



Questions from the AEF Arts Oversight Committee (AOC)

- The letter the AEF Oversight Committee (AOC) received from PPS talks about a change in the allocation of FTE arts educators. Can PPS please clarify how an arts educator FTE was defined before the proposed change (for example, was an FTE arts educator equivalent to 40 hours worked, 36 hours worked, or something else?) and how an FTE arts educator would be defined after the proposed change if there is a difference?
 - 2023-24: 1.0 FTE = 7 hours and 45 minutes per day / 38.75 hours per week
 - 2024-25: 1.0 FTE = 8 hours per day / 40 hours per week
- Can PPS please confirm which definition of FTE (if there is a difference) was used to calculate the arts educator FTE submitted to the City of Portland as part of its 23/24 State of the Arts report for the AOC?
 - The 2023-24 hour per day/week (above) were used to calculate the FTE submitted to the City of Portland for the 23/24 State of the Arts
- How will the proposed changes impact individual arts educators (e.g., commuting and prep time and materials management at multiple schools)? What have AEF-funded arts teachers said about the impact of these changes?
 - **Commuting:** For most educators, there will be no commuting between schools during the school day. An educator would be scheduled three full days per week at school A and two full days per week at school B (as an example).
 - **Planning Time:** The proposed changes will still allow arts teachers to have the amount of prep time that they are obligated to in their CBAs.
 - 2023-24: 320/standard work week = 40 min/day (continuous)
 - 2024-25: 410/standard work week = 45 min/day (embedded) + 60 minutes (after school)
 - **Materials:** Educators would use their embedded 1hr & 45 minute planning time each day to be prepared for instruction
 - **Stated Impacts:** Some educators who have articulated their viewpoints around planning time needed, which will be increased by an hour next year, and changing caseload.
- The arts tax approved by the City's voters was intended to produce a high-quality arts education by funding K-5 teachers at a minimum of 1 teacher for every 500 students. IGAs

also require that districts provide continuity of arts education into middle and high school. What is the expected caseload of arts educators after this change?

- The teacher to student ratio and the per teacher caseload are two different metrics. In the IGA, it is assumed that the funding ratio of 500:1 is based on the total equation across the entire district. Matching that metric logic, PPS's teacher to student ratio for 2024-25 will be 327:1
- Our Human Resources department is still in the process of pairing educators, which means we won't be able to identify a range or an average until that time.
- Can PPS please clarify how many, if any, teachers (specifically people, not FTE) are expected to have a caseload in excess of 1:500 students and how many, if any, schools will have teachers teaching with an arts caseload of greater than 500 kids?
 - HR is still in the process of pairing educators, which means we won't be able to identify a range or an average until that time.
- While the AOC is still trying to understand the proposed staffing model fully, it seems as though it could create a structure where a full-time position for an arts educator has a caseload higher than 600 students. (See question #3). If this is the case, and arts educator caseloads will be in excess of 600 students, what costs or impact does PPS expect from elevated arts educator caseloads?
 - HR is still in the process of pairing educators, which means we won't be able to identify a range or an average until that time.
- How do PPS's proposed staffing changes compare to best practices in arts education?
 - Districts across the nation approach staffing differently for elementary school specials. The average range is around 25-35 homerooms per week. Depending on school enrollment, educators staffed across two schools or more is a practice that does happen. There's no data source to compare this metric.
- Will K-5 learning milestones in arts education still be met with the proposed changes?
 - Yes, students will have the ability to meet the learning targets of the National Core Arts Standards.
- It seems as though PPS may be prioritizing preserving arts pathways over lower educator caseloads. What benefits and costs does PPS anticipate with this decision?
 - Our two-year strategic planning process that launched in 2019 relied on multiple points of teacher stakeholder engagement. In that process, a gap analysis was created along side building the values of both visual and performing arts. It became apparent that our community, made up of students and families as well, had a deep desire for students to have access to a visual arts and performing arts pathway. For students, this means they have the ability to explore their options and deepen their studies as they articulate up the K-12 pathway.
 - Educators will be teaching the same amount of "slots" per week as their generalist and PE colleagues. A period of change to a new model that increases the teaching load to

full time, meaning some educators are not currently teaching a full load, will be a shift in practice that will require dedicated planning time with their role-alike peers. Specialists will be provided PD throughout the year to support each other to adapt to the schedule change.

If PPS is prioritizing multiple pathways, could PPS share its reasoning around doing so, even though under the proposed staffing model this will require more teachers dividing their time across more schools?

- See above.

- The AEAF is intended to protect access to a high-quality arts education for Portland’s public elementary students. It is our understanding that the proposed staffing model for K-5 arts beginning 24/25 is like the proposed updated staffing models for PE and media specialists. Given the dedicated AEAF funding for arts educators approved by City of Portland voters, how are the arts being protected?
 - We will need further discussion about what is meant by “protected.” If the AOC could provide more context here, that would be helpful.