life, such as education, health and well-being, community livability and economic prosperity. *The Arts and Achievement in At-Risk Youth* is available at <http://www.arts.gov/>.

This is the 13th year that TCG has reported findings from the Education Survey of its membership. For the 9th year we are aligning the Education Survey with the TCG Fiscal Survey. The Education Survey tabulation reflects education programming data from the 103 participating theatres, while the Fiscal Survey tabulation reflects fiscal data from the 179 participating theatres. Though there was some overlap in theatres filling out both surveys, there is a significantly different pool of responding theatres, which the tabulations reflect.

## EDUCATION SURVEY RESULTS

A total of 103 theatres participated in TCG's 2011 Education Survey. Throughout this report, the theatres are grouped by total annual expenses: Group 1: \$499,999 and less; Group 2: \$500,000 to \$999,999; Group 3: \$1 million to \$2.9 million; Group 4: \$3 million to \$4.9 million; Group 5: \$5 million to \$9.9 million; and Group 6: \$10 million and over.

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<i>Total # of survey participants</i>	(7)	(7)	(32)	(11)	(26)	(20)

The following averages/minimums/maximums are based on the number of responses.

### 1. Financial Information

#### Total theatre expenses (budget)

<i>Number of responses</i>	(7)	(7)	(32)	(11)	(26)	(20)
Average	\$238,876	\$760,183	\$1,798,723	\$3,679,294	\$7,329,793	\$22,678,310
Minimum	\$69,716	\$527,335	\$1,000,000	\$3,011,477	\$5,120,649	\$10,890,154
Maximum	\$399,326	\$891,700	\$2,955,677	\$4,515,814	\$9,903,921	\$63,740,409

<b>Number of theatres with an education endowment</b>	0	1	3	3	1	3
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### 2. Personnel Information

#### Number of full-time education staff

<i>Number of responses</i>	(2)	(5)	(29)	(11)	(25)	(19)
Average	1	1	1	2	4	6
Minimum	1	1	1	1	1	2
Maximum	1	2	4	4	48	13

#### Number of part-time education staff

<i>Number of responses</i>	(5)	(4)	(16)	(8)	(11)	(9)
Average	1	3	3	4	1	2
Minimum	1	1	1	1	1	1
Maximum	2	8	14	9	4	7

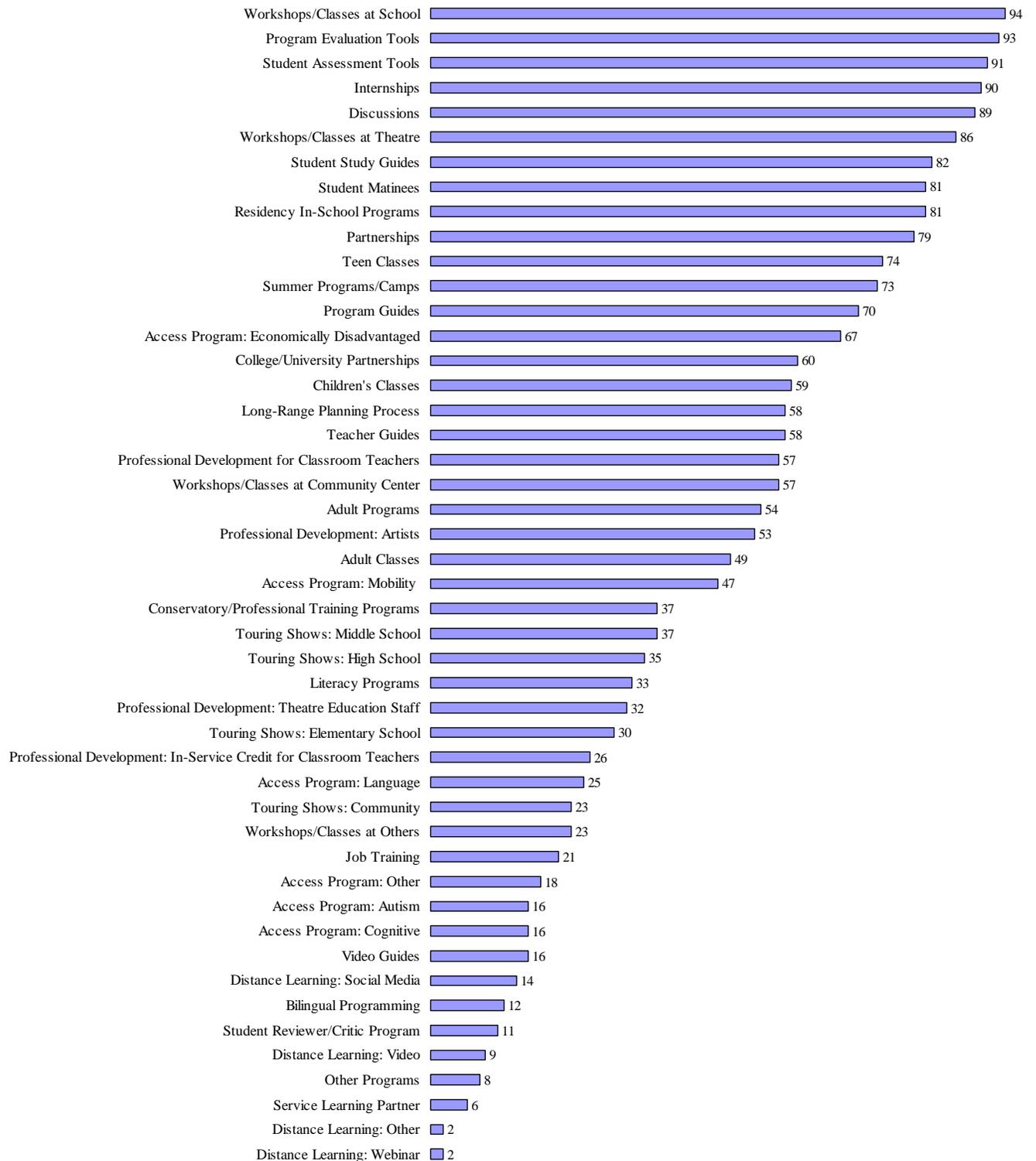
#### Number of artist educators

<i>Number of responses</i>	(6)	(7)	(31)	(11)	(23)	(19)
Average	5	15	11	16	25	37
Minimum	2	1	1	2	4	6
Maximum	10	65	50	55	156	95

#### Number of education interns

<i>Number of responses</i>	(4)	(4)	(22)	(11)	(22)	(19)
Average	6	4	5	4	3	4
Minimum	2	1	1	1	1	1
Maximum	15	8	20	11	14	18

## Education Programming: Number of Responses out of 103 Member Theatres



	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<i>Total # of survey participants</i>	(7)	(7)	(32)	(11)	(26)	(20)
<b>Number of education volunteers</b>						
<i>Number of responses</i>	(5)	(3)	(11)	(7)	(16)	(16)
Average	2	2	16	5	15	28
Minimum	1	1	1	1	1	1
Maximum	4	3	65	12	127	155

#### 4. Audience Statistics

##### Total number of students (K–12) served in 2010–11 season

<i>Number of responses</i>	(5)	(7)	(29)	(11)	(26)	(18)
Average	1,988	9,462	20,723	19,319	22,709	21,285
Minimum	300	416	30	910	1,050	1,422
Maximum	4,100	30,000	200,000	65,000	168,838	66,983

##### AGE DEMOGRAPHICS—For all education programming, the % of programs geared to each age group:

###### Ages 0-4

<i>Number of responses</i>	(1)	(3)	(9)	(3)	(9)	(5)
Average	5%	12%	5%	9%	7%	5%
Minimum	5%	1%	1%	1%	1%	1%
Maximum	5%	26%	10%	15%	30%	11%

###### Ages 5–11

<i>Number of responses</i>	(5)	(6)	(25)	(10)	(22)	(15)
Average	36%	28%	37%	33%	27%	24%
Minimum	20%	5%	2%	15%	1%	2%
Maximum	50%	58%	80%	55%	74%	56%

###### Ages 12–18

<i>Number of responses</i>	(7)	(7)	(32)	(11)	(25)	(20)
Average	33%	42%	45%	49%	50%	51%
Minimum	8%	20%	10%	15%	15%	7%
Maximum	55%	75%	100%	88%	94%	100%

###### Ages 19–25

<i>Number of responses</i>	(6)	(5)	(26)	(10)	(21)	(19)
Average	17%	14%	12%	4%	8%	9%
Minimum	1%	2%	1%	1%	1%	2%
Maximum	35%	20%	50%	10%	20%	25%

###### Ages 26–40

<i>Number of responses</i>	(5)	(5)	(20)	(8)	(19)	(17)
Average	16%	11%	10%	6%	7%	7%
Minimum	1%	1%	1%	2%	1%	2%
Maximum	30%	15%	70%	20%	25%	12%

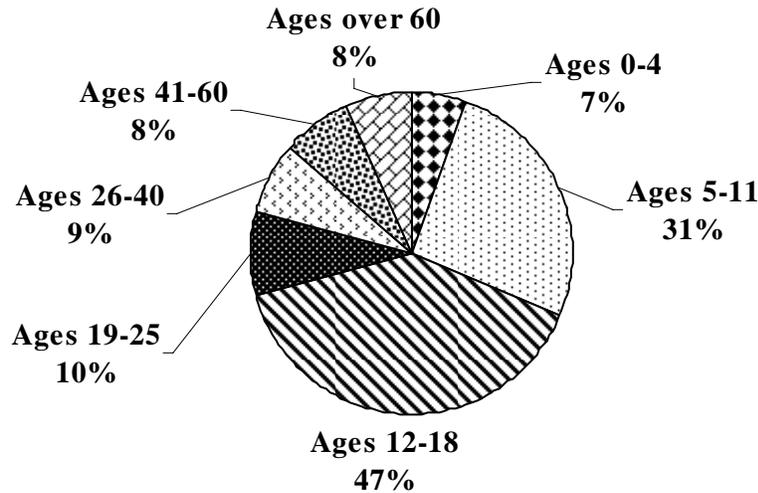
###### Ages 41–60

<i>Number of responses</i>	(5)	(5)	(20)	(8)	(20)	(17)
Average	13%	9%	7%	6%	8%	10%
Minimum	2%	1%	1%	2%	1%	1%
Maximum	25%	20%	21%	20%	25%	41%

###### Ages 61 and over

<i>Number of responses</i>	(5)	(40)	(17)	(8)	(19)	(16)
Average	8%	8%	9%	7%	7%	9%
Minimum	1%	1%	1%	2%	1%	1%
Maximum	14%	25%	54%	20%	22%	29%

## Education Program Age Demographics: Average Among All Budget Groups



Note: The averages for each demographic group are based on the number of responses to each category, not the total number of participants, resulting in the chart adding up to more than 100%.

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<i>Total # of survey participants</i>	(7)	(7)	(32)	(11)	(26)	(20)
<b>5. Student Matinee Information</b>						
<b>Student matinee ticket prices</b>						
<i>Number of responses</i>	(1)	(5)	(18)	(7)	(25)	(13)
Average	\$12.00	\$10.70	\$8.72	\$13.00	\$12.12	\$12.46
Minimum	\$12.00	\$8.00	\$3.00	\$6.00	\$5.50	\$4.00
Maximum	\$12.00	\$15.00	\$18.00	\$25.00	\$23.00	\$20.00
<b>Total number of students that attended student matinees</b>						
<i>Number of responses</i>	(0)	(5)	(21)	(9)	(26)	(19)
Average	0	7,769	10,231	19,676	9,156	7,558
Minimum	0	1,750	375	816	795	900
Maximum	0	20,000	76,400	128,233	58,799	34,550
<b>Total number of performances that school groups attended</b>						
<i>Number of responses</i>	(2)	(6)	(22)	(9)	(26)	(20)
Average	6	37	106	63	43	73
Minimum	6	7	3	5	4	2
Maximum	6	90	586	301	251	554
<b>Total number of students that attended all performances</b>						
<i>Number of responses</i>	(3)	(6)	(21)	(9)	(22)	(19)
Average	626	8,045	28,397	24,054	17,218	14,302
Minimum	120	600	160	1,500	1,050	1,422
Maximum	1,158	24,337	227,630	158,333	98,237	60,026

# EDUCATION PROGRAMS INFORMATION BASED ON THE TCG FISCAL SURVEY 2011

A total of 179 theatres participated in the TCG Fiscal Survey 2011. Throughout this report, the theatres are grouped by total annual expenses: Group 1: \$499,999 and less; Group 2: \$500,000 to \$999,999; Group 3: \$1 million to \$2.9 million; Group 4: \$3 million to \$4.9 million; Group 5: \$5 million to \$9.9 million; and Group 6: \$10 million and over.

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<i>Total # of survey participants</i>	(17)	(25)	(52)	(26)	(34)	(25)
<b>1. Education Programs</b>						
<b>Number of education programs</b>						
<i>Number of responses</i>	(10)	(16)	(43)	(23)	(33)	(24)
Average	3	4	5	12	10	11
Minimum	1	1	1	1	1	1
Maximum	8	8	22	94	30	35
<b>Number of individuals of all ages served by the education program(s)</b>						
<i>Number of responses</i>	(10)	(16)	(43)	(23)	(33)	(24)
Average	2,466	3,779	10,972	24,203	16,933	28,017
Minimum	23	30	11	250	864	316
Maximum	17,043	30,045	130,258	154,800	46,420	142,693
<b>2. Expenses</b>						
<b>Total theatre expenses</b>						
<i>Number of responses</i>	(17)	(25)	(52)	(26)	(34)	(25)
Average	\$353,432	\$781,221	\$1,824,893	\$3,901,846	\$7,061,519	\$20,607,470
Minimum	\$69,716	\$526,198	\$1,062,744	\$3,088,032	\$5,034,987	\$10,617,458
Maximum	\$487,253	\$980,032	\$2,955,677	\$4,949,653	\$9,903,921	\$63,740,409
<b>Education programs payroll</b>						
<i>Number of responses</i>	(6)	(9)	(35)	(24)	(33)	(24)
Average	\$15,022	\$39,740	\$60,581	\$114,886	\$181,125	\$380,964
Minimum	\$425	\$2,017	\$3,060	\$5,200	\$29,909	\$104,083
Maximum	\$42,920	\$93,470	\$288,579	\$586,158	\$1,225,846	\$1,205,682
<b>Education programs fringe benefits</b>						
<i>Number of responses</i>	(3)	(7)	(35)	(24)	(33)	(24)
Average	\$4,599	\$5,898	\$11,198	\$20,768	\$34,478	\$74,230
Minimum	\$462	\$139	\$363	\$672	\$7,627	\$19,991
Maximum	\$11,666	\$19,542	\$78,857	\$96,546	\$198,003	\$231,843
<b>Education programs/outreach costs</b>						
<i>Number of responses</i>	(10)	(19)	(41)	(23)	(33)	(23)
Average	\$8,410	\$7,006	\$43,500	\$59,631	\$104,400	\$184,605
Minimum	\$503	\$195	\$979	\$5,008	\$5,419	\$28,447
Maximum	\$27,994	\$25,000	\$153,449	\$196,530	\$459,929	\$450,215
<b>Total education programs expenses</b>						
<i>Number of responses</i>	(11)	(19)	(42)	(25)	(33)	(24)
Average	\$17,094	\$28,004	\$102,280	\$185,088	\$320,003	\$632,108
Minimum	\$425	\$195	\$979	\$5,900	\$76,077	\$211,511
Maximum	\$58,536	\$110,426	\$446,877	\$779,748	\$1,589,369	\$1,777,357

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<b>Total number of participants</b>	(17)	(25)	(52)	(26)	(34)	(25)
<b>Education as % of total theatre expenses</b>						
<i>Number of responses</i>	(11)	(19)	(42)	(25)	(33)	(24)
Average	4.8%	3.5%	5.4%	4.6%	4.7%	3.5%
Minimum	0.1%	0.0%	0.1%	0.2%	1.3%	0.9%
Maximum	14.4%	13.2%	16.1%	15.8%	24.6%	9.1%
<b>Theatres with 100% of their expenses devoted to educational programming</b>	0	0	0	0	0	0

### 3. Income

#### EARNED INCOME

##### Children's series ticket sales

<i>Number of responses</i>	(1)	(4)	(16)	(3)	(9)	(6)
Average	\$3,706	\$4,810	\$43,142	\$188,276	\$121,005	\$234,874
Minimum	\$3,706	\$895	\$1,515	\$77,400	\$1,036	\$28,971
Maximum	\$3,706	\$8,040	\$359,302	\$392,143	\$446,955	\$638,070

##### Arts in education/youth services

<i>Number of responses</i>	(8)	(9)	(30)	(17)	(24)	(16)
Average	\$11,922	\$22,241	\$59,416	\$130,237	\$128,121	\$136,747
Minimum	\$300	\$600	\$3,044	\$1,950	\$905	\$2,458
Maximum	\$41,167	\$86,385	\$380,709	\$1,038,975	\$1,714,703	\$470,493

##### Adult access/outreach programs

<i>Number of responses</i>	(0)	(5)	(5)	(6)	(2)	(2)
Average	-	\$13,438	\$24,426	\$14,351	\$1,375	\$142,089
Minimum	-	\$600	\$2,525	\$623	\$1,000	\$2,109
Maximum	-	\$49,525	\$48,798	\$43,272	\$1,750	\$282,068

##### Training programs

<i>Number of responses</i>	(3)	(11)	(23)	(14)	(23)	(16)
Average	\$8,212	\$33,227	\$58,910	\$164,063	\$288,112	\$362,967
Minimum	\$3,274	\$600	\$1,640	\$20,569	\$4,195	\$8,425
Maximum	\$16,731	\$226,838	\$252,802	\$464,016	\$1,836,075	\$1,261,019

##### Total non-ticket income from education/outreach programs

(sum of AIE/youth services, adult access and training programs income)

<i>Number of responses</i>	(10)	(15)	(39)	(21)	(32)	(20)
Average	\$12,001	\$42,191	\$83,577	\$218,905	\$308,604	\$413,980
Minimum	\$300	\$600	\$2,125	\$20,293	\$4,195	\$5,950
Maximum	\$41,167	\$226,838	\$398,516	\$1,038,975	\$2,982,345	\$1,480,126

#### CONTRIBUTED INCOME

##### NEA education grants—Learning in the Arts for Youth and Children

<i>Number of responses</i>	(0)	(1)	(1)	(1)	(1)	(0)
Average	-	\$17,000	\$20,000	\$40,000	\$68,000	-
Minimum	-	\$17,000	\$20,000	\$40,000	\$68,000	-
Maximum	-	\$17,000	\$20,000	\$40,000	\$68,000	-

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
<b>Number of total responses</b>	(17)	(25)	(52)	(26)	(34)	(25)
<b>DOE and other government agencies</b>						
<i>Number of responses</i>	(1)	(1)	(5)	(1)	(3)	(4)
Average	\$2,499	\$904	\$28,394	\$93,343	\$200,099	\$78,700
Minimum	\$2,499	\$904	\$237	\$93,343	\$777	\$22,500
Maximum	\$2,499	\$904	\$86,618	\$93,343	\$500,000	\$133,500
<b>Total income from federal government</b>						
<i>Number of responses</i>	(5)	(10)	(22)	(10)	(23)	(18)
Average	\$13,500	\$25,900	\$40,952	\$76,785	\$62,671	\$108,599
Minimum	\$2,499	\$15,000	\$237	\$10,000	\$10,777	\$20,000
Maximum	\$25,000	\$61,100	\$121,232	\$183,461	\$553,640	\$490,908
<i>Amount of total income from federal government supporting education programs</i>						
<i>Number of responses</i>	(0)	(0)	(7)	(4)	(5)	(4)
Average	-	-	\$22,649	\$96,799	\$124,738	\$38,658
Minimum	-	-	\$10,000	\$25,000	\$10,000	\$15,000
Maximum	-	-	\$43,229	\$183,461	\$503,640	\$70,000
<b>Total income from state government</b>						
<i>Number of responses</i>	(14)	(22)	(44)	(23)	(31)	(16)
Average	\$17,367	\$27,846	\$39,905	\$106,547	\$217,156	\$1,804,473
Minimum	\$227	\$1,425	\$3,500	\$7,623	\$7,524	\$25,500
Maximum	\$83,372	\$120,709	\$286,992	\$1,426,949	\$1,714,115	\$25,040,500
<i>Amount of total income from state government supporting education programs</i>						
<i>Number of responses</i>	(3)	(6)	(10)	(5)	(6)	(7)
Average	\$2,691	\$10,324	\$13,035	\$15,478	\$15,812	\$30,744
Minimum	\$250	\$1,500	\$1,500	\$1,500	\$3,000	\$3,500
Maximum	\$6,500	\$36,000	\$38,384	\$28,382	\$33,750	\$68,814
<b>Total income from city/county government</b>						
<i>Number of responses</i>	(13)	(17)	(39)	(21)	(23)	(19)
Average	\$16,586	\$31,243	\$146,824	\$63,102	\$121,497	\$939,508
Minimum	\$4,000	\$1,500	\$2,000	\$1,000	\$3,500	\$2,000
Maximum	\$26,817	\$116,565	\$3,415,658	\$380,753	\$550,933	\$12,608,083
<i>Amount of total income from city/county government supporting education programs</i>						
<i>Number of responses</i>	(3)	(4)	(7)	(4)	(3)	(7)
Average	\$6,363	\$14,300	\$16,822	\$14,329	\$30,855	\$26,588
Minimum	\$2,000	\$1,500	\$1,500	\$10,000	\$20,000	\$1,645
Maximum	\$13,090	\$25,000	\$40,000	\$22,500	\$47,605	\$79,500
<b>Total income from corporations</b>						
<i>Number of responses</i>	(14)	(23)	(47)	(24)	(33)	(25)
Average	\$39,449	\$32,843	\$122,201	\$123,424	\$357,180	\$627,674

Minimum	\$70	\$1,000	\$100	\$3,125	\$19,154	\$28,000
Maximum	\$200,450	\$103,300	\$1,977,391	\$362,012	\$1,515,827	\$1,843,390
	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Group 6</b>
<b>Number of total responses</b>	(17)	(25)	(52)	(26)	(34)	(25)
<i>Amount of total income from corporations supporting education programs</i>						
Number of responses	(5)	(7)	(18)	(12)	(22)	(20)
Average	\$8,700	\$10,031	\$17,005	\$42,914	\$58,350	\$129,380
Minimum	\$2,500	\$5,500	\$1,500	\$5,000	\$2,500	\$14,500
Maximum	\$16,000	\$15,000	\$56,250	\$192,500	\$177,375	\$339,500
<b>Total income from foundations</b>						
Number of responses	(16)	(25)	(51)	(26)	(34)	(25)
Average	\$72,294	\$146,928	\$301,794	\$410,930	\$548,340	\$1,287,612
Minimum	\$6,500	\$375	\$2,000	\$4,000	\$50,250	\$486,948
Maximum	\$194,124	\$477,650	\$3,195,482	\$1,429,435	\$1,646,250	\$3,869,722
<i>Amount of total income from foundations supporting education programs</i>						
Number of responses	(4)	(8)	(22)	(16)	(21)	(18)
Average	\$9,788	\$82,510	\$62,044	\$55,993	\$64,560	\$157,412
Minimum	\$2,653	\$2,000	\$1,500	\$6,000	\$8,548	\$25,000
Maximum	\$14,500	\$350,000	\$500,000	\$138,000	\$204,000	\$616,525
<b>Total income from individuals</b>						
Number of responses	(16)	(24)	(52)	(26)	(34)	(25)
Average	\$50,859	\$121,767	\$316,165	\$893,325	\$1,333,762	\$3,475,822
Minimum	\$7,462	\$24,465	\$12,511	\$56,405	\$178,377	\$941,588
Maximum	\$106,892	\$628,392	\$1,575,451	\$3,823,710	\$4,493,895	\$13,377,281
<i>Amount of total income from individuals supporting education programs</i>						
Number of responses	(3)	(2)	(14)	(9)	(16)	(14)
Average	\$9,696	\$4,529	\$11,076	\$20,405	\$55,631	\$130,783
Minimum	\$232	\$625	\$100	\$3,893	\$1,000	\$1,750
Maximum	\$25,000	\$8,433	\$65,316	\$59,900	\$492,005	\$678,000
<b>Total income from other sources</b>						
Number of responses	(3)	(3)	(13)	(4)	(11)	(7)
Average	\$8,597	\$62,838	\$282,771	\$895,443	\$792,632	\$899,795
Minimum	\$328	\$1,568	\$8,982	\$18,503	\$1,006	\$2,880
Maximum	\$20,861	\$180,813	\$1,395,075	\$3,161,596	\$3,997,181	\$2,159,570
<i>Amount of total income from other sources supporting education programs</i>						
Number of responses	(1)	(1)	(0)	(1)	(1)	(0)
Average	\$3,250	\$3,250	\$0	\$400	\$4,602	\$0
Minimum	\$3,250	\$3,250	\$0	\$400	\$4,602	\$0
Maximum	\$3,250	\$3,250	\$0	\$400	\$4,602	\$0