



Arts Education and Access Fund Oversight Committee
Sixth Annual Report for City Council 2020



**Arts Education and Access Fund Oversight Committee
Sixth Annual Report to City Council**

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Introduction

May 7, 2021

To the City Council and the Residents of Portland,

In November of 2012 the residents of Portland voted to impose a \$35 income tax on themselves to support art in their schools and community. This unique tax was established to provide arts teachers for all K-5 students in the City of Portland and to provide financial support to local arts organizations.

The ballot measure that established the tax also called for an oversight committee. As the members of the committee we are providing you with this, our sixth annual report.

We welcome your comments and reactions to this year's report. Please contact our committee through the Chair, Laura Streib, aeafpdx@gmail.com

Respectfully submitted by Arts Education & Access Fund Oversight Committee.

Members 2020 Committee

Laura Streib - Chair
Michael Cummings
Patrick Browne

*This report was prepared in partnership with the Regional Arts & Culture Council.

2020 AEAFF Oversight Committee Work & Recommendations

The Arts Education and Access Fund Oversight Committee observed the following successes:

- The most important elements of the ballot measure are being delivered; K-5 arts instruction and funding for arts organizations with **105 teachers** employed throughout Portland's six school districts (funding for these positions includes AEAFF funding as well as added district funding).
- Approximately **305 arts educators in K-12** are working across the six school districts within the City of Portland. This includes non-AEAFF positions. (see Appendix)
- Over **\$4.3 million** was disbursed in grant funding for **125 organizations and individuals** supporting programs and projects in Arts Education, Equity, and Access thanks to RACC's granting programs for FY2020.
- **Compliance is now high with over 70%** of Portland residents paying their arts tax. (see City of Portland Department of Revenue Appendix)
- *RACC has centered equity, diversity, access, and inclusion in our AEAFF grant making:
 - The number of arts organizations and individual artists who received funding AEAFF grants in FY19-20: **125** (see the full list in the Appendix)
 - An **increase** in arts organizations receiving General Operating Support grants (+3)
 - An increase of over **50%** in Capacity Building grants to arts organizations
 - An increase of **17 Project Grants** to arts organizations and individuals
 - RACC created a Google asset map which displays schools, arts organizations across the region.
 - RACC distributed more than **\$15 million in CARES** grants to artists and our arts community.
- Online distance learning continued as arts educators provided instruction in arts education to their students across our districts.
- Arts educators, like all educators, pivoted to provide comprehensive distance learning.
- The AEAFF Oversight Committee recognizes the work our arts educators have done and are doing as we slowly emerge from this pandemic. Without a supportive environment, well-rounded education that centers the arts as a capacity for healing and moving forward, the impact of the AEAFF source is vital to the integrity of our schools and community.

What the AEAF Oversight Committee worked on in 2020:

- The AEAF Committee centered health and safety as the pandemic continued in 2020. The committee worked closely with RACC to ensure:
 - Scheduled meetings held through ZOOM
 - Advocacy and support for our six AEAF school districts
 - Frequent communication between the AEAF Oversight Committee and RACC.
- Summer of 2020, the AEAF Oversight Committee and RACC conducted a survey of the AEAF arts educators
 - Gauge Arts Educators level of district support for Comprehensive Distance Learning
 - RACC then followed up with the survey respondents to answer questions, provide resources, and enable them to further elaborate and explore how to meet their needs.
 - Highlights include: technology access, online curriculum, and guidance from school administrators.
- Standardized reporting for all six districts was implemented by RACC in 2020 as the Committee recommended in 2019. (see Appendix)
- Data collection occurred in October 2020 from the AEAF districts once the enrollment numbers were released by the State of Oregon.
- Recruitment for the AEAF Oversight Committee continued with an update of member obligations and commitment.
- The AEAF Oversight Committee created a meeting and reporting schedule to streamline information flow from the school districts, RACC, and the City Department of Revenue. This schedule increased efficiency, accountability, and transparency for all parties.

***Regional Arts & Culture Council: Accomplishments in 2020**

- Centering health and safety, RACC continued advocacy and support to arts educators in the six AEAF Districts
 - Winter 2020, cards were mailed to all AEAF Arts Educators
 - Arts Educator Liaison Meetings and Curriculum Cohort meetings were held virtually
 - Multiple individual meetings with Arts Educators were held virtually
 - On-going support and correspondence through emails/phone calls.

- RACC and the AEAF Oversight committee collaborated and held a competition for the redesign of the AEAF logo (sunsetting the previous “Arts Tax” logo).
 - Students from all AEAF-funded schools encouraged to submit original artwork
 - First Round Judges recruited by RACC from local colleges and university arts departments (theatre, visual arts, music and dance)
 - Second Round Judges recruited by RACC from arts organizations and the City of Portland
 - The winning student’s design was rendered to a logo by RACC
 - New logo is available for city-wide use, including arts organizations and school districts.

- December 2020, RACC offered all AEAF arts educators in the six districts the opportunity to attend the Kennedy Center’s Any Given Child and Partners in Education Virtual Conference in February 2021. For more than 10 years, RACC has had a unique collaborative partnership with the Kennedy Center in Washington DC. (see Appendix)

- RACC is the Collective Impact Arts Lead for **artlook**®. Selected for a 3-year pilot program, RACC joined other arts education organizations and school districts across the United States to work with the Kennedy Center’s Any Given Child program and Ingenuity in Chicago to achieve the goal of creating a free, online accessible arts education search engine. (see Appendix)
 - **artlook**® is an interactive mapping platform and software
 - Allows school districts of all sizes to collect, map, analyze data
 - Shows the availability and distribution of arts staffing in schools
 - Partners arts organizations with schools in the community
 - Current partners include PPS and Parkrose.

- RACC’s Arts Education Program curated a detailed resources list for arts educators and updated RACC’s website to include more resources and information for arts educators and the community. (see Appendix)

Looking ahead in 2021 : The Role of the AEAF Oversight Committee and the *Regional Arts & Culture Council

- The committee is looking forward to the changes implemented by RACC and our new standard reporting schedule to really dive in and make sure the AEAF is serving the community in the way it was intended to support and grow equitable access to arts education across Portland.

- The committee recommends that all of the arts organizations and school districts that receive AEAF resources display the new AEAF logo on their websites.

- RACC will convene a joint workshop/meeting for arts educators, arts organizations,

district leaders to work on collaborative projects throughout the year. The new group will meet three times a year beginning in fall 2021 with action items to complete between meetings.

- The AEF Art Liaison group which meets quarterly will include:
 - Arts Educators who are designated Liaisons at their districts
 - Arts educators who are teaching in AEF schools
 - Build lasting relationships across districts.
- RACC's Arts Education Program continues to expand to provide more support, resources, and opportunities for arts educators in the six AEF districts including professional development opportunities.
 - A collaborative trauma-informed 4-6 part series of training/workshops with guidance from Trauma Informed Oregon and Portland State University under Director, Mandy Davis, LCSW, Ph.D will be offered May/June 2021 and continue throughout the 2021-2022 school year.
 - RACC will continue to offer training and workshops post-pandemic to center the well-being of arts educators and students.
- The AEF Oversight Committee will continue to work with RACC and the Districts to ensure there is one teacher in every AEF school as districts work to expand the arts education disciplines available to students. The AEF Oversight Committee wants to ensure that Districts understand the AEF allocations are not intended to be the sole source of arts educator's salaries but a supplement for when budgets are stretched.

Post-Pandemic Quarterly Meetings: AEF Citizen Oversight Committee

Q1 - February - Check in meeting regarding progress of goals by all stakeholders

Q2 - April - working meeting - goals discussed

Q3 - June - Reports delivered to AEF by RACC, School Districts, City and Revenue Division.

Q3 - School District heads meet with the Commissioner in Charge of Arts to review current school year, opportunities and challenges.

Q4 - October - Draft of report to City Council discussed. Report to be delivered to City Council in November reflecting prior school year's findings.

History and Overview

The Arts Education and Access Fund was created to provide funding to restore arts and music education in Portland schools and to help fund access to the arts for Portland residents by supporting existing and new arts organizations in the area. Portland voters approved the Fund by passing *Measure 26-146* in 2012. The Measure created a \$35 individual income tax and specified the way in which the tax was to be spent.

The Arts Education and Access Fund is a collaboration between Portland residents, city staff and officials, school districts, and the Regional Arts & Culture Council. The City assesses and collects the tax and distributes it to the school districts and the Regional Arts & Culture Council pursuant to City Code and Administrative Rule provisions. The Arts Education and Access Fund Oversight Committee is charged with reviewing the expenditures, progress, and outcomes of the fund and reporting its findings to the City Council annually.



The Arts Education and Access Fund Oversight Committee

The City Code stipulates, “The oversight committee shall be representative of the city’s diverse communities, consisting of a minimum of ten and a maximum of twenty members, including, if possible, a member of the Tax Supervising and Conservation Committee.” The Committee met regularly during the year and our work is summarized in the following section. (see Appendix for the full City Code)



RACC

The Regional Arts & Culture Council

The Regional Arts and Culture Council (RACC) receives AEAFF funds only after all the school districts have received their annual allotments. RACC uses the remaining funding for three things: general operating grants to arts organizations, Arts Access grants to underserved communities, and funding for arts education coordination. (see Appendix)



The City of Portland- Department of Revenue

The Revenue Division is a major source of information for the Committee. It provides updates on all aspects of the tax at every Committee meeting and as requested by Committee members.

City Growth

The AEAF committee has worked over the last year on recruitment to increase committee membership but the reality of COVID and a push to ensure compliance with the City Code with regard to the AEAF Committee has proved challenging. The clarification of the roles of the members was cemented in the fall of 2020 with major efforts being taken in 2021 to recruit and invite new members to join the committee.

Acknowledgments

From day one, it has been the goal of the AEAF Oversight Committee to establish a mutually respectful and collaborative relationship with all those involved in the many aspects of the huge undertaking of the arts fund.

The AEAF acknowledges, with great appreciation the help, guidance and administrative support provided by the Revenue Division led by Thomas Lannom and his dedicated staff, Scott Karter, Tyler Wallace, Jayden Dotson and Amelia Hicks. We would like to welcome Commissioner Rubio and her staff to City Hall. The AEAF Oversight Committee looks forward to working with them as we move forward. We also would like to thank the former City Arts Manager, Giyen Kim, for her support and dedication to the goals of the AEAF and welcome the new City Arts Manager Jeff Hawthorne (January 2021).

RACC has been an integral partner in our work and we wish to thank Madison Cario for their commitment to building a strong arts educational foundation in the City of Portland.

The AEAF Oversight Committee is grateful for the continued collaboration of the six school districts with schools in the City of Portland (Reynolds, David Douglas, Riverdale, Portland, Parkrose, and Centennial).

The Data and Evaluations

~ REVENUE DIVISION ~

The Revenue Division is a major source of information for the Committee. It provides updates on all aspects of the tax at every Committee meeting and as requested by Committee members.

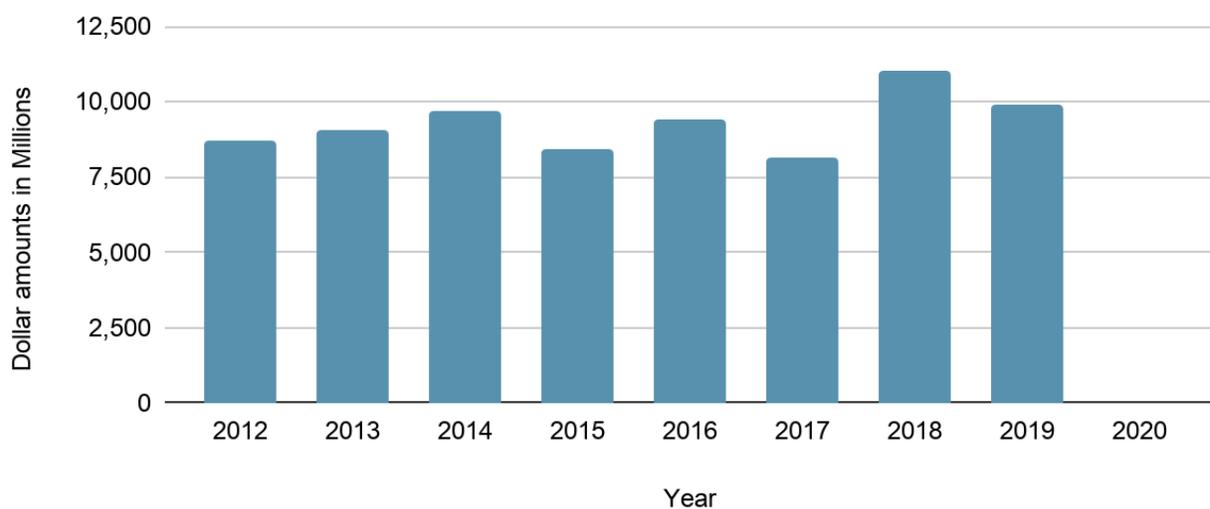
TAX YEAR 2020 STATUS

The AEF is administered on the same schedule as state and federal income tax. Payments are due by April 15th annually. Due to Covid19 the date to file taxes for both federal and state was delayed for the second year in a row to May 15.

The majority of the tax revenue is received by June 30th of each year. Currently for Tax Year 2019, AEF funding net collections is at \$ 9,915 million. Collections for 2020 are still in progress, but the calendar year to date collection is \$10,199,308. Calendar year 2021 has seen a collection of \$6,312,799 to date.

Since 2012 the City of Portland, Department of Revenue has collected more than **\$87 million** in revenue through the AEF.

AEAF Income Tax Collected by City of Portland (Net Revenue)



~ SCHOOLS ~

School Year 2019-2020, was the sixth year of AEAF Tax support for the schools. The funding supported approximately **105 arts educator positions in K-5 and K-8 AEAF District schools**. This includes full time and part-time arts educators. Prior to the passage of the AEAF the total number of arts educators in school was reported in 2012-2012 at 31 arts educators in K-5 schools. A total of 27,048 students received arts education in AEAF funded K-5 schools in 2019-2020. When you factor in K-8 schools (PPS) the number increases to **36,388 students**. The total number of arts educators teaching at the six district schools including non-AEAF funded positions is approximately **305 arts educators**.

With AEAF funding, the ratio of K-5 students to arts teachers has dropped from 997 in the base year (2012-13) to 258 in the year just ended (2020) achieving the numerical goal of the Arts Tax, one arts teacher for every 500 students.

The primary aspect of AEAF Funding is establishing and maintaining a minimum of 500:1 K-5 student to Arts Teacher ratio. The authors of this Measure wanted this educational opportunity to be meaningful and continuing. Each school district has an intergovernmental agreement (IGA) with the City that provides for the district to receive AEAF funding. The IGA includes this requirement:

“Districts must maintain an articulated, sequential course of study in arts and/or music education for students from Kindergarten through 12th grade.”

The following chart summarizes the data for **2019-2020 school year**. The data submissions for districts can be found in Appendix.

key=FT/PT

| AEAF District Schools | Arts Educators K-5/K-6/ K-8 | Dance | Music | Theatre | Visual Arts | Total FT/PT | Number students K-5/K-6 schools |
|-----------------------|-----------------------------|------------|--------------|------------|--------------|--------------|---------------------------------|
| Centennial | 7 | 0 | 7 | 0 | 0 | 7 | 3178 |
| David Douglas | 9 | 0 | 9 | 0 | 0 | 9 | 4551 |
| Parkrose | 4 | 0 | 4 | 0 | 0 | 4 | 1314 |
| Portland | 73 | 0/6 | 16/15 | 1/1 | 14/20 | 31/42 | 15279 |
| Reynolds | 4 | 0 | 4 | 0 | 0 | 4 | 1809 |
| Riverdale | 2 | 0 | 0/1 | 0 | 1 | 1/1 | 414 |
| Charter Schools | 6 (2018) | | | | | | 503 |
| Totals | 105 | 0/6 | 40/16 | 1/1 | 15/20 | 56/43 | 27,048 |

Findings

- The total number of K-5 Arts Educators in 2020 was **105 compared** to 31 before the fund went into effect in 2013.
- The **2019-2020 average ratio of FTE arts educators to K-5 students is 1:258** In 2018-19 average ratio of FTE to K-5 students is 1:323, well below the 2013 level of 1:997 and below the 1:500 required by the City Code.

“State of the Arts” reports from School Districts

The Committee would like to see each of the districts produce a state of the arts report. The Regional Arts & Culture Council (RACC) has encouraged various approaches, and offered support to the districts. The annual internal reporting helps each school district track their use and progress implementing the AEAF monies. Though the report takes effort, it summarizes information that helps each district comply with the IGA.

This past issue will remedy itself with our new recommendations of a solidified schedule and known due dates for reports, expectations, and coordination between the AEAF, City Arts Manager and RACC.

To be commended, several districts have an arts presence at school board meetings through student performers, exhibits of artwork or acknowledgment of awards.

~ *REGIONAL ARTS & CULTURE COUNCIL ~

The Regional Arts and Culture Council (RACC) receives AEAF funds only after all the school districts have received their annual allotments. RACC uses the funding for three things: general operating grants to arts organizations, Arts Access grants to underserved communities, and funding for arts education coordination.

Activities Required by the AEAF contact with the City of Portland

1. RACC is required to meet with the school district superintendents and the Commissioner in charge of the AEAF annually.
2. Provide ongoing arts education professional development.
3. Support schools in the collection of baseline data to substantiate continuous arts learning opportunities (sequential offerings) including minutes of instruction in an arts discipline.
4. Support the School Districts in preparing a State of the Arts Report, as needed.

RACC Grant Distribution Information : AEAF Grant Funding Distribution of FY2020 dollars Grant Funding from July 1, 2019 through June 30, 2020

Total: \$4,372,823
125 organizations & individuals

| AEAF Grant Disbursement | FY 2020 | |
|--------------------------------|----------------|--------------------------------|
| Capacity Building | \$303,000 | 10 organizations |
| Equity Investment | \$147,700 | 8 organizations |
| General Operating Support | \$3,681,200 | 59 organizations |
| Project Grants | \$240,923 | 61 organizations & individuals |

***General Operating Support Grants funded by AEAF:** The Ballot Measure creating AEAF specified that RACC would use the AEAF funding to provide grants to qualifying Portland-based nonprofit arts organizations that demonstrate artistic excellence, provide service to the community, show administrative and fiscal competence, and provide a wide range of high quality arts programs to the public. RACC’s mechanism for distributing these funds is through its preexisting General Operating Support grant program—unrestricted dollars for approximately 60 local arts organizations. Organizational partners in the GOS program range in size with general operating budgets from \$75,000 to more than \$15 million. Once an organization receives GOS support from RACC, it must report annually but the partners do not need to re-apply. Other organizations can apply to be part of the GOS program every year, but RACC’s ability to add organizations to the GOS pool is limited in part by the amount of funds that are available. A full list of grantees is included in Appendix.

Arts Access, Capacity Building, Equity Investment and Project Grants: At least 5% of RACC’s allocation is set aside for grants that increase arts access for every Portland resident...“with particular emphasis on programs directed to communities who are underserved by local arts providers” (City code 2.73.030 B.2.)

Covid19 and the Impact in our Arts Community

The Regional Arts & Culture Council Board of Directors, with input from the RACC Grants and Leadership teams made a decision to award additional funds to our General Operating Support (GOS) partners due to the anticipated devastating impact of the pandemic on this cohort. A total of **68 GOS partner organizations**, including Capacity Building partners, received an **AEAF Reserve Fund Resilience Award** in addition to their FY20 funding. The reserve fund was established in 2018 by the RACC Board to serve as mitigation for future anticipated revenue shortfalls and other uncertainties.



**Annual Arts Education & Access Fund Meeting
with Commissioner Rubio**

May 7, 2021 10:30-12:00 pm

Attendees: Commissioner Rubio and staff, Arts Education & Access Fund Oversight Committee members, Regional Arts & Culture Council representatives, Arts Education & Access Fund District Superintendents & staff, Curriculum and Art Liaison Committee Members, AEAFF school district representatives, City of Portland Department of Revenue, City of Portland representatives, district Arts Educators, others

Invited guests: AEAFF Logo Judges, participating AEAFF Logo Winner, Finalists & families, Arts Educators & Principals, Regional Arts & Culture Council Arts Education Committee members, Multnomah County Commissioners, Portland City Council members, City of Portland Mayor Wheeler, others

Venue: Zoom, AEAFF Annual Meeting
Time: May 7, 2021, 10:30 AM Pacific Time (US and Canada)

Join Zoom Meeting: **ID** 856 4081 2346 **Passcode:** 127520
<https://us02web.zoom.us/j/85640812346?pwd=T1ZFamh2b3NaUXpLTGdmSHFlaldlQT09>

Agenda

- I. **Welcome:** Commissioner Rubio
- II. **Introductions:** Laura Streib, Chair of the AEAFF Oversight Committee
- III. **A Celebration of Arts Education in our Schools & Community**
 - a. Presentation by Laura Streib & Chanda Evans- AEAFF Logo Competition
 - b. Comprehensive Distance Learning- PPS/DDSD Positive Vibes

- IV. The Future as we look Forward:** Octaviano Merecias-Cuevas, Regional Arts & Culture Council Board member and Chair of the Arts Education Committee

- V. 2020 Arts Oversight Committee Review & Roundtable Discussion**
 - a. AEAF Oversight Committee: Laura Streib, Chair & other members
 - b. Revenue Update: Tyler Wallace, Tax Division Manager, City of Portland
 - c. The Role of the Regional Arts & Culture Council: Carol Tatch, Director of Philanthropic Innovation

- VI. Open Discussion & Action Items**

- VII. Close:** Thank you for attending and participating



Regional Arts & Culture Council

Invited to Annual AEAF Arts Oversight Committee: May 7, 2021 1030-Noon

Special Guests

Rose City Park- PPS

Pao Vang, Arts Educator
Jeremy Cohen, Principal
Winner Vincente Tran, 3rd grade
Finalist Edison Clarke-Hoxey, 5th grade
Families of students

Sunnyside Environmental- PPS

Indigo Corwin, Arts Educator
Amy Kleiner, Principal
Finalist Cate Kelly: 7th grade
Families of student

Judges

Prof. Liz Charman- Chair of Art & Design, Portland State University
Prof. Kate Duffly- Chair of Theatre, Reed College
Prof. Patrick Murphy – Chair of Music, University of Portland
Prof. David De Lyser- Chair of Performing and Fine Arts, University of Portland
Prof. Martin French- Dept. Head of Illustration, Pacific Northwest College of Arts(PNCA)
Chariti Montez- Office of Commissioner Dan Ryan
Jayden Dotson- OMF, Revenue
Hanna Layson- Manager of Youth and Education Programs, Portland Art Museum
Bianca McCarthy- Executive Director, Echo Theatre Company

City of Portland

Mayor Wheeler
Aja Blair- Assistant to the Mayor

Commissioner Hardesty
Karly Edwards, Chief of Staff
Derek Bradley, Policy Director

Commissioner Mapps
Katie Meyer, Chief of Staff
Matthew Glazewski, Sr Policy Director



Commissioner Ryan
Kellie Torres, Chief of Staff
Chariti Montez, Sr. Advisor, Policy & Strategy Director

Multnomah County
Chairwoman Kafoury
Kimberly Melton, Chief of Staff

Commissioner Jayapal
Sarah Ryan, Chief of Staff

***Regular current invitees- see EXCEL sheet
Updated for 2021 and now includes AEAF Art Liaison's too.***

AEAF Report Appendix Quick Reference

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Portland's Arts Education & Access Fund

ARTS FUNDING



TAX COLLECTED
\$35/ person from all eligible households



REVENUE DEPT
11% to administer & disburse AEA Fund



OVERSIGHT

City volunteer committee ensures money is spent as intended & reports to city council



ORGANIZATIONS, SCHOOL & INDIVIDUALS

Funded projects serve the city



RACC GRANTS

Remaining funds go to provide support to nonprofits for arts education, equity & access

FUNDING TEACHERS

Certified Art, Music, Theater & Dance K-5 teachers funded at 6 Portland school districts

| | | | | | | | |
|--------------------------------------|----------------------|-----------------|---------------------|----------------------|-----------------|------------------------|------------|
| Ventura Park ES | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mill Park ES* | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ron Russell MS | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Earl Boyles ES | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| W Powellhurst ES | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arthur Academy Chart | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Certified MUSIC Specialists | | | | | | | |
| | # Full Time S | # AEAF F | Total Full T | # Part Time S | # AEAF F | Total Part Time | FTE |
| David Douglas HS | 3 | | 3 | 2 | | 0.87 | |
| Alice Ott MS | 2 | | 2 | 2 | | 0.26 | |
| Gilbert Heights ES | 1 | | 1 | | | | |
| Gilbert Park ES | 1 | | 1 | | | | |
| Lincoln Park ES* | 1 | | 1 | | | | |
| Floyd Light MS | 3 | | 3 | 1 | | 0.17 | |
| Cherry Park ES | 1 | | 1 | | | | |
| Menlo Park ES | 1 | | 1 | | | | |
| Ventura Park ES | 1 | | 1 | | | | |
| Mill Park ES* | 1 | | 1 | | | | |
| Ron Russell MS | 3 | | 3 | | | 0.17 | |
| Earl Boyles ES | 1 | | 1 | | | | |
| W Powellhurst ES | 1 | | 1 | | | | |
| Arthur Academy Charter | | | | | | | |
| Certified THEATRE Specialists | | | | | | | |
| | # Full Time S | # AEAF F | Total Full T | # Part Time S | # AEAF F | Total Part Time | FTE |
| David Douglas HS | 1 | | 1 | 1 | | 0.65 | |
| Alice Ott MS | 0 | | 0 | 0 | | 0 | |
| Gilbert Heights ES | 0 | 0 | 0 | 0 | 0 | 0 | |
| Gilbert Park ES | 0 | 0 | 0 | 0 | 0 | 0 | |
| Lincoln Park ES* | 0 | 0 | 0 | 0 | 0 | 0 | |
| Floyd Light MS | 0 | | 0 | 0 | | 0 | |
| Cherry Park ES | 0 | 0 | 0 | 0 | 0 | 0 | |
| Menlo Park ES | 0 | 0 | 0 | 0 | 0 | 0 | |
| Ventura Park ES | 0 | 0 | 0 | 0 | 0 | 0 | |
| Mill Park ES* | 0 | 0 | 0 | 0 | 0 | 0 | |
| Ron Russell MS | 0 | | 0 | 0 | | 0 | |
| Earl Boyles ES | 0 | 0 | 0 | 0 | 0 | 0 | |
| W Powellhurst ES | 0 | 0 | 0 | 0 | 0 | 0 | |

| | | | | | | |
|----------------------|----------------------|-----------------|---------------------|----------------------|-----------------|----------------------------|
| Arthur Academy Chart | 0 | 0 | 0 | 0 | 0 | 0 |
| Visual Arts | | | | | | |
| | # Full Time S | # AEAF F | Total Full T | # Part Time S | # AEAF F | Total Part Time FTE |
| David Douglas HS | 5 | | 5 | 3 | | 2 |
| Alice Ott MS | 1 | | 1 | 0 | | 0 |
| Gilbert Heights ES | 0 | 0 | 0 | 0 | 0 | 0 |
| Gilbert Park ES | 0 | 0 | 0 | 0 | 0 | 0 |
| Lincoln Park ES* | 0 | 0 | 0 | 0 | 0 | 0 |
| Floyd Light MS | 0 | | 0 | 0 | | 0 |
| Cherry Park ES | 0 | 0 | 0 | 0 | 0 | 0 |
| Menlo Park ES | 0 | 0 | 0 | 0 | 0 | 0 |
| Ventura Park ES | 0 | 0 | 0 | 0 | 0 | 0 |
| Mill Park ES* | 0 | 0 | 0 | 0 | 0 | 0 |
| Ron Russell MS | 0 | | 0 | 1 | | 0.5 |
| Earl Boyles ES | 0 | 0 | 0 | 0 | 0 | 0 |
| W Powellhurst ES | 0 | 0 | 0 | 0 | 0 | 0 |
| Arthur Academy Chart | 0 | 0 | 0 | 0 | 0 | 0 |

ORDINANCE No.

* Authorize Intergovernmental Agreements with Portland Public Schools and the Centennial, David Douglas, Parkrose, Reynolds and Riverdale school districts for use of Arts Education and Access Fund revenues. (Ordinance)

The City of Portland ordains:

Section 1. The Council finds:

1. Arts and music are essential to a high quality, well-rounded education.
2. Education is one of the top four overarching goals of the City's Portland Plan.
3. National research links access to arts and music education to improved test scores, graduation rates and college admittance – particularly for low-income students and students at risk.
4. A full arts education consists of three key elements: certified arts instruction, integrated arts learning throughout standard curricula, and arts experiences such as field trips and artist residencies.
5. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
6. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving over 11,500 students in 26 schools with no access to certified instruction in art, music, dance or drama as of 2012.
7. Portland schools have fallen well behind the national average with only 18% of our elementary schools offering art instruction (compared to 83% nationally) and 58% of our elementary schools offering music (compared to 94% nationally).
8. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and grow for all students from the beginning of student experience and prevent early disparities in access.
9. Non-profit arts and culture organizations play a key role in the education of our children.
10. The voters of the City of Portland, Oregon approved ballot measure 26-146 in the November 6, 2012 general election, establishing the Arts Education and Access Income Tax and Fund to restore arts and music education and fund the arts.
11. The City's Revenue Bureau is authorized to receive gross revenues collected as a result of the Arts Education and Access Income Tax and distribute a portion of the Net Revenues to the six school districts serving Portland students, including Portland Public Schools and the Centennial, David Douglas, Parkrose, Reynolds and Riverdale districts.

12. The Arts Education and Access Fund provides a dedicated source of funding for arts and music teachers for K-5 students in each school district in Portland, ensuring access to the arts for every Portland elementary school student.
13. The Arts Education and Access Fund will provide grant funding to schools and to non-profit organizations that make arts and culture experiences available to school children.
14. There is an expressed need for coordination of arts education, experiences and services between Portland schools, the Regional Arts and Culture Council and community arts organizations to ensure that Arts Education and Access Fund monies yield the best outcomes for Portland students.
15. The City of Portland, and the Centennial, David Douglas, Parkrose, Portland Public, Reynolds and Riverdale school districts have been working closely together to develop plans for implementing provisions of the Arts Education and Access Fund and ensure coordinated efforts to deliver the most benefit for our community.
16. These intergovernmental agreements codify aspects of those plans.

NOW, THEREFORE, the Council directs:

- a. The Mayor is authorized to enter into a contract with the Portland Public Schools in a form substantially similar to the Intergovernmental Agreement attached as Exhibit A.
- b. The Mayor is authorized to enter into contracts with the Centennial, David Douglas, Parkrose, Reynolds and Riverdale school districts a form substantially similar to the Intergovernmental Agreement attached as Exhibit B.
- c. The Mayor and Auditor are hereby authorized to provide for payment from the Arts Education and Access Fund net revenues as provided by City Code.

Section 2. The Council declares that an emergency exists because delay in approving the agreement would cause uncertainty to Portland Public Schools and their need to prepare for and acquire the teachers required by this agreement, as well begin implementation of other provisions of the voter-approved measure; therefore, this ordinance shall be in full force and effect from and after its passage by the Council.

Passed by the Council:

Mayor Adams

Prepared by: CClarke

Date Prepared: December 12, 2012

LaVonne Griffin-Valade

Auditor of the City of Portland

By

Deputy

EXHIBIT A

INTERGOVERNMENTAL AGREEMENT BETWEEN SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON, AND THE CITY OF PORTLAND

This Intergovernmental Agreement (“IGA”), authorized pursuant to ORS 190.110, is entered into between School District No. 1J, Multnomah County, Oregon (“Portland Public Schools” or “District”) and the City of Portland (“City”). District and City may be referred to individually as a “party” and collectively as “the parties.”

RECITALS

- A. Education is one of the top four overarching goals of the City’s Portland Plan.
- B. Arts and music are essential to a high quality, well-rounded education.
- C. National research links access to arts and music education to improved test scores, graduation rates and college admittance, particularly for lower-income students and students at risk. And, as of 2010, 44% of Portland’s high school students did not graduate with their class.
- D. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving over 11,500 students in 26 schools with no access to certified instruction in art, music, dance or drama as of 2012.
- E. Portland schools have fallen well behind the national average with only 18% of our elementary schools offering art instruction (compared to 83% nationally) and 58% of our elementary schools offering music (compared to 94% nationally).
- F. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
- G. A complete arts and music education includes instruction by in-school teachers, arts experiences such as field trips and artist residencies, and arts integration in core subject areas that helps teachers utilize creativity to help children learn.
- H. Providing arts and music education for all students at the elementary school level ensures each student, regardless of means and background, is given equal opportunity to develop skills and grow, and that some students are not disadvantaged in this area as they enter middle school and high school.
- I. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and grow for all students from the beginning of student experience and prevent early disparities in access.

EXHIBIT A

J. Cities with thriving arts and culture communities attract businesses, develop a creative workforce and create economic development opportunities across multiple sectors.

K. This IGA will assist in restoring arts and music education to our schools by providing stable, long-term funding for certified arts and music teachers – ensuring access to the arts for every Portland elementary school student.

L. The City's Revenue Bureau is authorized to receive gross revenues collected as a result of the Arts Education and Access Income Tax and distribute a portion of the Net Revenues to the District.

M. District has agreed to spend the money to ensure that funds are used to pay for the costs of providing certified arts teachers and music teachers to students in elementary schools within the District.

AGREEMENT

1. Recitals. The recitals above are hereby incorporated by reference.

2. Effective Date/Term. This IGA is effective from the date that all parties have executed this IGA. The term of this IGA is until June 30, 2014. It shall automatically renew each year for a period of three years thereafter so long as the Arts Education and Income Tax is in effect.

3. Definitions:

a. "Average teacher salary" means the average of all certified K-5 teachers' salaries within the District who are actually teaching school and not in full time administrative positions, calculated on the teachers' base pay, including associated employer-paid payroll costs, such as taxes, insurance and PERS, but excluding premium or differential pay, or any other sums that may be paid for the performance of duties outside of teaching classes during regular school hours. "Average teacher salary" does not include income imputed to, but not actually received by, a teacher as a result of the receipt of a taxable benefit, such as domestic partner insurance or long term disability insurance provided by the employer.

b. "Bureau" means the Revenue Bureau of the City of Portland.

c. "Catchment" means the geographical area from which an elementary school within a District draws its students.

d. "Gross Revenues" means the total of all revenue received by the City of Portland from the Arts Education and Access Income Tax without regard to collection, administrative or other costs.

e. "K-5 students" means District students in grades Kindergarten through 5th. "Portland K-5" students means students that reside within the geographical boundary of the City of Portland.

EXHIBIT A

f. "Net Revenues" means the revenue remaining after collection, administrative and other costs and refunds are deducted from Gross Revenues.

g. "Schools" means those educational institutions defined as schools by the Oregon Department of Education, but do not include on-line schools.

4. Payment Calculation and Distribution of Funds: The City's Revenue Bureau will receive the money collected under the Arts Education and Access Income Tax and distribute a portion of Net Revenues to District as follows:

a. On or before October 15, 2013, District shall provide to the Bureau the number of K-5 students from schools within the District's Catchment and the current teacher salaries of certified K-5 teachers. In the case of charter schools, the number shall include only Portland K-5 students attending charter schools within District that have a Portland Catchment and no other charter school students. The number shall not include (i) students attending elementary schools within the School District that have no Portland K-5 students; and (ii) students attending elementary schools, including Portland K-5 students, if the school's catchment does not overlap with the City of Portland's geographical boundaries. In any event, distribution shall be made in conformance with City Code Section 5.73.030.

b. Based on the correct number provided by District, the Bureau will calculate the amount of Net Revenues owed to District as follows:

Average teacher salary X (the correct number of students provided by the District) ÷ 500 (hereafter "the Calculation").

c. Bureau shall then promptly pay 50% of the Net Revenues determined by the Calculation to District.

d. On or before January 31, 2014, the parties anticipate the Oregon Department of Education (ODE) will provide the Bureau with an updated and revised number of students, calculated in the same manner as specified in paragraph (a) above (hereafter referenced as "the revised number").

e. Based on the revised number provided by ODE, the Bureau will recalculate the amount of Net Revenues owed to District (hereafter "the Revised Calculation").

f. On or about March 15, 2014, the Bureau shall subtract the money already paid to District from the Revised Calculation and pay District the remaining Net Revenues owed to District.

g. In the event ODE fails to provide a revised number in order for the Bureau to pay the District the remaining Net Revenues owed by March 15, 2014, the parties agree to mutually discuss an acceptable alternative method of determining the revised number.

5. Provision of Services. District shall provide access to arts and/or music education through certified arts and/or music teachers to all K-5 students.

EXHIBIT A

6. Supplemental Funding. It is the intention of this IGA to add to the number of existing certified arts and music teachers without creating financial problems for District. Funds from the Arts Education and Access Fund will be used to meet the voter-approved teacher - student ratio of 1-500 for a certified arts or music teacher at each public school within the district that educates K-5 students and whose catchment overlaps with the City of Portland's geographical boundaries. The District will aspire to provide one full time equivalent of certified arts and/or music instruction at each qualifying school considering the District's financial outlook, strategic plan and related policies.

7. Audit. District will provide its Comprehensive Annual Financial Report (CAFR) each year to the Bureau for the purpose of tracking compliance with this IGA. The CAFR shall specifically identify the funds received and expended pursuant to this program.

8. Sequential Course of Study. The District will work with the Regional Arts and Cultural Council (RACC) staff to align a course of study for students Kindergarten through 12th grade. This course of study shall take into account the District's current courses, budgetary considerations and align with each school community's values. As funding for teachers from the Arts Education and Access Fund is restricted to schools serving students in grades K-5, the District will attempt to maintain the articulated course of study unless it compromises other academic priorities or budget considerations.

9. Minority Teacher Act. In accordance with Oregon's Minority Teacher Act, the District will strive, within the bounds of the law, to ensure that hired teachers reflect the student population.

10. Coordination with RACC. District will coordinate with the Regional Arts and Culture Council (RACC) to ensure that District is providing high-quality arts and music education based on the resources available including those provided by the Arts Education and Access Fund. In the event that RACC notifies the City that District is not meeting the expectations of this provision, the parties will consider this to be a "dispute" under this IGA and the City and District shall engage in dispute resolution as required by Paragraph 23.

11. Arts Education Coordination Meetings. The District agrees its superintendent shall attend an annual meeting convened by City Commissioner-in-Charge of arts and culture to discuss the state of arts education in Portland schools, the effects of Arts Education & Access Fund investments and any plans for continuous improvement. The meeting shall take place at minimum on an annual basis. District also agrees to provide high-level staff to attend quarterly meetings on arts education convened by RACC to monitor progress and plan for continuous improvement.

12. Use of Funds/Indemnification. District will use the Net Revenues it receives from the City in accordance with this IGA and shall not use the funds for any other purpose whatsoever. District shall hold harmless, indemnify and pay back the City for any expenditure of funds that is not in accordance with the requirements of this IGA.

13. Amendments. The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by

EXHIBIT A

both parties. The Mayor of the City of Portland, or designee, is authorized to amend this IGA provided it does not increase the cost to the City. This agreement regarding the use of the Arts Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party. The current term of the IGA is one-year in order to formalize the goal of continuous improvement around the use of these funds and the delivery of arts and music education in schools, and this provision is intended to further document that intent.

14. Captions. The captions or headings in this IGA are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this IGA.

15. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this IGA and all rights, obligations and disputes arising out of the IGA. Venue for all disputes and litigation shall be in Multnomah County, Oregon.

16. Severability/Survival. If any of the provisions contained in this IGA are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this IGA for any cause.

17. No Third Party Beneficiary. City and District are the only parties to this IGA and as such, are the only parties entitled to enforce its terms. Nothing contained in this IGA gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

18. Merger Clause. This IGA constitutes the entire IGA between the parties. No waiver, consent, modification or change of terms of this IGA shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, IGAs, or representations, oral or written, not specified herein regarding this IGA.

19. Counterparts/Electronic Signatures. This IGA may be executed in any number of counterparts, all of which when taken together shall constitute one IGA binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.

20. Assignment. No Party shall assign or transfer any interest in this IGA, nor assign any claims for money due or to become due under this IGA, without the prior written approval of the other Parties. This IGA shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.

EXHIBIT A

21. Subsequent Years. After the school year 2013/2014, the parties shall take the actions required above by the same dates in subsequent school years so long as the Arts Education and Access Income Tax remains in effect.

22. Termination. This IGA may be mutually terminated at any time by written consent of the parties. The City may unilaterally terminate this IGA if District fails to use the Net Revenues in accordance with this IGA. The District may unilaterally terminate this IGA if City fails to distribute the Net Revenues in accordance with this IGA.

23. Dispute Resolution. In the event a dispute arises regarding the use of the Net Revenues by District or any other matter covered by this IGA, the parties agree to have high level representatives of City and District engage in discussions before taking any legal action. If discussions fail to resolve the issue, the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation, the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter, either party may take any legal action permitted to it under the law of the State of Oregon.

IN WITNESS WHEREOF, the duly authorized representatives of City and District have executed this Contract as of the date and year first above written.

DATED this _____ day of _____, 2012.

CITY

DISTRICT

City of Portland

**School District No. 1J,
Multnomah County, Oregon**

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: Carole Smith
Title: Superintendent
Date: _____

By: _____
Name: Gregory C. MacCrone
Title: Deputy Clerk
Date: _____

APPROVED AS TO FORM:

APPROVED AS TO FORM:

City Attorney
Date: _____

Jollee F. Patterson
Title: General Counsel
Date: _____

EXHIBIT B

INTERGOVERNMENTAL AGREEMENT BETWEEN SCHOOL DISTRICT _____, AND THE CITY OF PORTLAND

This Intergovernmental Agreement (“IGA”), authorized pursuant to ORS 190.110, is entered into between School District _____ (“_____” or “District”) and the City of Portland (“City”). District and City may be referred to individually as a “party” and collectively as “the parties.”

RECITALS

- A. Education is one of the top four overarching goals of the City’s Portland Plan.
- B. Arts and music are essential to a high quality, well-rounded education.
- C. National research links access to arts and music education to improved test scores, graduation rates and college admittance, particularly for lower-income students and students at risk. And, as of 2010, 44% of Portland’s high school students did not graduate with their class.
- D. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving over 11,500 students in 26 schools with no access to certified instruction in art, music, dance or drama as of 2012.
- E. Portland schools have fallen well behind the national average with only 18% of our elementary schools offering art instruction (compared to 83% nationally) and 58% of our elementary schools offering music (compared to 94% nationally).
- F. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
- G. A complete arts and music education includes instruction by in-school teachers, arts experiences such as field trips and artist residencies, and arts integration in core subject areas that helps teachers utilize creativity to help children learn.
- H. Providing arts and music education for all students at the elementary school level ensures each student, regardless of means and background, is given equal opportunity to develop skills and grow, and that some students are not disadvantaged in this area as they enter middle school and high school.
- I. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and grow for all students from the beginning of student experience and prevent early disparities in access.
- J. Cities with thriving arts and culture communities attract businesses, develop a creative workforce and create economic development opportunities across multiple sectors.

EXHIBIT B

K. This IGA will assist in restoring arts and music education to our schools by providing stable, long-term funding for certified arts and music teachers – ensuring access to the arts for every Portland elementary school student.

L. The City's Revenue Bureau is authorized to receive gross revenues collected as a result of the Arts Education and Access Income Tax and distribute a portion of the Net Revenues to the District.

M. District has agreed to spend the money to ensure that funds are used to pay for the costs of providing certified arts teachers and music teachers to students in elementary schools within the District.

AGREEMENT

1. Recitals. The recitals above are hereby incorporated by reference.

2. Effective Date/Term. This IGA is effective from the date that all parties have executed this IGA. The term of this IGA is until June 30, 2014. It shall automatically renew each year for a period of three years thereafter so long as the Arts Education and Income Tax is in effect.

3. Definitions:

a. "Average teacher salary" means the average of all certified K-5 teachers' salaries within the District who are actually teaching school and not in full time administrative positions, calculated on the teachers' base pay, including associated employer-paid payroll costs, such as taxes, insurance and PERS, but excluding premium or differential pay, or any other sums that may be paid for the performance of duties outside of teaching classes during regular school hours. "Average teacher salary" does not include income imputed to, but not actually received by, a teacher as a result of the receipt of a taxable benefit, such as domestic partner insurance or long term disability insurance provided by the employer.

b. "Bureau" means the Revenue Bureau of the City of Portland.

c. "Catchment" means the geographical area from which an elementary school within a District draws its students.

d. "Gross Revenues" means the total of all revenue received by the City of Portland from the Arts Education and Access Income Tax without regard to collection, administrative or other costs.

e. "K-5 students" means District students in grades Kindergarten through 5th. "Portland K-5" students means students that reside within the geographical boundary of the City of Portland.

EXHIBIT B

f. "Net Revenues" means the revenue remaining after collection, administrative and other costs and refunds are deducted from Gross Revenues.

g. "Schools" means those educational institutions defined as schools by the Oregon Department of Education, but do not include on-line schools.

4. Payment Calculation and Distribution of Funds: The City's Revenue Bureau will receive the money collected under the Arts Education and Access Income Tax and distribute a portion of Net Revenues to District as follows:

a. On or before October 15, 2013, District shall provide to the Bureau the number of K-5 students from schools within the District's Catchment and the current teacher salaries of certified K-5 teachers. In the case of charter schools, the number shall include only Portland K-5 students attending charter schools within District that have a Portland Catchment and no other charter school students. The number shall not include (i) students attending elementary schools within the School District that have no Portland K-5 students; and (ii) students attending elementary schools, including Portland K-5 students, if the school's catchment does not overlap with the City of Portland's geographical boundaries. In any event, distribution shall be made in conformance with City Code Section 5.73.030.

b. Based on the correct number provided by District, the Bureau will calculate the amount of Net Revenues owed to District as follows:

Average teacher salary X (the correct number of students provided by the District) ÷ 500 (hereafter "the Calculation").

c. Bureau shall then promptly pay 50% of the Net Revenues determined by the Calculation to District.

d. On or before January 31, 2014, the parties anticipate the Oregon Department of Education (ODE) will provide the Bureau with an updated and revised number of students, calculated in the same manner as specified in paragraph (a) above (hereafter referenced as "the revised number").

e. Based on the revised number provided by ODE, the Bureau will recalculate the amount of Net Revenues owed to District (hereafter "the Revised Calculation").

f. On or about March 15, 2014, the Bureau shall subtract the money already paid to District from the Revised Calculation and pay District the remaining Net Revenues owed to District.

g. In the event ODE fails to provide a revised number in order for the Bureau to pay the District the remaining Net Revenues owed by March 15, 2014, the parties agree to mutually discuss an acceptable alternative method of determining the revised number.

5. Provision of Services. District shall provide arts and/or music education through certified arts and/or music teachers to all K-5 students in each of its elementary schools.

EXHIBIT B

6. Supplemental Funding. It is the intention of this IGA to add to the number of existing certified arts and music teachers without creating financial problems for District. To that end, District will ensure there will be a least one full time equivalent (FTE) of certified arts and/or music instruction at each non-charter school within the district that educates K-5 students and whose catchment overlaps with the City of Portland's geographical boundaries.

7. Audit. District will provide its Comprehensive Annual Financial Report (CAFR) each year to the Bureau for the purpose of tracking compliance with this IGA. The CAFR shall specifically identify the funds received and expended pursuant to this program.

8. Sequential Curriculum. District must maintain an articulated, sequential course of study in arts and/or music education for students from Kindergarten through 12th grade.

9. Minority Teacher Act. In accordance with Oregon's Minority Teacher Act, the District will strive, within the bounds of the law, to ensure that hired teachers reflect the student population.

10. Coordination with RACC. District will coordinate with the Regional Arts and Culture Council (RACC) to ensure that District is providing high-quality arts and music education based on the resources available including those provided by the Arts Education and Access Fund. In the event that RACC notifies the City that District is not meeting the expectations of this provision, the parties will consider this to be a "dispute" under this IGA and the City and District shall engage in dispute resolution as required by Paragraph 23.

11. Arts Education Coordination Meetings. The District agrees its superintendent shall attend an annual meeting convened by City Commissioner-in-Charge of arts and culture to discuss the state of arts education in Portland schools, the effects of Arts Education & Access Fund investments and any plans for continuous improvement. The meeting shall take place at minimum on an annual basis. District also agrees to provide high-level staff to attend quarterly meetings on arts education convened by RACC to monitor progress and plan for continuous improvement.

12. Use of Funds/Indemnification. District will use the Net Revenues it receives from the City in accordance with this IGA and shall not use the funds for any other purpose whatsoever. District shall hold harmless, indemnify and pay back the City for any expenditure of funds that is not in accordance with the requirements of this IGA.

13. Amendments. The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or designee, is authorized to amend this IGA provided it does not increase the cost to the City. This agreement regarding the use of the Arts Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party. The current term of the IGA is one-year in order to formalize the goal of continuous

EXHIBIT B

improvement around the use of these funds and the delivery of arts and music education in schools, and this provision is intended to further document that intent.

14. Captions. The captions or headings in this IGA are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this IGA.

15. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this IGA and all rights, obligations and disputes arising out of the IGA. Venue for all disputes and Litigation shall be in Multnomah County, Oregon.

16. Severability/Survival. If any of the provisions contained in this IGA are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this IGA for any cause.

17. No Third Party Beneficiary. City and District are the only parties to this IGA and as such, are the only parties entitled to enforce its terms. Nothing contained in this IGA gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

18. Merger Clause. This IGA constitutes the entire IGA between the parties. No waiver, consent, modification or change of terms of this IGA shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, IGAs, or representations, oral or written, not specified herein regarding this IGA.

19. Counterparts/Electronic Signatures. This IGA may be executed in any number of counterparts, all of which when taken together shall constitute one IGA binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.

20. Assignment. No Party shall assign or transfer any interest in this IGA, nor assign any claims for money due or to become due under this IGA, without the prior written approval of the other Parties. This IGA shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.

21. Subsequent Years. After the school year 2013/2014, the parties shall take the actions required above by the same dates in subsequent school years so long as the Arts Education and Access Income Tax remains in effect.

22. Termination. This IGA may be mutually terminated at any time by written consent of the parties. The City may unilaterally terminate this IGA if District fails to use the Net Revenues in accordance with this IGA. The District may unilaterally terminate this IGA if City fails to distribute the Net Revenues in accordance with this IGA.

EXHIBIT B

23. Dispute Resolution. In the event a dispute arises regarding the use of the Net Revenues by District or any other matter covered by this IGA, the parties agree to have high level representatives of City and District engage in discussions before taking any legal action. If discussions fail to resolve the issue, the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation, the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter, either party may take any legal action permitted to it under the law of the State of Oregon.

IN WITNESS WHEREOF, the duly authorized representatives of City and District have executed this Contract as of the date and year first above written.

DATED this _____ day of _____, 2012.

CITY

DISTRICT

City of Portland

School District _____

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: _____
Title: Superintendent
Date: _____

APPROVED AS TO FORM:

City Attorney
Date: _____

Portland, Oregon
FINANCIAL IMPACT and PUBLIC INVOLVEMENT STATEMENT
For Council Action Items

(Deliver original to Financial Planning Division. Retain copy.)

| | | | |
|---|---|---|---|
| 1. Name of Initiator Mayor Sam Adams | | 2. Telephone No. 503-823-4120 | 3. Bureau/Office/Dept. Mayor's Office |
| 4a. To be filed (date): December 12, 2012 | 4b. Calendar (Check One) Regular Consent 4/5ths <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | 5. Date Submitted to Commissioner's office and FPD Budget Analyst: December 12, 2012 |
| 6a. Financial Impact Section: <input checked="" type="checkbox"/> Financial impact section completed | | 6b. Public Involvement Section: <input checked="" type="checkbox"/> Public involvement section completed | |

1) Legislation Title:

* Authorize Intergovernmental Agreements with Portland Public Schools and the Centennial, David Douglas, Parkrose, Reynolds and Riverdale districts for use of Arts Education and Access Fund revenues. (Ordinance)

2) Purpose of the Proposed Legislation:

Establish an Intergovernmental agreement between the City of Portland and the Centennial, David Douglas, Parkrose, Riverdale and Reynolds School Districts regarding distribution of funds from the Arts Education and Access Fund – ballot measure 26-146

3) Which area(s) of the city are affected by this Council item? (Check all that apply—areas are based on formal neighborhood coalition boundaries)?

- | | | | |
|--|------------------------------------|------------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> City-wide/Regional | <input type="checkbox"/> Northeast | <input type="checkbox"/> Northwest | <input type="checkbox"/> North |
| <input type="checkbox"/> Central Northeast | <input type="checkbox"/> Southeast | <input type="checkbox"/> Southwest | <input type="checkbox"/> East |
| <input type="checkbox"/> Central City | | | |
| <input type="checkbox"/> Internal City Government Services | | | |

FINANCIAL IMPACT

4) Revenue: Will this legislation generate or reduce current or future revenue coming to the City? If so, by how much? If so, please identify the source.

No, this legislation is not expected to generate or reduce current or future revenue to the City.

5) Expense: What are the costs to the City related to this legislation? What is the source of funding for the expense? (Please include costs in the current fiscal year as well as costs in future years. If the action is related to a grant or contract please include the local contribution

or match required. If there is a project estimate, please identify the *level of confidence*.)
 The legislation is not expected to result in costs to the City.

6) Staffing Requirements:

- **Will any positions be created, eliminated or re-classified in the current year as a result of this legislation?** *(If new positions are created please include whether they will be part-time, full-time, limited term, or permanent positions. If the position is limited term please indicate the end of the term.)*

No.

- **Will positions be created or eliminated in future years as a result of this legislation?**

No.

(Complete the following section only if an amendment to the budget is proposed.)

7) Change in Appropriations *(If the accompanying ordinance amends the budget please reflect the dollar amount to be appropriated by this legislation. Include the appropriate cost elements that are to be loaded by accounting. Indicate "new" in Fund Center column if new center needs to be created. Use additional space if needed.)*

| Fund | Fund Center | Commitment Item | Functional Area | Funded Program | Grant | Sponsored Program | Amount |
|------|-------------|-----------------|-----------------|----------------|-------|-------------------|--------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

[Proceed to Public Involvement Section — REQUIRED as of July 1, 2011]

PUBLIC INVOLVEMENT

8) Was public involvement included in the development of this Council item (e.g. ordinance, resolution, or report)? Please check the appropriate box below:

- YES:** Please proceed to Question #9.
 NO: Please, explain why below; and proceed to Question #10.

This legislation is to implement provisions of ballot measure 26-146, approved by voters in the November 6, 2012 general election. The ballot measure had considerable community involvement in its creation and development detailed in the resolution which referred it to voters.

9) If “YES,” please answer the following questions:

a) What impacts are anticipated in the community from this proposed Council item?

b) Which community and business groups, under-represented groups, organizations, external government entities, and other interested parties were involved in this effort, and when and how were they involved?

c) How did public involvement shape the outcome of this Council item?

d) Who designed and implemented the public involvement related to this Council item?

e) Primary contact for more information on this public involvement process (name, title, phone, email):

10) Is any future public involvement anticipated or necessary for this Council item? Please describe why or why not.

No, this is implementation of a voter-approved ballot measure.

| |
|-----------------|
| Mayor Sam Adams |
|-----------------|

Arts Education and Access Fund
Revenues, Collection Costs & Disbursements

All Tax Years Combined - Collections and Costs/Disbursements as of 03/10/2021 (reported in thousands of dollars) - Some figures are estimated.

| | Tax Yr '12 | Tax Yr '13 | Tax Yr '14 | Tax Yr '15 | Tax Yr '16 | Tax Yr '17 | Tax Yr '18 | Tax Yr '19 | Total | |
|---|-----------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------|
| Gross Tax Collections | \$ 10,011 | \$ 10,339 | \$ 11,315 | \$ 11,160 | \$ 12,082 | \$ 11,998 | \$ 11,621 | \$ 9,940 | \$ 88,466 | 100.0% |
| Refunds to Taxpayers | \$ (94) | \$ (30) | \$ (43) | \$ (46) | \$ (43) | \$ (45) | \$ (54) | \$ (25) | \$ (380) | 0.4% |
| Net Tax Collections | \$ 9,917 | \$ 10,309 | \$ 11,272 | \$ 11,114 | \$ 12,039 | \$ 11,952 | \$ 11,567 | \$ 9,915 | \$ 88,085 | |
| Credit Card Fees (net of convenience fees) | \$ (17) | \$ (98) | \$ (88) | \$ (121) | \$ (133) | \$ (144) | \$ (191) | \$ (140) | \$ (933) | 1.1% |
| One-Time Start Up Costs | \$ (589) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ (589) | 0.7% |
| General Fund Overhead Charge | \$ - | \$ (25) | \$ (33) | \$ (33) | \$ (33) | \$ (32) | \$ (33) | \$ (29) | \$ (217) | 0.2% |
| Revenue Division Collection Costs | \$ (349) | \$ (771) | \$ (892) | \$ (902) | \$ (1,032) | \$ (1,281) | \$ (1,251) | \$ (1,502) | \$ (7,979) | 9.0% |
| Total Collection Costs | \$ (955) | \$ (894) | \$ (1,013) | \$ (1,055) | \$ (1,198) | \$ (1,458) | \$ (1,475) | \$ (1,671) | \$ (9,718) | 11.0% |
| Net Revenues | \$ 8,962 | \$ 9,415 | \$ 10,259 | \$ 10,059 | \$ 10,841 | \$ 10,495 | \$ 10,092 | \$ 8,244 | \$ 78,367 | 88.6% |
| Centennial School District | \$ 540 | \$ 536 | \$ 540 | \$ 535 | \$ 590 | \$ 588 | \$ 617 | \$ 610 | \$ 4,556 | 5.2% |
| David Douglas (DD) School District Schools | \$ 947 | \$ 966 | \$ 938 | \$ 937 | \$ 914 | \$ 910 | \$ 927 | \$ 881 | \$ 7,420 | |
| DD School District Charter School | \$ 18 | \$ 16 | \$ 18 | \$ 18 | \$ 19 | \$ 21 | \$ 24 | \$ 23 | \$ 156 | |
| Total DD School District Disbursement | \$ 965 | \$ 982 | \$ 956 | \$ 954 | \$ 933 | \$ 931 | \$ 951 | \$ 904 | \$ 7,576 | 8.6% |
| Parkrose School District | \$ 294 | \$ 317 | \$ 312 | \$ 301 | \$ 304 | \$ 299 | \$ 318 | \$ 271 | \$ 2,416 | 2.7% |
| Portland Public (PPS) School District Schools | \$ 4,409 | \$ 4,362 | \$ 4,473 | \$ 4,445 | \$ 4,552 | \$ 4,798 | \$ 5,034 | \$ 4,630 | \$ 36,703 | |
| PPS School District Charter Schools | \$ 103 | \$ 117 | \$ 111 | \$ 172 | \$ 189 | \$ 189 | \$ 213 | \$ 200 | \$ 1,296 | |
| Total PPS School District Disbursement | \$ 4,512 | \$ 4,480 | \$ 4,584 | \$ 4,617 | \$ 4,741 | \$ 4,987 | \$ 5,247 | \$ 4,831 | \$ 37,999 | 43.0% |
| Reynolds School District | \$ 358 | \$ 388 | \$ 394 | \$ 379 | \$ 378 | \$ 395 | \$ 385 | \$ 358 | \$ 3,035 | 3.4% |
| Riverdale School District | \$ 40 | \$ 42 | \$ 46 | \$ 55 | \$ 37 | \$ 45 | \$ 61 | \$ 43 | \$ 370 | 0.4% |
| Total School Disbursements | \$ 6,710 | \$ 6,745 | \$ 6,832 | \$ 6,842 | \$ 6,984 | \$ 7,245 | \$ 7,578 | \$ 7,017 | \$ 55,952 | 63.2% |
| Regional Arts & Culture Council | \$ 2,248 | \$ 2,662 | \$ 3,412 | \$ 3,206 | \$ 3,815 | \$ 3,225 | \$ 2,433 | \$ 200 | \$ 21,202 | 24.0% |
| Total Disbursements to Date | \$ 8,958 | \$ 9,407 | \$ 10,243 | \$ 10,048 | \$ 10,799 | \$ 10,469 | \$ 10,011 | \$ 7,217 | \$ 77,154 | 87.2% |
| Net Revenues Less Disbursements | \$ 4 | \$ 8 | \$ 16 | \$ 10 | \$ 42 | \$ 26 | \$ 81 | \$ 1,027 | \$ 1,213 | 1.4% |
| Contingency Reserve | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0.0% |
| Interest Earnings on AEAF | \$ 22 | \$ 30 | \$ 43 | \$ 67 | \$ 95 | \$ 158 | \$ 215 | \$ 120 | \$ 749 | |
| Balance | \$ 27 | \$ 38 | \$ 59 | \$ 77 | \$ 137 | \$ 184 | \$ 296 | \$ 1,146 | \$ 1,963 | |

RACC FY19-20 AEF Source Distribution

Arts Education & Access Fund (Arts Tax)

| AEAF Allocation Category | Grantee Name | Grantee Type | AEAF Amount |
|---------------------------------|--|---------------------|--------------------|
| Arts Access | 45th Parallel | Organization | \$ 5,250 |
| Arts Access | All Ages Music Portland | Organization | \$ 550 |
| Arts Access | Architectural Heritage Center | Organization | \$ 1,000 |
| Arts Access | Architecture Foundation of Oregon | Organization | \$ 2,000 |
| General Operating | Artists Repertory Theatre | Organization | \$ 80,500 |
| Arts Access | A-WOL Dance Collective | Organization | \$ 6,300 |
| Arts Access | Bellagram Singing Telegrams | Organization | \$ 3,000 |
| Arts Access | Blackfish Gallery | Organization | \$ 4,880 |
| General Operating | Blue Sky Gallery (Oregon Center for the Photographic | Organization | \$ 10,300 |
| General Operating | Bodyvox | Organization | \$ 51,000 |
| General Operating | Boom Arts | Organization | \$ 25,900 |
| General Operating | Cappella Romana | Organization | \$ 40,100 |
| General Operating | Chamber Music Northwest | Organization | \$ 67,300 |
| General Operating | Children's Healing Art Project | Organization | \$ 25,200 |
| General Operating | Coho Productions | Organization | \$ 37,800 |
| Arts Access | Community Vision | Organization | \$ 1,880 |
| General Operating | Corrib Theatre | Organization | \$ 10,300 |
| Arts Access | Couch Film Collective | Organization | \$ 5,600 |
| Arts Access | Cymaspace | Organization | \$ 30,300 |
| Arts Access | Demo House LLC | Organization | \$ 3,000 |
| Arts Access | Depave | Organization | \$ 4,500 |
| Arts Access | Disability Art and Culture Project | Organization | \$ 30,300 |
| General Operating | Disjecta Contemporary Art Center | Organization | \$ 44,600 |
| General Operating | Echo Theater Company | Organization | \$ 24,400 |
| Arts Access | en Taiko | Organization | \$ 250 |
| General Operating | Ethos Inc. | Organization | \$ 54,200 |
| Arts Access | Foris Music | Organization | \$ 3,000 |
| General Operating | Friends of Chamber Music | Organization | \$ 46,500 |
| Arts Access | Fuller Rosen Gallery | Organization | \$ 3,920 |

| | | | |
|-------------------|---|--------------|------------|
| Arts Access | Fuse Theatre Ensemble | Organization | \$ 6,270 |
| Arts Access | Good in the Hood | Organization | \$ 1,650 |
| Arts Access | Graphic Arts Center | Organization | \$ 3,000 |
| General Operating | Hand2Mouth Theatre | Organization | \$ 16,400 |
| General Operating | Hollywood Theatre | Organization | \$ 86,500 |
| General Operating | Imago Theatre | Organization | \$ 20,000 |
| Arts Access | In Mulieribus | Organization | \$ 3,443 |
| General Operating | Independent Publishing Resource Center | Organization | \$ 34,900 |
| Arts Access | Instituto de Cultura y Arte In Xochitl In Cuicatl | Organization | \$ 30,300 |
| Arts Access | LineStorm Playwrights | Organization | \$ 1,300 |
| Arts Access | Lisa Wilcke | Individual | \$ 1,930 |
| General Operating | Literary Arts | Organization | \$ 96,000 |
| Arts Access | Live On Stage | Organization | \$ 840 |
| General Operating | Live Wire Radio | Organization | \$ 36,600 |
| Arts Access | MediaRites | Organization | \$ 35,030 |
| General Operating | Metropolitan Youth Symphony | Organization | \$ 30,700 |
| Arts Access | Mia O'Connor-Smith | Individual | \$ 5,600 |
| General Operating | Miracle Theatre Group | Organization | \$ 57,700 |
| Arts Access | Morpheus Youth Project | Organization | \$ 30,300 |
| General Operating | My Voice Music | Organization | \$ 15,300 |
| Arts Access | Native Wellness Institute | Organization | \$ 5,250 |
| General Operating | New Expressive Works | Organization | \$ 12,300 |
| General Operating | Northwest Children's Theater & School | Organization | \$ 85,800 |
| General Operating | NW Dance Project | Organization | \$ 51,000 |
| General Operating | NW Documentary | Organization | \$ 20,300 |
| Arts Access | Open Signal | Organization | \$ 6,430 |
| Arts Access | Oregon ArtsWatch | Organization | \$ 3,750 |
| General Operating | Oregon Ballet Theatre | Organization | \$ 151,000 |
| General Operating | Oregon BRAVO Youth Orchestras | Organization | \$ 52,100 |
| General Operating | Oregon Children's Theatre | Organization | \$ 83,900 |
| Arts Access | Oregon Music Festival | Organization | \$ 5,230 |
| General Operating | Oregon Symphony Association | Organization | \$ 404,000 |
| Arts Access | Original Practice Shakespeare Festival | Organization | \$ 5,030 |
| Arts Access | Outside the Frame | Organization | \$ 35,300 |
| General Operating | Pacific Youth Choir | Organization | \$ 17,100 |

| | | | |
|-------------------|--|--------------|------------|
| Arts Access | Paragon Arts Gallery | Organization | \$ 6,650 |
| Arts Access | PassinArt: A Theatre Company | Organization | \$ 30,300 |
| General Operating | PDX Jazz | Organization | \$ 36,000 |
| Arts Access | Performance Works NorthWest | Organization | \$ 830 |
| General Operating | PETE (Portland Experimental Theatre Ensemble) | Organization | \$ 16,400 |
| General Operating | PHAME | Organization | \$ 75,500 |
| Arts Access | Phantom Drift | Organization | \$ 3,000 |
| General Operating | PlayWrite, Inc | Organization | \$ 19,800 |
| General Operating | Polaris Dance Theatre | Organization | \$ 23,600 |
| Arts Access | Portland African American Leadership Forum | Organization | \$ 6,650 |
| Arts Access | Portland Area Theatre Alliance | Organization | \$ 4,880 |
| General Operating | Portland Art Museum/Northwest Film Center | Organization | \$ 504,000 |
| General Operating | Portland Baroque Orchestra | Organization | \$ 30,700 |
| General Operating | Portland Center Stage | Organization | \$ 251,000 |
| General Operating | Portland Columbia Symphony | Organization | \$ 28,100 |
| General Operating | Portland Gay Men's Chorus | Organization | \$ 49,700 |
| General Operating | Portland Institute for Contemporary Art | Organization | \$ 71,100 |
| Arts Access | Portland Jazz Composers Ensemble | Organization | \$ 500 |
| Arts Access | Portland Latin American Film Festival | Organization | \$ 6,300 |
| Arts Access | Portland Lesbian Choir | Organization | \$ 6,300 |
| General Operating | Portland Opera Association | Organization | \$ 255,000 |
| Arts Access | Portland Oregon Women's Film Festival | Organization | \$ 6,650 |
| General Operating | Portland Piano International | Organization | \$ 27,100 |
| General Operating | Portland Playhouse | Organization | \$ 78,200 |
| Arts Access | Portland State University - White Gallery | Organization | \$ 5,290 |
| Arts Access | Portland Street Art Alliance | Organization | \$ 5,250 |
| Arts Access | Portland Taiko | Organization | \$ 35,300 |
| Arts Access | Portland Textile Month | Organization | \$ 3,000 |
| General Operating | Portland Youth Philharmonic | Organization | \$ 53,000 |
| General Operating | Profile Theatre | Organization | \$ 38,000 |
| Arts Access | push/FOLD | Organization | \$ 5,250 |
| Arts Access | QDoc: Portland Queer Documentary Film Festival | Organization | \$ 7,000 |
| Arts Access | Resolutions Northwest | Organization | \$ 1,950 |
| General Operating | Rock 'n' Roll Camp for Girls | Organization | \$ 10,300 |
| Arts Access | Sean Andries | Individual | \$ 3,920 |

| | | | |
|-------------------|--|--------------|-----------|
| General Operating | Shaking the Tree Theatre | Organization | \$ 10,300 |
| Arts Access | Stephanie Collier | Individual | \$ 7,000 |
| Arts Access | Steps for Youth | Organization | \$ 3,000 |
| Arts Access | The Aspire Project | Organization | \$ 5,250 |
| Arts Access | The Broken Planetarium | Organization | \$ 890 |
| General Operating | The Circus Project | Organization | \$ 72,200 |
| Arts Access | The Library Foundation | Organization | \$ 7,000 |
| Arts Access | The Media Project | Organization | \$ 6,300 |
| General Operating | The Portland Ballet | Organization | \$ 48,000 |
| General Operating | The Red Door Project | Organization | \$ 83,700 |
| General Operating | Third Angle New Music | Organization | \$ 21,900 |
| General Operating | Third Rail Repertory Theatre | Organization | \$ 30,700 |
| General Operating | Triangle Productions | Organization | \$ 20,300 |
| Arts Access | Tucker Maxon School - PDX Chalk Art Festival | Organization | \$ 5,250 |
| Arts Access | Unit Souza | Organization | \$ 650 |
| Arts Access | Urban Art Network | Organization | \$ 5,250 |
| Arts Access | Vanport Mosaic | Organization | \$ 30,300 |
| Arts Access | Water in the Desert | Organization | \$ 5,250 |
| Arts Access | Western Arts Alliance | Organization | \$ 7,000 |
| General Operating | White Bird | Organization | \$ 58,100 |
| Arts Access | World Stage Theatre | Organization | \$ 36,250 |
| General Operating | Write Around Portland | Organization | \$ 43,900 |
| Arts Access | Yale Union | Organization | \$ 5,600 |
| General Operating | Young Audiences of Oregon | Organization | \$ 74,600 |
| Arts Access | Young Musicians and Artists | Organization | \$ 1,130 |
| Arts Access | YWCA | Organization | \$ 400 |

Quantitative and Qualitative Standards for Reporting set forth in 2019

All 6 School Districts :

- Receive funding for K-5 arts FTE positions for schools within Portland City Limits

In return they :

- Provide annual reporting on standardized metrics - both quantitative/qualitative
- **AEAF logo** on all school websites/district website highlighting use of funds

School District Quantitative Reporting:

- All Teachers certified (exception for charter schools)
- Number of Elementary (and K-8) schools in district
- Number of teachers for each discipline
- Minutes of instruction standardized with a goal of 45-50 min uninterrupted per week the goal as per National Standards.
- Serving 100% of K-5 students
- FTE threshold 1:500 district wide
- Foundation/District funding in addition to AEAF
- Total arts FTE in school district vs AEAF funded for K-5

School District Qualitative Reporting:

- National Standards as a Baseline :: 45-50 min weekly of uninterrupted instruction
- Dedicated Space specifically for the arts discipline - safe/adequate storage for supplies
- Sequential Arts Pathways K-12
Ex. Elementary School "A" has elementary music and choir, it feeds to a middle school that only has a band, and then the high school has both band and choir - that is a broken pathway because choir was not also offered at the middle school level. There is music - but not sequential/ consistent music education.

Other Questions for School Districts

- Does the District have an Arts Education Plan - if not, how do they plan to report and reach the goals above.
- If district has an Arts Education Plan - provide plan to AEAF - update annually
- Who provides professional development for new-to-district principals about the AEAF funded positions and how to support/schedule them?
- Are all students at the schools receiving arts instructional time from FTE dedicated professionals

RACC & Grant Funded Projects using AEAF funds

Quantitative Standards - For General Operating Support Grant Funded Orgs from AEAF

- 1- List of Organizations
- 2- Amount of Money

Quantitative Standards - For Project Grant Funded Orgs from AEAF

- 1- List of Organizations
- 2- Amount of Money- allocated to each organization
- 3- Is it an Access or Education Project (note on list of organizations)
- 4- Total Amount of Money disbursed to organizations.

As part of their grant agreement:

- Provide reporting on standardized metrics quantitative/qualitative
- AEAF logo on website/promo materials for projects that are funded
- RACC provides full list of grant funded projects - with amounts awarded and how that aligns with AEAF charter goals
- AEAF logo required on RACC website & any printed materials that has connection to AEAF monies
- RACC to provide reporting on grant standardized metrics quantitative/qualitative
- RACC provide reporting on how other AEAF funding was spent in addition to grants - staffing/events/professional development/training, etc.

Other RACC Reporting: Contract with the City of Portland (not included in 2020 report)

- 1- Amount of Money to RACC from AEAF funding for admin and oversight
- 2- Breakdown of costs going where - staff, development, oversight, teacher communication, district communications, events, PR, ec.

Revenue Department Reports

Annual report showing amount collected and disbursed to various stakeholders.

AEAF quarterly meetings annual schedule (pre-Covid schedule)

- Q1 - February - Check in meeting regarding progress of goals by all stakeholders
- Q2 - April - working meeting : goals discussed
- Q3 - June - Reports delivered to AEAF by RACC, City and Dept of Rev. and all school districts
- Q4 - October - Draft of report to council discussed. Report to be delivered to council in November for prior school year's findings.



Regional Arts & Culture Council



Arts Education & Access Fund
Oversight Committee

AEAF Annual Meeting: May 7, 2021

Questions for Humans

Gerry Hirsch





*Anything is Possible:
Hakura Ashida Ostley*

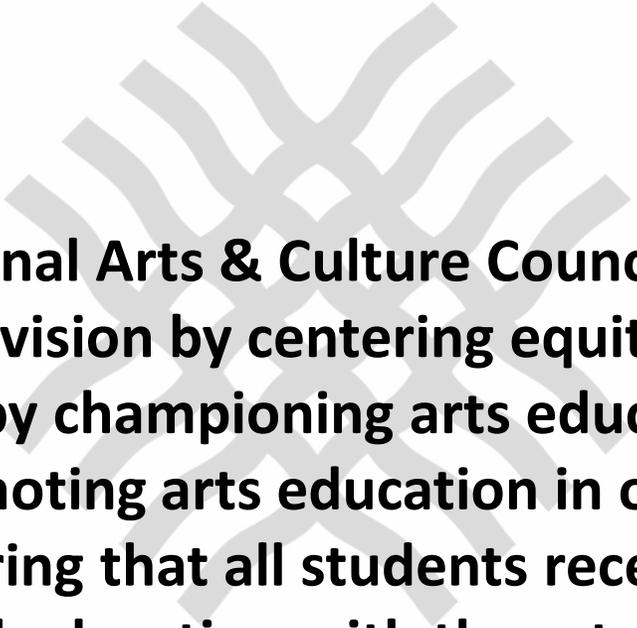
AEAF

Oversight Committee

Community role

The Arts Education & Access Fund Oversight Committee is charged with reviewing the expenditures, progress and outcomes of the Arts Education & Access Fund and reporting their findings annually to City Council.

Arts Education is the instruction and programming of all arts. This can include visual arts, music, theatre, dance and media arts. Art education can happen anywhere and everywhere there is learning about art- in school, in the community and at home.



The Regional Arts & Culture Council works to achieve our vision by centering equity, access and resources by championing arts education in our schools, promoting arts education in our community and ensuring that all students receive a well-rounded education with the arts as a core curriculum from grades K-12.

**Regional Arts &
Culture Council**

Regional Arts & Culture Council: Overview of Arts Education

- Part of core curriculum for all K-12 students
- Support arts educators & districts to provide resources, professional development and convening opportunities
- Collaborate with art partner organizations, local, state and national art leaders
- Work to provide avenues for teachers to connect across districts
- Promote collaboration between core curriculums and arts integration
- Break down barriers to access, promote equity
- Advocate for arts and culture in our community and schools



2020-2021 Arts Education & Access Fund Logo Competition



WHY: To share with our community why the arts are important to you

WHO: Open to students in K to 8 in the six AEAF school districts

WHAT: Create a new AEAF LOGO

WHEN: During the 2020 Winter Break

Why hold the AEF Logo Competition?

- Time to offer a reason for residents to support the arts- in their community, in their neighborhoods, in their schools.
- The previous logo did not tell a story.
- We wanted the kids who benefit directly to tell the story.
- Bring joy.

City of Portland: AEAF School Districts 1

- Centennial, David Douglas, Parkrose, Portland Public, Reynolds, Riverdale
- Center equity, access & resources by championing arts education in our schools
- Support arts educators & districts to provide resources, professional development and convening opportunities
- Collaborate with art partner organizations, local, state and national art leaders
- Coordination between RACC & the AEAF Oversight Committee

City of Portland- AEAF School Districts 2



RIVERDALE

*Teaching students to be thoughtful
in their education, about each other,
and for their community.*

Portland, Oregon



**DAVID DOUGLAS
SCHOOL DISTRICT**



A Call to Action

1. Increase the visibility of this important source of funding- pays for arts educators in 6 Districts in the City of Portland and funds many of our arts organizations.
2. Highlight students who have directly benefited from the AEF.
3. We will not have artists, musicians, dancers or performers if we do not start with a well-rounded, sustainably funded arts education.
4. This is our investment.



A Heaviness: Liz Tran

Freedom to Create



*Halfie:
Sabina
Haque*

We give kids the freedom to create.

They surprise us. They move us.

They challenge us to think differently.

They create a relationship that reflects how they think, who they are, where they reside.

They show the sheer diversity of our community through art.

Thank you to our Participating Judges



First Round Judges

- Institutions of Higher Education
- The connection is— yes you can have a career in the arts
- Support. Encourage. Grow.

Second Round Judges

- Community leaders
- Arts organizations
- Connection. Affirmation. Relationships



Our 2020-2021 AEAF Logo Finalists

Caitlin- 7th Grade
Sunnyside Environmental
School-PPS
Indigo Corwin-Art Teacher



Edison, 5th Grade
Rose City Park, PPS
Ms. Pao Vang-Art Teacher



Vincente, 3rd Grade
Rose City Park- PPS
Ms. Pao Vang-Art Teacher

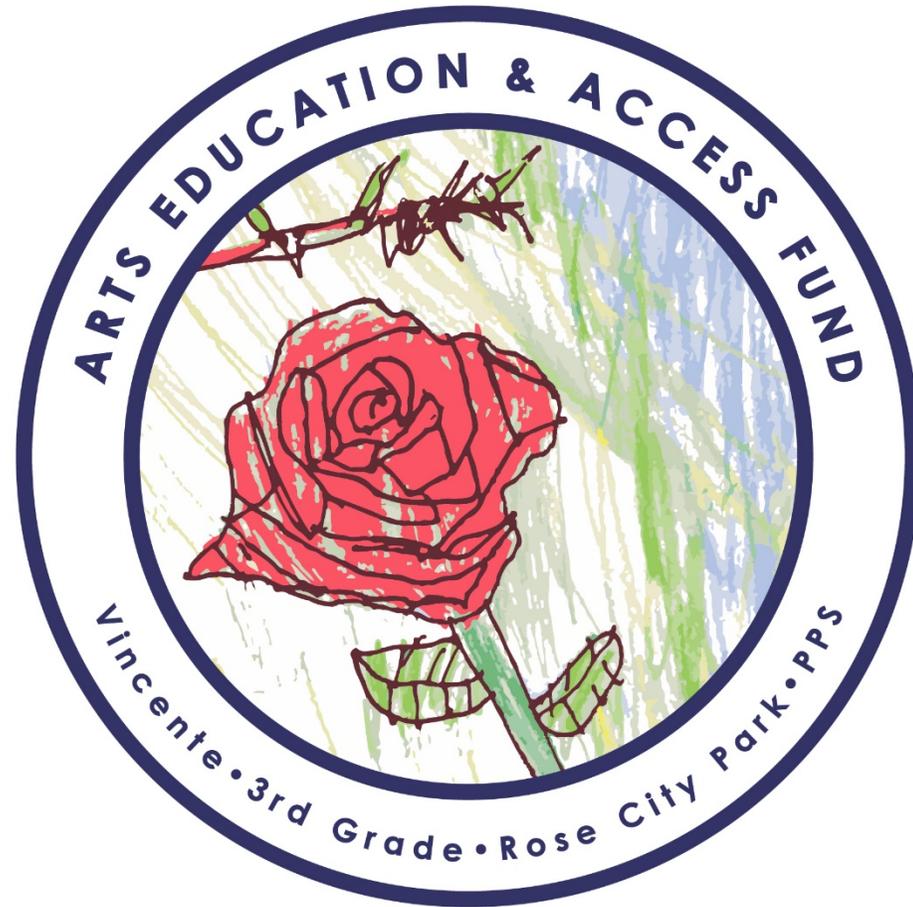


Our 2020-2021 AEAF Logo Winner

Vincente, 3rd Grade

Rose City Park- PPS

Ms. Pao Vang-Art
Teacher



The Rose Waterfall, 2021



**A thriving region,
powered by
creativity, with arts
and culture in every
neighborhood**

Bike: Hampton Rogriguez

Positive Vibes

KOIN News 6

March 31, 2021

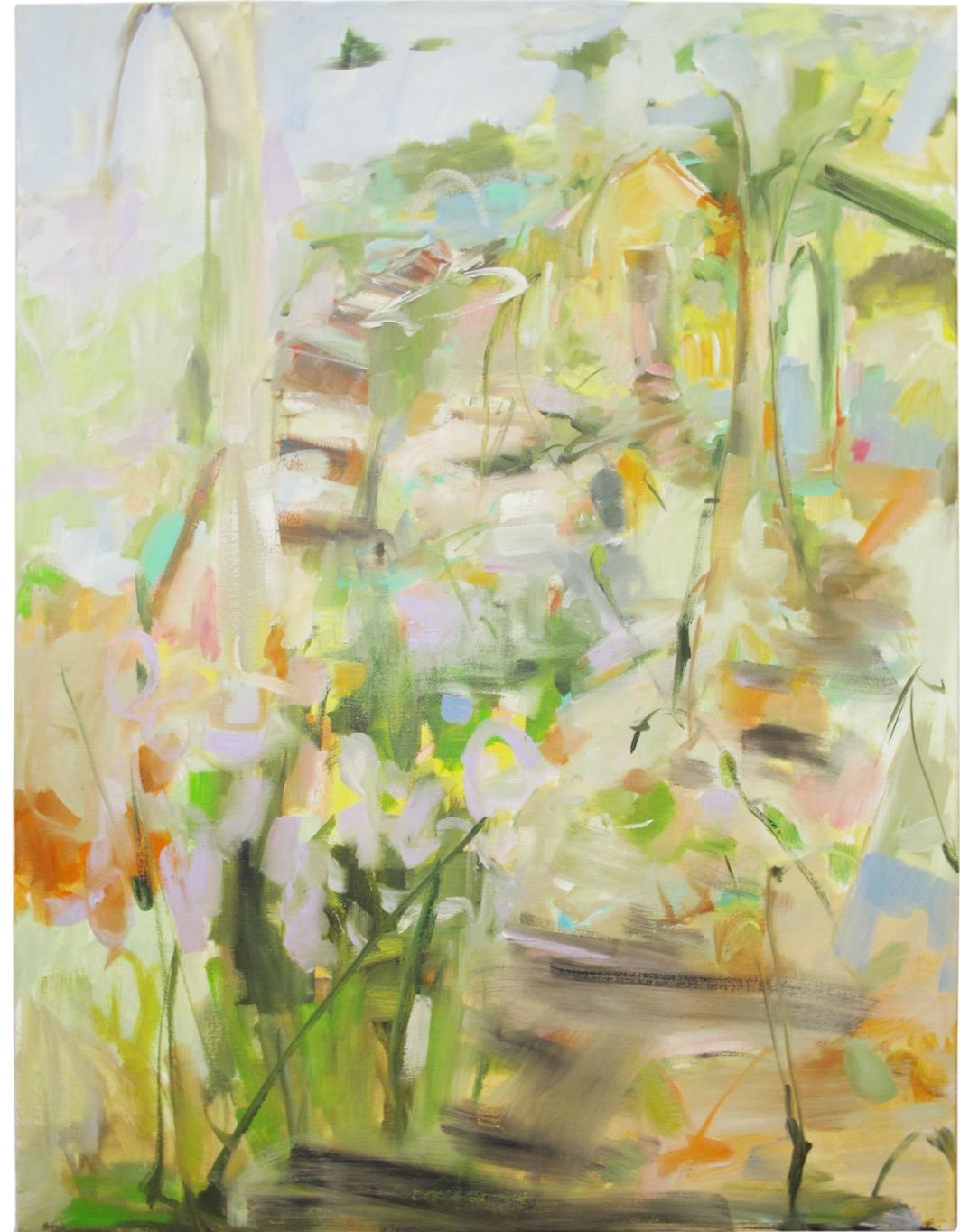
By Jenny Hansson

Featuring

Jessica Juday-Music Instructor from David
Douglas

Jay Longfellow- Visual Arts Instructor from
Portland Public

*Renee Zangara
Over the River*





Thank you!

Laura Streib (she/her)
Chairwoman-
AEAF Oversight
Committee

Chanda Evans (she/her)
Regional Arts & Culture
Council

Welcome to Foster
Travis Wheeler/John Vance



What IS artLook®?

artlook® is a data platform that helps cities across the US track access to the arts for students in their schools. Real-time insights help support equity in arts staffing, programs and funding for all students

How it works

- **Unify City-Wide Education data-** In each partner city, artlook® brings together data from district operations, community agencies and individual schools into a single platform to track growth across schools and time
- **Drive change in schools and neighborhoods-** artlook's® free, public mapping tool is a powerful search engine for principals, teachers, community agencies, funders and even parents. Its insightful matching tool links schools to programs and helps to target resources and connect individuals.
- **Inform Decision-Making-** artlook's® data gives school and community leaders new insights that help allocate human and capital resources in the arts with greater equity, even targeting neighborhoods and schools with the greatest needs, and tracking progress over time.

Who are the players? What roles are they playing?

- **The Kennedy Center-** Creator of Any Given Child program which artlook is a part of, providing funding, national level support and strategic oversight.
- **Ingenuity-** Creator of artlook®, providing software, database management, technical support and guidance to partner cities
- **The Regional Arts and Culture Council-** Regional administrator of artlook, coordinating school districts and arts partners, overseeing participation and data entry
- **Portland Metro School districts-** Sharing data on arts education across a district, represented on the public artlook map
- **Portland Metro arts and culture non-profits-** Sharing data on their arts education programs and partnerships, represented on the public artlook map

When will the public get to see artlook®?

The Portland Metro artlook map will be live in early **2021**. The Regional Arts and Culture Council will be organizing press releases to share and inform the public. Due to the current public health risk, any previous in-person events that might have been planned are canceled.



Regional Arts & Culture Council

411 NW Park Avenue, Suite 101
Portland, OR 97209
503.823.5111
www.racc.org

Regional Arts & Culture Council - Arts Education Program

Historical Perspective

The arts education engagement at RACC began in 1995 with the creation of the Arts Education Program and the hiring of our first Program Manager. In 2008, we launched The Right Brain Initiative, almost ten years after RACC's original program of Artists in Schools was sunset due to budget cuts and program reorganization. The Right Brain Initiative provided a robust arts integration program with partner organizations and schools throughout the Portland Metro area until January of 2020, when they merged with Young Audiences. Over the years we have worked to foster relationships with educators and arts partners, including regional and national arts organizations. When the [Arts Education & Access Fund](#) was passed in 2012 by the residents of the city of Portland, it re-established arts educators in K-5 schools in Portland's six districts. The evolution of arts education at RACC continues as we work to connect, advocate, and ensure equity and access for all of the K-12 schools across the region and throughout the State of Oregon.

Our Vision Today

The Regional Arts & Culture Council works to achieve our vision by centering equity, access, and resources by championing arts education in our schools, promoting arts education in our community, and ensuring that all students receive a well-rounded education with the arts as a core curriculum from grades K through 12.

The Arts Education & Access Fund (AEAF)

RACC's Arts Education Program coordinates services to school districts funded by the city of [Portland's Arts Education & Access Fund](#) and supports a community vision for equitable education through the arts. This program plays a vital role in sharing the impact of arts education through the documentation of services and advocacy, and by supporting the collaboration of arts educators, curriculum specialists, and school superintendents.

The six districts served include [Centennial](#), [David Douglas](#), [Parkrose](#), [Portland Public](#), [Reynolds](#), and [Riverdale](#).

- **We support our arts educators, hired through the AEAF** in arts education: music, visual arts, drama, and dance. We endorse and subscribe to the National Arts Education Standards and the [State of Oregon](#) arts education standards. We recognize

media arts as an arts education discipline. We convene quarterly meetings with our six district arts educator liaisons.

- **We support schools** by connecting them to cultural resources in the Portland metro area. RACC advocates on behalf of school districts to help ensure equitable, sustained, well-rounded, and progressive arts education for students in elementary, middle, and high school. We convene quarterly meetings with our district curriculum leaders.
- **We offer professional development** for our arts educators that connect them to valuable resources and tools to use in the classroom. We maintain a curated [Arts Educators Resource](#) list for our teachers, as well as a database of webinars, conferences, and events. We share with our arts educators through our six district Arts Liaisons and direct outreach to our arts educators in schools.
- **We advocate along with our arts partners** across the region to bring opportunities into the classrooms of arts educators. We support grant-based programs that integrate the arts in core curriculum to help enrich and enhance a student's art experience with a working artist. RACC also promotes [Public Art](#) in our schools by providing curated programs for arts educators to use in their classrooms. In 2021-22, we will initiate a tri-annual meeting of arts educators, arts partners, and others for a roundtable arts education collaborative discussion.
- **We collaborate with the Arts Education & Access Fund Citizen Oversight Committee** to ensure compliance and measurable outcomes are met with regard to the [AEAF charter](#) with the city of Portland. We help facilitate and convene an annual meeting of arts education stakeholders from the six districts, the city of Portland, and other arts partners. In 2020-21, a joint project saw the launch of a student competition for a re-design of the AEAF Logo.

artlook® & The Kennedy Center

Since 2010, RACC has had a unique partnership and relationship with the [Kennedy Center](#), which brings several programs into the fold of Arts Education: Any Given Child and the Partnership for Education. Selected in 2018, RACC joined one of nine sites across the United States to participate in a 3-year pilot program to launch [artlook®](#). Through this relationship with the Kennedy Center and the developer, Ingenuity in Chicago, artlook® creates an arts-based interactive mapping database platform. This allows school districts to understand the arts landscape in their communities. The intention is to create a more equitable and accessible arts education opportunity for all students. School districts, educators, families, and the community are able to navigate arts education opportunities in their region. RACC's goal is to expand to other school districts and create arts partnerships in Oregon to provide the artlook® platform.

The Future of Arts Education at RACC

While we are currently responsible for six school districts in the Portland Metro area, we are always seeking ways to support our larger regional community. As we look to the future, we know that without a firm understanding of the importance and need of a well-rounded education in our schools, one that includes the arts, we are not providing an

equitable and accessible education for all of our students. It is with this in mind that we work to make arts education a priority and mission of RACC.

- RACC collaborates and participates in arts education forums, workgroups, and discussions around the state.
- RACC promotes arts education in our community through public initiatives and joint projects. (Portland Parks and Recreation, Colleges/Universities)
- Expand arts education access and resources throughout Oregon, not limited to the tri-county region, with a focus on equity and access through artlook®.
- Advocate and promote legislative agendas that support and include the arts in STEM to create STEAM (Science, Technology, Engineering, Arts, and Mathematics).
- Engage with national leaders to establish arts education as core curriculum and endorse collaborative learning as well as arts integration as a vital component of a well-rounded education in our K-12 schools.
- Making Connections, Sharing Ideas, Asking Questions: RACC invites and encourages our arts educators to connect with other arts educators across districts and use RACC as a platform for engagement.
- The Arts Education Committee at RACC works to further the arts education agenda and increase equity and access in our schools. We also partner with and promote our arts organizations in our community and region.



Highlights from our District Arts Educators

Many of our arts education teachers have created web pages or posted amazing performances online showcasing the arts at their schools. Please look at a few we think are worth your time. We appreciate and thank our arts educators for sharing these resources.

[Sunnyside Environmental School \(PPS\)](#)

[Lewis Elementary \(PP\)](#)

[Irvington Elementary \(PPS\)](#)

[Peninsula Elementary \(PPS\)](#)

[Woodstock Elementary \(PPS\)](#)

[Prescott Elementary \(PRSD\)](#)

[Mill Park Elementary \(DDSD\)](#)

[Ventura Park Elementary \(DDSD\)](#)

[Parklane Elementary \(CSD\)](#)

[Scott Elementary \(PPS\)](#)

Check out our recent press on the Arts Education and Access Fund from Portland KOIN News 6 **Positive Vibes**, April 2021 featuring **West Powellhurst Elementary** (DDSD) and **James Johns Elementary** (PPS).

Just in case you need another reason to support a well-rounded arts education – Pre-K through High School – check out **David Douglas School District**, **Reynold’s School District**, and **Riverdale School District**. These are all great examples of how some districts are creating community-supported arts education in our city.



Regional Arts & Culture Council

Arts Education: Workshops, Seminars, Learning Opportunities, Resources, and Tool Kits for Arts Educators

Arts Education-Start Local

Regional Arts and Culture Council - [click here](#) for the Art Walking Map (2014)

Public Art- Explore the Public Art in Portland and learn about the artists. Use in your lesson planning and explore locally.

[Click here](#) to learn about Support Beam & new artists working with RACC

Click [here](#) for Art Experience resource list

Click [here](#) for a funding resources list for arts education

Portland Public Art- app available on Apple- Public Art PDX highlights the rich and diverse collection of Public Art on display in and around Portland, Oregon, USA. The map view shows the location of more than 600 works of art in the metro area, from historic statues and fountains to photography, architectural integrations and murals created this year. (*FREE*)

Young Audiences- The Right Brain Initiative – explore local artist residencies, workshops, arts integration programs in the greater Portland area.

[Click here](#) for Professional Development opportunities

[Click here](#) for information for Educators

King School Museum of Contemporary Art- is a contemporary art museum and social practice project inside Dr. Martin Luther King Jr. School, a PreK- 5th grade public school in NE Portland, OR.

[Click here](#) for upcoming events and lectures by artists

[Click here](#) for their podcast



Click here join the livestream Thursdays at 10am. *FREE* (recorded & available on Utube if you miss it.)

Artslandia- showcase for local music, dance and theatre in the Pacific Northwest

Click here for Happy Hour- previously live performances by local artists

Click here for event listings in the greater Portland area

Click here for a diverse and comprehensive list for Arts & Culture in the greater Portland area: festivals, visual events, local music, performing arts & more. Click here for the **calendar**. (Info from **Travel Portland**)

Oregon Humanities - Oregon Humanities is committed to bringing people together across difference and holds workshops, seminars, trainings and events throughout the state and the year. The mission of “Oregon Humanities connects Oregonians to ideas that change lives and transform communities.”

Click for **events**.

Portland Baroque Orchestra- since 1984, they are the 3rd largest period piece Orchestra in the United States. Compositions date prior to 1840.

Click here to stream online events (*FREE*)

Click here for education videos

Oregon Symphony Orchestra created a curated toolkit and teaching materials for online and distance learning. Click for resources.

Portland Art Museum (PAM) click below for specific resources and information

Resources for **Educators**

Current Exhibitions at PAM

Permanent Collection- connects you to all the galleries on-line



Click [here](#) for events, lectures, workshops, presentations at PAM

The Oregon Historical Society Click to see a listing of events, lectures and exhibits.

Click here for the OHS Digital History Project.

Click here for events & lectures

Pacific Northwest College of Art (PNCA) Offering events, workshops and lectures-
visual arts, mixed media, fine art, creative writing, video & sound and more.

Willamette University- recently merged with PNCA. Click for a list of university
sponsored events.

Music Department events/performances links and Music information

Theatre Department-

Hallie Ford Museum at Willamette University

Click here for the Collection

Click here for Educator Resources

Click here for Events at the museum

Portland State University- Links to upcoming events for two academic programs.
(PSU website changed so there is not a main resources page for events, lectures, &
workshops. You must do an individual search.)

School of Music and Theatre Click for events

Art & Design click for events

Lewis and Clark College

Department of Music- list of [events](#)

List of Music Ensembles in the greater Portland area (extensive music resource list)

University of Oregon- click here for the **Calendar of Events**

School of Music and Dance- click here for [events](#)

College of Art and Design- click here for [events](#)

College of Arts and Sciences-

*Department of Theatre Arts- click here for [events](#)

*Cinema Studies- [click here for events](#)

Oregon State University- Lectures and Resources from OSU

[Click here](#) for the College of Liberal Arts Dashboard

[Click here](#) for events and Provost Lecture Series

[Click here](#) for visiting Artist & Scholar Lecture Series- School of Arts and Communications in the College of Liberal Arts

[Click here](#) for the Visiting Writers Series from the School of Writing, Literature and Film in the College of Liberal Arts

Oregon Folklife Network- (U of O) information and educational resources for traditional artists in Oregon and beyond

Click here for [local resources](#) – search for local artists ([culture keepers roster](#))

Click here for [national resources](#)

Click here for [events calendar](#)

Portland Community College- Signature event [list](#) (unclear if virtual)

Pa'lante! PDX- Salsa and Latin Jazz group in Portland, Oregon

Click here for **past performances** (videos and music)

PDX Jazz-

Click here to hear music for Jazz in the Schools playlist on Spotify

Click here for Jazz Stories- reading of books related to Jazz

Click here for Teaching Resources and curriculum for K-12 (free digital downloads)

Click here for PDX Jazz Musicians profiles presented (5 min, 22 min & 7 min) 😊

Portland Taiko blends the tradition of Japanese Taiko drumming with a sense of Asian American identity, creativity, and empowerment

Click here for on-line performances, part of the **No Boy Project**

Oregon Children's Theatre – Portland based Theatre program

Your Turn! - Kid-centric episodic show that will inspire joy, fun, and activity in students and families. Each episode focuses on a different theme, and explores that theme through music, movement, art, mindful moments, and much more

Milagro Theatre- Latino theatre, culture and arts education.

Click here for a listing of events.

The Armory at Portland Center Stage – largest theatre company in Portland

Click here for events (many are free)

Click here to hear Community Voices Project- videos featuring local artists

Oregon Shakespeare Festival-

Click here for virtual stories, performances, social justice resources & more

Oregon Thespians- An Educational Theatre Affiliate

Click here to learn more about Theatre Pro- *FREE* for members

Multnomah County Educational Services- is an educational cooperative that provides a wide variety of programs and services on a regional basis to school districts in Multnomah County and beyond. Click for events.

Arts Education across the Nation- if you are a member of the PAM or another museum, check to see if there is reciprocal membership to participate in membership only events, lectures, etc. that cost.

Americans for the Arts – Connecting your best ideas and leaders from the arts, communities, and business, together we can work to ensure that every American has access to the transformative power of the arts.

Click here for specific Arts Education Program (research, media, articles, toolkits & advocacy)

Click here for the Arts U program

Click here for webinars, live and on-demand videos

Click here for the ArtsBlog

Teachers College- Columbia University-

Click here for the Continuing Professional Studies Program (\$\$)

Click here for the Provost Lecture Series- Uceda and Tisch schedules

Museum of Modern Art (MOMA)

online courses for K-12 educators. (*FREE*)

Click here for additional resources for educators.

Metropolitan Museum of Art (MET) **click here** to explore the collection online

Art at Home- Explore the Met- 5,000 years of art at home

Quick access listing to arts education **resources**

Artist Project- artist reflect on “what is art?”

Events listings

The Whitney Museum of American Art- click here for the **collection**

Detailed yearly teachers **guide**

Activities for educators to use in the **classroom**

Seattle Art Museum (SAM)

Click here to search the Collections

Click here for online materials for Educators: learning resources, Look & Make activities for K-12 grades

Click here for calendar of events

Los Angeles Museum of Art (LACMA) **click here** to search the collection

Click here for teacher workshops and trainings

FREE **online classroom** courses

Calendar of **events**

Yerba Buena Center for the Arts- contemporary art, performance, film, civic engagement, and public life center in San Francisco, CA

Click here for event listings

Asian Art Museum – connecting art to life. Located in San Francisco, CA

Click here for calendar

Click here to see the Online Collection of the museum

Click here for Teacher Resources

Lesson plans & videos

Workshops & podcasts (Itunes)

The **Getty Center and Villa** in Los Angeles- Explore the collection online

Click here to see FREE online learning courses, toolkits for students and other materials

Dallas Museum of Art – explore the museum **virtually**

Museum of the African Diaspora (MOAD) San Francisco, CA. Contemporary art museum celebrating Black Culture (an affiliate of the Smithsonian Museum)

Click for the **Calendar of Events**

Click here for Educator Resource guides

Exhibitions current & upcoming

Past Exhibitions – summary and highlight of artist work

The Art Institute of Chicago- Explore the collection online.

Resources for Educators



Images that are available through the Institute's **Open Access** program

The Walker Center for Contemporary Art- Minneapolis, Minnesota

Click here to explore the collections of Art and Artists

Click here for Art Educator resources, lesson plans, toolkits

The High Museum of Art in Atlanta

Click here for Collection Highlights

To explore the museum digitally **click here**

Searchable **Teacher Resource list** for grades preK-12: videos, lesson plans,

Click here for Student Virtual Tours - using STEAM curriculum

Click here for ART Stories

Click here for Art Activities- Get Creative at Home.

The Fine Arts Museum Boston – iconic art museum in New England

Online classes that are free for students

View the **Collection online**

Isabella Stewart Gardner Museum- Boston, MA –locally known, internationally recognized.

Explore the Collection

Explore the Music collection- **LISTEN HERE**

Calendar of Events

Philadelphia Museum of Art- one of America's oldest art museums

Click here to see the Collection online



[Click here](#) for the Event Calendar

[Click here](#) for Classroom recourses for Teachers

[Click here](#) for Art at Home activities

[Kimmel Center for the Performing Arts](#) – Philadelphia, Pennsylvania

[Click here](#) free Educational Program videos

[Click here](#) to see the Digital Stage-The Show Must Go On

Philly Fun Guide [Workshops/events/performances](#) ACCESS the ARTS- FREE in the Philadelphia area

[Annenberg Center for the Performing Arts](#)- from the University of Pennsylvania

[Blog](#) resources, past recordings, events

[Click here](#) for events- Performances dance, music, films - not free

[The Menil Collection](#)- Houston, Texas is a museum and neighborhood of art spanning 30 acres in the heart of Houston, Texas.

[Click here](#) for the Collection

[Click here](#) for Exhibitions

Listing of all **[Events](#)**

[Smithsonian Institution](#)- click here to explore all 19 museums

[Distance Learning](#) resources, training & support from the Learning Lab

[Smithsonian American Art Museum & Renwick Gallery](#) explore the **[collection](#)**

[SAAM](#)- teacher guides and resources

Professional Development- workshops, webinars & achieved material

Classroom Videoconferences- FREE interactive videoconferences that explore U.S. history and culture

Learn from Home- resources and materials for educators and students, art pdf guides and printouts available in English/Spanish

National Museum of African American History and Culture in Washington, DC

Click here for event listings

Click here for the Digital Resource Guide

Resources for Educators- videos, class guides, professional development

Click here for Curator Chats

Milwaukee Art Museum

Click here for Teacher Resources- art guides, **classroom activities**, **visual teaching strategies** (art curriculum guide)

Click here for the Collection

Click here for Virtual Exhibitions.

Click here for a list of Events at the museum

National Museum of the American Indian- NYC and Washington, DC (Part of the Smithsonian)

The Power of the Native Voice- **click here** for virtual programs

Click here for *FREE* webinars and workshops

Click here for Exhibition Websites

The Center for Cultural Power- art & activism social justice agency in Oakland, CA

Click here for resource guides



Asian Pacific American Center at the Smithsonian- click for educational resources.
Provides a community centered focused experience – history, art and culture

The Museum of the American Revolution- located in Philadelphia, PA

Click here for Educator resources

Click here for Professional Development- *FREE*

Click here for the Museum Collection online, virtual collection **online**

Click here for Events

Rev360- conversations from all angles of the American Revolution with guest speakers:
artists, authors, historians, community leaders & more

New York Philharmonic- click to learn more about the NYPhil

Project 19- featuring women composers and musicians to celebrate the 19th
Amendment. Recorded performances available online

NY Playson- click to listen and watch concerts virtually

Educator resources- curricula and resources online

Student Connections- engaging videos, slide presentations, and activities created by
our NY Phil Musicians and Teaching Artists

Los Angeles Philharmonic

Click here to watch and listen to past recordings, interviews, podcasts, music and
more.

Sound/Stage- online collections of concert films, music, interviews, essays and artwork.
“Our world is forever changed but our music never felt more important”- Gustavo
Dudamel, Music and Artist Director

Los Angeles Music and Art School- nonprofit arts organization whose mission is to
offer the community of East Los Angeles, primarily its K-12 population, with equitable
and affordable access to multidisciplinary arts education programs.

LAMusArt Live!- click here to see the list of events and register to watch live

Click here to watch recorded **events** online

American Jazz Museum – not a lot of online resources but when in Kansas City!

Articles and stories available on line to read

The Kennedy Center- Washington, DC

Calendar click here for list of all current events

Digital Stage- click here for a VAST collection of theatre, music (opera, contemporary, classical, jazz, folk, international), dance (modern, folk, classical, hip hop, ballet) and more

Kennedy Center **Art Education Resources**

Articles & How To's Creative ways to bring Arts Education into the classrooms

Alvin Ailey American Dance Theatre- considered a cultural ambassador to the world celebrating the African American culture and modern dance experience

Click here for **online performances**

New Victory Theatre- New York City

Click here to watch **Dance** including a conversation about the performance

Click here to learn about **Art Breaks at Home** by the New Victory Theatre

New York Shakespeare Exchange- The Sonnet Project

Click here and be transported to NYC's five boroughs as Shakespeare's sonnets are read. Each include a short film, music and reading of a sonnet & historical information on the location of the shoot.

Boston Conservatory at Berklee College of Music- **click here** for events

Berklee College of Music: For the Stan Getz library **click here**.

The Lincoln Center for the Performing Arts- New York City, NY

Click here for the Lincoln Center At Home details

Click here For *FREE* At Home on Demand- music, dance, film theatre & panel discussions

Click here for Lincoln Center POP-UP Classrooms online

National Arts Education Association- Listing of **events** around the country for those in **Visual Arts** Education.

Click here for articles and resources, including tool kits to download

Click here for Virtual Art Education webinars (*FREE* if member) & resources

Pacific Region newsletters, resources and updates

National Association for Music Education – vast list of resources, trainings and materials for teaching **music** in the classroom

Direct link to upcoming *FREE* **webinars**

Guideline and resources specific to **Covid 19**

National Dance Education Organization- advancing **dance education** in the arts

Click here *FREE* on demand Webinars for teaching online

Click here *FREE* on demand Webinars for Dance Instruction online

Click here for additional resources and guidebooks

Library of Congress The Library of Congress is the largest library in the world, with millions of books, recordings, photographs, newspapers, maps and manuscripts in its collections.

Click here for Event Listings

Click here for list of exhibitions

Click here for the LOC Digital Collection

Click here for Family Engagement Resources-Teachers

Additional Resources for Arts Educators: online apps & tools, workshop/webinars and additional materials

Share My Lesson- PreK-12 grade, Lessons created by Educators for Educators. Including all Common Core subjects, Arts, Current events, social emotional resources, ESL/ESOL and more.

Art for Pre-K

Art for Grades K-2

Art for Grades 3-5

Middle School & High School

Click here for Webinars

The Globe Theatre- streaming **online performances-** plays & music (*free & rental content available*)

What's on Stage-selection of theatre, musicals and opera to watch FREE **online**

Corona Multimedia Showcase- International Celebration of creativity in the time of the pandemic-Corona Multimedia Showcase Mission and Goals: The Corona Multimedia Showcase provides a platform for children, youth and families to create and display media projects in a variety of formats that reflect their lives in this time of COVID-19. These projects are digitally published on this website for young people and families around the world.

Crayola learning platform resources for art educators (school/home)

Click here for upcoming events and FREE Webinars

At Home learning ideas and plans

Edutopia- George Lucas Educational Foundation

Click here for videos

Click here for K-2 Resources & videos

Click here for 3-5 Resources & videos

Click here for 6-8 Resources & videos (might work for 5th grade)

Professional Development **opportunities**

Common Sense Media – helps navigate parenting & teaching in the digital world

Click here for STEAM apps and online digital learning tools (most are *FREE*)

Click here for online museums for kids- art, science & history and around the world

Click here for a selection of podcasts for kids

Click here for musical apps for kids (*FREE* to yearly payments plans)

Digital Resources in Spanish (class lessons & family engagement)

WIDEOPEN school- digital resources for teachers and families

Webinars and videos (*FREE*) Professional Development

Self-care videos and articles

Quaver Ed- on line music curriculum for teaching and learning. Used in over 11k schools worldwide, reaching over 4 million students.

Click here for events and webinars

Click here for resources on Social Emotional Learning

Visual Thinking Strategies- VTS is an education non-profit that trains educators in schools, museums & institutions of higher education to use a student-centered facilitation method to create inclusive discussions.

Click here for events and workshops (some are free)

Solfegio, Inc.: Is a music program designed for educators to display music sheets in a visually captivating and interactive way and it can be easily combined with standards-based lesson plans. Designed by teachers for teachers. The product is currently used in more than 10,000 schools around the world.

What will you need: Computer, projector or whiteboards for a classroom or video call provider for an online class. Best used on Chrome.

SmartMusic- is a web-based suite of music education tools that support efficient practice, helping musicians to develop and grow.

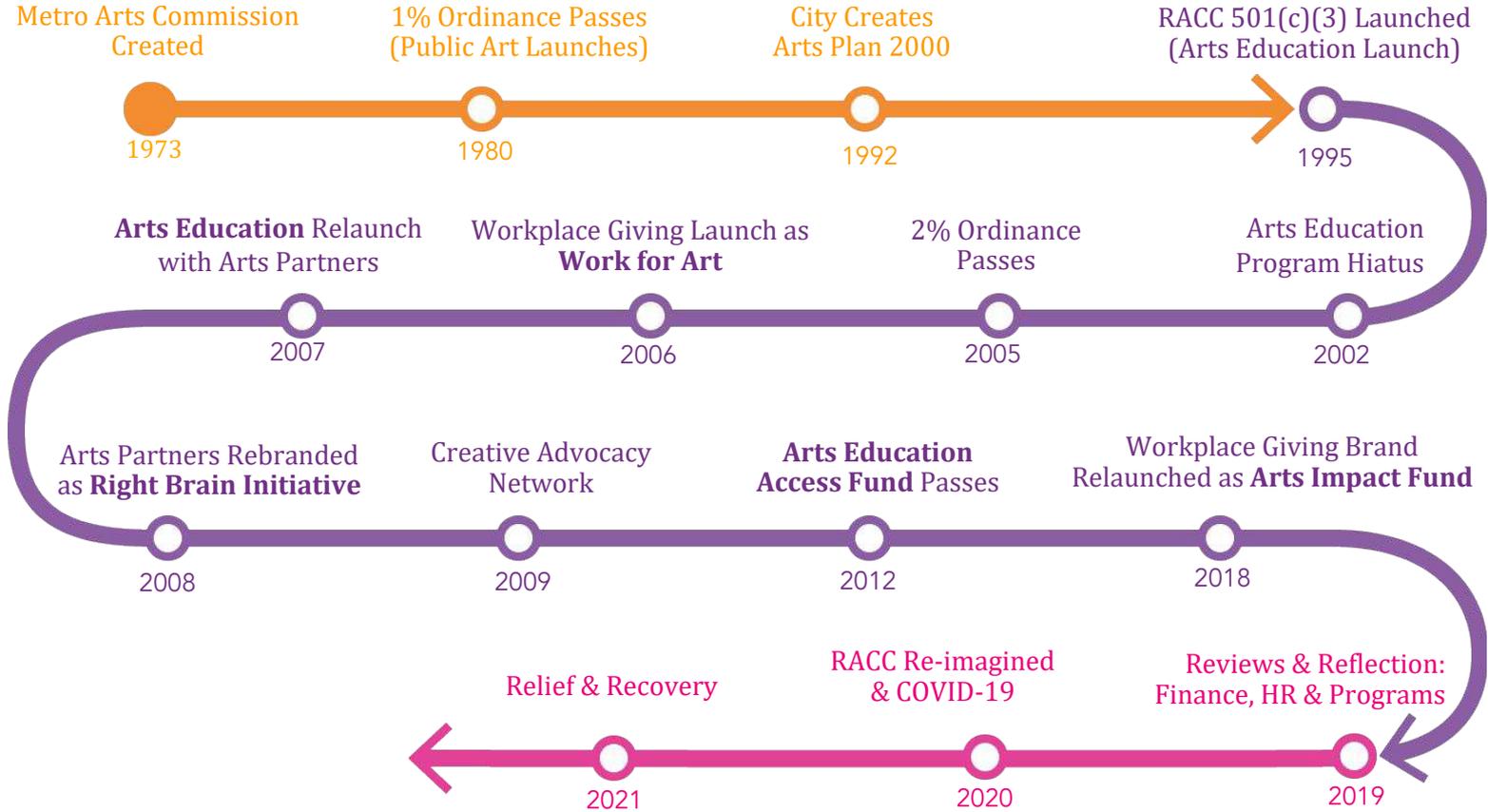
Class Central- Free On-line Courses/ Professional Development from several Ivy League schools and more

Click here to find courses

Regional Arts & Culture Council
Strategic Framework
2020-2022

RACC Timeline

Metro Arts Council (MAC) RACC 1st 24 years RACC Re-imagined



Mission

To enrich our communities through arts and culture.

Vision

A thriving region, powered by creativity, with arts and culture in every neighborhood.



What Have You, Eatcho, 2017

Core Values

- **Accessibility** - Inclusion, simplicity, and ease
- **Advocacy** - Visibility, resources, and impact
- **Equity** - Racial justice and representation in services and investments
- **Diversity** - Of art forms and artistic traditions
- **Community** - For belonging, support, and connection
- **Innovation** - Testing & adapting; finding new ways to deliver value.



Connections of Love, William Hernandez, 2018

Goals

1. Build RACC as an equitable, innovative, and sustainable organization
2. Increase Access
3. Advocate for Arts and Culture
4. Diversify & Increase Resources
5. Drive Innovation & Partnership



Untitled, Molly Mendoza, 2017, Fresh Paint temporary mural program (with Open Signal)

Goal 1: Build RACC as an equitable, innovative, and sustainable organization

Objectives

- CREATE - Create and support a positive organizational culture centered on equity
- BUILD - Invest in infrastructure to better support people, program delivery, and reporting
- GROW - Provide opportunities for staff, volunteers, and board members to learn, grow, and lead.



Untitled, SpaceCraft: Mission to Arts, 2012, detail, 3150 N Mississippi Ave.

Goal 2: Increase Access

Objectives

- INCREASE - Increase access to resources and investments in artists, students, businesses, communities and individuals marginalized by conventional support systems
- REACH - Increase community access to arts, culture, and creative programming
- ENGAGE - Engage with underrepresented* communities, continue to identify and reduce barriers to resources and services.

* Black, Indigenous, people of color, low-income, LGBTQ+, and individuals with disabilities



Cloud Houses, Tenya Rodriguez, 2019

Goal 3: Advocate for Arts and Culture

Objectives

- DEVELOP - Dedicate staff and resources to frame issues, and develop champions for the creative, design, and arts communities
- ADVOCATE - Identify key policy topics, such as equitable access, affordability, and arts education, to positively impact our communities
- UPLIFT - Raise awareness and visibility for all creatives with an intentional focus on underrepresented arts, culture and creative communities.



Inversion +, Lead Pencil Studio (Annie Han and Daniel Mihalyo), 2012–2013

Goal 4: Diversify and Increase Resources

Objectives

- IDENTIFY - Identify and secure new, sustainable, sources of funding
- INVEST - Increase overall annual investment in the region's arts, culture, and creative sector
- PARTNER - Build innovative partnerships with individuals, businesses, foundations, and others to generate new revenue and non-monetary resources.



History of Hawthorne, Chris Haberman, 2013,
4904 SE Hawthorne St.

Goal 5: Drive Innovation and Partnership

Objectives

- SUPPORT - Support underrepresented arts organizations in the way they believe will be most impactful for them
- EQUITY - Make intentional investments, over time, in people and projects that have been marginalized by institutional racism and/or conventional support systems
- CREATE - Create and provide resources, training, and tools that enable creatives to make a living wage and grow wealth from their art, creative, or cultural practice



Streetcar Stop for Portland, Jorge Pardo, 2013

Arts Education and Access Fund Citizen Oversight Committee (AOC)

WORKING AGREEMENT

1. NAME OF ORGANIZATION

The name of the organization shall be the *Arts Education and Access Fund Citizen Oversight Committee (AOC)*

2. PURPOSE AND RESPONSIBILITIES

"The City will appoint a citizen's oversight committee that is representative of the City's diverse communities to ensure the Arts Education and Access Fund is being implemented as required, to review expenditures made and to report their findings in a public record to the City Council on an annual basis. The committee shall be comprised of a minimum of ten and maximum of twenty members, including, if possible, a member of the Tax Supervising and Conservation Committees." ¹

AOC will interact with the Mayor's office, Revenue Bureau, Regional Arts and Culture Council (RACC), Creative Advocacy Network (CAN), the Portland Public School Districts and others as may be necessary for the fulfillment of its work. AOC will receive information and be a checkpoint for the implementation of the Arts Access and Education tax and to provide comments to the above mentioned organizations.

AOC will meet at least twice annually. Sub Committees may be established to work on specific tasks as may be determined and will hold meetings as necessary. AOC will provide an Annual Report to City Council in November or December and provide other reports as may be deemed necessary.

3. MEMBERSHIP

Qualifications: AOC consists of ten (10) to twenty (20) members as appointed by City Council on December 19, 2012. Anita Yap and Stanley Penkin shall initially serve as Co-chairs as appointed by City Council with subsequent co-chairs to be determined by City Council.

Terms: The AOC members shall serve for a period of two or three years commencing December 19, 2012 according to the terms of their appointments by the Council as noted in **Addendum "A"** or until such time as the Portland City Council may otherwise determine. Citizens may be reappointed to serve an additional two year term at the conclusion of their initial term, but may serve no more than two terms. Members of the Committee who wish to resign before completion of their term shall provide a written letter of resignation to the AOC Co-chairs which will then be forwarded to the Mayor and/or City Council for action.

¹ City Code 5.73.050

Adding New Members: If an AOC member is no longer able to serve on the Committee or the Mayor's office or City Council feels that adding a member is crucial to the ongoing viability of the Committee, a Membership Sub-Committee will be convened with the sole purpose of evaluating qualifications of the potential member. Each potential member will be asked to complete an application, identical to the one that all existing members were asked to complete. The Sub-Committee will interview and make recommendations to the Mayor and/or City Council regarding the potential member(s).

Removal. If City Council determines in its sole discretion that a member's continued service is no longer in the best interests of the City, Council may remove that member prior to the expiration of his or her term by a majority vote.

4. MEMBER RESPONSIBILITIES

- a. Attend and actively participate in Committee meetings, and Sub Committee meetings as appropriate.
- b. Interact with Committee members and appropriate agencies in the fulfillment of its charge.
- c. Review background materials to understand the matters and issues relevant to its work.
- d. Voice concerns directly, promptly, and constructively.

5. STAFF RESPONSIBILITIES

- a. Assist the Co-chairs in preparing and distributing agendas and background materials in advance of meetings. Post agendas and other meeting materials on the appropriate City website(s).
- b. Help to manage and facilitate the process for the good of the Committee as a whole.
- c. Attend and help to facilitate meetings. Develop summary notes from meetings and distribute them within ten (10) days of the meeting. These notes should faithfully represent areas of general agreement within the group and areas in which there are diverging viewpoints. Once accepted by the Committee, the meeting notes will be posted on the appropriate City website(s).
- d. Develop documents for the Committee's use as may be necessary in the furtherance of its work.
- e. Provide relevant information to the Committee regarding ongoing City activities relating to the Arts Tax.
- f. Provide documentation of its activities and outcomes relating to the implementation and collection of taxes.
- g. Provide verbal response to questions from AOC at meetings and otherwise in writing.

6. SUB COMMITTEES

The AOC Co-chairs, in consultation with the full Committee and staff, may create Sub Committees as may be deemed necessary to perform the work of AOC. AOC Co-chairs, in consultation with the full Committee and staff, may also appoint task groups as may be required for the purpose of performing particular assignments.

7. FINANCIAL SUPPORT

All members of the Committee serve without pay. The City shall provide AOC with staff assistance necessary to enable it to discharge its duties.

8. OFFICERS

Co-chairs: Either or both of the Co-chairs shall preside at all Committee meetings. Either or both of the Co-chairs shall represent the Committee at City Council.

9. MEETINGS

AOC will meet at least twice annually. AOC shall further meet as deemed necessary by either or both of the Co-chairs. The frequency of meeting thereafter will be determined according to necessity as deemed by either or both of the Co-chairs or the Committee as a whole. Meetings are conducted in accordance with adopted rules of procedure as described in Article 13. Special meetings of the Committee may be called by either or both of the Co-chairs or by majority vote as deemed necessary. Meetings shall begin and end as scheduled.

10. AGENDAS

Either or both of the Co-chairs shall prepare a draft agenda for any meeting ten (10) days before the meeting. Upon approval of the agenda, staff shall publish the final agenda within five (5) days of the meeting or as reasonably determined to provide sufficient notice to the public.

Distribution of Agenda to Members: Staff shall e-mail the draft agenda to the Chair and members of the Executive Sub Committee for approval. Staff shall forward a final agenda and any materials necessary for the meeting to the full AOC within five (5) days of the meeting. On most occasions, delivery will be by e-mail, unless printed documents are requested by members, or staff deems e-mail inappropriate for the volume of documents.

Agenda Format: Standard agenda topics will generally include: approval of minutes, announcements, work items, and matters of interest to the Committee. The agenda may include discussion items at which no vote will be taken, or action items on which a vote may be taken. At any time the Committee may take "straw votes" for informal assessment of positions or decline to make a recommendation.

11. QUORUM AND DECISION MAKING

A majority of the members of AOC shall constitute a quorum at a public meeting of the full Committee. In the spirit of harmony and goodwill that comprise the common goals of AOC and its members, formal votes will generally not be taken. Decisions will be made via consensus.

In the event there is a major issue that significantly divides the members, either Co-chair may, at his or her discretion, call for a formal vote. A simple majority of members present must vote affirmatively in order to take action. Individual members must be present or participate via teleconferencing to vote and may not have more than one vote. Proxy votes are not permissible.

12. PUBLIC PARTICIPATION

Any general or special meeting is open to any person who may wish to be heard regarding any item on the agenda. It is up to the discretion of the Co-chairs of AOC when or whether public comments will be received at the meeting or may be deferred to City Bureaus having jurisdiction.

13. PROCEDURES

Rosenberg's Rules of Order shall be followed in all areas not covered by this document

14. ATTENDANCE

While AOC is composed of a group of volunteers with busy schedules, it is expected that Committee members will notify the Co-chairs or the appropriate staff member if unable to attend a full AOC or Sub Committee meeting. Members missing two (2) consecutive full AOC meetings shall be asked to meet with the Co-chairs and members of the Executive Committee to determine whether the member has sufficient time and interest to continue on the AOC. The Co-chairs, in consultation with the Executive Sub Committee, will make a determination based on the best interests of the member and the AOC.

If a member is unable to attend a meeting, he or she may provide, in advance, written comments relevant to the agenda or may participate via teleconferencing. A member participating via teleconferencing will be included in the quorum count.

An alternate may not be appointed as a representative of a member

15. CONFLICT OF INTEREST PROCEDURES

A member of the Committee may not participate in any action in which the member has a direct or substantial financial interest. Any actual or potential interest must be disclosed at the meeting where the action is scheduled.

16. SUBMISSION OF COMMENTS

Any person or group, inside or outside the Committee may propose items for consideration and/or recommendation to the Committee. AOC shall decide when or whether to receive oral comments during the meeting about matters on the agenda or may request written comments for continued deliberation.

17. PUBLIC MEETINGS/PUBLIC RECORDS REQUIREMENT

AOC shall follow all Oregon law relative to public meetings and public records. Official action(s) taken by the Committee shall be on record or included in the minutes of each meeting. The minutes shall include a record of attendance and the results of any vote(s) taken.

18. COMMUNICATION

Communication with the media and broader public by the AOC shall be primarily the responsibility of the Co-chairs or other members of AOC as may be designated by the Co-chairs or Executive Sub Committee. Members are not to represent the Committee in conversations with members of the media, both on and off the record, with regard to matters of policy or substance, to promote an individual agenda or to presume to represent the positions of the AOC or its other members. Members may share, verbatim, information provided to the AOC by the appropriate City Bureaus, unless that information is provided with the understanding that it is to be kept confidential and is exempt or conditionally exempt from disclosure under the Public Records Law (if the information is in the form of a public record).

When speaking on his or her own behalf, a member must clearly state that he or she is stating his or her own opinion and is not representing the AOC or its other members.

19. NONDISCRIMINATION

AOC will not discriminate against individuals or groups on the basis of race, religion, gender, marital status, familial status, national origin, age, physical or mental disability not constituting a bona fide qualification, sexual orientation, gender identity, source of income or Vietnam era veterans' status.

20. ADOPTION AND AMENDMENT OF BYLAWS

All amendments to this *Working Agreement* must be proposed in writing and submitted to members at least ten (10) days before a decision on its adoption may proceed. The process for adoption shall comply with the decision process as described in Article 11 above.

21. REVIEW OF WORKING AGREEMENT

In order to maintain flexibility and to promote best practices in the ongoing proceedings of the Committee, and to further determine that this *Working Agreement* is functioning as intended, the Executive Sub Committee shall review the document no later than six months after its adoption. At that time, the Executive Committee may recommend any amendments to the document to the full Committee as may be deemed appropriate.

ADDENDUM “A” AOC Roster

| | <u>Appointee</u> | <u>Term to Expire</u> |
|-----|------------------|-----------------------|
| 1. | Yulia Arakelyan | December 19, 2014 |
| 2. | Oscar Arana | December 19, 2014 |
| 3. | Lionel Clegg | December 19, 2014 |
| 4. | Jim Cox | December 19, 2015 |
| 5. | Susan Denning | December 19, 2014 |
| 6. | Victoria Dinu | December 19, 2014 |
| 7. | Erika Foin | December 19, 2014 |
| 8. | Alina Harway | December 19, 2014 |
| 9. | Kimberly Howard | December 19, 2014 |
| 10. | Kevin Jones | December 19, 2014 |
| 11. | Carter MacNichol | December 19, 2014 |
| 12. | Alyssa Macy | December 19, 2015 |
| 13. | Juan Martinez | December 19, 2015 |
| 14. | Cherie-Ann May | December 19, 2015 |
| 15. | Steven Nance | December 19, 2015 |
| 16. | Stanley Penkin | December 19, 2015 |
| 17. | Chip Shields | December 19, 2015 |
| 18. | Gwen Sullivan | December 19, 2015 |
| 19. | Mark Wubbold | December 19, 2015 |
| 20. | Anita Yap | December 19, 2015 |

**PUBLIC RECORDS AND PUBLIC MEETINGS LAW SUMMARY
FOR
Citizens Oversight Committee for the Arts Education and Access Income
Tax (Arts Tax)**

A. OREGON'S PUBLIC RECORDS LAW

To Whom Does the Public Records Law Apply?

The Public Records Law applies to every public body, as defined by ORS 192.410(3), and includes the City and "any agency thereof" and that includes the City's boards and commissions.

Presumption for Disclosure

"Every person has a right to inspect any public record of a public body in this state, except as otherwise provided..." ORS 192.420(1).

What is a public record?

"'Public Record' includes any writing that contains information relating to the conduct of the public's business, ... used or retained by a public body regardless of physical form or characteristics." (ORS 192.410(4)(a)).

"'Writing' means handwriting, printing, photographing, and every means of recording, including letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, files, facsimiles or electronic recordings." (ORS 192.420(6)).

Note – this includes email if it discusses the City's business.

Retention of Records

Once a record is created, a public body is responsible for retaining that record according to the retention schedules adopted by the body. The public body's custodian of records is also responsible for making public records available upon request.

Use of home computers

Oregon's public records laws apply to e-mail correspondence about city business among and between the Citizens Oversight Committee for the Arts Education and Access Income Tax (Committee) members even when exchanged solely on their personal computers and to documents created by Committee members about the work of the Committee. As a result, Committee members have a responsibility to ensure retention of such e-mails and documents.

Whether an e-mail or document contains information relating to the conduct of the public's business is case specific. Generally, if an e-mail or document discusses procedural or substantive aspects of the Committee's work, it will meet this test. A purely personal e-mail does not become a public record simply because it is sent by a public official. Whether the e-mail or document is prepared, owned, used or retained by a public body is also fact dependent. A document not in the possession of the government still can be a public record by virtue of being used or prepared by a public body.

What this means in practice is that if Committee members choose to use private computers to create Committee related documents or to correspond with one another regarding Committee business, they may be responsible for retaining the correspondence in accordance with city document retention schedules.

Exemptions

State law provides that certain public records may be withheld from disclosure if they fall within a statutory exemption. Very few of these exemptions would apply to the Committee's work. Generally, exemptions do not prohibit disclosure; they allow the public body to decide whether to release a record. The presumption is in favor of disclosure and a requestor may challenge a public body's decision not to release a record.

Sources for More Information

City Attorney's Office
Attorney General's Public Records and Meetings Manual (on-line)

B. OREGON'S PUBLIC MEETINGS LAW

1. Meetings Subject to the Law

Meetings of the Committee are subject to the public meetings laws.

"All meetings of the governing body of a public body shall be open to the public and all persons shall be permitted to attend any meeting except as otherwise provided [in the Public Meetings Law]." (ORS 192.630(1)).

- a. "Governing body"-- "the members of *any* public body which consists of two or more members, *with authority to make decisions for or recommendations to a public body or administration.*" ORS 192.610(3) (Emphasis supplied).
- b. "Public Body"-- "the state, any regional council, county, city or district, or any municipal or public corporation, or any board, department, *commission*, council, bureau, *committee*, or *subcommittee*, or *advisory group or agency thereof.*" ORS 192.610(4) (Emphasis supplied).
- c. "Meeting" -- "the convening of a governing body of a public body *for which a quorum is required* in order to *make a decision or deliberate toward a decision on any matter.*" ORS 192.610(5)(Emphasis supplied).

2. Gatherings Exempt from the Law

'Meeting' does not include an on-site inspection of a project or program; attendance of members of a governing body at any national, regional or state association to which the public body or the members belong; or gatherings of a quorum of a board or commission where no official business is discussed.

3. Quorum Requirement

Under state law, a majority of members constituting the Committee constitute a quorum. If a majority of the Committee gets together and deliberates on official business, regardless of the setting, there is a violation of the public meetings law if the required notice was not provided. If there is a gathering of less than a quorum of the Committee, there is no public meeting. These rules apply to quorums of any subcommittees formed by the Committee as well.

4. Other Situations

Purely social gatherings of the Committee do not create a public meeting unless there is quorum and it decides to discuss matters relevant to its work. It is best not to discuss business at all during a social gathering.

If you have a quorum present, even if the sole purpose of the meeting is to gather information to serve as the basis of future decisions or recommendations, then it is a public meeting

In addition, electronic communication among a quorum of the Committee can constitute a public meeting, especially if the communications are sent within a short time frame.

5. What is required for a public meeting

- **Notice**

- Calculated to give actual notice to interested persons
- States time and place
- Lists principle subjects
- Special and emergency meetings have different requirements

- **Location**

Meetings of governing bodies of public bodies shall be held within the geographic boundaries of the area over which the public body has jurisdiction, at the public body's administrative offices (if any) or "at the other nearest practical location."

Must be at a place large enough to hold the anticipated attendance and must be a place that does not discriminate on the basis of race, color, creed, sex, sexual orientation, national origin, age or disability. Site must be one that people with disabilities can access.

- **Public Attendance**

As a general rule, the right to know about and attend a public meeting does not include a right to testify. The public meetings law is a public attendance law, not a public participation law

- **Control**

The presiding officer is authorized to keep order at a meeting and, where there will be public participation, may determine the length of time people may speak and in what order the testimony will be taken.

- **Voting**

- All official action must be by public vote.
- No secret ballots.

- The vote of each member must be recorded unless there are 26 or more members.
- Written ballots are allowed but each ballot must identify the member voting and the vote must be announced.
- As a general rule, no proxy voting.
- No absentee voting. That is, no voting by a member who did not participate whether in person or electronically as by telephone.

- **Minutes**

There shall be sound, video, written notes or digital recordings of all meetings. These need not be verbatim but must “give a true reflection of the matters discussed at the meeting and the views of the participants.” ORS 192.650(1). There are minimum requirements for the minutes and these include who was present, the substance of discussion and the results of the vote.

6. Executive Sessions

An executive session is a meeting or portion of a meeting of a governing body that is closed to the general public. An executive session is not closed to the media. However, the governing body may require that the media not disclose specified information.

There are limited purposes for an executive session which include employment, employee discipline, labor and real estate negotiations, and consultation with legal counsel regarding current or potential litigation. A governing body may also go into executive session to consider records exempt from public inspection. For example, a governing body may meet in executive session to discuss written legal advice from counsel because the written advice is exempt from public inspection as a privileged document.

A governing body may not make a final decision in executive session. To make a final decision, the chair must continue the decision to a public meeting or call the executive session into open session. Preliminary determination of whether there is a consensus may occur in executive session but the final vote must be in open session. A governing body may not remain in executive session to discuss or deliberate on matters other than the matter for which the session was convened.



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Arts Education & Access Fund Oversight Committee

Information

News and notices

Press Release

[Reminder: Due date extended to May 17 for Portland's Arts Education and Access Income Tax](#)

April 19, 2021 8:37 am



The Arts Education & Access Fund (AEAF) Oversight Committee is charged with reviewing the AEAF expenditures, progress, and outcomes and reporting its findings to the City Council annually.

On this page

- [About the Arts Education & Access Fund](#)
- [Arts Education & Access Fund Oversight Committee](#)
- [AEAF Oversight Committee is Currently Recruiting New Members!](#)

About the Arts Education & Access Fund

In November 2012, Portland voters approved Measure 26-146 which imposed a \$35 income tax on themselves to provide arts teachers for all K-5 students in the City of Portland and to provide financial support to local arts organizations.

The Arts Education & Access Fund (AEAF) is a collaboration between Portland's residents, the city, the school districts, and the Regional Arts and Culture Council (RACC). The City assesses and collects the tax and distributes it to the school districts and RACC pursuant to the City Code and Administrative Rule provisions.

You can read their 2019 Annual Report for City Council here:

[AEAF 2019 Annual Report for City Council](#) (876.48 Kb)

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Learn more about the tax, read frequently asked questions, and summary of arts grants tax awards [here](#)

Arts Education & Access Fund Oversight Committee

The Arts Education & Access Fund (AEAF) Oversight Committee is charged with reviewing the AEAF expenditures, progress, and outcomes and reporting its findings to the City Council annually.

The AEAF Oversight Committee advises City Council on a perpetual basis.

Total seats available: 20

Term length: Two years

Volunteer position description: Once appointed by the City Council, AEAF Oversight Committee members are responsible for:

- Attending and actively participating in Committee meetings, and Sub-Committee meetings as appropriate.
- Interacting with Committee members and appropriate City agencies in the fulfillment of the Committee's charge.
- Reviewing background materials to understand the matters and issues relevant to its work.
- Voicing concerns directly, promptly, and constructively.
- Offering technical expertise when appropriate.

Bureau Host: Office of Management and Finance (OMF) - Revenue and Financial Services

Contact: [Tyler Wallace](#), 503-865-2450

AEAF Oversight Committee is Currently Recruiting New Members!

The following information highlights the requirements and recommendations for individuals who are interested in joining the AEAF Oversight Committee.

Portland residents with an interest in serving on the AEAF Oversight Committee should be prepared to make a two-year commitment.

- We are looking for individuals who come from every quadrant of the city.
- Would love to have committee members or attendees that represent teachers at the 6 school districts receiving AEAF funding.
- People from large and small organizations that receive AEAF funding.
- Working artists, leaders in the regional art community.
- Diversity in the makeup of our committee as a goal of the AEAF Oversight Committee is to ensure all communities, including Historically Underserved communities have a voice.

Individuals who join the committee are encouraged to commit to the following:

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1. Attend and actively participate in Quarterly Committee meetings, and Sub-Committee meetings as appropriate. Meetings can be accessed by Zoom or another virtual platform if transportation to a meeting downtown is an accessibility issue.
2. Interact with Committee members and appropriate City agencies in the fulfillment of the Committee's charge.
3. Review background materials to understand the matters and issues relevant to its work.
4. Voice concerns directly, promptly, and constructively.
5. Offer technical expertise when appropriate.
6. Make recommendations to Council Members from reports annually
7. Recruit new members when committee term is coming to a close

If you are interested in joining the AEAF Oversight Committee, please send a CV and a statement about why you are interested by **May 10, 2021** to aeafpdx@gmail.com

General information

✉ cityinfo@portlandoregon.gov

📞 [503-823-4000](tel:503-823-4000)

📠 [503-823-6868](tel:503-823-6868) TTY

🗎 [711](https://www.oregon.gov/711/) Oregon Relay Service

City of Portland, Oregon



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