

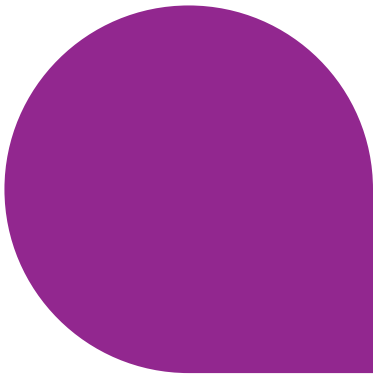


Ensuring the Arts for

  
The Kennedy Center

# ANY GIVEN CHILD<sup>®</sup>





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# OVERVIEW

The primary goal of the Kennedy Center's *Ensuring the Arts for Any Given Child* program is to assist communities in developing and implementing a plan for expanded arts education in their schools, ensuring access and equity for all students in grades K-8. Although the initiative provides a structure for work to be accomplished, the Kennedy Center understands that every community is unique, and tailors the consultation and facilitation to each site.

The Kennedy Center brings to this initiative more than three decades of work with thousands of students, teachers, principals, school district administrators, business leaders, and arts managers across the country.



**"It's about equity. It's about access. It's about helping every child develop to his or her potential."**

—Springfield, MO Community Member



# THE NEED

Equity in and access to a strong arts education remains an issue for too many students.

For most young people, arts education during their school years is sporadic and uneven, occurring during some years and not others. When they do participate in arts education, students may have uneven access to content—learning in or through some art forms and not others. Additionally, equity is an issue. Students in some schools have less access to arts education than students in other schools.

A strong district arts education plan is achieved when *all* students, in Kindergarten through grade 8, have ongoing and equal access to learning in and through *all* the arts—dance, music, theater, visual arts, and media arts.



# GOAL

The goal of the ***Any Given Child*** initiative is to create full access to and equity in arts education programs and resources for all K–8 students in a community.

To achieve this goal, communities:

- Develop and carry out long-term goals and short-term action steps for planning, implementing, and sustaining arts education programs and resources for students.
- Establish an organizational infrastructure to oversee and sustain an effective effort.
- Develop support systems (including data collection, resources, and professional development) for arts education providers, such as classroom teachers, arts specialists, administrators, arts organizations, and teaching artists.
- Secure funding and other resources necessary to sustain the community’s long-term goals for K-8 arts education for every child.
- Communicate and collaborate with policymakers and other leaders to influence arts and education policy in the school district, local government, and arts organizations, so that the initiative’s gains are institutionalized.



# THREE PHASES

Through the application procedure, the ***Any Given Child*** site demonstrates support from the school district Superintendent, the Mayor or other senior government official, and a local arts organization leader. This cross-sector community commitment provides a foundation for the initiative's three phases.

## PHASE ONE: STRATEGIC PLANNING (Year 1)

Guided by a Kennedy Center consulting team, community leaders participate in a strategic planning process that includes visioning, goal-setting, and data collection to determine the current status of arts education and to identify where gaps exist in programs. At the end of this Phase, the data results, along with long-range goals and action steps, are announced at a public event and documented in a report. The Kennedy Center consulting team offers additional technical assistance by phone/email and provides select resources.

## PHASE TWO: IMPLEMENTATION (Years 2, 3, and 4)

Guided by an Implementation Committee, the community puts the strategic plan into action. The Implementation Committee is responsible for ensuring funding for program activities, as well as overseeing communications and marketing. The Kennedy Center consulting team visits the site on a limited basis, offers technical assistance by phone/email as needed, and provides select resources.



## PHASE THREE: SUSTAINING (Year 5 and beyond)

The community sustains and expands arts education offerings and continues to ensure funding and staffing for program initiatives, communications, and marketing. During this Phase, Kennedy Center staff visit the site on a limited basis, offer technical assistance by phone/email as needed, and provide support for select resources. This Phase has no end date.

## ALL PHASES

While the Kennedy Center leverages existing resources and connections to assist the community in improving access to arts education, all fundraising, grant-writing, and budget activities related to the initiative are the community's responsibility.

# PHASE ONE: STRATEGIC PLANNING (Year 1)

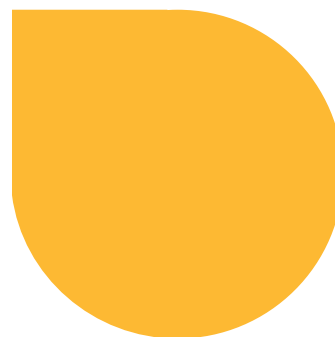
With the ongoing guidance of the Kennedy Center consulting team, a **Community Arts Team (CAT)** meets seven times between September and June to engage in strategic planning.

The CAT begins its work by adapting and implementing a series of survey instruments, provided by the Kennedy Center, to determine the current status of arts education resources provided by the schools and the community. The CAT reviews the survey data and identifies gaps in programs and resources for students. The CAT then recommends long-range goals for achieving a collective vision for arts education. The Kennedy Center consulting team meets with the CAT to facilitate the strategic planning process and to identify appropriate resources for implementing the new arts education plan.

At the conclusion of the Phase One strategic planning process, the CAT will have created a prioritized list of action steps for strengthening arts education and a timetable for implementation. The CAT shares the goals and recommendations at a public event (e.g., press conference) and through a report.

Throughout the initiative, the CAT maintains visibility for the community effort. When Phase One work is complete (including the data gathering, strategic planning, and public reporting), the CAT evolves into the Implementation Committee that will be responsible for carrying out the long-range plan.

**The Community Arts Team (CAT)** is the heart of the **Any Given Child** strategic planning process. The CAT is comprised of high-level leaders from a diverse cross-section of the community.



**During Phase One, the Kennedy Center provides:**

- Facilitation of Community Arts Team (CAT) meetings, leading a strategic planning process.
- Travel, hotel, and per diem for the Kennedy Center's two-person consulting team.
- Consultation by phone/email on an ongoing basis.
- The **Any Given Child** Exchange (an annual convening of **Any Given Child** community representatives)
- Support for community educators to attend the Kennedy Center Arts Integration Conference and/or Intersections: The Arts and Special Needs Conference in Washington, D.C.
- Access to ongoing networking opportunities across sites.

**During Phase One, the Any Given Child site:**

- Designates a Coordinator to serve as the primary contact for the Kennedy Center.
- Identifies and convenes the CAT that contributes to the strategic planning process, collects survey data, and drafts the strategic plan.
- Provides access to the Mayor or other government official, the school district Superintendent, and other local leaders to review the survey findings and goals.
- Provides meeting space, materials, and equipment needed for CAT meetings.
- Identifies three representatives to attend the Exchange.

**"We've mapped arts delivery across the district to identify areas of strength and weakness. We've made good working connections across areas and governmental bodies. We've given focused thought to what an arts-rich education looks like and how we can provide these benefits to students district-wide."**

—Sacramento, CA Community Member



## PHASE ONE TIMELINE

### Meeting 1

**September/October:** The **Coordinator** and other members of the Community Arts Team (CAT) develop the first draft of a vision statement and begin to develop community survey tools.

### Meeting 2

**October/November:** The CAT revises the vision statement and edits survey tools.

### Meeting 3

**November/December:** The CAT approves the surveys and vision statement, and finalizes plans for data collection.

**January:** The CAT deploys the surveys. CAT members contact those being surveyed to ensure a high rate of return. The **Working Group**, under the guidance of a researcher, prepares the data for the CAT to review at their next meeting.

**February:** The Working Group continues to meet and discuss the survey data.

### Meeting 4

**February/March:** The Working Group distributes survey data for the CAT to review.

### Meeting 5

**March/April:** The CAT brainstorms long-range goals and records them in an Action Plan. The Working Group creates plans for implementation and the public announcement of the initiative's goals and action steps.

### Meeting 6

**April/May:** The CAT approves long-range goals and brainstorms action steps for each goal. The Working Group prioritizes the action steps and makes plans for a public event and a publication to announce the survey findings and recommendations.

### Meeting 7

**May/June:** The CAT reviews recommendations for action steps developed by the Working Group. The Action Plan is finalized. The CAT continues to plan the public event and publication.

**Summer/Fall:** A public event is held to announce the findings and recommendations.

**The Coordinator** enlists the participation and support of other community leaders. The position is held by a person who works full-time at the initiative's lead organization, rather than a volunteer. The lead organization supports the Coordinator's efforts by providing the space, materials, equipment, and supplies for Community Arts Team (CAT) meetings.

The Coordinator's responsibilities include facilitating meetings with the Kennedy Center consulting team, maintaining communication with CAT members about tasks and meetings, arranging for materials needed for meetings, providing staff to take meeting minutes, following up on action items between meetings, and distributing approved minutes to the CAT. In addition, the Coordinator attends meetings with the Kennedy Center consulting team prior to and immediately following each CAT meeting and participates in monthly phone calls with the Kennedy Center consulting team.

**The Working Group** is a small cadre of leaders from within the CAT who are identified jointly by the Coordinator and the Kennedy Center consulting team.

The Working Group discusses issues affecting data collection, communications, and long-range planning. It meets between and immediately following CAT meetings during Phase One. Ideally, the Working Group includes the Coordinator, a school leader, a member of the philanthropic sector, the researcher in charge of data collection, a member from the communications sector, and an arts organization representative.



## PHASE TWO: IMPLEMENTATION (Years 2, 3, and 4)

During this three-year Phase, the community designates a Coordinating Organization to provide administrative support for the initiative's implementation.

The **Implementation Committee**, working with the Coordinator, provides direction and support to ensure the community's Action Plan is realized. The Committee may establish subcommittees to lead activities in the areas of programming, communications and marketing, fundraising, etc., to support specific implementation tasks.

Additionally, the Implementation Committee completes an Annual Report that documents accomplishments achieved each year, and annually updates and submits their Action Plan to the Kennedy Center.

Throughout this Phase, the Kennedy Center's participation continues, and the Coordinator communicates regularly with the Kennedy Center consulting team.

**The Implementation Committee** begins its tenure during Phase Two. It may be the same group of members as the Community Arts Team (CAT), but often includes new representation. Most communities invite high-level decision makers to serve on this committee, which ensures that the CAT's long-range plan is resourced and carried out. The Implementation Committee is responsible for staffing, funding, programs, communications, and marketing.



**"We want to ensure that every child has the arts as part of their education. We see *Any Given Child* communities serving as examples for other cities across the United States."**

—Barbara Shepherd  
Director, National Partnerships, The Kennedy Center

## PHASE TWO *continued*

### **During Phase Two, the Kennedy Center provides:**

- Consultation via phone/email as well as networking opportunities with other ***Any Given Child*** sites.
- Up to two Kennedy Center workshops for teachers.
- Up to two days of Kennedy Center seminars for teaching artists.
- Support for community members to attend the ***Any Given Child*** Exchange in Washington, D.C.
- Support for community educators to attend the Kennedy Center Arts Integration Conference and/or Intersections: The Arts and Special Needs Conference in Washington, D.C.



### **The *Any Given Child* community:**

- Designates a Coordinating Organization as well as an Implementation Committee to carry out the strategic plan.
- Continues to support the work of the local Coordinator.
- Identifies at least three representatives to attend the ***Any Given Child*** Exchange each year.
- Provides the Kennedy Center with a copy of the Annual Report of activities and measures of success for the program by July 1 of each year.
- Updates the ***Any Given Child*** Action Plan annually and submits the new plan to the Kennedy Center by September 1 of each year.



## PHASE THREE: SUSTAINING (Year 5 and beyond)

In Phase Three, the **Any Given Child** initiative continues to be governed by a local cross-sector Implementation Committee, which ensures funding and staffing for program initiatives, communications, and marketing. The Coordinator continues to communicate regularly with the Kennedy Center. Participation in Phase Three has no time limit. Communities may continue to benefit from participation in the **Any Given Child** network as long as they are able to meet responsibilities outlined by the program guidelines below.

### To remain in good standing in the **Any Given Child** initiative, the community will:

- Maintain the position of Coordinator to serve as the primary contact with the Kennedy Center and continue to sustain an Implementation Committee to carry out the work identified in the community's Action Plan.
- Annually, by July 1, provide a copy to the Kennedy Center of the **Any Given Child** Annual Report of the past year's activities and measures of success.
- Annually, by September 1, update the Action Plan and submit it to the Kennedy Center.
- At least every three years, re-deploy the School Mapping Tool (the primary survey originally used during Phase One) and share the results with the Kennedy Center.
- Annually send at least two community members involved in the local **Any Given Child** initiative to the Exchange in Washington, D.C.

### If all responsibilities are met, the Kennedy Center will provide:

- At no cost, consultation/technical assistance via phone/email and access to the Kennedy Center's education newsletter.
- At no cost, access to quarterly conference calls among all **Any Given Child** Coordinators and the Kennedy Center for information sharing, problem-solving, and networking.
- At no cost, access to **Any Given Child** marketing materials including brochures, bookmarks, and other printed resources.
- Use of **Any Given Child** branding, including use of the approved language and logo.
- Visibility through a Kennedy Center **Any Given Child** website which includes information about each member community.
- Partial reimbursement for costs associated with bringing Kennedy Center workshops for teachers or seminars for teaching artists to the community, as funds allow.\*\*
- An annual Exchange, which brings together representatives from all **Any Given Child** sites to share best practices, with partial reimbursement for travel costs for two representatives, as funds allow.\*\*
- Kennedy Center consulting team site visits, on a limited basis.

\*\*Full policy available from the Kennedy Center

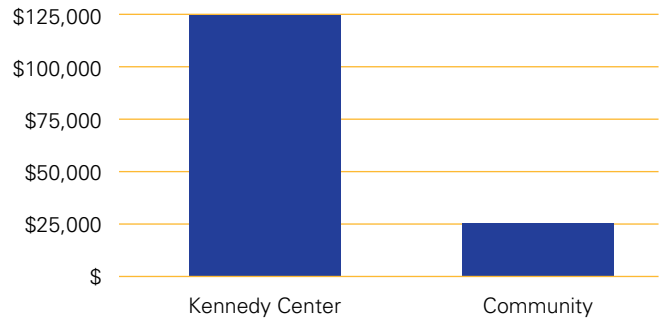


# FINANCIAL COMMITMENT

The **Any Given Child** site assumes responsibility for convening the Community Arts Team (CAT), data collection, and drafting and implementing the strategic plan. The Kennedy Center facilitates CAT strategic planning and leverages existing Kennedy Center resources to support the implementation of the site's strategic plan.

For these Kennedy Center services, which total \$125,000, the cost to the community is \$25,000. This one-time expense contributes toward Kennedy Center consulting team time, travel, and materials, as well as the costs associated with the Kennedy Center resources (workshops for teachers, seminars for teaching artists, and conferences) provided to the site. This fee is due to the Kennedy Center in the first year of participation.

Financial Contribution Years 1–4



# FREQUENTLY ASKED QUESTIONS

## Why focus on K-8 only?

**Any Given Child** focuses its efforts on students of grades K-8 because electives dictate arts classes in high school. It is anticipated that as arts education increases in grades K-8, more demand will follow into high schools.

## Why focus only on public and public charter schools?

Because the **Any Given Child** initiative is partially supported by tax-payer dollars, it focuses efforts on equity and access to arts education in public schools and public charter schools.

## Why focus on arts programs and resources delivered only during the school day?

### Why not focus on after-school programs?

The **Any Given Child** initiative seeks to improve equity in arts education. Since only some students have access to after-school programs, the initiative's focus remains on programs and resources available to students within the school day. These resources may be offered at the school or at community venues.

# HOW TO APPLY

Communities are accepted into the **Any Given Child** initiative through an application process. Applications are accepted between January 1 and March 31.

- A community member contacts the Kennedy Center to indicate interest and to discuss the application process.
- A Coordinator for the local initiative is identified.
- The Coordinator assembles the Community Arts Team (CAT), a group of 25–35 local leaders who represent a broad cross-section of the community, and who are interested in working together to provide greater access to arts education for students in grades K–8 throughout their community. The CAT includes high-level representatives from the Mayor’s office/local government; the Superintendent’s team within the school district; arts organizations that provide education programs; the business community; philanthropy; communication organizations; and higher education. The CAT also includes a researcher who will take primary responsibility for data collection for the **Any Given Child** initiative. This person may be from the school district assessment office, higher education, or other local organization.
- The Coordinator submits the application to the Kennedy Center, including letters of support from the school district Superintendent, the Mayor, and the CEO of a local arts organization (such as a local arts council or a major arts presenter/producer in the community). Note that **Any Given Child** sites apply and begin their work with a single school district. Additional districts may be included in the project in subsequent years under the guidance of the local initiative, rather than the Kennedy Center.
- After review of all applications, the Kennedy Center consulting team selects communities to visit and meets with the Mayor, the school district Superintendent, and the CAT to discuss the initiative. Final selection of communities to participate in the initiative is made no later than July 1.



**“The Kennedy Center provided us with a process to audit our arts education offerings in the schools and in the community. What resulted is a Community Arts Team who now meets regularly to continue the conversation on arts education. We even published our findings, which helped engage the entire community in advocating for arts education.”**

—Portland, OR Community Arts Team Member

“We could not have done this without the Kennedy Center. Their consultants guided our community in re-thinking how all of us can work together to strengthen arts education programs in our schools.”

—Tulsa, OK Community Member



Visit [www.kennedy-center.org/anygivenchild](http://www.kennedy-center.org/anygivenchild) or contact the Kennedy Center at (202) 416-8806 for more information.



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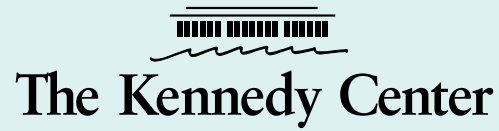
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David M. Rubenstein, Chairman  
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***Any Given Child*** is a program of National Partnerships in the Education Division  
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