



## Annual Report Form 2014

Date: July 23, 2014

Site Name: Sacramento, CA

### Vision Statement

We commit to meaningful and diverse arts learning experiences for any given child. Community partnerships ensure that all K-8 children access quality arts opportunities; thereby creating a long lasting arts education culture in our schools, families and community.

Mission: Providing arts experiences for all K-8 students in the greater Sacramento region by strategically coordinating and mobilizing arts resources because children need opportunities to create, to communicate, and to learn to think in new ways.

### Goals

1.	Complete relocation of the Any Given Child administration and program to permanent backbone organization, Friends of the Arts Commission.
2.	Use and strengthen programs and artists/arts organizations currently on our rosters. Provide greater support for both providers and teachers/administrators through sequential, professional development using a mix of local and national presenters and peer mentoring.
3.	Develop measurable outcomes and target goals for each area of programming based on its respective rubric.
4.	Conduct a program evaluation of governance, initiative impact and programming, including re-administration of Kennedy Center school and arts provider surveys.
5.	Develop long range goals and implementation plans for programming, marketing/public relations, and fundraising.

(over)

Action Steps	Goal Area Addressed	Measurement of Success/ Numbers Served	Date(s) Action Step Occurred
Reconfigure Any Given Child working and governing committees as committees of the Friends' Board of Directors. Appoint three Any Given Child leaders to Board of Directors and expand committee membership.	#1	Any Given Child Committee formed for programming and evaluation; Marketing & Fundraising Committee expanded; 3 leaders appointed to the Board.	August, 2013
Facilitated 13 Professional Development trainings for teachers, arts specialists, administrators, and teaching artists.	#2	Served 65 teachers, arts specialists, and teaching artists who cumulatively received 461 hours of continuing education.	August, 30, 2013 – May 19, 2014
Administered 10-week, arts-integrated residencies to K-8th students in two of the 3 participating school districts. Developed and administered new rubric for assessment of residencies. 3 workshops for residency artists conducted to strengthen collaborative skills and re-focus teaching on deeper arts skills.	#2, #3	Nine teaching artists provided instruction for 25 classrooms reaching 800 students with a cumulative 250 hours spent in classrooms.	January – June, 2014
Provided additional coaching to existing roster of 24 arts providers to improve their assembly, workshop and field trip programming. Marketed, coordinated and provided arts exposures experiences to all interested K-8 campuses in three districts. Strengthened and administered evaluation rubric for every assembly, workshop and field trip.	#2, #3	61 schools were provided a total of 80 experiences, reaching 19,049 students. All providers are being required to submit updated program plans for 2014 to address issues identified by the rubrics. Our numbers are lower this year than last and may be due to lack of coordinating staff at one large school district this year.	October, 2013 – June 2014
Pilot of Enriched Arts Exposure Experiences developed and field tested, using lead teaching artists to lead inquiry-based lessons or mini-residencies in conjunction with school arts assemblies. Rubrics developed and administered to evaluate pilot in addition to facilitated assessment workshop with lead artists.	#2, #3	4 <sup>th</sup> and 6 <sup>th</sup> grade classes in 5 schools piloted the program, reaching 175 students with the mini-residencies. Site observations and rubrics indicate the difficulty of cross-disciplinary inquiry-based instruction for our schools just coming out of	August, 2013 – May, 2014

		scripted learning. Plans are to redesign the pilot in the future to better meet the needs of the students.	
Kennedy Center school and arts provider surveys were revised and re-administered through Survey Monkey. Analysis was conducted on the results including comparison with initial 2009-2010 mapping.	#4	School districts distributed and followed up the survey administration in the schools (104 received). Arts Commission staff distributed arts community surveys (79 received). Among schools and school districts, attitudes toward the arts and their impact are largely positive. It is interesting to note that the majority of arts instruction is being provided by classroom teachers (regardless of their training in the arts), and survey results suggest a correlation between teachers' own life experiences in the arts and the level of impact they believe the arts can have on student learning.	January 2014-July 2014
Annual planning completed for programming, marketing and fundraising.	#5	Decided that 2014-2015 will be the final year of piloting all aspects of programming and governance. Evaluative data from 2010-2014 will inform the development of the long range plan in conjunction with the new Sacramento County Cultural Plan now under development.	April 2014

**Please tell us about any changes in arts education policies; or increases in funding, media attention, or staffing, as a result of your Any Given Child project.**

Two out of three of our participating school districts are hiring new permanent arts specialists, which represents substantial new district financial commitments to arts education. Twin Rivers School District has approved a 3-year plan to provide sequential arts learning from pre-K through adult including arts

specialists in all four disciplines for the high schools. Their hiring plan is 24 additional specialists in 2014; 18 more in 2015 and 9 more in 2016 to serve all the students in the district. The Robla School District, with only 5 elementary schools, is hiring two permanent visual arts teachers to provide the District's first sequential visual arts learning in decades. The Any Given Child programs and professional development over the past several years have helped move the districts toward greater understanding and appreciation for the power and role of arts learning in the school day.

**Please update the statistics for your school districts below.**

Number of students in grades K-8: 2,149 (Robla); 16,292 (TRUSD); 33,864 (SCUSD)

Number of teachers serving grades K-8: 86 (Robla); 900 (TRUSD); 1,160 (SCUSD)

Number of schools serving grades K-8: 5 (Robla); 43 (TRUSD); 67 (SCUSD)

Number of persistently low-achieving schools (K-8): All of the 3 districts have the majority of their schools in Program Improvement status

Number of low-income schools (K-8): 93 (3 districts)

Number of K-8 students with disabilities: 6,151 (3 districts)