



**Written Testimony in Support of the FY 2007 Appropriations for the
Arts Education Program at the U.S. Department of Education,
The Corporation for Public Broadcasting, and
The Institute of Museum & Library Services**

**Submitted by Robert L. Lynch, President & CEO of Americans for the Arts to the
House Appropriations Subcommittee on Labor, Health & Human Services,
Education and Related Agencies**

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Request

Americans for the Arts is pleased to submit testimony supporting FY 2007 appropriations of \$53 million for the Arts in Education program of the U.S. Department of Education (USDE). We call on the House Labor/HHS/ED Appropriations Subcommittee to reject the severe cuts to the Corporation for Public Broadcasting and instead provide \$430 million in FY 2009. However, we support the President's request of \$41.39 million for the Office of Museum Services within the Institute Museum & Library Services (IMLS), also funded through this subcommittee.

Americans for the Arts is one of the leading national nonprofit organizations for advancing the arts and arts education in America. With a 45-year record of objective arts industry research, we are dedicated to representing and serving local communities and creating opportunities for every American to participate in and appreciate all forms of the arts.

Arts Education

Our belief in the importance of practical research causes us to take special pleasure in supporting USDE's Arts in Education program, which is generating impressive evidence on the best ways to improve overall academic achievement by integrating the arts into the school curriculum.

As members of the Subcommittee know, the Elementary and Secondary Education Act [20 USC 7271] provides that funding up to \$15 million be directed to the John F. Kennedy Center for the Performing Arts and VSAarts. Prior to FY 2001, funding never exceeded that level. Since FY 2001, however, Congress has appropriated funding sufficient to support a broader array of arts education programs - for FY 2006, Congress appropriated \$35.6 million.¹ In addition to the Kennedy Center and VSAarts, USDE now supports grant competitions to further develop established arts education models and support professional development for arts educators in four arts disciplines.

Three Reasons to Increase Arts Education Funding

Arts education works for children. The most important reason to support arts education is simply stated: arts education works for children. Research increasingly confirms the beneficial effects of arts education in several areas, including but not limited to academic achievement. We refer the Subcommittee to the research compendium *Critical Links: Learning in the Arts and Student Academic and Social Development*, released by the Arts Education Partnership in 2002, which includes 62 separate studies pointing to “critical links” between arts education and reading, writing, mathematics, cognitive skills, motivation, social behavior, and the school environment. The studies indicate that arts education is especially useful for students who are economically disadvantaged and/or in need of remedial instruction.²

Arts education provides training for a competitive workforce. According to the 2002 National Governors Association publication *The Impact of Arts Education on Workforce Preparation*, “School districts are finding that the arts develop many skills applicable to the ‘real world’ environment. In a study of 91 school districts across the nation, evaluators found that the arts contribute significantly to the creation of the flexible and adaptable workers that businesses demand to compete in today’s economy.”³

In addition, with more than 548,000 arts-centric businesses employing nearly three million people, arts education becomes a critical tool in fueling the creative industries of the future with arts-trained workers. Arts education is critical to the sustainability of an industry that comprises more than 4 percent of all U.S. businesses. We know from published research studies on the benefits of arts education that early learning in the arts nurtures the types of skills and brain development that are important for individuals working in the new economy of ideas.

In his State of the Union address this January, President Bush said “We must continue to lead the world in human talent and creativity.” The arts are core to the development of creativity in our children. The arts develop skills and talents that foster imagination, critical thought, and teamwork; skills that are transferable to the workplace.

In the documentary *The Arts and Children: A Success Story*, Dr. Sol Snyder—2003 recipient of the National Medal of Science and Distinguished Service Professor of Neuroscience, Pharmacology and Psychiatry at the Johns Hopkins University—said:

In the arts, one trains one’s senses to perceive and integrate what’s going on either in the visual environment, auditory involvement, or even in the senses of smell, taste, and touch. The arts are very good for building those talents, those abilities. Sensory perception becomes quite important in mathematics, science, business.

From my own background as a physician and research scientist, I have noticed that the most talented, the most productive people in the field are those who actually have a background in the arts because simple narrow scientific training is not enough to make major discoveries. The greatest scientists actually are artists in a sense. They are creative; they put together disparate things.⁵

A similar theme on the essential integration of the arts and innovation was mentioned in a recent *New York Times* column by Thomas Friedman when he wrote, “Innovation is often a synthesis of

art and science, and the best innovators often combine the two.” He went on to write that America’s growing emphasis on math and reading must maintain a balance with creative learning in the arts to optimize human talent.⁶

There is solid research measuring how the arts are integrated into the classroom and how they boost achievement in math and science. Students who took four years of arts coursework outperformed those of their peers who had one half-year or less of arts coursework by 38 points on the math portion of the SAT. Students who include art in their studies are four-times more likely to be recognized for academic achievement and four times more likely to participate in a math and science fair.

For example, the “Math in a Basket” program in the Long Beach, CA, school district—funded through a U.S. Department of Education Arts in Education Model Development & Dissemination grant—teaches students how to plan, design, and make baskets from scratch. Students become familiar with art concepts, measurement, algebraic formulas, and geometric concepts as they work with their baskets to find the surface area, perimeter, and volume of each basket. Participants in the “Math in a Basket” program score an average of 20 points higher than the control group on state math tests.⁷

Model programs are a wise investment. Despite increases in overall federal spending for K–12 education evidence is beginning to accumulate that schools are neglecting those areas of the curriculum that are not subject to the mandatory testing requirements of No Child Left Behind (NCLB). The National Association of State Boards of Education (NASBE) identified the threat in its 2003 report “The Lost Curriculum.”⁸ In 2004, the Council for Basic Education released a survey of school principals in four states; one quarter of them reported that they have decreased instructional time in the arts.⁹ This finding was confirmed just this month in the Center for Education Policy’s (CEP) report “From the Capital to the Classroom: Year 4 of the No Child Left Behind Act,” when it found that almost a quarter of school districts surveyed reported that time in science, art, and music had been reduced due to an increased emphasis on reading and math.¹⁰ The CEP report recommends that USDE should promote “effective practices being used by school districts to enhance instruction in tested subjects without cutting time for other important subjects.” The USDE arts education program is a wise investment in developing and disseminating these effective practices.

USDE Needs to Maintain Research Efforts in Arts Education

Meaningful research from USDE is needed to further determine the status of dance, music, theater, and visual arts education. The Fast Response Survey System (FRSS) report “Arts Education in Public Elementary and Secondary Schools” is the only research produced by USDE on the delivery of arts education and the last FRSS reported data collected in the 1999–2000 school year. The next round of data collection for an updated report is long overdue. We urge the Subcommittee to direct USDE to execute the FRSS study as intended. Similarly, the National Assessment of Education Progress (NAEP)—the national arts “report card” last performed in 1997—is scheduled to be administered in 2008, and must stay on track. The next NAEP will provide critical information about the arts skills and knowledge of our nation’s students. Both of

these quantitative studies are essential to studying and improving access to the arts as a core academic subject.

The Model Development & Dissemination program and the Professional Development program in the Arts in Education initiative at USDE receive targeted funding and are tested and measured in a limited number of implementation projects, and finally disseminated field-wide. This is a highly appropriate use of federal dollars. Through this program, USDE promotes educational excellence, demonstrating how small projects can be brought to scale across entire school districts. Increased funding means more help for state and local departments of education to develop models that will work in highly disparate school districts across the nation. We urge the House Subcommittee on Labor, Health and Human Services, and Education to recommend \$53 million in funding for USDE's Arts in Education programs, with the bulk of the increase to be allocated to the Arts in Education Model Development and Dissemination Program and the Professional Development Program.

Corporation for Public Broadcasting

We urge Congress to reject the Administration's proposed funding cuts to the Corporation for Public Broadcasting (CPB) in the FY 2007 Labor-HHS-Education appropriations bill. Any reduction in CPB's budget will drastically reduce the access that many Americans have to public broadcasting, and thus to high-quality arts and cultural programming.

CPB supports public television through its partner, the Public Broadcasting Service (PBS). A trusted community resource, PBS brings quality programs and education services to nearly 100 million people each week. With community-based arts programming and nationally televised shows, PBS is often the only source of arts programming in many rural parts of the country.

Public television airs arts programming that is not available on commercial television. For example, the *Legends of Jazz* television series on PBS will mark the first time in 40 years that jazz has been the focus of a national network weekly series. Hosted by noted jazz pianist and radio personality Ramsey Lewis, the 13 weekly, 30-minute episodes will debut in April 2006 on PBS stations nationwide.

Budget cuts will weaken National Public Radio (NPR) stations and thus the availability of high-quality arts programming. Budget cuts will impact public radio broadcasting, as CPB funding represents an average of 13 percent of the budget for individual member stations of NPR. If NPR loses CPB support, many stations will have to make severe cuts to their programming and local services. This will especially impact rural areas and stations serving minority populations, as these stations heavily rely on federal funding for their operating budgets. While local and state arts agencies also support these stations, they could not make up for a loss of federal funding on this scale.

We join a broad coalition of public broadcasting supporters with this request for funding:

CPB General Appropriations	\$430 million for FY 2009
CPB Digital Funding	\$40 million for FY 2007
CPB Interconnection	\$36 million for FY 2007

Ready to Learn
Ready to Teach

\$32 million for FY 2007
\$15 million for FY 2007

Institute for Museum & Library Services

We urge the Subcommittee to support no less than the President's proposed increase to \$41.39 million for the Office of Museum Services within IMLS in the FY 2007 Labor-HHS-Education appropriations bill.

IMLS encourages excellence and leverages state, local, and private funds. National competition is a catalyst for excellence and improves museum service nationwide. Federal leadership helps disseminate models and puts a spotlight on the remarkable resources that museums bring to education and to communities across the United States. In addition, peer-reviewed IMLS grants assure state, local, and private funders that a museum has met high national standards and is worthy of their additional support.

IMLS reinforces the role of museums in lifelong learning. Funding supports projects that address a full range of learning opportunities in museums, including developing exhibitions, working with schools to develop curriculum and programs, creating family and adult programs, and developing internet content. American museums provide over 18 million instructional hours to K-12 schoolchildren. Seventy-one percent work with school curriculum specialists to tailor programs to support local and state curriculum standards, according to the 2003 edition of the IMLS's report "True Needs, True Partners."

Conclusion

As the research cited above demonstrates, federal funds boost the quality and quantity of support for arts education as well as the knowledge that can be gained and disseminated across the education establishment. Increased funding means more help for state departments of education, educators in schools, and local education agencies. Most importantly, it means a better education and more career opportunities for our children.

Thank you for the opportunity to testify. If you have any further questions about the information or positions I have presented in this testimony please don't hesitate to contact me or my Government Affairs staff.

¹ This appropriation was reduced by a 1 percent across-the-board rescission to \$35.3 million.

² <http://www.aep-arts.org/CLhome.html>

³ <http://www.nga.org/Files/pdf/050102ARTSED.pdf>

⁵ <http://www.nasaa-arts.org/publications/artsandchildren.shtml>

⁶ "Worried About India's and China's Booms? So Are They," Thomas Friedman, New York Times, March 24, 2006

⁷ <http://www.dramaticresults.org/results.php>

⁸ http://www.nasbe.org/Research_Projects/Lost_Curriculum.html

⁹ <http://www.ecs.org/html/Document.asp?chouseid=5058>

¹⁰ <http://www.cep-dc.org/nclb/Year4/Press/>