

JUNE 2019

# A Snapshot of K-12 Arts Education in Oregon



COVER PHOTO:  
*Art Conspiracy*



**JUNE 2019**

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This report can be found online at [www.oregoncf.org/2019ORArtsEdSnapshot](http://www.oregoncf.org/2019ORArtsEdSnapshot)



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## Dear Reader,

Over the past 30 years, inadequate budgets and pressures to raise test scores and graduation rates have strained many in-school arts programs. Nonprofits have stepped in to help, but many communities still lack resources to offer high-quality arts experiences to all students. The result? A fragmented arts education landscape where students in some communities have plentiful and varied arts opportunities, while others have very limited options.

But there's good news, too. Many Oregonians recognize the value of the arts and are passionate about increasing access to the sense of connection, creativity and vibrancy that arts programs foster in classrooms.

OCF's first Arts Education Snapshot focused on the role that nonprofit arts organizations play in providing education in Oregon. This year's report takes a deeper look at what arts education is available to K-12 students across the state.

One of the biggest takeaways is the need to develop a clear shared vision for arts education access in Oregon. OCF is pursuing three approaches toward that end: grantmaking to develop grassroots solutions, a statewide assessment to identify common goals and a national policy review to explore advocacy strategies.

We need your help to move this effort forward!

Please share this report with colleagues and leaders. Reach out and connect with OCF if you have questions, information to share, or want to get involved.



A handwritten signature in white ink, appearing to read 'Jerry Tischleder', written over a dark blue background.

**Jerry Tischleder**  
PROGRAM OFFICER, ARTS & CULTURE  
OREGON COMMUNITY FOUNDATION



*Open Signal*

## Executive summary

This report provides a snapshot of the arts education opportunities available to Oregon K-12 students through schools and nonprofit organizations, based on data from the Oregon Department of Education and a survey of nonprofit arts organizations. Six arts education program portraits are also included to provide examples of programs managed by nonprofit arts organizations and delivered in coordination with local schools. Together, this information is a useful resource for parents, educators, leaders, policymakers and advocates seeking to amplify arts education.

### SUMMARY OF KEY FINDINGS:

- Students in Oregon do not have equitable access to arts education, despite its known benefits.
- Both schools and nonprofit arts organizations play an important role in ensuring that K-12 students receive all the opportunities needed to realize their full potential.
- The extent to which students can access arts education in schools varies across the state, though there are no distinct patterns related to community size or geographical region.
- Over the past five years, arts education offerings in schools have increased slowly but steadily.
- As of 2017-2018, most schools in Oregon offered at least one arts course, and at least a quarter of Oregon students attended at least one arts course during the May 1, 2018 enrollment audit.
- Music is the most common type of arts education available both through courses offered in schools and through programming provided by nonprofit arts organizations.
- Nonprofit arts organizations use a wide range of approaches to serve K-12 students.
- Nonprofit arts organizations provide programming in every county in Oregon. While there are more nonprofit arts organizations based in more urban counties like Multnomah and Lane, rural counties like Gilliam and Lake have greater coverage by arts organizations serving K-12 students.
- Nonprofit arts organizations vary in their capacity to deliver arts education; many have few staff resources and rely on volunteers and contractors to lead programming.

## SUMMARY OF RECOMMENDATIONS:

- Better data about arts courses offered in schools and student participation in those courses, as well as better data about the arts education offered through nonprofit organizations, would significantly clarify the nature, scope and accessibility of arts education for Oregon students.
- More strategic funding could improve equitable access to arts education for both schools and nonprofit arts organizations.
- Increased coordination and collaboration between nonprofit organizations and schools would help local communities determine and address local needs regarding arts education access.
- A clearer and more unified vision for arts education that balances local flexibility with a shared definition for high-quality, equitable arts education would help parents, educators, school leaders, policymakers and taxpayers better advocate for arts education.

*Lane Arts Council*



# Introduction

## **The many benefits of high-quality arts education are well documented.**

Research shows that arts education – in all its forms – helps students develop important skills such as critical thinking, patience, risk-taking and creativity. These habits of mind, social and emotional skills and 21st century skills are critical to student success in the classroom and beyond. Student participation in arts education is associated with higher grades and graduation rates, as well as greater civic engagement as adults (Worcel et al., 2017, Arts Education Navigator: Facts & Figures).

Much of the research on the benefits of arts education is discipline-specific, providing clear connections between various disciplines and positive outcomes for students. For example, researchers have demonstrated that music education helps prepare students to learn by strengthening memory and abstract reasoning. The visual arts help build skills in observation, critical thinking and communication. Drama education, particularly in arts integration efforts, is also associated with improved reading comprehension, writing and math skills, verbal test scores, and school attendance. Exposure opportunities like trips to museums or attending theater or musical performances can also positively impact students’ knowledge of the arts, their ability to think critically, and their interest in further engagement in the arts (Worcel et al., 2017).

Research also demonstrates the importance of arts education opportunities for low-income students. A review of four longitudinal studies by Catterall, Dumais and Hampden-Thompson (2012) showed that low-income students with high levels of arts participation had higher GPAs, graduated from high school at higher rates, and expressed a greater desire to attend college than did low-income students with lower rates of arts participation.

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All forms of arts education are beneficial for students. Three main forms of arts education are included in this report.

### **SEQUENTIAL ARTS INSTRUCTION**

The ongoing instruction that builds skills in an arts discipline (such as visual arts classes or music instruction)

### **ARTS INTEGRATION**

Teaching arts alongside other subject areas (such as language arts or science) to enhance learning in both the arts and non-arts subjects

### **ARTS EXPOSURE**

Stand-alone arts experiences such as an assembly or field trip

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For more information about the benefits of arts education for K-12 students, see *How the Arts Advance Student Learning*, published by the OCF Research Department in fall 2017 (available at [www.oregoncf.org/arts-ed-benefits](http://www.oregoncf.org/arts-ed-benefits)).

**“A fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens.”**

OREGON GOVERNOR KATE BROWN, PROCLAMATION OF APRIL 2019 AS ARTS EDUCATION MONTH



*Vibe of Portland*

## **Arts education in Oregon schools has suffered due to broader funding and policy challenges.**

Over the past several decades, many Oregon schools (like schools throughout the United States) have drastically reduced or eliminated arts education programs in response to the combination of funding shortfalls and federal policies that prioritized “core” subjects such as reading and math. Even when funding improves, schools and districts can find it more difficult to rebuild lost programs than to bolster existing efforts.

Several forces have impacted funding for Oregon schools during the past few decades. State, local and federal contributions to education funding have varied over time. Some policy efforts related to school funding have had unanticipated consequences. Measures 5 (1990) and 50 (1997) introduced limitations in property tax rates, a key local source of revenue for schools (Oregon Department of Revenue). Measure 1 (2000) required the state to “equalize” funding by increasing state funding to make up for varying losses in local funding (Oregon State Legislature, 2003).

However, equalization has been difficult to ensure, partly due to state reliance on income tax and lottery proceeds for education funding. The Great Recession in 2008 caused further budget reductions, from which the state is still recovering. Each time the balance of local, state and federal funding changes, the burden of education funding shifts as well.

According to U.S. Census Bureau data, as of 2001, Oregon fell below the national average in per-student spending on education and has yet to catch back up. As of 2015-2016, Oregon spent \$10,842 per student, in comparison to the national average of \$11,762 (Snyder et al., 2019).

Simultaneously, the federal education policy landscape shifted several times in the 1990s and 2000s, moving toward greater consistency and accountability in the public education system. The Goals 2000: Educate America Act, which became law in 1994, marked the beginning of the movement toward national content standards in education. The passage of No Child Left Behind in 2002 brought expansive reforms holding teachers and schools accountable for student outcomes. In response, schools focused energy and resources intensively on the “core” subjects used to measure success – particularly math and reading (Hurst et al., 2003).

## **Efforts to address education challenges are underway but do not prioritize arts education.**

There have been several attempts at the state level to better understand and improve education funding. At the federal level, education policy has shifted to make more room for states to determine what a “well-rounded” education should entail. Arts education is rarely, if ever, specified in statewide efforts to restore education funding and improve Oregon schools.

In 2001, the Oregon State Legislature established the Quality Education Commission (QEC) to determine the actual costs of providing high-quality education for Oregon’s children and to assess the needs associated with these costs. The resulting Quality Education Model (QEM) outlines key features of prototype schools. The only mention of arts education is as one possible type of specialist (others are physical education, reading, math, Talented and Gifted, library, English as a Second Language, and child development/counseling staff). The QEM calls for a total of 4.5 full time equivalent (FTE) for specialists in a “typical elementary school” (Quality Education Commission, 2018).

In 2015, the Every Student Succeeds Act (ESSA) provided renewed flexibility for states to determine how best to hold schools accountable and connect funding to those accountability mechanisms. Though Oregon’s implementation of ESSA has not focused explicitly on arts education, ESSA’s framing of a “well-rounded education” as inclusive of arts education has the potential to help reposition arts education in the school setting (Jones and Workman, 2016).

**“The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local education agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”**

EVERY STUDENT SUCCEEDS ACT, S. 1177-298



*Sisters Folk Festival*

In early 2019, the Oregon State Legislature's Joint Interim Committee on Student Success recommended fully funding the QEM, noting the need for additional specialist positions in elementary schools (Oregon Legislative Policy and Research Office). This is the only mention of arts education related to either the QEM or the Committee's efforts to date.

In May 2019, just before this report was published, the Oregon legislature passed the Student Success Act (HB 3427), which directs \$2 billion in new funding (not yet secured) to address some of the QEC recommendations and the investment priorities of the Joint Interim Committee on Student Success. While the legislation prioritizes early childhood education and behavioral health supports to address attendance, disruptive classroom behavior, and, ultimately, graduation, it also allows schools to choose appropriate strategies for their communities to address some of the needs identified. This includes the potential addition of specialists, which could include arts educators (Oregon State Legislature, 2019).

**Schools and arts organizations are restoring arts education in many Oregon communities, often in partnership with one another.**

Over the past several decades, many nonprofit arts organizations throughout the state have grown or expanded arts education programs to better reach students, both during the school day and outside of school. Several examples of such efforts are found in the portraits that begin on page 17.

In addition, some schools and districts held on to arts education through the last wave of budget cuts. Some have even been able to grow and improve their programs. Springfield School District is one example of a community where arts education was protected and prioritized despite the budget challenges. According to the data from the Oregon Department of Education reviewed for this report, almost every school in the Springfield School District offered at least one arts course during the 2017-2018 school year; a total of 95 arts courses were offered across the district's 20 schools.

In addition, the Academy of Arts and Academics – a magnet school with a focus on the visual and performing arts – opened in Springfield in 2008.

In the city of Portland, implementation of the Portland Arts Tax in 2012 allowed schools to add or expand existing arts education capacity. As a result, 56 additional arts educators are employed in six districts, bringing the total up to 92, or roughly one arts educator for every 380 students (Arts Education and Access Fund Citizen Oversight Committee).

Oregon Community Foundation’s most proactive effort to address the need for equitable access to high-quality arts education is the Studio to School Initiative. Through Studio to School, OCF invested approximately \$6 million over five years, supporting 18 projects around the state. In these 18 projects, community-based arts organizations and schools or school districts worked to establish or expand high-quality arts education programming. While \$6 million over five years represents a significant investment in the 18 communities funded, it is worth noting that this is a tiny amount (just 0.1 percent) in comparison to the current \$12.3 billion budget request for public education for the 2019-2021 biennium.

**This report provides the most complete picture available of the arts education available to K-12 students in Oregon.**

The 2016 Oregon Arts Education Snapshot provided an overview of arts education programming delivered by nonprofit organizations for people of all ages. Building on that research and on the efforts of the Oregon Arts Commission to share data about arts courses offered in Oregon schools through the Access to Arts Education in Oregon Schools reports and database, this report focuses on the arts education opportunities available to K-12 students.

This report includes data from two primary sources: 1) data from the Oregon Department of Education (ODE) about the arts education offerings in public schools and 2) results of a 2018 survey of nonprofit arts organizations in Oregon. Also included are portraits of six arts education programs managed by nonprofit arts organizations and implemented in partnership with schools to provide more detail about what those efforts look like.

The picture of arts education provided in this report is limited. Both the ODE data and the survey data are incomplete, and other important perspectives are missing entirely. School leaders and staff were not surveyed about their challenges or recommendations, nor were for-profit arts organizations, individual teachers or teaching artists. Limitations of the included data are discussed throughout the report, and the need for better data is addressed in the recommendations at the end of the report.

This is the first effort to comprehensively share information about arts education opportunities provided by both schools and nonprofit arts organizations statewide. Even with the limitations in the data, this report provides the best picture of the arts education opportunities available to K-12 students in Oregon.



*Arts in Education of the Gorge*

## School data provides a partial picture of arts education available to K-12 students

### DATA FROM THE OREGON DEPARTMENT OF EDUCATION

The Oregon Department of Education (ODE) collects two types of data that help illustrate the arts education available to students within schools.

- **Course offerings:** a list of courses offered in each school, including the number and types of arts courses that schools intend to offer students.
- **Enrollment:** the number of students enrolled in at least one fine and performing arts course as of May 1, which provides a rough sense of how many students receive arts education in each school.

Though the data available through ODE is better than that available in many other states (Education Commission of the States, 2019), it is not sufficiently detailed to provide a full understanding of the scope of arts education that students receive. The limitations of this data include:

- Only stand-alone arts courses are included; arts integration and other less formal efforts are not. Arts courses may also be omitted because of how they are categorized; for example, literary arts courses may be designated as English Language Arts.

- Course offerings data may also include courses that were planned but did not take place; for example, courses canceled due to low enrollment.
- Enrollment data is likely missing students and entire courses because many arts classes are only offered in rotation with other electives and may not occur on the date of the enrollment audit.
- While data about course offerings can be separated into six discipline categories – dance, interdisciplinary arts, music, media arts, theatre and visual arts – the enrollment data can only be viewed in the broad category of “fine and performing arts.”
- This data does not describe the breadth or depth of arts courses (whether students are getting one hour of arts education per month, or per week, etc.).

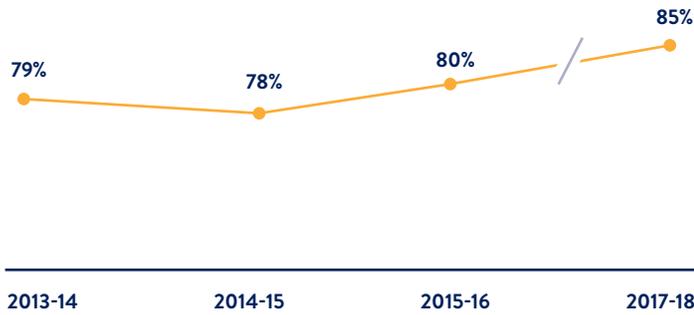
However, this is the only information available statewide about arts education in each school, and it is worth exploring to understand what is available to Oregon K-12 students.

**Arts course offerings have grown steadily statewide.**

During the 2017-2018 school year, approximately 85 percent of Oregon schools offered at least one arts course to at least some students. This is a small but meaningful increase from prior years.

**MORE SCHOOLS IN OREGON OFFERED ARTS COURSES IN 2017-2018 THAN IN PREVIOUS YEARS**

*Percentage of schools offering at least one arts course annually*



*The 2016-2017 school year is omitted due to reporting changes that make the data incomparable to data from other years.*

**Arts course offerings vary geographically.**

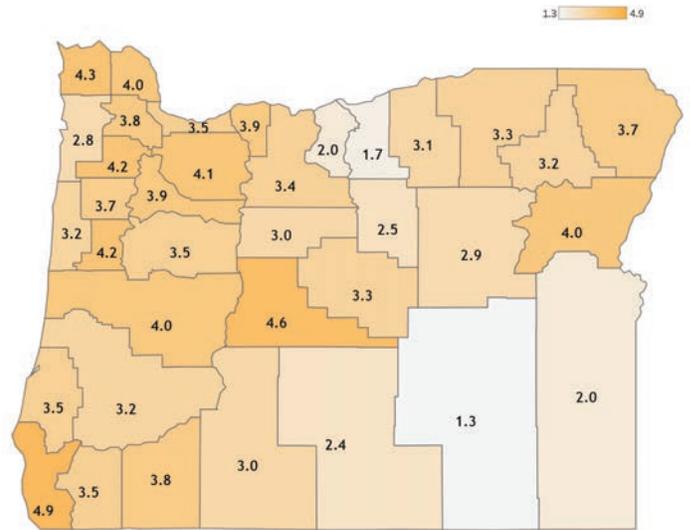
In six of Oregon’s 36 counties, every school reported offering at least one arts course to students.

The average number of arts courses offered ranges from about one per school in Harney County to almost five per school in Curry County. In most counties, schools average three to four arts course offerings. While one may expect to see greater numbers of courses available per school in more urban communities, that pattern isn’t consistent statewide.

In 30 counties, at least one school did not report any arts courses. In a handful of counties, one-third of schools or more reported no arts courses: Coos, Gilliam, Harney, Jefferson, Josephine and Wallowa. In total, 179 schools throughout the state reported offering zero arts courses. Over half are elementary schools. Many are very small (e.g., one-room schoolhouses in rural Oregon), charter, online or special-focus schools (e.g., a language immersion school).

**IN MOST OREGON COUNTIES, SCHOOLS OFFERED AN AVERAGE OF THREE TO FOUR ARTS COURSES DURING 2017-2018**

*Average courses offered per school in each county*

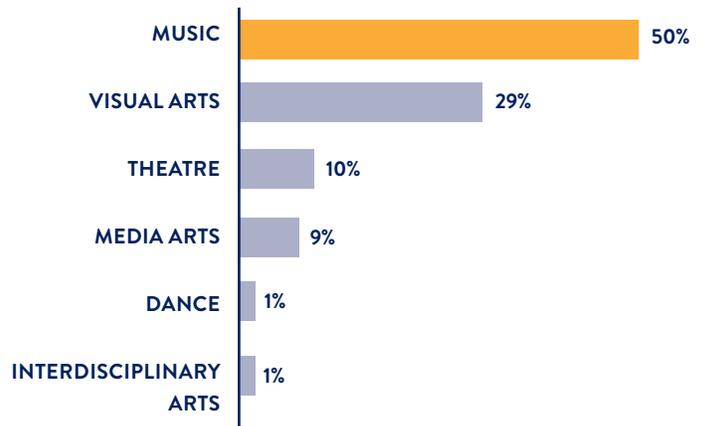


**Music classes are far more common than other disciplines.**

Almost half of schools in Oregon offer at least one music course. Visual arts is the next most common; almost one-third of schools in Oregon offer at least one visual arts course. The least common are dance and interdisciplinary arts – only one percent of schools offer at least one course in either discipline.

**OREGON SCHOOLS MOST COMMONLY OFFER MUSIC COURSES**

*Percentage of schools offering at least one course in each discipline during the 2017-2018 school year*



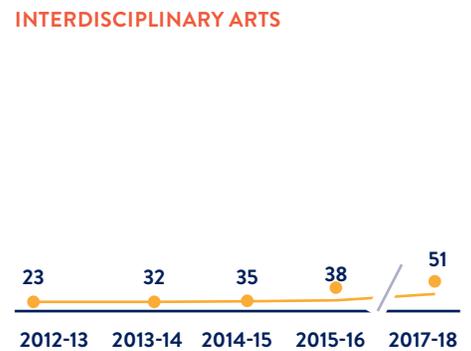
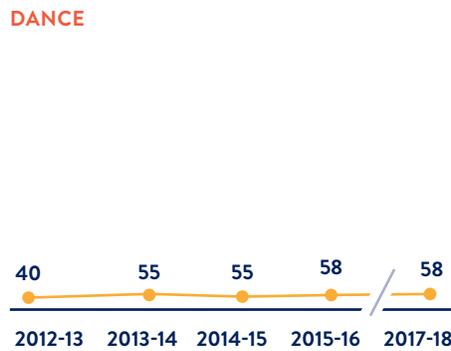
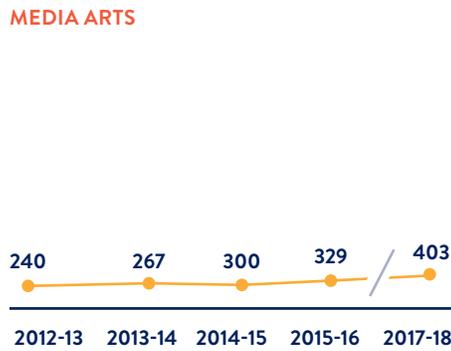
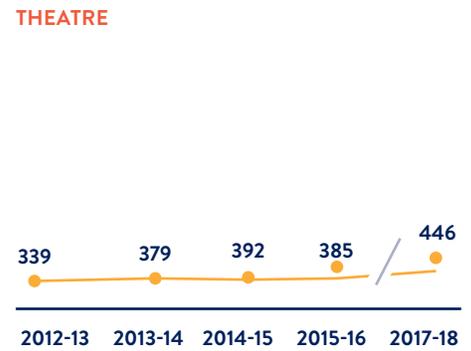
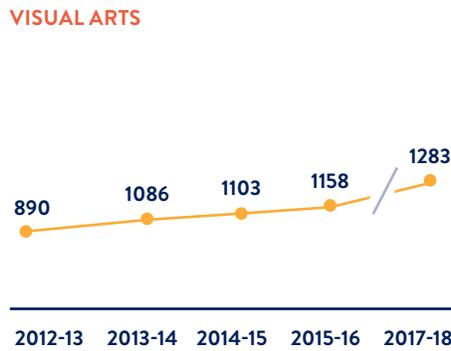
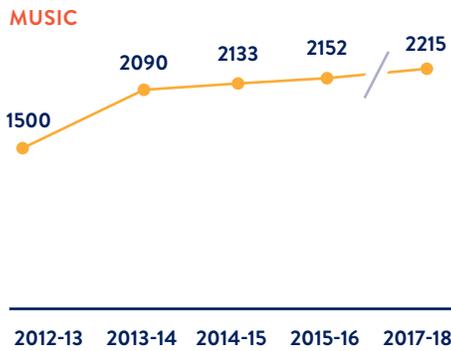
**Arts education offerings are steady or increasing in all disciplines.**

The number of arts courses offered in schools has slowly but steadily increased since 2012-2013. The greatest growth is in interdisciplinary and media arts, though the number of courses available in each of those categories remains quite small in comparison with the more common music and visual arts courses. Notably, this growth is not concentrated in the Portland metro area or in the more urban counties, but rather, it appears to be distributed statewide.

Five high schools in Oregon offered at least one course in all six categories during the 2017-2018 academic year: Academy of Arts and Academics, Clackamas High School, Oregon City Senior High School, Roseburg High School, and Sunset High School. Another 22 schools offered courses in all discipline categories except interdisciplinary; all are high schools and/or charter/magnet schools.

**ARTS EDUCATION OFFERINGS HAVE GROWN SLOWLY BUT STEADILY OVER TIME**

*Number of schools offering at least one course in each arts education discipline*



*The 2016-2017 school year is omitted due to reporting changes that make the data incomparable to data from other years.*





Portland Opera To Go

# Nonprofit arts organizations play an important role in providing arts education to K-12 students

## ARTS EDUCATION SNAPSHOT SURVEY RESULTS

Drawing on data from four funders, 435 nonprofit arts organizations were invited to take the 2018 Oregon Arts Education Snapshot Survey in August 2018. Of those invited, 154 organizations responded, 141 of which provided arts education during the 2017-2018 school year. Of those, 120 provided arts education programming for K-12 students.

The survey responses presented in this section of the report provide valuable information about what arts education is available through these organizations, most of which is not reflected in the data from ODE. The survey respondents make up a self-selected sample. In other words, they may or may not reflect the work of all nonprofit arts organizations providing arts education in Oregon. Only about one-third of respondents to the 2018 survey also completed the 2015 survey.

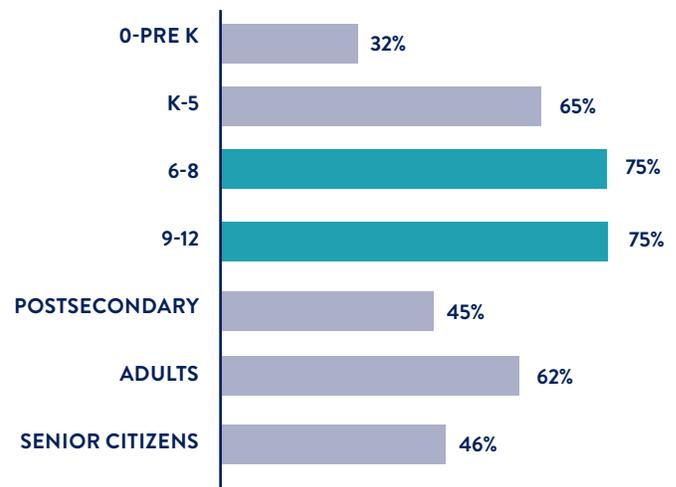
The portraits beginning on page 17 provide additional detail to further illustrate some of the programming provided by nonprofit arts organizations.

### Most nonprofit arts organizations serve K-12 students.

Almost 78 percent (120 of 154) of survey respondents provided arts education programming to K-12 students during the 2017-2018 school year. Organizations surveyed most commonly serve middle and high school students.

### ORGANIZATIONS MOST COMMONLY SERVE MIDDLE AND HIGH SCHOOL STUDENTS

Percentage of survey respondents working with each group





Sisters Folk Festival

**Nonprofit arts organizations that serve K-12 students provide a wide range of arts education opportunities.**

Most organizations that serve K-12 students provided two or more types of programming during 2017-2018. Out-of-school and summer programming is more commonly provided than in-school programming. Less than 20 percent of organizations serving K-12 students also provide teacher or administrator training.

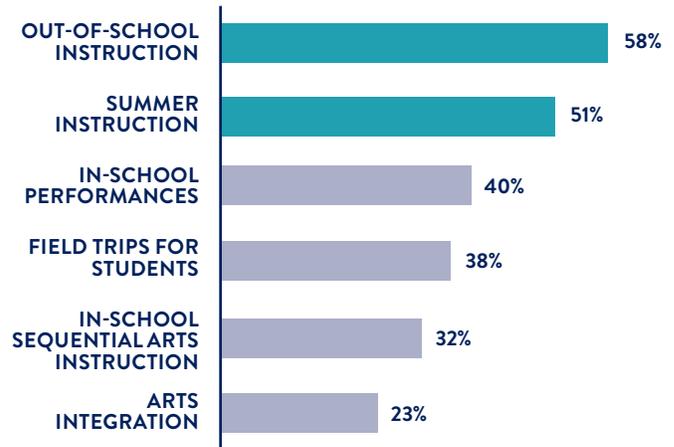
While most of this report focuses on K-12 arts education programming, it is important to acknowledge the valuable and broader range of arts education opportunities provided by nonprofit arts organizations. For example, almost two-thirds of the organizations that completed the 2018 survey provide community instruction and/or performances.

**Music is the most common discipline offered by nonprofit arts organizations.**

Many organizations work in multiple disciplines, but a majority of organizations serving K-12 students provided music programming during 2017-2018.

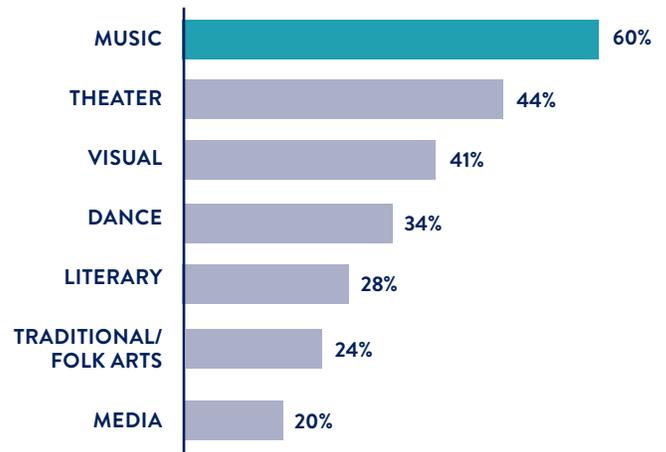
**OUT-OF-SCHOOL AND SUMMER PROGRAMS ARE MORE COMMON THAN IN-SCHOOL PROGRAMMING FOR ORGANIZATIONS SERVING K-12 STUDENTS**

Percentage of K-12-serving organizations providing each type of arts education



**PROGRAMMING PROVIDED BY NONPROFIT ARTS ORGANIZATIONS IS DIVERSE, BUT MUSIC IS MOST COMMON**

Percentage of K-12-serving organizations providing each arts education discipline





# Portraits of arts education programs

The 2018 Oregon Arts Education Snapshot Survey captured details about 273 arts education programs provided for K-12 students by 87 organizations during the 2017-2018 school year. About 44 percent of programs occurred during the school day or as a combination of in-school, out-of-school or summer programs.

The breadth and depth of programming described in the survey varies greatly. Programs run anywhere from one day during the school year to one or several days per week for several weeks, or even all year long. Each arts education session can last anywhere from 20 minutes to several hours.

The following six portraits provide brief illustrations of arts education programs managed by nonprofit arts organizations in partnership with local schools.

## PROGRAM PORTRAITS

- Art Center East's Artists in Rural Schools (AiRS) Program
- High Desert Museum's Kids Curate Program
- Jim Pepper Native Arts Council's Speak/Sing Native™ Program
- Literary Arts' Writers in the Schools Program
- Rural Art Center's Artist in Residence Program
- Vibe of Portland's Vibe @ School Program

While these programs are not representative of every arts education program in Oregon, they cover a range of communities, organization sizes, types and disciplines. All are largely residency-based approaches, a common approach for arts organizations that provide programming during the school day. Each of the organizations featured is working intentionally to complement or supplement arts education available through schools. Each profile was developed in collaboration with the arts organization featured, drawing from survey responses, brief telephone interviews or email exchanges, and existing narratives about their programs.



High Desert Museum



## PROGRAM PORTRAIT

# Art Center East

Founded in 1977 as the Eastern Oregon Regional Arts Council, Art Center East aims to inspire, enrich and interlace Eastern Oregon communities through creative expression. Art Center East provides arts education to K-8 students across Eastern Oregon through the Artists in Rural Schools program, serving 80 percent Title I or low-income schools. Locally, Art Center East provides gallery exhibits, art and wellness classes, community music ensembles and lessons, and other community cultural experiences, contributing to the \$1.2 million in economic activity generated by the arts and culture sector in Northeast Oregon. In 2017-2018, Art Center East served over 20,000 students, artists and audience members.

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[ARTCENTEREAST.ORG](http://ARTCENTEREAST.ORG)

### ART CENTER EAST

LA GRANDE, UNION COUNTY

STARTED IN 1977

LESS THAN \$300,000 IN EXPENSES

61-70% OF BUDGET SPENT ON ARTS EDUCATION

3-3.9 FTE PAID STAFF SUPPORT ARTS EDUCATION

1,400 VOLUNTEER HOURS SUPPORT ARTS EDUCATION ANNUALLY

### ARTISTS IN RURAL SCHOOLS

STARTED IN 1982

MUSIC, LITERACY, DANCE, VISUAL AND TRADITIONAL ARTS PROGRAMMING OCCURS DURING AND AFTER SCHOOL

2,050 K-8 STUDENTS PARTICIPATED IN PROGRAMMING DURING THE 2017-2018 SCHOOL YEAR

REACHING STUDENTS IN BAKER, BURNT RIVER, PRAIRIE CITY, HARNEY COUNTY, CRANE, VALE, MORROW, IONE, UMATILLA COUNTY, ATHENA-WESTON, IMBLER AND PINE EAGLE SCHOOL DISTRICTS

## ARTISTS IN RURAL SCHOOLS

Art Center East's Artists in Rural Schools (AiRS) program provides arts learning opportunities for K-12 students in rural Eastern Oregon, where in-school arts education is often limited or nonexistent.

AiRS places teaching artists representing a variety of disciplines – including literary and visual arts, music, theater, and dance – into classrooms for residencies typically lasting one week. During residencies, teaching artists engage students in sequential and developmentally appropriate art lessons aligned with the Oregon Department of Education's arts content standards.

During each residency, students receive group instruction for a minimum of three days per week for at least one hour per day. One week includes 20 contact hours between students and teaching artists. On average, Art Center East provides a total of 35-40 weeks per year or 700-800 contact hours of arts instruction in public schools in Baker, Gilliam, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa and Wheeler counties.

During the 2018-2019 school year, AiRS teaching artists including Kay Braden, Victoria Snow Mountain, Kelly Thibodeaux, Albert Alter, Carol Lindsay, Samuel Becerra and Paul Hoelscher, reached over 2,050 students across Eastern Oregon.

## PROGRAM PORTRAIT

# High Desert Museum

Connection to community and place is at the core of the High Desert Museum's mission. The Museum explores the high desert's unique landscape, cultures, wildlife, history and arts by connecting visitors to the past and helping them discover the present.

## KIDS CURATE

Kids Curate has an interdisciplinary focus that includes literature, media, music, science, and traditional and visual arts.

The Kids Curate program began in 2013 as a collaborative project between the Museum and one Central Oregon Title 1 school per year. This partnership begins with a museum education curator reaching out to principals, who in turn ask their teachers whether they can commit to the program for the entire school year.

The Kids Curate program ensures that arts remain available in the schools by partnering with a new elementary school every year to offer integrated arts programming to students. Curators from the museum visit the school twice a month to teach fourth- and fifth-grade students about science, natural history and art. The students learn visual art techniques while simultaneously exploring the natural world.

During the 2018-2019 school year, students from Ensworth Elementary, in the Bend-La Pine School District, focused on Smith Rock State Park. The students studied the unique geologic history and resident wildlife of the park and its three ecosystems, as well as how humans influence the area and how the place, in turn, influences art. On a field trip, they took photographs, sketched the cliffs and brought back concepts for an exhibition at the Museum in early May, which remained on display for a month for all museum visitors to experience. The exhibit included a large-scale mural painting that depicts food webs in the three Smith Rock ecosystems, photographic landscape collages and three large erosion sculptures. Working collaboratively, the students learned to combine their knowledge of ecology and geology with the two- and three-dimensional art-making skills gained during the course of the project.



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[HIGHDESERTMUSEUM.ORG](http://HIGHDESERTMUSEUM.ORG)

### HIGH DESERT MUSEUM

BEND, DESCHUTES COUNTY

STARTED IN 1982

OVER \$2 MILLION IN EXPENSES

21-30% OF BUDGET SPENT ON ARTS EDUCATION

4-4.9 FTE PAID STAFF SUPPORT ARTS EDUCATION

80 VOLUNTEER HOURS SUPPORT ARTS EDUCATION ANNUALLY

### KIDS CURATE

STARTED IN 2013

PROGRAMMING COMBINES LITERARY ARTS, MEDIA ARTS, MUSIC, SCIENCE, TRADITIONAL AND VISUAL ARTS

PROGRAMMING OCCURS DURING SCHOOL AND SUMMER AND INCLUDES FIELD TRIPS TO THE MUSEUM

ABOUT 100 4TH- AND 5TH- GRADE STUDENTS PARTICIPATED DURING 2018-2019

REACHING STUDENTS FROM BEND-LA PINE SCHOOLS, CROOK COUNTY SCHOOL DISTRICT AND REDMOND SCHOOL DISTRICT



## PROGRAM PORTRAIT

# Jim Pepper Native Arts Council

The mission of the Jim Pepper Native Arts Council is to improve access to culturally relevant music education in Jim Pepper's name, reflecting the educational legacy of his mother, author and educator Floy C. Pepper, who was the principal writer of Native American curriculum for the Oregon Department of Education. Jim Pepper, a resident of Portland and a Native American of the Kaw and Creek Nations, was an award-winning and renowned jazz musician in the 1960s. His band, the Free Spirits, was one of the first to fuse Native American song with the harmonic structures of jazz and rock to define a new genre of music that remains important worldwide. His tenor saxophone is on display at the National Museum of the American Indian, Smithsonian Institution.

### JIMPEPPERFEST.NET

#### JIM PEPPER NATIVE ARTS COUNCIL

PORTLAND, MULTNOMAH COUNTY

STARTED IN 2014

LESS THAN \$50,000 IN EXPENSES

91-100% OF BUDGET SPENT ON ARTS EDUCATION

ZERO FTE PAID STAFF SUPPORT ARTS EDUCATION

1,000 VOLUNTEER HOURS SUPPORT ARTS EDUCATION ANNUALLY

#### SPEAK/SING NATIVE™

STARTED IN 2018

PROGRAMMING COMBINES DANCE, MUSIC, MEDIA ARTS AND TRADITIONAL LANGUAGE ARTS/FOLK ARTS

STUDENTS PARTICIPATE AFTER SCHOOL AND DURING THE SUMMER

DURING 2018, PILOT WORKSHOPS AND STUDENT PERFORMANCES INCLUDED K-12 STUDENTS FROM THE CONFEDERATED TRIBES OF GRAND RONDE, PORTLAND, PUYALLUP, SPOKANE AND CHEMAWA INDIAN SCHOOL.

#### SPEAK/SING NATIVE™

Speak/Sing Native™ is a new multidisciplinary, collaborative approach to culturally relevant Native American music education. It combines performing arts, multimedia technology, and indigenous language preservation concepts and skill sets and is grounded in the specific tribal cultures and languages of the students enrolled in each class.

Through Speak/Sing Native™, with the assistance of a team of Native mentors, students will develop their skill sets and work cooperatively to interpret Jim Pepper's compositions, adding elements of their respective tribal languages and cultures. The students will produce a video documenting their interpretation at the end of each term.

Speak/Sing Native™ responds to Senate Bill 13 (2017). The bill declared a state of emergency for Native American students in Oregon. The bill requires ODE to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences and current events.

As of spring 2019, K-12 pilot cohorts are being developed in urban communities (Parkrose School District, Portland); rural/reservation communities (on the homelands of two of Oregon's nine federally recognized tribes: The Confederated Tribes of Grand Ronde and The Confederated Tribes of Warm Springs); and at the residential Chemawa Indian School in Salem.

## PROGRAM PORTRAIT

# Literary Arts

The mission of Literary Arts is to engage readers, support writers and inspire the next generation with great literature. Literary Arts' Youth Programs reinforce the real-world importance of reading and writing. Through these programs, Literary Arts works with high school-age students in schools and partner organizations in Portland, East Multnomah County, and throughout Oregon. These programs inspire students to find their voices, bringing youth into the broader literary community. Literary Arts has a long history of working directly with individual schools in the area, and some of these relationships go back as many as 20 years.

## WRITERS IN THE SCHOOLS

Since 1996, the primary objective of Writers in the Schools (WITS) has been to provide students with the skills to start and sustain the writing process, revise and edit their work, and become more confident with sharing their creative efforts. The real-world knowledge and skills that WITS writers bring to the classroom add exciting elements that strengthen existing class curriculum and engage students with insights into the writing process that they may never have considered otherwise.

Writers plan and teach their residencies alongside classroom teachers. Each residency is unique, tailored to support, deepen and extend existing curriculum, and to contribute to student achievement in reading and writing. Residencies begin with an individual teacher applying for a WITS writer to join their classroom. In some cases, writers may join non-core English classes; for example, WITS has been a part of classes for English Language Learners, a *Lingua y Literatura* class, an African American Literature and Latin American Literature class, and a Beginning Theater class. Residencies culminate in public readings at cafes and bookstores, and students are encouraged to submit their writing to the WITS anthology and digital chapbooks.

The WITS program is operating in 11 high schools throughout the Portland Public School District, the Gresham-Barlow School District, and the Parkrose School District. Schools pay a small fee to participate in the program, which helps cover costs for administrative support, supplies, and salaries for the writers.



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### LITERARY-ARTS.ORG

#### LITERARY ARTS

PORTLAND, MULTNOMAH COUNTY

STARTED IN 1984

OVER \$2 MILLION IN EXPENSES

11-20% OF BUDGET SPENT ON ARTS  
EDUCATION

3-3.9 FTE PAID STAFF SUPPORT ARTS  
EDUCATION

286 VOLUNTEER HOURS SUPPORT ARTS  
EDUCATION ANNUALLY

#### WRITERS IN THE SCHOOLS

STARTED IN 1996

LITERARY ARTS PROGRAMMING OCCURS  
DURING THE SCHOOL DAY

1,055 STUDENTS PARTICIPATED IN 42  
CLASSES AT 11 HIGH SCHOOLS IN 2017-2018

REACHING STUDENTS IN PORTLAND  
PUBLIC SCHOOL DISTRICT, GRESHAM-  
BARLOW SCHOOL DISTRICT AND  
PARKROSE SCHOOL DISTRICT



## PROGRAM PORTRAIT

# Rural Art Center

Rural Art Center (RAC) builds community through participation and presentation of the arts in Lorane and Crow, Oregon. The goal of RAC is to provide a home for arts programs where individuals across generations have the opportunity to realize and express their creative potential. Additional programs include Half Days of Art, which offers after-school art programming led by professional artists, and a healthy snack on early release days; Thursday Ukulele, a free club for community members in fourth grade and up, taught at the high school every Thursday afternoon; Lorane Movie Night, a six-film movie series with suggested donations for dinner and tickets; dance workshops; and more.

Since the beginning of the organization in 1996, RAC and the Crow-Applegate-Lorane School District have built a strong relationship. Many programs, including the Artist in Residence program, are run directly out of a dedicated classroom at Applegate Elementary.

RAC relies on grants and donations to provide its services to the community. All fees are suggested; no one is turned away for lack of funds. Approximately one-third of participants in the Half Days of Art program are on full scholarship.

**“Many parents at the elementary school rely on RAC to provide safe and meaningful activities when school is out during their workdays.” – LISA LIVELYBROOKS, BOARD MEMBER**

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**RURALARTCENTER.ORG**

### RURAL ART CENTER

LORANE, LANE COUNTY

STARTED IN 1996

LESS THAN \$50,000 IN EXPENSES

91-100% OF BUDGET SPENT ON ARTS EDUCATION

ZERO FTE PAID STAFF SUPPORT ARTS EDUCATION

4,580 VOLUNTEER HOURS SUPPORT ARTS EDUCATION ANNUALLY

### ARTIST IN RESIDENCE PROGRAM

STARTED IN 2000

PROGRAMMING COMBINES MUSIC, VISUAL ARTS, MEDIA ARTS, TRADITIONAL ARTS, LITERARY ARTS AND THEATRE

STUDENTS PARTICIPATE IN PROGRAMMING DURING AND AFTER SCHOOL

ALL 248 K-12 STUDENTS IN THE CROW-APPLEGATE-LORANE SCHOOL DISTRICT PARTICIPATED IN THE 2018-2019 SCHOOL YEAR

## ARTIST IN RESIDENCE PROGRAM

Through the Artist in Residence program, professional artists provide students with a deep dive into a specific art form. Since 2000, each year, professional artists focus on a specific country and provide instruction on various international art forms.

During the 2018-2019 school year, programming focused on China. All elementary students read Chinese folklore, learned calligraphy from a Chinese artist, and toured the Jordan Schnitzer Art Museum. All middle and high school students read literature about Chinese revolutions, followed by a museum visit.

## PROGRAM PORTRAIT

# Vibe of Portland

Vibe of Portland was developed to provide quality long-term art and music education with a focus on schools that have minimal or no arts instruction available and where a high proportion of students live at or below the poverty line. Vibe believes that all students have a right to arts access to improve their education and all-around quality of life. The organization states that until long-term comprehensive visual art and music educational classes are available to all students in Portland, Vibe will work to provide those missing pieces of a well-rounded education.

## VIBE @ SCHOOL

Vibe does most of its work in partnership with a dozen Title I and historically underserved schools in the Portland metro area through Vibe @ School.

Vibe's goal is never to supplant a music or art teacher during the school day, but rather to make sure kids are not slipping through the creative cracks while districts look to fully fund the creative portion of a student's education. When there is no art teacher at a school, Vibe provides foundations-level instruction in a variety of media. In schools with an existing art teacher, Vibe aims to support that teacher and work in media that complement and enhance existing arts instruction.

The program connects local teaching artists who are passionate about bringing their love of music and visual arts to the students they work with. Classes are taught by local artists and musicians through long-term artist residencies during and after school. During residencies, students typically receive one hour of instruction per week. Residencies can range from a school quarter to 30 weeks. After-school programming is often held in partnership with SUN Schools and typically consists of one to two hours per week of instruction for eight- to ten-week sessions.

While relationships vary by school, Vibe's goal is always to build long-term relationships with the students and staff. Vibe programming in the schools is typically paid for by either the school, the PTA or community SUN partners. Before Vibe steps away from a school, the organization makes sure there is a full-time certified music or art teacher at the school in its place.



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## VIBEPDX.ORG

### VIBE OF PORTLAND

PORTLAND, MULTNOMAH COUNTY

STARTED IN 2007

APPROXIMATELY \$275,000 IN EXPENSES

91-100% OF BUDGET SPENT ON ARTS  
EDUCATION

5 OR MORE FTE PAID STAFF SUPPORT ARTS  
EDUCATION

1,200 VOLUNTEER HOURS SUPPORT ARTS  
EDUCATION ANNUALLY

### VIBE @ SCHOOL

STARTED IN 2008

MUSIC AND VISUAL ARTS PROGRAMMING  
OCCURS DURING THE SCHOOL DAY, OUT-  
OF-SCHOOL TIME AND IN SUMMER

1,100 K-8 STUDENTS PARTICIPATED IN  
PROGRAMMING DURING THE 2017-2018  
SCHOOL YEAR

REACHING STUDENTS FROM 12 TITLE I OR  
HISTORICALLY UNDERSERVED SCHOOLS  
IN THE PORTLAND PUBLIC SCHOOL  
DISTRICT, PARKROSE SCHOOL DISTRICT  
AND CENTENNIAL SCHOOL DISTRICT



Oregon Coast Youth Symphony Festival

# Nonprofit arts organizations face ongoing challenges in providing arts education

## ARTS EDUCATION SNAPSHOT SURVEY RESULTS

The 2018 snapshot survey included a series of questions exploring the challenges faced by organizations as they strive to provide more arts education. Survey responses indicate that little has changed regarding these challenges since the prior survey in 2015.

Notably, while the survey didn't ask specifically about challenges related to nonprofit arts organization efforts to work with or provide programming in schools, many of the responses focused on the barriers and limitations they face in trying to collaborate or coordinate with schools. This is clearly an area that is particularly challenging for many organizations.

**Insufficient funding is the greatest challenge faced by organizations that provide arts education.**

The top three challenges are unchanged since the 2015 survey. Lack of funding was ranked as the greatest challenge; other curriculum priorities in schools as the second-greatest challenge; and lack of space and/or time in schools as the third-greatest challenge.

TOP TEN CHALLENGES	
#1	LACK OF FUNDING
#2	OTHER CURRICULUM PRIORITIES IN SCHOOLS
#3	LACK OF SPACE AND/OR TIME IN SCHOOLS
#4	SCHEDULING DIFFICULTIES
#5	LACK OF QUALIFIED STAFF
#6	LACK OF QUALIFIED ARTS EDUCATORS IN SCHOOLS
#7	DIFFICULTY COMMUNICATING WITH SCHOOLS
#8	TRANSPORTATION
#9	LACK OF VOLUNTEERS
#10	LACK OF FAMILY ENGAGEMENT

**These challenges, and particularly a lack of funding, limit nonprofit capacity to provide access to high-quality arts education.**

The most common impacts of the challenges identified by responding organizations are limited programming, hiring and staffing challenges, and limited stability or growth for the organization. Ultimately, this can limit equitable access to high-quality arts education.

These challenges and their impacts are interrelated. Many respondents provided insight into how a confluence of challenges impact their work. For example, lack of physical space can lead to lack of revenue. This can result in an inability to hire staff, and ultimately can limit organizational growth.

**These challenges...**

**Limit existing programming and/or services:** Most respondents said that the greatest impact of these challenges – particularly lack of funding – on their organization was limits on programming or services offered. Organizations may reach fewer students due to capacity limitations, or because it is more difficult to engage all students without offering diverse programming. Some described downsizing programs because of lack of funding. Other organizations noted that school schedules and other curriculum priorities can greatly limit the programs and services they provide.

**Make it difficult to hire and retain staff:** Respondents reported difficulty affording enough staff, which puts existing staff under a great deal of strain. In some cases, “staff are already pushed beyond reason.” A lack of funding can mean that organizations are unable to pay a competitive wage for qualified staff, resulting in struggles with staff and teacher retention.

**Reduce stability and sustainability:** Lack of funding, or dependence on a single funding stream, affects organizational stability and sustainability. A few respondents noted concerns about relying on single funding streams. For some, the competitive nature of funding presents sustainability challenges. Respondents noted that funders are often more eager to fund new or expanding programs than to sustain existing programming, no matter how successful.

**Limit growth of the organization:** These challenges also limit organizations’ ability to grow or build new programming. Some respondents noted that their organizations and programs are ripe for expansion, but a lack of

**FROM THE ARTS  
EDUCATION SURVEY:**

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**“Lack of a dedicated, an independent space ... means the times we can offer after-school programs are limited.”**

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**“We have had to reduce our performances from full orchestra to just piano because of lack of funds.”**

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**“A lack of funding makes it challenging to hire and pay artists a livable wage.”**

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**“We’ve had to restrain the growth of the program, limiting participation, as we do not have the funding in place to support growth at this time.”**

funding, qualified teachers, volunteers or space makes expansion impossible. Organizations also reported needing to “play it safe,” because they cannot afford to take risks with innovative new programs, which can also impact an organization’s ability to collaborate with schools.

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**“Many of the schools we work with do not have money to allocate to arts education/theatre programs. These are the schools we are most interested in working with.”**

**Limit equitable access:** These challenges can reduce the ability of organizations to work with underserved communities. Several respondents explained that they are unable to offer their services at an affordable rate for many partners or for students. Teachers and students may be interested but unable to afford the fee, even when a sliding scale is provided. A few organizations are unable to pursue equitable service models or hire staff specifically to work with marginalized communities. As one respondent explained, a lack of funding prevents their organization from “offering more equitable pricing models and subsidies to schools and artists.”

**Nonprofits identified a range of unmet funding needs, including more and different types of funding, as well as increased advocacy for arts education in schools.**

Survey respondents described unmet funding needs for providing high-quality arts education that would also help address the challenges they identified.

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**“We have had difficulty finding [high-quality] teachers, who have a music degree, who want to work in a rural community.”**

**Funding for staff and arts educators.** Staffing was the most commonly identified unmet funding need. Respondents noted that with more staff, they could conduct more outreach and “better address the needs of our community.” They also reiterated the need for funding that would help them recruit high-quality arts educators (e.g., teaching artists) and pay them a competitive, living wage.

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**“A lot of schools and districts do not invest in arts education, leaving nonprofit organizations to pick up the slack, which in turn creates more problems of inequity and lack of a fair distribution of resources.”**

**Funding for general operations.** Organizations reported a need for general operations support and consistent, multi-year funding. It is often easier to find funding for specific projects or programs.

**Advocacy for arts education in schools.** Organizations expressed frustration with the lack of funding for arts education in Oregon schools and see a need to advocate for better arts education access for students. Respondents described an atmosphere in which arts education is not a priority at the state level or in many local communities, despite its known benefits. To reprioritize arts education, some see a need for broader statewide efforts, while others focused on the responsibility of individual schools and districts.

# Moving forward

Two things are clear from the data shared in this report:

1) students in Oregon do not have equitable access to arts education, and 2) nonprofit organizations play an important role in providing arts education to K-12 students in Oregon.

## **Students in Oregon do not have equitable access to arts education.**

This report reinforces that opportunities for students to engage in arts learning in Oregon are inequitable. This is clear from the data available through ODE, and true of the programming provided by nonprofit organizations.

There are areas of progress to celebrate, including a gradual increase in arts education offerings to K-12 students, both through schools and nonprofits. However, the relatively arts-rich schools and districts also highlight how inequitable arts education access is across communities. Some students have very limited access to arts education; some may have no access to arts education in school at all.

Given the benefits of arts education, this means some students are missing out on not only arts experiences, but also the other learning advantages that arts education provides. Improving access to arts education, particularly for students of color, students from low-income families, and students in rural communities, can help narrow the achievement gap those students experience.

## **Nonprofit organizations play an important role in providing arts education to K-12 students in Oregon.**

While the ecosystem in which nonprofit programs work is always evolving, the challenges they experience and the need for greater and more equitable funding are largely unchanged. The role that nonprofit arts organizations play in providing high-quality arts education has not changed since the first Arts Education Snapshot Survey in 2015.

Together, the 2015 and 2018 Oregon Arts Education Snapshot Surveys include about 250 nonprofit organizations that provide arts education. These organizations are in every county in Oregon, and inclusive of all disciplines and a wide range of program types. Nonprofit programs are key to the arts education experiences of many Oregon students.

But the reach of nonprofit arts organizations is limited. The ability of nonprofit programs to reach all students cannot match what could be possible if arts education was provided in all schools. Survey responses indicate that nonprofit organizations are interested in improving their ability to coordinate with schools, but often struggle to connect.

Survey responses also indicate at least some understanding of how these programs combat inequitable access to arts education. Organizations also expressed an interest in better understanding and addressing those inequities.

**Some students in Oregon are missing out on arts experiences and the learning advantages that arts education provides.**

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**“What is really needed is an organization that looks at this from a high-level view to make sure that art education access is available to everyone, so that each individual organization can understand how they fit into the large picture of organizations serving our communities’ diverse population.”**

## **HOW CAN ACCESS TO HIGH-QUALITY ARTS EDUCATION BE IMPROVED?**

This is a complex issue without a single solution. However, there are a few clear ways to improve the current system: 1) improve data to support understanding, transparency and strategy; 2) increase funding for arts education with attention to equity; 3) support increased coordination and collaboration between nonprofits and schools; and 4) develop a clearer shared vision for arts education access in Oregon.

### **Improve data to support understanding, transparency and strategy.**

Better data about arts courses offered in schools and student engagement in those courses could significantly clarify the nature, scope and accessibility of arts education. Better data would help statewide efforts to identify and address disparities more strategically and help local communities understand both what is currently available to students and what they are missing. In addition, none of the data reviewed for this report allowed for exploration of differences in access for students across racial, ethnic or socioeconomic groups, which is crucial for understanding disparities in arts education opportunities in Oregon.

Better data about the arts education offered through nonprofit organizations would also help organizations, schools and stakeholders in local communities coordinate and collaborate. This data should ideally be kept by a statewide organization or other entity with sufficient funding and capacity to manage and maintain such a data set.

A handful of nonprofit organizations underscored this in their survey responses – they want to know more about who is and isn’t being served as well as how best to fill gaps or complement existing efforts. They want to better understand both the needs of individual communities and the best approaches to meeting those needs. And they call for funders to deepen their understanding as well. Rural organizations particularly expressed frustration with funders’ lack of understanding of the context in which they work – the different barriers, resources and opportunities.

Finally, this report is missing the voices of schools and students, particularly those without current arts education access. While nonprofit organizations have shared their perspectives, we do not have equivalent information from

school administrators and arts educators. We also don't know what students think about the arts education they receive, or what they wish they had access to. Capturing these perspectives could help determine and prioritize possible local or statewide improvements.

### **Increase funding for arts education with attention to equity.**

Funding for arts education in schools is unlikely to stabilize or increase unless education funding is improved more broadly. Fortunately, there are efforts underway to increase education funding in Oregon. Though arts education is not an explicit priority of those efforts, it could still potentially benefit from any overall improvement.

In addition to reinforcing the need for more ongoing and long-term support for arts education broadly, survey respondents identified a range of ways that funding could support their efforts to improve equitable access to arts education. This includes funding that supports arts educators; focuses on smaller and rural organizations and communities, communities of color, and low-income schools (including through support for culturally specific organizations); or removes financial barriers for student participation in programming (e.g., scholarships, lowered fees, funding for materials). A few respondents also call for greater support for nonprofit organization and school efforts to work specifically on equity, diversity and inclusion.

### **Support increased coordination and collaboration between nonprofits and schools.**

Improved data and increased funding could also support improved coordination and collaboration between schools and nonprofit organizations. While working together is not always easy, schools and nonprofits can benefit from one another's resources and expertise, working together to meet the shared goal of improving arts education in their communities.

More and more, schools are leaning on community partners to meet the needs of their students. Many organizations are eager to strengthen or expand partnerships with schools. A few survey respondents requested more support for these partnerships, describing efforts between single schools and one or more organizations or even broader district-wide efforts to expand the arts education programming available to students throughout the community.

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**“I think arts funders need to see what smaller organizations are doing on tiny budgets and support those efforts. A lot of time, effort and funding goes toward larger organizations that may not be as nimble and responsive to the needs of quickly changing and gentrifying neighborhoods.”**

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**“Funding arts education programs that partner with the community to serve underrepresented youth, specifically organizations and students of color, would support EQUITABLE access.”**

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**“Set aside funding ... that encourages collaboration between groups to ensure non-duplication of programming and allows for new voices to be heard in the school education arena.”**

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**“Equitable access can only happen in the schools. Arts organizations trying to add educational experiences can enhance arts education. But the solution for arts education needs to come through the schools.”**

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**“I think it’s important to listen to communities ... and trust the organizations and leaders from those communities to develop the programming that will meet community needs.”**

### **Develop a clearer shared vision for arts education access in Oregon.**

Finally, parents, educators, school leaders, policymakers and taxpayers need to understand and promote the value of arts education as part of a well-rounded education.

Nonprofit arts organizations also call for greater support for arts education in schools, which requires building understanding of the value of arts education at the school and district levels (as well as statewide). Survey respondents call for policies and funding to stabilize arts education programming in the K-12 curriculum statewide.

Survey responses underscore that there is no unified vision for exactly what all students need in terms of arts education. Though the recently revised state arts education standards articulate skills that students should be able to demonstrate, attention is now needed to confirm how students are supported in achieving those standards.

There is also not a shared understanding of the ideal role nonprofit organizations should play in supporting equitable arts education. Some survey respondents noted that funders need to trust local communities to determine how to provide programming in the most effective and efficient way. An entirely standardized or mandated approach to arts education could be counterproductive.

A vision for arts education should balance local flexibility with a shared understanding of what high-quality, equitable arts education means for Oregon students.

### **WHAT DO YOU THINK?**

These questions can help you reflect individually or with others in your community about how the current arts education landscape might be improved.

- What would equitable access look like?
- How can existing school data help bring attention to or address arts education inequities?
- What data would be most useful to improve our understanding of existing arts education in schools?
- How can nonprofit arts organizations and schools work together to improve access to arts education in their communities?

## SURVEY RESPONDENTS

#instaballet	Ethos Music Center	Oregon Coast Youth Symphony Festival Association	Sunriver Music Festival
Academy of Arts and Academics	Eugene Ballet	Oregon Contemporary Theatre	The Aspire Project
Adventure! Children's Museum	Eugene Concert Choir	Oregon Country Fair	The August Wilson Red Door Project
Alma de México	Eugene-Springfield Youth Orchestras	Oregon East Symphony	The John G. Shedd Institute for the Arts
Alpenfest	Free Shakespeare in the Park	Oregon Humanities	The Museum at Warm Springs
Architecture Foundation of Oregon	Friends of Chamber Music	Oregon Music Teachers Association	The Pongo Fund
Art Center East	Friends of Netarts Bay	Oregon Repertory Singers	The Portland Ballet
Art Conspiracy	Friends of Noise	Oregon Shakespeare Festival	The Rural Art Center
Art in the Park	Grants Pass Museum of Art	Oregon Supported Living Program	Tower Theatre Foundation
Artists Repertory Theatre	Hand2Mouth	Oregon Symphony Association	Tualatin Valley Creates
Arts Council of Pendleton dba Pendleton Center for the Arts	High Desert Museum	Orgelkids USA	Umpqua Valley Arts Association
Arts in Education of the Gorge	Hoffman Gallery, Lewis & Clark College	Outside the Frame	Valley Art Association
Bag&Baggage Productions	Ikebana International Portland Chapter 47	Pacific Youth Choir	Vernonia Hands on Art Center
Baker Community Choir, Inc.	Illinois Valley 2010 Community Response Team (Illinois Valley Community Development Organization)	PHAME	Veselo Community Folk Dancers
Ballet Fantastique	Inland Northwest Musicians	Piano Santa	Vibe of Portland
Bandon Showcase Inc.	Jim Pepper Native Arts Council	PlayWrite	Viva La Free
Base Camp Studio	Joseph Center for Arts and Culture	Portland Center Stage at The Armory	West African Cultural Arts Institute
Blue Sky Gallery	KBOO Community Radio	Portland Children's Museum	West Cascades Fiddle Camp and Workshops
Boys and Girls Clubs of the Rogue Valley	Lane Arts Council	Portland Gay Men's Chorus	Western Oregon University
Broadway Rose Theatre Company	Lincoln City Cultural Center	Portland Opera	White Bird
C.R.O.W.	Literary Arts	Portland Piano International / SOLO	Willamette Partnership
Caldera	Lord & Schryver Conservancy	Portland Playhouse	Wordcrafters in Eugene
Cascade School of Music	MetroArts Inc.	Portland Taiko	World Stage Theatre
Centro Cultural	Metropolitan Family Service	Portland Youth Philharmonic	WREN (Wallowa Resources)
Chamber Music Concerts	Metropolitan Youth Symphony	Portland's 5 Centers for the Arts Foundation	Write Around Portland
Chamber Music Northwest	Micronesian Islander Community	RedStone Collective	Yaquina River Museum of Art
Choro in Schola	Milagro	Regional Arts & Culture Council	Young Audiences of Oregon & SW Washington
Clatsop County Cultural Coalition	My Voice Music	Riverbend Live!	Youth Music Project
CoHo Productions	No Shame Eugene	Rock 'n' Roll Camp for Girls	
Color Outside the Lines	North Coast Symphonic Band	Rogue Gallery & Art Center	
Columbia Arts Guild	NW Documentary	Rogue Pack	
Columbia Center for the Arts	Opal Center for Arts and Education	Rogue Valley Chorale Association	
Columbia Gorge Peace Village	Open Signal	Rogue Valley Symphony	
Coquille Valley Art Association	OperaBend	Roseburg Concert Chorale	
Corvallis Arts Center, Inc., DBA The Arts Center	Oregon Alliance for Arts Education	Salem Art Association	
Cottage Theatre	Oregon Ballet Academy	Salem Multicultural Institute/ World Beat	
Creswell Clubhouse	Oregon Ballet Theatre	Seacoast Entertainment Association	
Crossroads Carnegie Art Center, Inc.	Oregon Cartoon Institute	Silverton Friends of Music	
Dance Umbrella for South Coast Oregon	Oregon Children's Theatre	Sisters Arts Association	
Disability Art and Culture Project	Oregon Coast Council for the Arts	Sitka Center for Art and Ecology	
Education Foundation for Bend-La Pine Schools		Southern Oregon Film Society	
Estacada Together			

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Organizations in bold provided programming to K-12 students in 2017-2018.

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