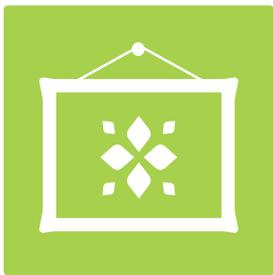


A N Y  
G I V E N
C H I L D



Portland Metro
PHASE I REPORT
October 2011

**The Arts: Every Child, Every
Day, Every Community**



Arts education for any given child



The Portland area has so many good things happening in arts education. The support of Mayor Adams and the school leadership—from the superintendents to the teachers—has been outstanding. The Kennedy Center is pleased to work with all facets of the Portland area community to ensure that any given child has the arts as part of their education.



Ensuring the Arts for

**ANY
GIVEN
CHILD**

The Kennedy Center

THE KENNEDY CENTER

—Darrell Ayers, Vice President for Education,
The John F. Kennedy Center for the Performing Arts

INTRODUCTION



ANY GIVEN CHILD, a program of the John F. Kennedy Center for the Performing Arts in Washington, DC, collaborates with cities around the nation to catalyze a powerful turning point for arts education. This initiative seeks to bring access, balance and equity to every K-8 student's arts education. It works with select communities to strategically design an affordable arts education model that combines the resources of school districts, local arts groups and the Kennedy Center.

The Portland metro region was selected in 2010 as the third Any Given Child partner, following the work in Sacramento, California and Springfield, Missouri (there are now a total of seven Any Given Child sites around the nation). The Right Brain Initiative of the Regional Arts & Culture Council leads the Portland area's effort. The City of Portland and four area school districts—Gresham-Barlow, Hillsboro, North Clackamas and Portland—serve as partners.

In October 2010, the local Any Given Child team comprised of school district administrators, arts educators, government officials and other community leaders first convened. With the Kennedy Center's guidance, this committee

spent the 2010-11 school year completing an extensive audit of local arts education resources, surveying schools, arts organizations and the general public. The team confirmed that there is high interest in having more licensed arts educators in each school building, professional development in the arts for classroom teachers, integrating the arts with other areas of the curriculum, and a distinct need to provide instruction in dance, theater and visual art.

The team then developed a long-term vision for our community in which any given child receives a complete arts education.

Now, in October 2011, the committee is pleased to share the results of the project's first phase. Together, the partners commit to reaching a set of goals that will ensure that each K-8 student has a complete arts education as part of their ongoing public school experience.

The region's first comprehensive and long-range K-8 arts education plan, with concrete recommendations for fulfilling the team's outlined goals, will be complete in 2012.

Learn more about Any Given Child and sign up to receive updates at

 **[TheRightBrainInitiative.org/
anygivenchild](http://TheRightBrainInitiative.org/anygivenchild)**

LETTER TO THE COMMUNITY

October 7, 2011



The arts have a unique ability to engage students who are otherwise unengaged, to inspire students who are otherwise uninspired, and often serve as the critical link keeping young people in school and on a path to fulfill their dreams and contribute to their communities. We simply cannot afford to ignore the benefits of arts education any longer.

We all know that arts education is an essential part of our children's learning. Countless studies have demonstrated that young people benefit from learning skills in the arts—creating, communicating, collaborating, and thinking critically. These are the 21st century skills that our children need now in order to become tomorrow's innovators: the visionaries who will invent the next cutting-edge technology to fuel our economy and create jobs.

In June of 2010, we began working with The Kennedy Center to chart a new course for arts education in our community, and to create a long-range arts education plan for students in the region. Today, with this report, we share what we have accomplished so far—including a look at where things stand, and a new set of goals to guide us in the future.

Together we are now focused on a future where:

Every child

engages in diverse arts experiences over the course of their education.

Every school

actively integrates the arts as an ongoing part of each child's learning.

Every community

includes arts education as a valued component in systemic initiatives to close the achievement gap and benefit the lives of children.

Every child

develops in-depth understanding of and skills in at least one art form.

In publishing these goals we reaffirm our pledge to bring a complete arts education to every child, every day, in every community. Over the next few months we will develop strategies and benchmarks to help us achieve these goals, and the Regional Arts & Culture Council has been charged with keeping all of the stakeholder groups focused on this work.

We look forward to a partnership with the Kennedy Center to make the arts an essential part of our children's educational journey.

Jim Schlachter,
Superintendent,
Gresham-Barlow
School District

Mike Scott,
Superintendent,
Hillsboro School
District

J. Tim Mills,
Superintendent,
North Clackamas
Schools

Carole Smith,
Superintendent,
Portland Public
Schools

Sam Adams, Mayor,
City of Portland

Eloise Damrosch,
Executive Director,
Regional Arts &
Culture Council

COMMUNITY ARTS TEAM

for Any Given Child

Tom Breuckman	Portland Public Schools
Cary Clarke	Mayor's Office, Portland
Sarah Collins	University of Oregon
Tim Drilling	Gresham-Barlow School District
Tim DuRoche	World Affairs Council of Oregon
Michelle Fujii	Portland Taiko
Kasandra Gruener	Oregon Ballet Theatre
Denis Hickey	Young Audiences of Oregon & SW Washington
Kali Thorne Ladd	Mayor's Office, Portland
Elaine Luckenbaugh	Gresham-Barlow School District
Ross McKeen	Oregon Children's Theatre
Tina Olsen	Portland Art Museum
Jon Pede	Hillsboro School District
Kathi Robinson	Hillsboro School District
Carin Rosenberg	Young Audiences of Oregon & SW Washington
Carol R. Smith	Regional Arts & Culture Council
Joel Stuart	North Clackamas Schools
Joseph Suggs	Portland Public Schools
Deborah Vaughn	Oregon Arts Commission
David Wynde	U.S. Bank

FACILITATORS

Deborah Brzoska	The Kennedy Center
Barbara Shepherd	The Kennedy Center

LONG-TERM VISION



We commit to an arts-literate culture in every school with rich, diverse arts learning experiences for every K-8 child, every day, in every community. We value opportunities for all children to create, to communicate, to think critically, to collaborate, and to learn to think in new ways. In our vision, arts education starts early and lasts a lifetime.

GOALS



GOAL

Every child engages in diverse arts experiences over the course of their education.

GOAL

Every school actively integrates the arts as an ongoing part of each child's learning.



GOAL

Every child develops in-depth understanding of and skills in at least one art form.

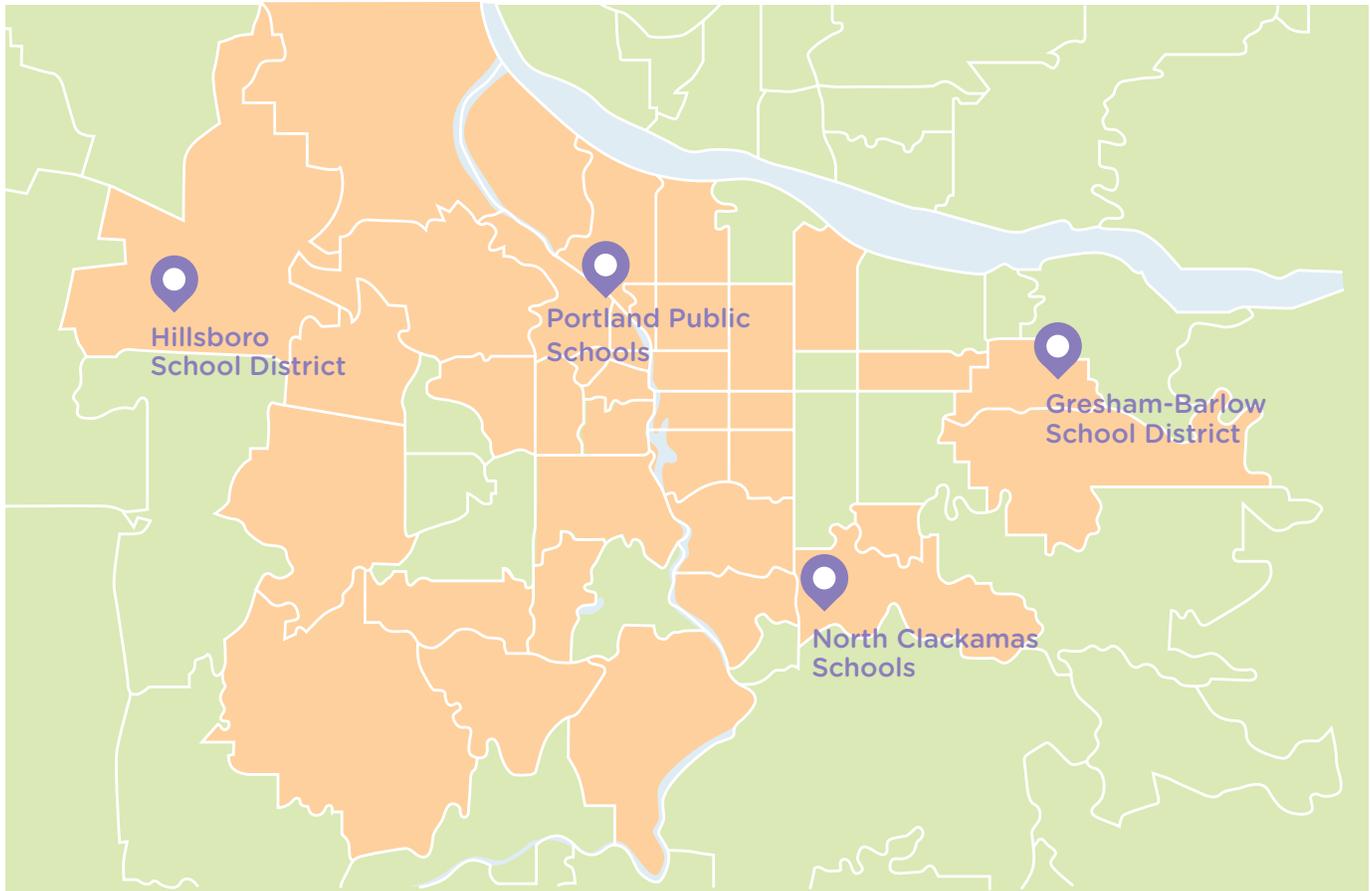
GOAL

Every community includes arts education as a valued component in systemic initiatives to close the achievement gap and benefit the lives of children.



We are dedicated to achieving equity, balance and access for every K-8 student. We are committed to providing culturally diverse arts experiences in a variety of artistic disciplines—including dance, literary arts, media arts, music, theater and visual arts.

SURVEY AREA



COMMUNITY RESPONSES Community survey responses came from 611 citizens who reside in 36 of 64 zip codes across the tri-county region.

SCHOOL DISTRICT RESPONSES School district surveys came from the four Any Given Child partner districts: Gresham-Barlow, Hillsboro, North Clackamas, Portland.

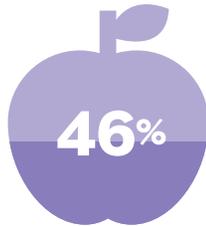
SURVEY RESULTS

In February and March 2011, K-8 school district superintendents, principals and teachers, arts organization leaders and tri-county area citizens completed surveys to assess current arts education resources. Their responses revealed five key findings.

Key findings are based on the following survey response rates.



school district
superintendents
4 of 4



principals
55 of 120



teachers
751 of estimated
2,600



arts organization
leaders
73 of 280

KEY FINDING: Arts education is highly valued.



95% of citizens rate arts
education as moderately
to extremely important



83% of teachers believe that the arts
have a significant or profound
impact on student learning

SURVEY RESULTS

KEY FINDING: Principals report three primary barriers to supporting arts instruction.

Insufficient
funding

Limited
number of
licensed arts
specialists

Lack of
professional
development
in the arts for
teachers

KEY FINDING: Theater, dance, visual arts and music are not part of the school day for every child.

According to principals, students aren't receiving music education on a weekly basis from a licensed arts specialist at 1 out of 5 schools. Very few principals report that their students receive instruction from specialists in other disciplines on a weekly basis:



4% Theater



4% Dance



6% Visual Arts

SURVEY RESULTS

KEY FINDING: Teachers would like to collaborate more frequently to integrate the arts across the curriculum.



36% of teachers frequently collaborate



86% of teachers would collaborate if given the opportunity

KEY FINDING: Teachers express interest in frequent professional development in the arts.

Teachers report about their participation in professional development for arts integration:



currently participate with some frequency



would participate frequently if given the opportunity



Read more about Any Given Child Portland Metro at [TheRightBrainInitiative.org/anygivenchild](https://www.TheRightBrainInitiative.org/anygivenchild)