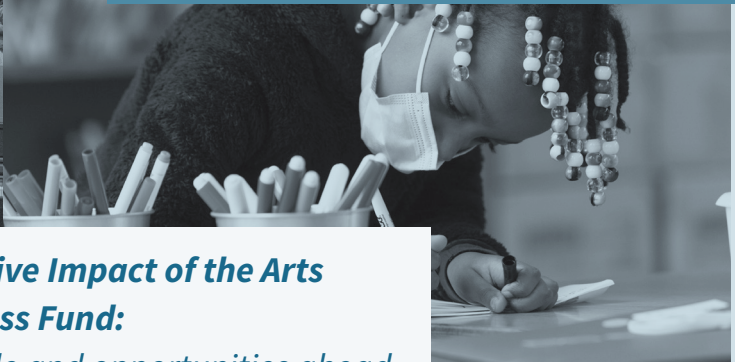


2018-2022 ARTS EDUCATION & ACCESS FUND IMPACT REPORT



***The Transformative Impact of the Arts
Education & Access Fund:***
The progress made and opportunities ahead



Letter from Commissioner Ryan

To my fellow Portlanders,

I am delighted to present the following report, summarizing insights and recommendations from the Arts Education & Access Fund (AEAF) Oversight Committee (AOC) regarding the Arts and Education Access Fund (previously known as the Arts Tax) for Fiscal Years 2018-22. Since inception, the AEAF Oversight Committee has prepared yearly reports to City Council. This report serves as a compilation of the AOC's findings and recommendations spanning from fiscal years 2018 to 2022. Yes, we are the City that works and we are catching up!

As the Portland City Commissioner overseeing Culture & Livability, it is my firm belief that access to the arts and quality education should not be privileges limited to a few, but should instead be fundamental rights afforded to all our children.

During this five-year period, Portlanders made significant investments in the Arts Education & Access Fund, channeling more than \$56M in taxpayer funding to ensure access to arts education for every child, regardless of their background or socioeconomic status. Furthermore, the Arts Education & Access Fund played a vital role in providing provides grants to artists and arts organizations supporting a wide range of performances, exhibits, lectures, and community events, expanding arts access for communities of color, veterans, artists and audiences with disabilities, and underserved neighborhoods.

This report underscores the transformative impact of the Arts Education & Access Fund, highlighting both the progress made and the challenges that lie ahead. By investing in arts education, we invest in the comprehensive development of our children, nurturing creativity, critical thinking, empathy, and cultural understanding. The arts empower our youth to express their unique voices, cultivate their imaginations, and acquire the skills necessary for success in an ever-evolving world. While not all children will choose careers in the arts, the skills acquired through artistic education are invaluable. Ensuring access to arts education equips our students, the leaders of tomorrow, with the creative critical thinking skill necessary to tackle complex challenges in any industry.

I am incredibly grateful for the unwavering dedication and collaboration of educators, artists, community leaders, and parents who have made this initiative possible. Together, we can cultivate an inclusive arts education system that embraces diversity, promotes equity, and fosters a lifelong love for the arts.

As an artist, passionate advocate, and longtime patron of the arts, I present this report with humility as the City's Arts Commissioner. My sincere intention is to offer Portlanders a glimpse into the profound impact that a \$35 contribution has on fostering an inclusive arts education for every child in our community.

Yours in service to our vibrant arts and creative community,
Commissioner Dan Ryan

TABLE OF CONTENTS

02 Letter from the Commissioner

03 History & Overview

04 Revenue Received

07 Impact on Schools

09 Impact on the Arts Ecosystem

10 Five-Year Snapshot of AOC Activity

11 Transitions & Compliance

12 Reporting & Data Standards: Schools

13 Reporting & Data Standards: RACC

13 Growth/Expansion/Evolution

14 Public Awareness of AEAF

14 Charter Schools

15 Equity

16 Recommendations

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History & Overview

THE AEA
PASSED WITH
62%
APPROVAL IN 2012

\$112M IN TAXPAYER
FUNDING
COLLECTED
IN FISCAL YEARS 2012-2022

In November of 2012 the voters of Portland established a \$35 income tax on all income-earning residents to support art in our schools and community.

This unique tax was established to:

- provide certified arts teachers for all Kindergarten-5th grade (K-5) students in the city of Portland, and
- provide financial support to local arts organizations “...for grants and programs that will make arts and culture experiences available to Portland residents, with particular emphasis on programs directed to communities who are underserved by local arts providers.”



The Arts Education & Access Fund (formerly called the “arts tax”) is a collaboration between Portland’s citizens, the City, the six Portland-area school districts and their charter schools (Portland Public, Parkrose, David Douglas, Reynolds, Riverdale, and Centennial), and the Regional Arts and Culture Council.

City Council referred the measure to ballot and The Creative Advocacy Network advocated for it.

The City assesses and collects the tax and distributes it to the school districts and the Regional Arts and Culture Council pursuant to the City Code and Administrative Rules.

The City code stipulates that “the AOC committee shall be representative of the City’s diverse communities, consist of a minimum of 10 and a maximum of 20 members, including, if possible, a member of the Tax Supervising and Conservation Committee.”

The Committee meets regularly during the fiscal year, and their work is summarized in this **Five-Year Snapshot of AOC reporting.**

The AEAF Oversight Committee (AOC) is a committee of citizens charged with reviewing the expenditures, progress and outcomes of the fund and reporting their finds to the City Council on an annual basis.

The committee’s core responsibility is to “Ensure the [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.” (PCC 5.73.050)

Revenue Received

1 OF 3

The AEF is administered and collected on the same schedule as state and federal income tax, payments are due by April 15th* annually.

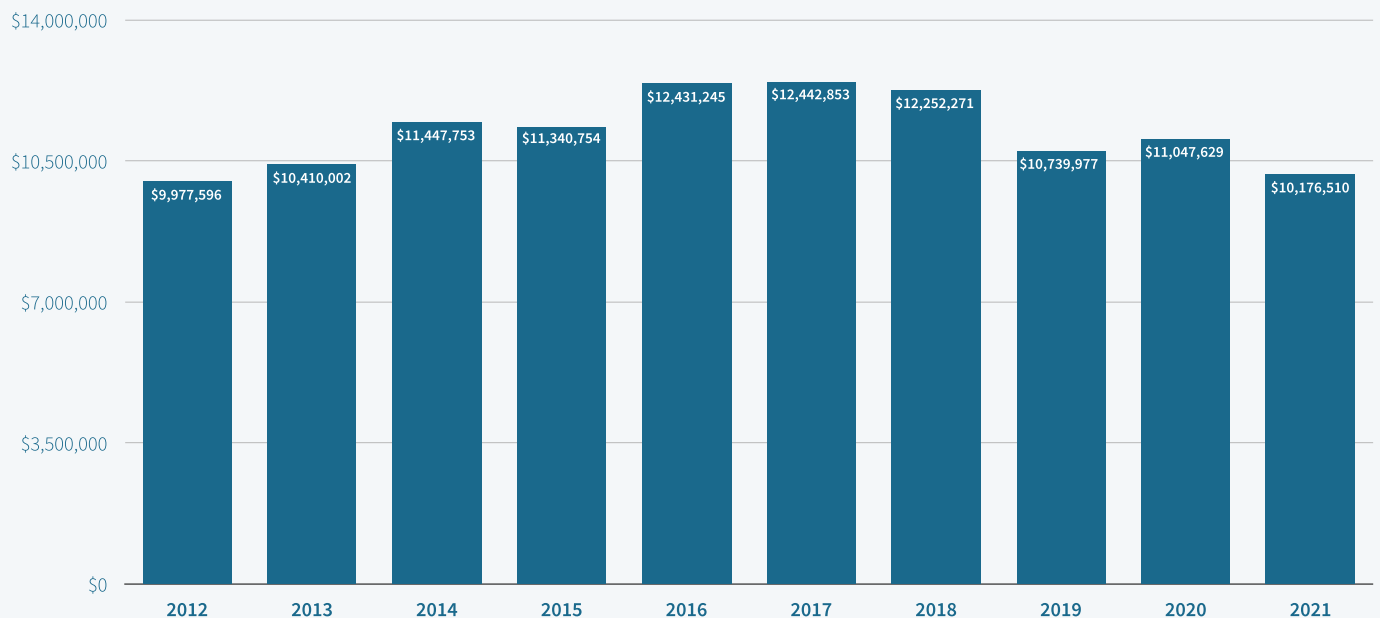
The City of Portland collects the tax and administers the funds. The majority of tax revenue is received by June 30th of each year and the Committee is notified of net collections.

Each report provides the collected amount (net revenue) to date at the time of publication, exact amounts collected may vary due to taxes received post-publication. Data presented in this summary report is as of March 10, 2023 and will be different from that submitted in each annual report.

Since its launch in 2012, the city has collected more than \$112 million in revenue through the AEF fund. The AEF Oversight Committee (AOC) reviews expenditures, progress and outcomes, and creates an annual report.

**Please note: When the COVID-19 pandemic resulted in a deferred tax payment date in 2020 of May 15th, the AEF due date was adjusted to match state and federal deadlines.*

NET Tax Collections From AEF Each Year 2012-2021



AEF Tax Collected, Collection Costs and Net Revenue for Distribution

	2012	2014	2016	2017	2018	2019	2020	2021
Net Tax Collections	\$9.98M	\$11.45M	\$12.43M	\$12.43M	\$12.25M	\$10.74M	\$11.05M	\$10.18M
Total Collections Costs	\$.95M	\$1.01M	\$1.2M	\$1.2M	\$1.48M	\$1.67M	\$1.41M	\$1.77M
Net Revenue (for distribution)	\$9.02M	\$10.43M	\$11.23M	\$11.23M	\$10.78M	\$9.07M	\$9.64M	\$8.4M

Figures rounded to the nearest .M

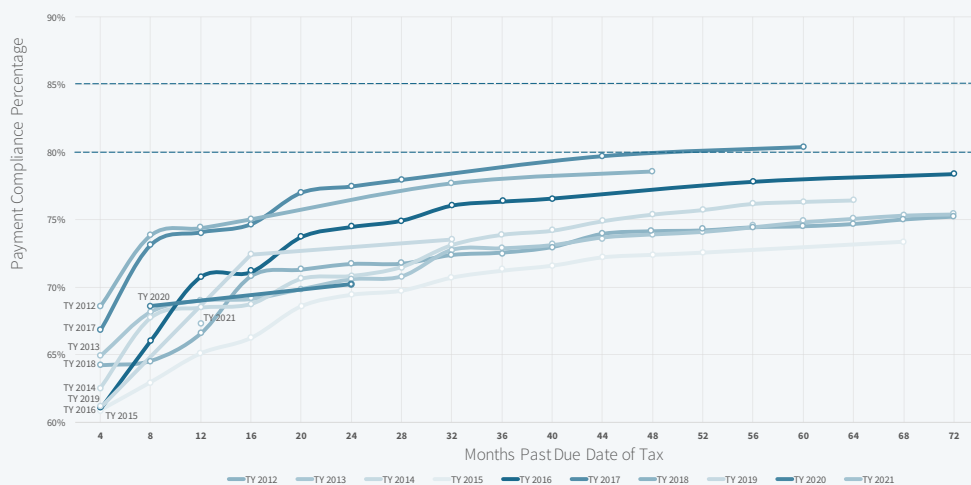
Revenue collection by the city is tracked by tax year (TY) which refers to the calendar year in which taxes were withheld from an individual.

The taxes collected are then distributed to both the schools and RACC in two payments, an initial disbursement in November and final disbursement in March.

Distribution Schedule of Collected Taxes to RACC and School Districts



AEAF Payment Compliance by Tax Year and Months Past Due Date



Updated May 10, 2023

The compliance rate is calculated using census data to derive the population of total taxpayers that should file and compared that with the number of taxpayers that did file by tax year. Each line in the chart (left) starts lower on the left as this represents voluntary compliance. This starting point is the taxpayers that paid their AEAF within four months of the April deadline. If payment is not received, the City will first send enforcement letters requesting payment. As a final step, we may initiate the collections process. As a result, the City's collection for each tax year spans multiple years and continues to the present, as illustrated in the chart (left). The target is a terminal compliance rate of 80%.

Revenue Received

3 OF 3

The revenue collected from the AEAF tax is distributed across the six school districts and their charter schools based on enrollment.

The city has defined that for every 500 students, the district receives funding for one Full-Time Equivalent (FTE) certified arts educator, enrollment under that number receives funding for half of an FTE. How the schools decide to supplement and use that funding is an internal decision made by the school districts.

FTE = FULL TIME EQUIVALENT

500 STUDENTS = 1 FTE

<500 STUDENTS = .5 FTE

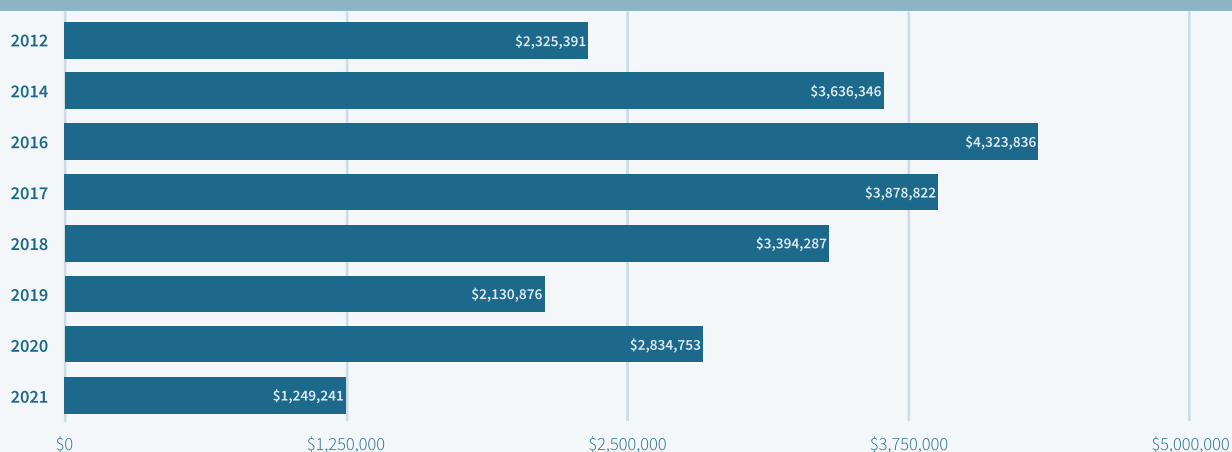
AEAF funding distributions by school district

	2012	2014	2016	2017	2018	2019	2020	2021
Centennial	\$.54M	\$.54M	\$.59M	\$.59M	\$.59M	\$.62M	\$.6M	\$.57M
David Douglas	\$.96M	\$.96M	\$.93M	\$.93M	\$.93M	\$.95M	\$.9M	\$.88M
Parkrose	\$.3M	\$.31M	\$.3M	\$.3M	\$.3M	\$.32M	\$.27M	\$.24M
PPS BAA	\$4.51M	\$4.58M	\$4.74M	\$4.74M	\$4.99M	\$5.25M	\$4.84M	\$4.73M
Reynolds	\$.36M	\$.39M	\$.38M	\$.38M	\$.39M	\$.38M	\$.35M	\$.327K
Riverdale	\$.04M	\$.05M	\$.04M	\$.04M	\$.04M	\$.06M	\$.04M	\$.61K
Charters								

Figures rounded to the nearest Millionth or Thousandth

City Code mandates that revenue distributions first go to the School Districts. Any surplus revenue is then allocated to RACC.

AEAF distributions to RACC



FTE Arts Educators

Arts educators refers to dance, music, theater and visual arts teachers that foster artistic expression for students. There are some part-time educators, including some combined part-time positions that make a full time FTE. There is a need for better data collection around part-time positions to better understand the impact of part-time positions, as these may not fully meet the needs of delivering a high-quality arts education.

Note: Not all FTEs are full-time teachers in a singular role—the data doesn't specify how many FTEs comprise part-time roles combined into a single FTE.

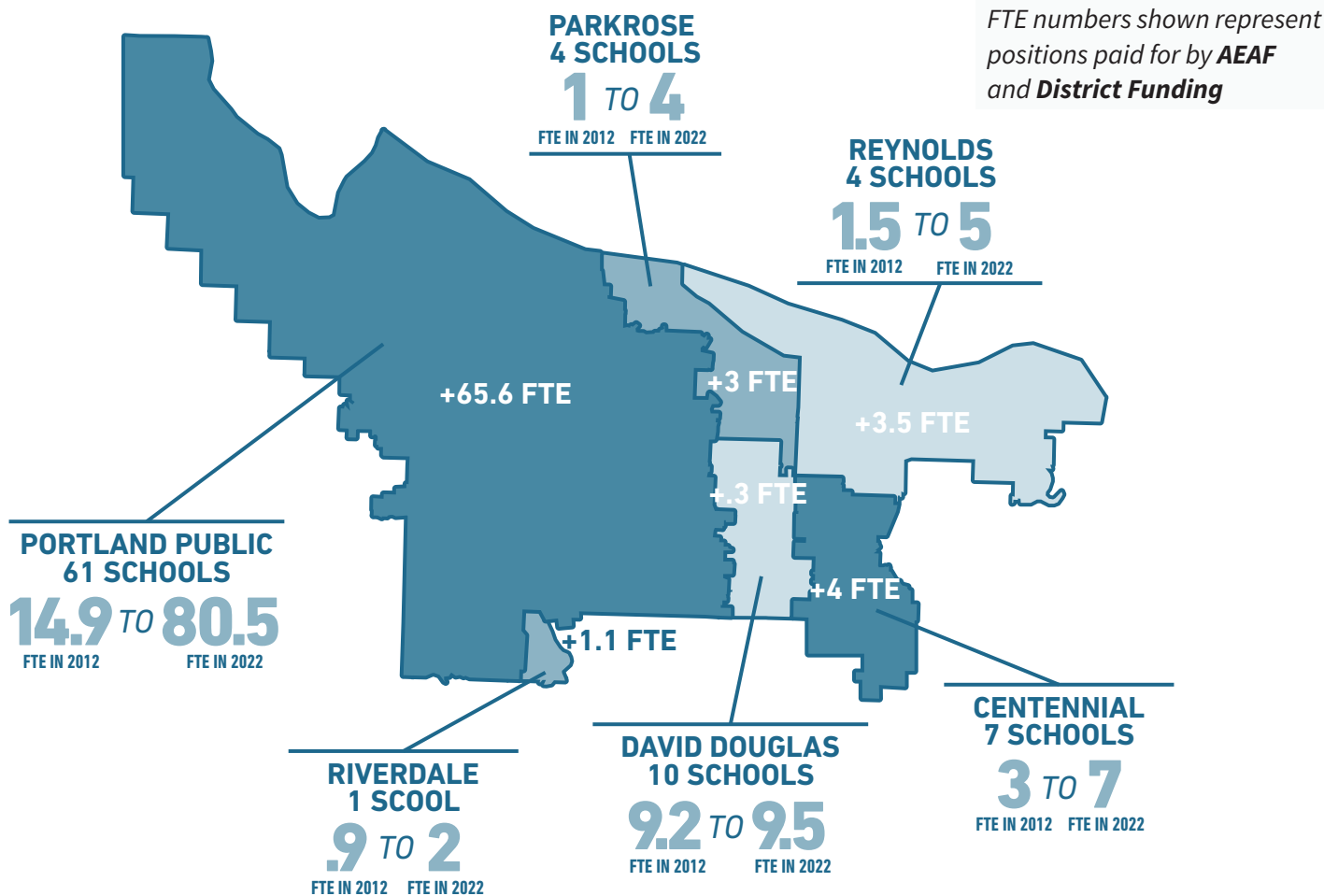
The AEAf aids schools by funding certified arts FTE positions across 6 school districts, specifically targeting elementary (K-5) arts educators.

The funding from the AEAf, which is supplemented by the school district budgets has led to a dramatic increase in arts teachers as the graphic and more detailed associated table illustrate. Prior to the AEAf, these districts employed a total of 31 FTE Arts Teachers, and over the past decade, this number has increased to 102.4 FTE Arts Educator Positions.

Impact on Schools

1 OF 2

Growth in Arts Educators Full-Time Equivalents (FTE) from 2012 to 2022



Number of FTE in school districts by school year

	2012	2014	2016	2017	2018	2019	2020	2021
Centennial	3	6.1	6	6	7	7	7	7
David Douglas	9.2	10.5	9	9	9	9	9	9.5
Parkrose	1	4	4	4	3	4	4	4
PPS	14.9	53.2	67	63	69.7	73	77.9	80.5
Reynolds	1.5	5	5	5	5	4	4	5
Riverdale	.9	1.1	1	1	2	2	0.5	2
Charters					5.2	6		

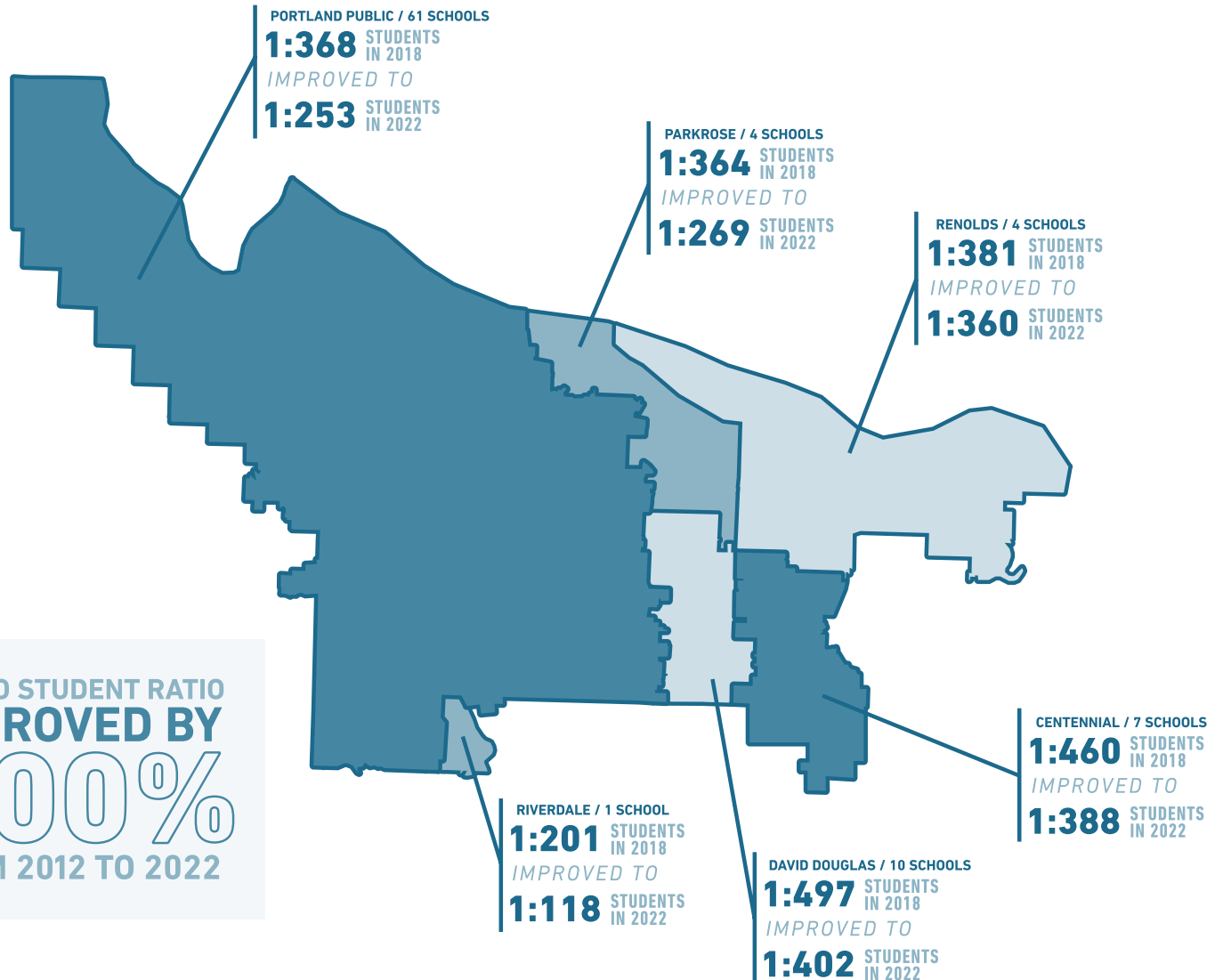
Each district has seen an increase in Certified Arts Educators as a result of the AEAf. Data was provided for Charter Schools for two of the four school years covered in this report.

Impact on Schools

2 OF 2

A primary goal of the AEF is establishing and maintaining a maximum 1:500 K-5 student to Arts Teacher ratio. Prior to the AEF funding, the K-5 student to teacher ratio was 1:997 and as of 2022 this has dropped to an impressive 1:323 in aggregate, with each individual district exceeding the 1:500 target maximum required by the City Code.

Changes in Teacher to Student Ratios from 2018 to 2022



FTE TO STUDENT RATIO
IMPROVED BY
300%
FROM 2012 TO 2022

Number of students per FTE arts educators by school year

	2012	2014	2016	2017	2018	2019	2020	2021
Centennial	894	459	453	460	454	454	355	338
David Douglas	548	495	533	497	484	505	451	402
Parkrose	1548	383	364	364	321	328	301	269
PPS	1528	415	349	368	294	209	281	253
Reynolds	1273	405	390	381	372	452	452	360
Riverdale	189	165	196	201	200	207	460	118
Charters					259	83		

Due to the COVID19 pandemic, district schools have seen a fluctuation in enrollment and staffing numbers. Data was provided for Charter Schools for two of the four school years covered in this report.

The Regional Arts and Culture Council (RACC) receives AEAF funds once all school districts have their annual allotments. RACC uses these funds for three things:

- general operating grants to arts organizations
- Arts Access grants to underserved communities
- funding for arts education coordinator position*

Note: RACC allocates and tracks funding for a fiscal year, starting July 1st and running through June 30th.

The city allocated funds are spread across two fiscal years for RACC.

**As of July 2023 RACC no longer receives funding for arts education coordination.*

Impact on the Arts Ecosystem

As per the City code, the Arts Education & Access Fund distributes funds to RACC for both General Operating Support and Access Funds Grants.

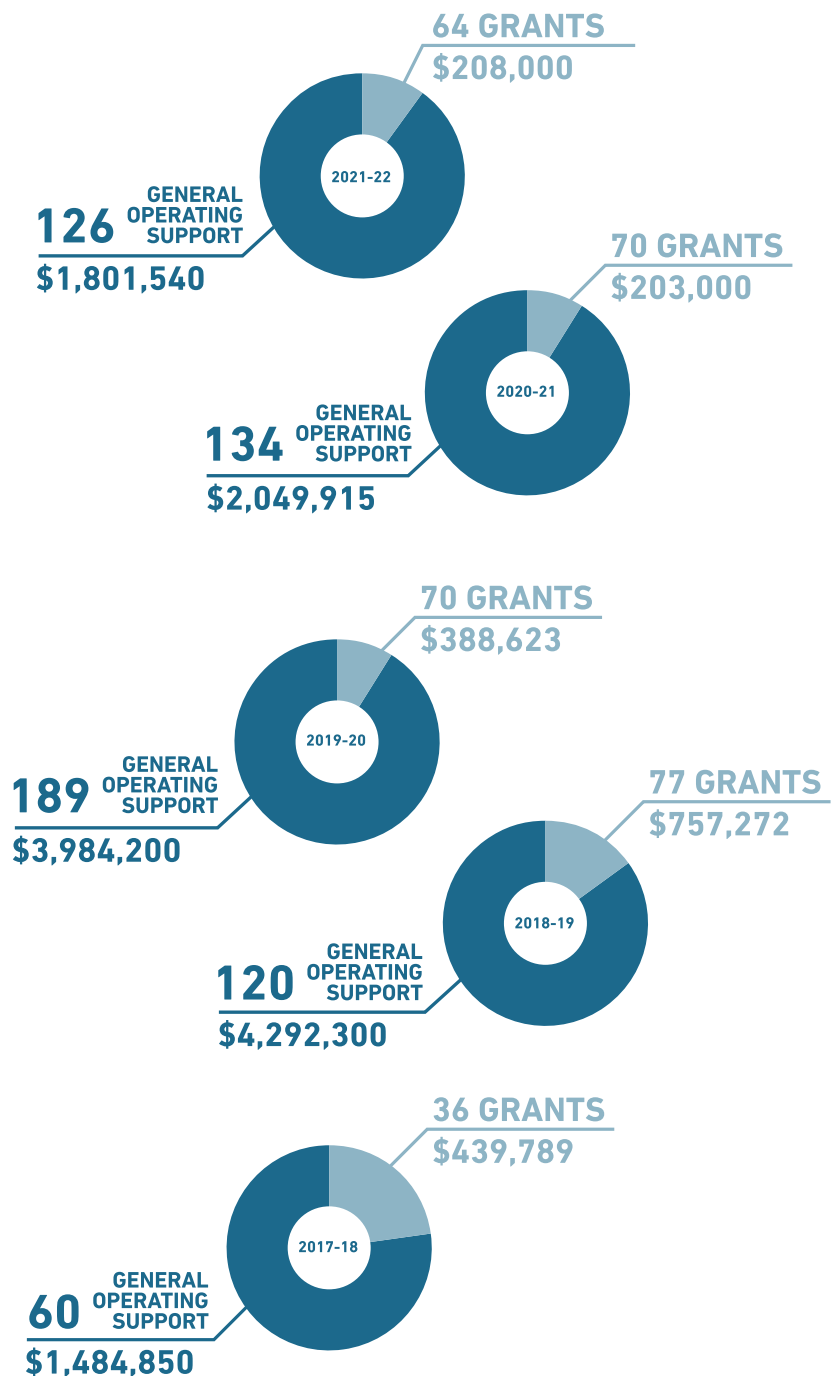
General Operating Support

(Arts Organization Partner Support) Up to 95% of the funds shall be distributed to RACC for grants to support non-profit Portland arts organizations.

RACC makes the determination as to which arts organizations shall be supported, in accordance with their contract with the City of Portland. These funds provide general financial support to arts organizations, funding a wide range of high-quality arts programming. The Ballot Measure creating AEAF specified that RACC would use the AEAF distributions 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 pre-existing General Operating Support grant program - unrestricted dollars for arts organizations in the community.

Access 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."



Five-Year Snapshot of AOC Activity

The following section provides a 5-year snapshot of what the AEAF Oversight Committee spent its time discussing and considering in addition to its basic duties.

Certain focus areas or themes continued to be discussed each year, so this report provides a year-by-year summary for each focus area to provide a clear and concise view of the issues most important to the AEAF from 2018 to 2022.

Each of the focus areas are listed below along with the page number of the focus area summary.

PG 11	Transitions & Compliance	Over the past five years the committee members, its leadership, and partners experienced significant transitions, some of which resulted in lapses in membership compliance. The committee continued to work on recruitment and committee training.
PG 12	Reporting & Data Standards: Schools	Each year the Committee reiterated the need for each school district to produce a State of the Arts report with more detailed quantitative and qualitative data about the effectiveness of AEAF funds.
PG 13	Reporting & Data Standards: RACC	The committee expressed the desire for streamlining and standardizing the formatting and timing of RACC's grant reporting.
PG 13	Growth/Expansion/Evolution	The committee discussed concerns on how the AEAF funds could best be distributed, especially if increased funds would allow for more robust 6-12 grade course offerings or for teacher supplies.
PG 14	Public Awareness of AEAF	The committee discussed and planned how to raise public awareness of the AEAF, which resulted in the design and usage of a new logo (2021).
PG 14	Charter Schools	The committee discussed how and who should be managing Charter School disbursement of funds and reporting.
PG 15	Equity	The committee, often with RACC's leadership, discussed ways funding could be more equitably distributed.

Transitions & Compliance

Over the past five years the committee members, its leadership, and partners experienced significant transitions, some of which resulted in lapses in membership compliance. The committee continued to work on recruitment and committee training.

2018	2019	2020	2021	2022
16 MEMBERS Comm: Fish	8 MEMBERS* Comm: Eudaly / New RACC leadership	3 MEMBERS* Comm: Eudaly	Comm: Rubio	18 MEMBERS / Comm: Rubio / New RACC leadership
<p>All of the original members of the committee were termed out by 2018. The Committee began the year composed of a half a dozen active, but relatively new members.</p> <p>The Committee's primary goal was to recruit new members and complete committee member training.</p>	<p>The AEA Oversight Committee worked with a consultant to help assess where they needed help from the city, how to best come up with standards for reporting and a committee supporting the City's Arts Education and Access Fund..</p> <p>Overall, 2019 proved to be a time of transition for leadership at the City and at RACC. The first City Arts Manager moved and the new City Arts Manager started in September 2019. RACC announced their new Executive Director in January 2019.</p> <p>The AEA committee stayed relatively constant with a couple members needing to step off the committee. It was in a time of transition and regrouping needs, priorities and what the committee was - therefore, there was no recruitment until systems were developed to have specific tasks for potential committee members to understand their role and what they were signing up for.</p> <p>As a result, the AEA committee has a stronger structure and schedule. New committee members are recruited with specific goals, tasks and action items for them to oversee.</p>	<p>Recruitment for the AEA Oversight Committee continued with updated member obligations and commitment.</p> <p>An AEA Art Liaison group, which met quarterly, included:</p> <ul style="list-style-type: none"> Arts Educators who were designated Liaisons at their districts Arts educators who were teaching in AEA schools <p>The Liasons worked on building lasting relationships across districtis.</p> <p>The AEA Oversight Committee worked 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 AEA Oversight Committee proved challenging. The clarification of member roles was cemented in the fall of 2020 with major efforts being taken in 2021 to recruit and invite new members to join the committee.</p>	<p>The committee recruited new members from across Portland.</p> <p>There was an expressed a need for additional support from the City with onboarding and training for committee members as well as "city process translating."</p> <p>The committee partnered with the City to put bylaws in place in 2023. The committee is currently working under an outdated working agreement, rather than updated bylaws.</p> <p>The Committee reminded the City that it is responsible for oversight of the AEA, including the City's work in administering the funds and ensuring both high-quality arts education and arts access for Portland's diverse communities. They requested transparent, ongoing dialog and inclusion in City functions related to this objective. As an example, more opportunities for collaboration and conversation such as assisting in the development of the new AEA coordinator job description.</p>	

* Committee numbers were out of compliance with City Code, which requires 10 members

Reporting & Data Standards: Schools

Each year the committee reiterated the need for each school district to produce a **State of the Arts Report*** with more detailed quantitative and qualitative data about the effectiveness of the AEAf.

2018	2019	2020	2021	2022
No additional considerations	<p>Recommendations (2019)</p> <p>Standardizing reporting from all 6 school districts including the number of students served, teachers employed, teacher/ student ratio, and which classes taught (art, music, theatre, dance). These standards and a calendar of implementation were recommended to be rolled out for reporting in 2020 and beyond.</p> <p>The committee also recommended hearing more stories from teachers who have jobs due to the AEAf - to hear their successes and challenges to better understand the value associated with the Arts Education and Access Fund.</p>		<p>Recommendations (2022)</p> <p>The committee welcomed the opportunity to hear directly from AEAf-funded K-5 arts educators to better understand the value associated with the AEAf.</p> <p>The committee explored adding an arts educator liaison to the AOC in 2022/23.</p> <p>The City required additional data from school districts to better understand the use of AEAf funds. The AOC must infer the number of teachers, dollars per school, and average pay per AEAf-funded teacher throughout the area.</p> <p>Additional data points requested:</p> <ul style="list-style-type: none"> • A per teacher student ratio equivalent to ensure that teachers are not having a larger student workload than required by the AEAf, which would negatively impact the quality of the arts educational experience provided. • A breakdown from PPS as to which AEAf teachers are .5 FTE and if any 1.0 FTE teachers are part time at two different schools, again potentially limiting the quality of arts educational experiences provided to students. • The number of AEAf-funded teachers – in terms of people (independent of FTE)--to understand how many people are funded at each school. • The total amount of AEAf dollars per school and average pay per AEAf-funded teacher. This will help the committee understand budget allocations and pay equity across schools within and across each district and help conceptualize and evaluate equity. <p>The above data points were intended to be columns of additional information added to the current AEAf report from each school district.</p>	

Consistent Recommendation in AOC Reports from 2018-2022

State of the Arts Reports Request:

“The Committee would like to see the districts produce a state of the arts report. The Regional Arts and 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.”

Reporting & Data Standards: RACC

The committee expressed the desire for streamlining and standardizing the formatting and timing of RACC's grant reporting.

2018	2019	2020	2021	2022
Made recommendation moving forward: Clarify RACC grant reporting so committee can easily see where the AEAF specific funding is disbursed.	Identified need: Clarifying annual reporting needs; including timing and format for RACC's distribution of AEAF grant making.	No additional considerations	Request for the City and the committee partner to create an updated schedule for data collection and reporting from school districts, RACC, the City, and the Department of Revenue to support timely annual report creation. An updated, stakeholder-approved schedule would increase accountability and ensure that all parties know when data is due, making public reporting timelier and more streamlined. The recommendation was that City Council receive its annual report at or near the conclusion of each academic year (for that academic year). Once the new AEAF coordinator was hired, the committee would work with them to put this updated schedule in place. <i>The recommendation mentioned above has been adjusted to align with the transfer of arts education coordination responsibilities from RACC to the City. The Arts Education Coordinator within the City Arts Program now oversees the body of work associated with this recommendation."</i>	

Growth/Expansion/Evolution

The committee discussed concerns on how the funds could best be distributed, especially if increased funds would allow for more robust 6-12 grade course offerings or for teacher supplies.

2018	2019	2020	2021	2022
Concern: The Committee raised a concern about a potential vicious cycle. If a district struggles with the implementation of the AEAF, students and parents will directly experience this. Consequently, they may develop the belief that the AEAF is ineffective, share this perception with others, and erode public confidence in the AEAF. As stipulated in the IGA, districts are expected to maintain arts programs in grades 6-12, subject to budget constraints. As Oregon schools have chronic underfunding, this "open door" of "as budgets allow" threatened to become more inviting. The committee continued to rely on RACC to communicate the seriousness and rationale for this request (for a state of the arts report)."	Question: With increased funding, are there ways to ensure teachers have the supplies, space and working conditions that bring the best quality arts education for their students?	Response: COVID-19 and the impact on the Arts Community was a major focus. The RACC Board of Directors, with input from the RACC Grants and Leadership teams made a decision to award additional funds to the 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.	No additional considerations	

Public Awareness of AEF

The committee discussed and planned how to raise public awareness of the AEF, which resulted in the design and usage of a new logo.

2018	2019	2020	2021	2022
No additional considerations	<p>Goal Proposed:</p> <p>Rebranding the “Arts Tax” with its given name, the “Arts Education and Access Fund” that would include a new logo (designed in partnership with RACC and PNCA), and requirements that all school districts, arts organizations and events that benefit from the AEF promoted that they were benefiting from the AEF so the public could see their “AEF dollars at work” much like ODOT highlights their projects so people see the benefits of their investment.</p>	<p>Goal Achieved:</p> <p>LOGO DESIGN COMPETITION (began in 2020 and ended in 2021)</p> <p>RACC and the committee collaborated and held a competition for the redesign of the AEF logo (sunsetting the previous “Arts Tax” logo).</p> <ul style="list-style-type: none"> Students from all AEF-funded schools were encouraged to submit original artwork First Round Judges were recruited by RACC from local colleges and university arts departments (theatre, visual arts, music and dance) Second Round Judges were 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 was made available for city-wide use, including arts organizations and school districts. <p>The committee recommended that all of the arts organizations and school districts that receive AEF resources displayed the new AEF logo on their websites.</p>	No additional considerations.	

Charter Schools

The committee discussed how and who should be managing Charter School disbursement of funds and reporting.

2018	2019	2020	2021	2022
<p>Question (same both years):</p> <p>Is it the school and district’s responsibility to guide the Charters, and gather feedback to problem solve their concerns? Or are the Charters independent enough that RACC’s Arts Education Liaison would be the correct contact for forming a Cadre of Charter Schools to look deeper at the unique needs of these Charter Schools?</p>		No additional considerations	<p>The City partnered with the committee to identify a mechanism for increased reporting compliance among Portland-area charter schools. Student/arts teacher data from Portland-area charter schools was not submitted regularly. The committee had been asking for more specific data on charter schools since 2018.</p> <p>To the best of the committee’s knowledge, this would impact five charter schools in the City of Portland and two state-sponsored schools that sit within PPS boundaries:</p> <ul style="list-style-type: none"> KairosPDX (K-5) LeMonde Immersion (K-8) Portland Arthur Academy (K-5) Portland Village School (K-8) The Emerson School (K-5) Cottonwood School of Civics and Science (K-8) The Ivy School (PK-8) David Douglas Arthur Academy Holla School 	
<p>This was the first year reviewing the Charter Schools information. There was concern about the incomplete implementation at several schools. Some informal feedback was received that the amount disbursed as per their student population, was too little to hire a teacher, even a part-time specialist. To illustrate, the disbursement to the Charter Schools ranged from \$11,182-\$37,351 and their average teacher salaries range \$54-65K.</p>	<p>This was the second year reviewing the Charter Schools information. Concerns remained the same as 2018.</p>			

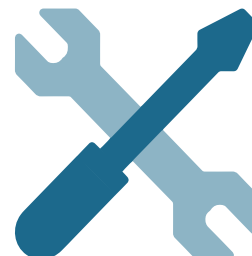
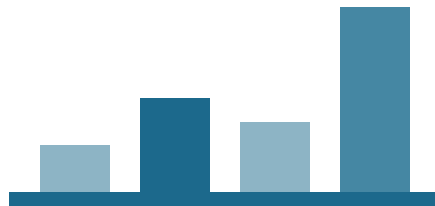
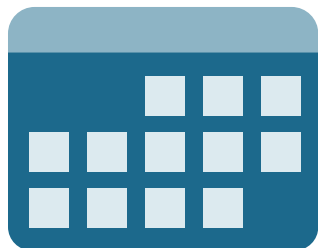
Equity

The committee, often with RACC's leadership, discussed ways funding could be more equitably distributed.

2018	2019	2020	2021	2022
<p>Observation: Due to limited funding and to better align with RACC's, the school district's, and the City's Equity goals, RACC does not provide grants directly to schools as applicants. RACC found that schools with resources (and staff) were applying which was furthering inequities across the system. RACC's process of selecting and approving Arts Access & Equity awards ensured that artists and arts organizations who were committed to equity and access in schools and the community received awards.</p>		<p>RACC was the Collective Impact Arts Lead for Artlook. Artlook was an interactive mapping platform and software that allowed school districts of all sizes to collect, map, analyze data. It showed the availability and distribution of arts staffing in schools</p> <p>RACC's Arts Education Program continued to expand to provide more support, resources, and opportunities for arts educators in the six AEAF districts including professional development opportunities. Some examples include:</p> <ul style="list-style-type: none"> • A collaborative trauma-informed 4-6 part series of training/workshops. • Training and workshops post-pandemic to center the well-being of arts educators and students. • Partnering arts organizations with schools in the community. • 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. <p><i>*While this distribution previously included funds for art education coordination, starting in Fiscal Year (FY) 2022-23, the City Arts Program began receiving distributions for education coordination before the RACC distribution.</i></p>	<p>The Committee requested the City conduct an Equity Review of all entities involved with the AEAF to ensure tax monies were going to support equitable arts education, equity in grant funding and equity in how administrative funds were being used.</p>	

Recommendations

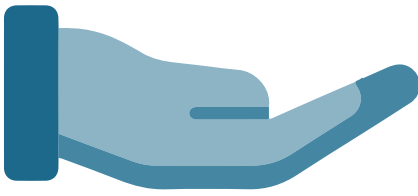
1 OF 2



CITY OF PORTLAND

Recommendation	Status	
Conduct Equity Review of all entities involved in the AEAF.	Under Discussion	STRUCTURE
Honor the AOC's voter-mandated City oversight function by engaging in transparent, ongoing dialog and inclusion on City functions related to this objective.	In Progress	
Review and potentially update school district IGAs.	In Progress	
Partner to put committee bylaws in place.	Completed	
Provide additional support to the AOC to enhance its efficacy and ability to function efficiently.	In Progress	SUPPORT
Require additional data from the districts to better understand the use of AEAF funds.	In Progress. State of the Arts will be completed for 2023-24 school year.	DATA COLLECTION
Partner to create an updated schedule for data collection and reporting from school districts, RACC, the City and the Department of Revenue to support timely annual AOC report creation.	In Progress	REPORTING





Recommendations

2 OF 2

AEAF Oversight Committee

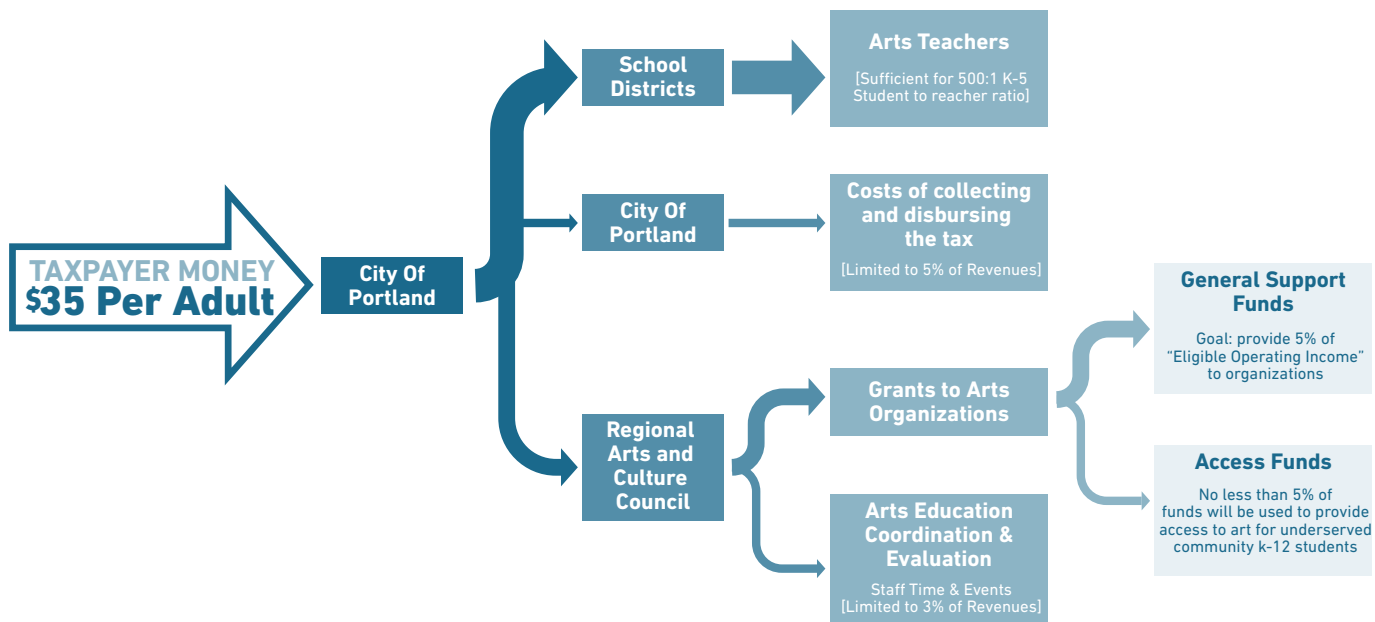
Recommendation	Status	
Explore adding an arts educator liaison to the committee so the committee may hear directly from AEAF educators.	Arts Coordinator is creating a AEAF Teacher Advisory Group to provide consultation to the Arts Coordinator.	SUPPORT
Partner with the City to identify additional data elements to be provided by school districts, including a more nuanced data template.	In Progress. State of the Arts will be completed for 2023-24 school year.	DATA COLLECTION
Partner with the City to create an updated schedule for data collection and reporting from school districts, RACC, the City, and the Department of Revenue to support timely annual AOC report creation.	In Progress	REPORTING

AEAF School Districts

Recommendation	Status	
Provide additional data illustrating the use of AEAF funds to the City, and by extension, the AOC.	In Progress	DATA COLLECTION
Produce annual State of the Arts reports, building on qualitative and quantitative reporting standards and additional evaluation criteria.	In Progress. Will begin with 2023-24 school year.	REPORTING

Charter Schools Receiving AEAF Funds

School	Sponsorship
Portland Village School, K-8	PPS
The Emerson School, K-5	PPS
KairosPDX, K-5	PPS
Le Monde Immersion	PPS
Portland Arthur Academy	PPS
The Cottonwood School of Civics and Sciences Place Based	State, in PPS boundaries
The Ivy School, K-8 Montessori	State, In PPS boundaries
David Douglas Arthur Academy	David Douglas SD 40
Holla School (beginning in 2022-23)	Reynolds School District



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The information in this report is accurate as of September, 2023.

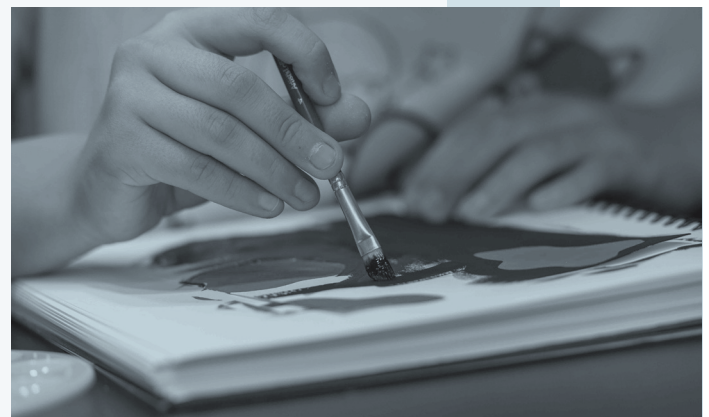


Photo Credit: Beth Conyers