



TCG

THEATRE COMMUNICATIONS GROUP, INC.

CENTERPIECE

FOCUS ON: EDUCATION

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MAKING THE CASE FOR OUR EDUCATION PROGRAMS: EDUCATION SURVEY 2004

BY DANIEL RENNER

This is the sixth year that TCG has surveyed the field regarding education programs in our regional theatres. Over the years, the number of theatres responding to the education survey has steadily increased. The Survey of Programming from FY04 is no exception; participation increased by 10%, making the Survey a clearer reflection of programming and a more useful instrument for observing trends.

Taking the 10% increase into account, the bulk of traditional programming remains constant, despite the continuing economic uncertainties that plague all nonprofits in the arts. Most heartening are the leaps in the use of Student Assessment, Program Evaluation Tools, Long-Range Planning Statements and the development of Long-Range Planning Processes. Even factoring in the 10% increase in overall participation, there are still jumps in these categories of another 12-20%. This statistic is a strong indication that assessment and planning are becoming more widely recognized as important tools in the work that we do.

This statistic is also another compelling justification for the upcoming, two-year collaborative project between TCG and ASSITEJ/USA, *Building a National TEAM* (Theatre Education Assessment Models), the lead underwriters of which are the NEA and the Esther B. Kahn Charitable Foundation. The goal is to create a series of practical assessment models that apply directly to the kinds of education programs that regional theatres provide. Rather than going to other fields and trying to adapt pre-existing models to fit our unique needs, this project is designed to create common vocabularies, standards and templates for assessing the work that we do. Its objectives are twofold: to use the models to provide funders with the information they now require and to more effectively assess our work in ways that are grounded in best

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practices and authentic observation. The result will be programs that have greater depth and are more responsive to the particular needs of our constituencies.

Included in this year's Survey is a new feature—an annotated listing of websites that provides a wealth of research, ideas and resources to assist you in your advocacy efforts at the local, state and national levels. While by no means comprehensive, the list can serve as a tremendous asset when writing grants, making the case for continuing support of arts education to boards and civic leaders—or just getting through those days when you need to read some good news. We welcome any suggestions for ways we can make the Survey an even stronger tool in the years to come.

ARTS EDUCATION RESOURCES

Research Publications

- ❖ *Critical Links: Learning in the Arts and Student Academic and Social Development.* Arts Education Partnership, 2002
www.aep-arts.org/clhome.html
This study suggests that for certain populations—including young children, students from economically disadvantaged circumstances and students needing remedial instruction—learning in the arts may be uniquely able to advance learning success in other areas.
- ❖ Catterall, James S. *Involvement in the Arts and Success in Secondary School.* Americans for the Arts, 1998.
www.artsusa.org (contact to find out about obtaining archived article)
An analysis of a long-term study of 25,000 secondary school students sponsored by the U.S. Department of Education.
- ❖ Dana Foundation, The. *Acts of Achievement: The Role of Performing Arts Centers in Education.* New York, Dana Press, 2003.
www.dana.org
Study of K-12 education programs offered by performing arts centers nationwide. Showcases 74 performing arts center institutions, large and small, partnering with their local schools.
- ❖ Heath, Shirley Brice with Elisabeth Soep and Adelma Roach. *Living the Arts Through Language and Learning: A Report on Community-Based Youth Organizations.* Americans for the Arts, 1998.
www.artsusa.org (contact to find out about obtaining archived article)
Analysis of a long-term study of nonschool youth organizations that local young people living in low-income neighborhoods consider highly desirable places to spend their time. Sponsored by a grant from the GE Fund.
- ❖ *The Impact of Arts Education on Workforce Preparation.* National Governors Association, 2002.

www.nga.org/center/divisions/1,1188,c_issue_brief%5ed_3680,00.html

This issue brief provides examples of arts-based education as a money and time saving option for states looking to build skills, increase academic success, heighten standardized test scores and lower the incidence of crime among general and at-risk populations.

- ❖ United States Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics. *The NAEP 1997 Arts Report Card*, NCES 1999-486, by H.R. Persky, B.A. Sandene and J.M. Askew. Project Officer, Sheida White. Washington, D.C.
www.ed.gov/pubs/edpubs.html
Nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments have been conducted periodically since 1969 in various subject areas.
- ❖ President's Committee on the Arts and the Humanities and Arts Education Partnership.
Gaining the Arts Advantage: Lessons from School Districts That Value Arts Education. Washington, D.C.: GPO, 1999.
www.pcah.gov/publications.htm
The first national study to examine district-wide arts education and identify strategies for its success.
- ❖ President's Committee on the Arts and the Humanities and Arts Education Partnership.
Why Your Child Needs the Arts Advantage and How to Gain It. Washington, D.C.: GPO, 2000.
<http://aep-arts.org/pdf%20files/why%20your%20child%20needs%20the%20arts.pdf>
- ❖ President's Committee on the Arts and the Humanities and Arts Education Partnership.
Champions of Change: The Impact of the Arts on Learning. Washington, D.C.: GPO, 2000.
www.artsedge.kennedy-center.org/champions/

Report compiles results of seven major arts education research projects. Major findings include that learners can attain higher levels of achievement through their engagement with the arts and that learning through the arts can help “level the playing field” for youngsters from disadvantaged circumstances.

Links to Arts Education Resources

- ❖ **Americans for the Arts:** Learning and participation in music, dance, theater and the visual arts are vital to the development of our children and our communities. Through advocacy, research, partnerships and professional development, Americans for the Arts strives to provide and secure more resources and support for arts education.
Link: http://www3.artsusa.org/services/arts_education/
- ❖ **Annenberg/CPB’s Professional Development Series:** The [Annenberg/CPB Channel](#) is a free satellite channel for schools, colleges, libraries, public broadcasting stations, public access channels and other non-commercial community agencies. It runs 24 hours a day, 7 days a week and airs the video programs funded by Annenberg/CPB. It is available free to any agency with a Ku-band satellite dish and a DigiCipher II satellite receiver.

Links to specific programs:

A Workshop For Middle Grades Teachers

<http://www.learner.org/resources/series199.html>

A Teaching Practices Library, 6-8

<http://www.learner.org/resources/series198.html>

A Workshop For Elementary School Teachers

<http://www.learner.org/resources/series174.html>

A Video Library, K-5

<http://www.learner.org/resources/series165.html>

- ❖ **ARTSEEDGE:** The National Arts and Education Network supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEEDGE empowers educators to teach in, through and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects. ARTSEEDGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials and guidelines for arts-based instruction and assessment.
Link: <http://artsedge.kennedy-center.org/>
- ❖ **The Arts Education Partnership:** is a national coalition of arts, education, business, philanthropic and government organizations that demonstrate and promote the essential role of the arts in the learning and development of every child and in the improvement of

America's schools. Its website includes resources for advocacy, information about funding opportunities, and more.

Link: <http://www.aep-arts.org/>

- ❖ **Artslynx International Arts Resources:** These children's theatre links lead to libraries of great children's theatre resources and resources for young audiences.
Link: <http://www.artslynx.org/theatre/children.htm>
- ❖ **Educational Theatre Association:** provides a broad range of professional services and support to theatre educators and their students.
Link: http://www.edta.org/advocacy/advocacy_partner_links.asp
- ❖ **National Assembly of State Arts Agencies (NASAA):** has prepared a new report which outlines best practices and models for arts education partnerships at the statewide level. Link to report: <http://www.nasaa-arts.org/publications/arts.shtml#greater>
The NASAA website also features the Arts Education Leadership Network Initiative, which focuses on arts education managers at state arts councils, state arts education teams and partnerships and communication/information sharing.
Link: http://www.nasaa-arts.org/nasaa/news/index_anl.htm
- ❖ **No Subject Left Behind, A Guide to Arts Education Opportunities in the 2001 Education Act:** This site, which has been updated, serves as a guide for state and local arts and education leaders to learn more about the federal education legislation "No Child Left Behind" and the multiple opportunities for arts education. It provides a brief overview of the legislation and specific programs as well as links for additional information.
Link: <http://www.aep-arts.org/Advocacy.htm>

Resources for Teaching Artists

- ❖ **Creating Capacity,** published by the Kennedy Center. This self-assessment tool and resource checklist are intended as planning tools for a group of administrators and teaching artists in designing a professional development program for their organization.
Link: www.kennedy-center.org/education/partners/creating_capacity.html.
- ❖ **Artists as Educators: Becoming Effective Workshop Leaders for Teachers** provides an introduction to designing professional development workshops for teachers K-12.
The 64-page book sells for \$15 and can be purchased through the Kennedy Center Education Department.

Link: www.kennedy-center.org/education/partners/handbook.html.

- ❖ **Teaching Artist Journal (TAJ)** has a mission to support and intensify the professional development of teaching artistry by advancing the practice of teaching artists and expanding the recognition and support of their contributions. TAJ also seeks to enhance the collaboration between teaching artists and classroom teachers, develop a sense of identity and purpose; foster common language and illuminate research.

Link:

<https://www.erlbaum.com/shop/tek9.asp?pg=products&specific=1541-1796>.

- ❖ **The Association of Teaching Artists (ATA)** is a not-for-profit advocacy organization that brings together artists who teach in schools and in the community to educate, collaborate and communicate.

Link: <http://teachingartists.com>

Please note that 2004 Education Survey Results follow on the next page.

This is the sixth year that TCG has reported findings from the Education Survey of its membership. For the second year, we are aligning the Education Survey with latest edition of TCG's Fiscal Survey and presenting tabulations drawn from both. The Education Survey tabulation reflects education programming data from the 112 participating theatres, while the Fiscal Survey tabulation reflects fiscal data from the 198 participating theatres. Though there was some overlap in theatres filling out both surveys, the tabulations reflect a significantly different pool of responding theatres.

EDUCATION SURVEY RESULTS

A total of 112 theatres participated in TCG's 2004 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>
Number of total responses	11	14	27	17	26	17

1. Budget Information

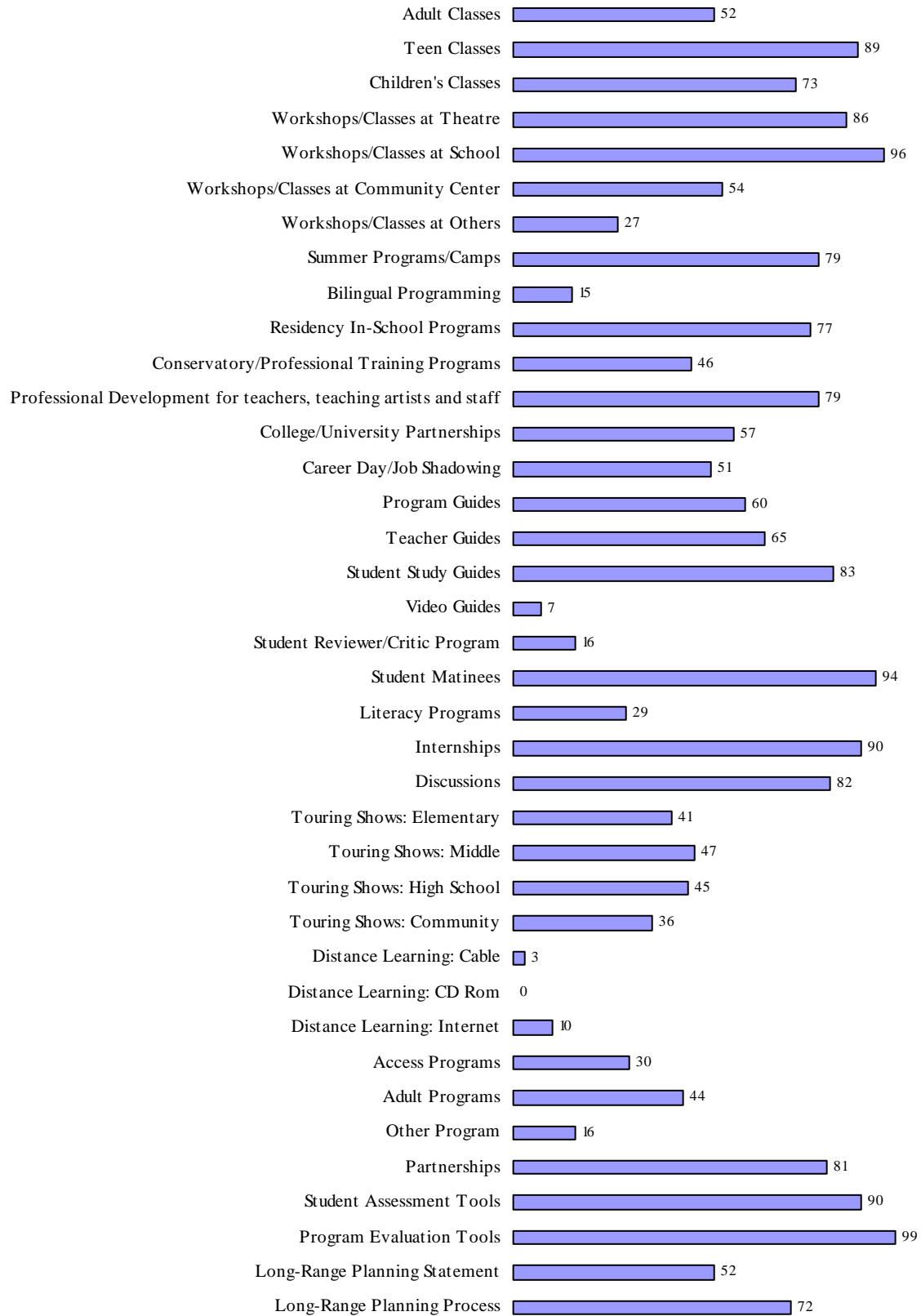
Total theatre expenses						
Average	\$343,410	\$748,675	\$1,870,430	\$3,730,181	\$7,192,361	\$17,903,983
Minimum	\$65,935	\$585,619	\$1,102,337	\$3,006,514	\$5,019,803	\$10,272,212
Maximum	\$487,408	\$987,566	\$2,948,196	\$4,897,787	\$9,950,067	\$45,327,445
Theatres with an education endowment	0	0	5	3	2	3

2. Personnel Information

Number of full-time education staff						
Average	1	1	2	3	3	5
Minimum	0	0	0	0	0	1
Maximum	6	9	14	10	6	16
Number of part-time education staff						
Average	1	3	2	8	1	1
Minimum	0	0	0	0	0	0
Maximum	5	16	15	61	7	4
Number of artist educators						
Average	11	9	9	16	15	28
Minimum	0	0	0	0	0	4
Maximum	35	25	35	56	75	82
Number of education interns						
Average	1	2	1	4	2	2
Minimum	0	0	0	0	0	0
Maximum	3	9	10	22	16	17
Number of education volunteers						
Average	5	8	2	12	9	5
Minimum	0	0	0	0	0	0
Maximum	50	45	18	83	70	20

3. Educational Programming

Number of Responses out of 112 theatres



4. Audience Statistics

Total number of *students* (K-12) served in 2003–04 season

Average	4,783	9,052	21,165	18,079	25,046	33,123
Minimum	0	115	0	0	1,500	0
Maximum	37,500	44,368	123,000	61,000	94,325	129,102

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

Ages 5–11

Average	19%	36%	33%	30%	25%	11%
Minimum	0%	0%	0%	0%	0%	0%
Maximum	75%	77%	75%	65%	92%	58%

Ages 12–18

Average	56%	45%	51%	48%	48%	46%
Minimum	7%	10%	15%	0%	0%	0%
Maximum	100%	100%	99%	83%	95%	90%

Ages 19–25

Average	10%	5%	6%	7%	7%	6%
Minimum	0%	0%	0%	0%	0%	0%
Maximum	40%	25%	20%	25%	25%	15%

Ages 26–40

Average	7%	5%	4%	4%	6%	5%
Minimum	0%	0%	0%	0%	0%	0%
Maximum	25%	20%	15%	20%	15%	13%

Ages 41–60

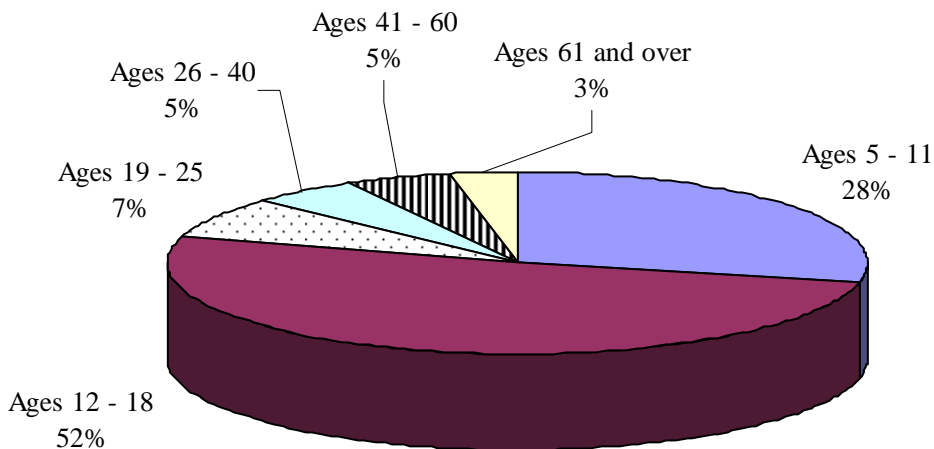
Average	6%	6%	3%	3%	6%	5%
Minimum	0%	0%	0%	0%	0%	0%
Maximum	33%	35%	15%	10%	15%	15%

Ages 61 and over

Average	2%	3%	3%	2%	4%	4%
Minimum	0%	0%	0%	0%	0%	0%
Maximum	15%	10%	20%	10%	25%	20%

Education Programs Age Demographics

(average among all budget groups)



	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
5. Student Matinee Information						
Student matinee ticket prices						
Number of responses	4	8	22	17	24	11
Average	\$6.38	\$7.88	\$8.16	\$8.66	\$11.38	\$13.86
Minimum	\$5.00	\$5.00	\$5.00	\$5.00	\$7.00	\$7.50
Maximum	\$8.00	\$10.00	\$15.00	\$15.00	\$20.00	\$20.00
Total attendance for all student matinees for all productions						
Number of responses	6	9	22	15	24	16
Average	3,574	6,946	12,346	24,787	15,239	12,715
Minimum	60	300	200	600	940	559
Maximum	14,000	40,000	93,950	115,355	102,153	81,383
Number of student matinee performances for all productions						
Number of responses	6	9	22	15	24	16
Average	21	24	39	69	34	22
Minimum	3	1	2	3	2	1
Maximum	78	112	225	350	259	75
Number of productions for which student matinees were offered						
Number of responses	6	9	22	16	25	16
Average	5	3	5	4	5	6
Minimum	1	1	1	2	1	1
Maximum	10	6	24	11	10	11

EDUCATION PROGRAMS INFORMATION BASED ON TCG'S FISCAL SURVEY 2004

A total of 198 theatres participated in TCG's Fiscal Survey 2004. 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>
Number of total responses	30	34	54	27	32	21
1. Education Programs						
Number of education programs						
Number of responses	24	24	51	24	30	20
Average	5	5	5	9	11	9
Minimum	1	1	1	1	1	1
Maximum	15	15	23	37	37	25
Number of individuals of all ages served by the education program(s)						
Number of responses	24	24	27	24	30	20
Average	3,446	11,251	10,282	35,628	25,214	53,790
Minimum	0	0	0	0	0	0
Maximum	20,000	106,450	50,000	241,858	120,000	265,000

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
2. Expenses						
Total theatre expenses						
Number of responses	30	34	54	27	32	21
Average	\$323,138	\$691,620	\$1,838,909	\$3,716,328	\$7,262,740	\$16,949,115
Minimum	\$132,041	\$500,197	\$1,017,779	\$3,006,514	\$5,019,803	\$10,272,212
Maximum	\$487,408	\$975,851	\$2,994,445	\$4,999,792	\$9,950,067	\$45,327,445
Education programs payroll						
Number of responses	9	18	41	21	31	18
Average	\$20,091	\$27,115	\$55,903	\$144,307	\$180,225	\$283,921
Minimum	\$585	\$3,000	\$300	\$4,396	\$34,090	\$71,934
Maximum	\$53,463	\$87,820	\$316,829	\$742,271	\$862,206	\$1,336,678
Education programs fringe benefits						
Number of responses	5	16	39	21	31	18
Average	\$4,317	\$4,823	\$8,881	\$21,653	\$28,465	\$58,211
Minimum	\$750	\$163	\$134	\$431	\$2,004	\$8,967
Maximum	\$9,667	\$13,105	\$43,860	\$112,803	\$120,338	\$318,922
Education programs/outreach costs						
Number of responses	21	23	46	26	31	19
Average	\$9,535	\$16,202	\$27,774	\$109,821	\$93,962	\$167,936
Minimum	\$67	\$200	\$245	\$1,579	\$7,137	\$5,155
Maximum	\$45,626	\$65,281	\$178,794	\$780,721	\$334,045	\$645,196
Total education programs expenses						
Number of responses	22	20	47	26	31	20
Average	\$20,108	\$40,777	\$83,319	\$243,866	\$302,653	\$467,457
Minimum	\$1,305	\$1,135	\$500	\$8,509	\$81,870	\$5,155
Maximum	\$75,475	\$116,252	\$394,436	\$1,100,377	\$1,061,612	\$2,166,738
Education as % of total theatre expenses						
Number of responses	22	23	47	26	31	24
Average	6%	6%	4%	7%	4%	3%
Minimum	0.41%	0.12%	0.03%	0.23%	0.93%	0.05%
Maximum	20%	18%	24%	30%	14%	12%
Theatres with 100% of their expenses devoted to educational programming	0	0	0	0	0	0

3. Income

EARNED INCOME

Children's series ticket sales

Number of responses	11	8	13	6	9	6
Average	\$11,122	\$7,422	\$31,752	\$80,527	\$133,756	\$228,240
Minimum	\$937	\$390	\$265	\$1,865	\$7,463	\$53,540
Maximum	\$30,041	\$18,075	\$163,340	\$362,575	\$359,198	\$499,475

Arts in education/youth services

Number of responses	11	13	28	16	23	12
Average	\$13,852	\$46,190	\$84,434	\$86,047	\$93,107	\$123,817
Minimum	\$971	\$555	\$350	\$2,000	\$1,000	\$510
Maximum	\$37,386	\$228,084	\$842,097	\$402,570	\$587,577	\$418,925

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
Adult access/outreach programs						
Number of responses	6	6	5	4	6	3
Average	\$4,423	\$2,651	\$16,366	\$4,758	\$11,473	\$8,243
Minimum	\$710	\$100	\$1,476	\$1,209	\$1,060	\$1,958
Maximum	\$7,500	\$7,310	\$50,204	\$7,705	\$29,697	\$19,006

Training programs

Number of responses	11	12	23	17	21	12
Average	\$57,014	\$37,954	\$68,058	\$317,849	\$300,087	\$329,565
Minimum	\$605	\$900	\$9,300	\$1,840	\$2,653	\$10,900
Maximum	\$211,363	\$192,792	\$209,041	\$1,710,263	\$1,619,265	\$1,542,084

Total income from education/outreach programs

(sum of AIE/Youth Services, Adult Access, and training programs income)

Number of responses	17	18	38	22	27	16
Average	\$47,416	\$59,545	\$105,561	\$309,055	\$315,264	\$341,583
Minimum	\$860	\$1,500	\$350	\$1,840	\$3,653	\$28,174
Maximum	\$246,466	\$229,484	\$842,097	\$1,710,263	\$2,206,842	\$1,961,009

CONTRIBUTED INCOME

NEA education grants

Number of responses	0	3	1	4	5	3
Average	-	\$15,000	\$15,000	\$16,875	\$22,341	\$121,265
Minimum	-	\$10,000	\$15,000	\$5,000	\$6,705	\$28,795
Maximum	-	\$20,000	\$15,000	\$45,000	\$32,500	\$275,000

DOE and other government agencies

Number of responses	0	0	3	3	2	2
Average	-	-	\$103,714	\$133,774	\$73,312	\$957,401
Minimum	-	-	\$10,500	\$24,838	\$38,983	\$355,054
Maximum	-	-	\$243,983	\$264,050	\$107,641	\$1,559,748

Total income from federal government

Number of responses	7	16	26	17	25	19
Average	\$11,771	\$22,072	\$42,351	\$79,801	\$48,814	\$167,024
Minimum	\$5,000	\$8,000	\$3,750	\$2,920	\$6,705	\$10,000
Maximum	\$25,000	\$55,000	\$265,353	\$532,827	\$177,641	\$1,677,846

Amount of total income from federal government supporting education programs

Number of responses	1	4	5	8	8	5
Average	\$1,000	\$14,000	\$23,154	\$58,508	\$36,744	\$83,779
Minimum	\$1,000	\$4,000	\$10,500	\$2,920	\$6,278	\$10,000
Maximum	\$1,000	\$27,000	\$35,000	\$200,954	\$107,641	\$275,000

Total income from state government

Number of responses	26	29	45	24	28	16
Average	\$15,475	\$22,529	\$65,540	\$143,792	\$210,086	\$643,893
Minimum	\$986	\$1,305	\$220	\$7,209	\$500	\$5,246
Maximum	\$50,790	\$112,014	\$1,214,094	\$1,592,150	\$1,585,861	\$6,334,572

Amount of total income from state government supporting education programs

Number of responses	5	6	13	8	7	8
Average	\$4,106	\$6,313	\$14,573	\$15,108	\$138,131	\$25,737
Minimum	\$1,000	\$1,950	\$110	\$205	\$500	\$2,000
Maximum	\$9,500	\$12,875	\$45,554	\$49,940	\$563,086	\$72,050

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
Total income from city/county government						
Number of responses	17	21	41	23	24	16
Average	\$14,895	\$26,480	\$44,761	\$145,245	\$196,002	\$439,799
Minimum	\$2,250	\$1,100	\$1,000	\$5,000	\$6,000	\$3,500
Maximum	\$56,500	\$77,400	\$255,611	\$820,199	\$1,133,456	\$2,616,300
<i>Amount of total income from city/county government supporting education programs</i>						
Number of responses	4	4	7	9	7	5
Average	\$6,322	\$6,200	\$14,389	\$25,702	\$6,757	\$33,159
Minimum	\$1,000	\$1,500	\$3,650	\$475	\$1,700	\$3,500
Maximum	\$20,236	\$10,000	\$29,554	\$180,717	\$13,500	\$85,720
Total income from corporations						
Number of responses	26	34	52	27	32	21
Average	\$23,988	\$34,982	\$70,714	\$170,398	\$411,931	\$1,281,499
Minimum	\$750	\$2,000	\$1,332	\$23,500	\$3,980	\$259,230
Maximum	\$91,655	\$190,500	\$242,288	\$511,131	\$1,963,294	\$14,156,901
<i>Amount of total income from corporations supporting education programs</i>						
Number of responses	4	11	17	15	20	14
Average	\$6,750	\$16,949	\$26,082	\$38,743	\$60,913	\$106,459
Minimum	\$1,500	\$2,000	\$4,500	\$400	\$4,000	\$32,500
Maximum	\$15,000	\$50,000	\$65,000	\$118,500	\$177,500	\$227,500
Total income from foundations						
Number of responses	26	32	52	27	32	21
Average	\$78,256	\$87,452	\$191,374	\$379,787	\$488,779	\$1,345,434
Minimum	\$3,050	\$2,350	\$3,000	\$53,255	\$71,104	\$12,380
Maximum	\$326,854	\$367,826	\$755,116	\$806,425	\$1,753,000	\$4,363,860
<i>Amount of total income from foundations supporting education programs</i>						
Number of responses	9	15	23	17	20	15
Average	\$14,366	\$20,808	\$57,397	\$38,049	\$57,602	\$150,620
Minimum	\$2,300	\$1,000	\$3,000	\$744	\$3,130	\$8,380
Maximum	\$50,000	\$61,876	\$370,000	\$222,000	\$235,500	\$400,547
Total income from individuals						
Number of responses	29	34	53	27	32	21
Average	\$41,243	\$92,082	\$289,458	\$697,743	\$1,210,564	\$3,564,283
Minimum	\$8,248	\$5,039	\$11,416	\$130,835	\$47,010	\$607,987
Maximum	\$120,802	\$392,701	\$1,433,908	\$2,298,899	\$6,878,891	\$25,821,312
<i>Amount of total income from individuals supporting education programs</i>						
Number of responses	1	9	8	11	14	7
Average	\$275	\$4,850	\$17,633	\$13,380	\$23,063	\$70,896
Minimum	\$275	\$200	\$976	\$242	\$1,775	\$5,750
Maximum	\$275	\$12,000	\$94,835	\$37,304	\$60,000	\$212,078
Total income from other contributions						
Number of responses	6	9	11	6	11	3
Average	\$5,463	\$183,793	\$72,496	\$348,047	\$470,993	\$400,030
Minimum	\$400	\$5,000	\$954	\$120,302	\$4,850	\$146,972
Maximum	\$19,033	\$744,028	\$330,504	\$802,406	\$3,059,339	\$902,227

	<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>Amount of total income from other contributions supporting education programs</i>						
Number of responses	0	2	0	0	0	0
Average	-	\$92,664	-	-	-	-
Minimum	-	\$250	-	-	-	-
Maximum	-	\$185,078	-	-	-	-