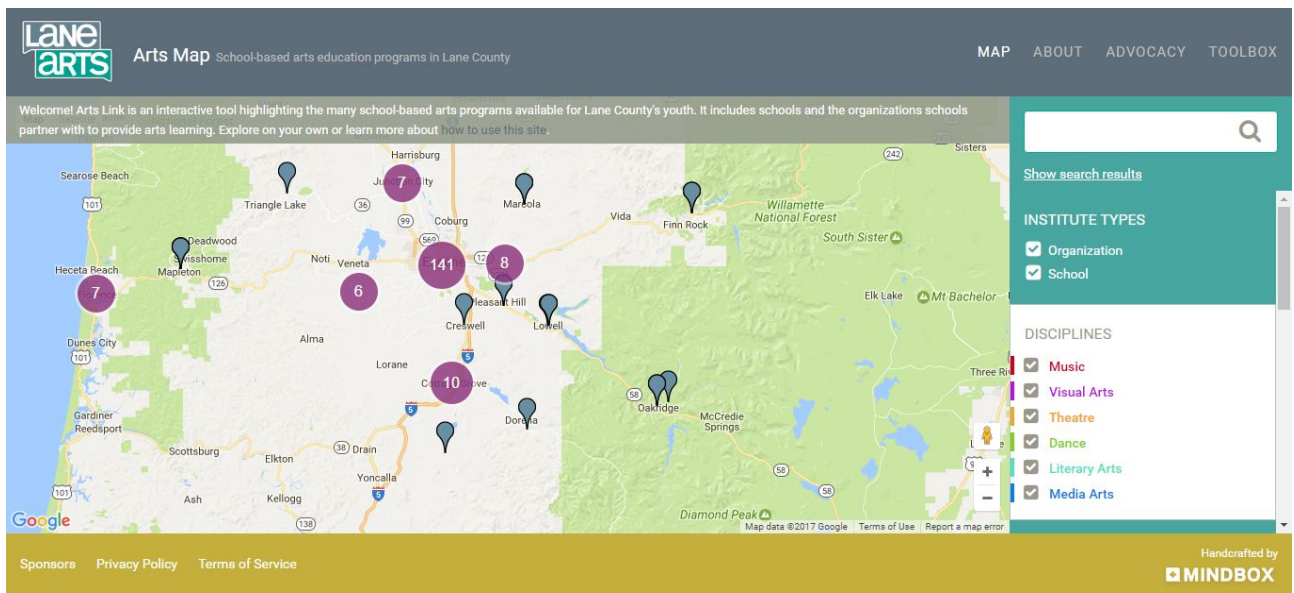




Lane Arts Council Arts Asset Map User Guide



Lane Arts Council cultivates strong and creative arts communities by providing high-quality arts experiences, engaging people of all ages in arts education, and encouraging artistic endeavors

Report Prepared by: Cara Mico, University of Oregon Intern, Winter 2015 - Spring 2017

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Lane Arts Council Arts Asset Map User Guide

Introduction

Purpose

The Lane Arts Council Arts Asset Map User Guide is intended to serve as a project report for Lane Arts Council; to aid organizations wishing to replicate the process detailed herein; and to assist future administrators of the map. This report provides project background, identifies partners, and describes the methods used to develop the Arts Asset Map. Supplementary information such as a glossary, meeting minutes, request for proposals, and other materials generated as part of this project are included as appendices. Data can be obtained by request from Lane Arts Council.

Background

Lane Arts Council is a 41 year old nonprofit organization dedicated to cultivating strong and creative arts communities by providing high-quality arts experiences, engaging people of all ages in arts education, and encouraging artistic endeavors. Their diverse programming includes arts advocacy, art education in schools, grant administration, and artist continuing education. The Lane Culture and Education Alliance is an organization of arts and culture leaders in Lane County dedicated to improving connections between the many regional arts and culture nonprofits. The CEA met regularly over breakfast with the goal of increasing arts and culture access in Lane County schools. The meetings hosted a variety of speakers and attendees included school administrators, arts organizations, and Oregon Arts Commission staff.

In 2012 the Executive Director of LAC and members of the CEA began discussing ways to improve access to educational arts programs in K-12 Lane County schools. At the time there was no consistent information available regarding the capacity of educational arts programming in Lane County. The two organizations, LAC and CEA, recognized a need to understand where arts assets were present and where they were deficient in Lane County before they could move forward filling those gaps. The CEA conducted a survey of Lane County arts organizations regarding the extent of their program offerings. This resulted in the sunsetted CEA website, the information from which was incorporated into the new asset map. The goal of mapping community arts assets is to identify resources and capacity to address community needs. The National Endowment for the Arts and the Oregon Cultural Trust provided grant funding for implementation of a second survey and website which built upon the efforts of the CEA work and to identify resources in order to improve and foster partnerships in arts and culture programming.

Lane Arts Council convened a Technical Advisory Committee (TAC) consisting of parents, teachers, school administrators, and community members to serve as the steering committee for the Arts Asset Map project. They contracted with the Educational Policy Improvement Center (EPIC) to develop and administer the survey. Together with EPIC and the TAC, LAC identified the community to be surveyed as the K-12 school system administrators and arts organizations that partner with schools. The website was built in partnership with MindBox Studios and was released in 2016.

About Asset Mapping

Asset mapping as part of community building is not a new concept and there multiple regional and national examples where maps are used to highlight community resources, identify resource gaps, and highlight partnerships. Community asset mapping generally serves two purposes; to change a community through increased citizen participation and to increase the effectiveness of advocacy. Community Asset mapping is a term also used to identify the people, places, and objects that can be used to improve the overall health of the community. Asset mapping is often referred to as capacity mapping and has been defined as an inventory of the good things a community has to offer. It also can include community member observations about assets.

The National Endowment for the Arts (NEA) refers to asset mapping as a, “positive and enjoyable approach to learning about your community” in their Asset Mapping Guidebook. Multiple community asset mapping projects were evaluated during this project. Asset mapping has utilized multiple approaches depending on the resources available and the partner agency initiating the project. Scope ranges from the use of open source mapping programs such as Open Street Map, Map Your Neighborhood, or Google Maps to proprietary software such as ESRI ArcMap. A common benefit of these projects is that asset mapping has the ability to confirm or challenge preconceived notions of community resources.

Benefits of Asset Mapping

- Visually depict diverse community resources
- Make connections between demographics, social resources, program funding, and student success
- Serve as an advocacy tool
- Identify potential partnerships

Most asset mapping historically involved a paper map, a marker, and community members. A project in rural Australia examined the perception of coolness in regards to community assets and relied on the work by Peck, an instrumental researcher in the field of community planning, as well as others surrounding the creative class and community development. Their research hypothesized that the average citizen was a creative person and that rural cultural and creative planning was possible by engaging the average citizen in the city planning process. Gibson et. al. found that the definition of asset varied by culture. What was catalogued as culturally cool

changed depending on where the person was from.¹ This is relevant to arts and culture asset mapping in Lane County in that there are significant differences between the urban and rural population, between native Lane County residents and the college community, and between migrant farmers and the population as a whole. When defining arts and culture assets it is important to engage a wide spectrum of community members and to remember that what is defined as art changes with culture.

Jakes et. al found that "asset mapping harnesses community resources in order to foster transformation and growth" and that the strengths-based approach uses positive psychology to help communities. Further, by asking a variety of stakeholders the researchers were able to better understand the collective values of three communities undergoing mapping projects in North Carolina evaluating the connection between food options and community health. They argue that by focusing on community needs over strengths, mapping projects marginalize undervalued community members and that focusing on the problem doesn't necessarily result in a solution. They emphasize that deficit first approaches tend to reinforce power disparities present within the community. A component of the North Carolina mapping project that was vital was a community workshop where citizens were allowed to voice their comments and concerns before the project initiated. This increased the community knowledge base and itself served to increase assets. The North Carolina study compared demographics data such as neighborhood ethnicity and income data to asset access.²

Finally, the Chicago ArtLook Map was evaluated as it directly represented arts asset mapping as LAC envisioned the Lane Arts Asset Map project. The ArtLook Map was strongly connected to the Chicago Public School District Plan. Developed by Ingenuity, a Chicago organization that encourages collaboration between arts orgs and Chicago public schools, the ArtLook Map was a direct outcome of the Chicago Cultural Plan and the Chicago Public School District Plan. The CCP recommended that CPS include one full time arts employee per school for a minimum of 12 minutes of art education per day, and art as a core subject. The results of the Chicago ArtLook project found that 88% of Chicago Public Schools have at least one partner providing arts instruction or curricula support.³ Ingenuity reported that 95% of CPS elementary students had access to arts education in the 2015/16 school year.⁴ The ArtLook Map was designed to serve administrators and advocates in their strategic planning efforts. The Ingenuity model utilizes a data collection website and arts programmers are responsible for self-selecting to participate and update their data. CPS Art Liaisons also serve as points of contact for the project and report data when and where possible. Additionally Ingenuity administers an annual

¹ Cool places, creative places? Community perceptions of cultural vitality in the suburbs Chris Gibson, Chris Brennan-Horley, Beth Laurenson, Naomi Riggs, Andrew Warren, Ben Gallan and Heidi Brown Australian Centre for Cultural Environmental Research, University of Wollongong, Australia.

² Susan Jakes, Annie Hardison-Moody, Sarah Bowen & John Blevins (2015) Engaging community change: the critical role of values in asset mapping, Community Development, 46:4, 392-406, DOI: 10.1080/15575330.2015.1064146

³ The Chicago Public Schools Arts Education Plan 2012-2015

http://www.ingenuity-inc.org/filebin/pdfs/CPS_Arts_Ed_Plan/CPS_Arts_Ed_Plan_-_Final-web.pdf

⁴ <http://www.ingenuity-inc.org/about>

survey to CPS which the Art Liaison is responsible for administering. Schools are ranked based upon the data provided and partnerships are listed on the site as well. Data is updated within 24 hours of submission indicating that the site is active and well maintained.⁵

Materials and Methods

A LAC project manager was responsible for coordinating with EPIC, MindBox Studios, and the TAC, as well as grant writing and project reporting. A LAC intern was responsible for ensuring a high survey response rate, coordinating with the TAC and MindBox Studios, data entry into the website, reporting, and general project assistance.

Two surveys, one for schools and one for arts organizations, were developed with the goal of understanding where arts programs were taking place in schools and where public private partnerships were present. The surveys took place between December of 2015 and May 2016. The school survey was distributed to school administrators, principals, and vice principals and the arts organization survey was distributed to area arts nonprofits. The survey was administered and analyzed by the Educational Policy Improvement Center (EPIC). LAC, EPIC, and the TAC developed priority survey questions.

A request for proposals (RFP) was sent to several area website developers as identified on the Silicon Shire website. Additionally, the Executive Director of LAC met with two companies to discuss the project, including MindBox Studios. The RFP contained general information regarding the scope of the project and desired website characteristics as well as example graphic standards. MindBox Studios was determined to be the most responsive. MindBox was awarded a contract to develop a proprietary website that would serve two functions: a map of all area schools and arts organizations and profile pages for these organizations. LAC, the TAC, and MindBox Studios developed a preliminary website development plan. A parking lot was created for ideas that were out of scope for phase one of the mapping project.

Several examples were used to guide the Art Asset Map project including the Chicago ArtLook Map, the Portland State University and Multnomah County Cultural Coalition Arts Asset Mapping Guidebook, and the National Endowment for the Arts Asset Mapping Guidebook. These resources, as well as others listed in the reference section in Appendix C, were used to guide the look of the user interface for the map portion of the project.

The survey data was presented as a written summary of findings and as a website, which were the primary products. The survey data was made searchable so that users could find either schools, specific school programs, or arts organization based school programming. All of the Lane CEA participating organizations were included in the new arts asset mapping site, regardless of whether or not they responded to the survey. This project deviated from many typical asset mapping projects in that the general community was not asked to define the term

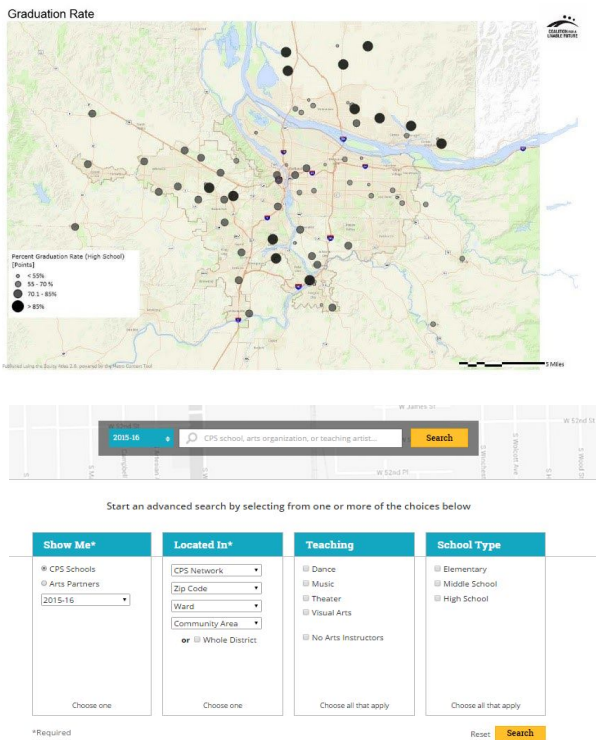
⁵ <http://www.artlookmap.com/faq>

'asset' rather the term was defined before the project commenced. In the context of this project arts assets were defined as art programs, teachers, and organizations both public and private, within Lane County. This project collected data on both assets and gaps, and although only the assets were mapped, information regarding resource gaps was compiled and were made available to the school districts.

The Arts Asset Map has generated a great deal of community and partner interest and in late 2016 LAC was approached by Lane Educational Service District to replicate the map and website for the STEM Hub project. The goal of the STEM Resource Map project is to produce a website similar to the Arts Asset Map which allows users to search for schools focusing on disciplines associated with STEM (Science, Technology, Engineering, and Math) with the integration of the arts asset map to potentially occur at a later date.

Precedents, Standards, and Examples

There were three primary graphic examples used to guide the visual mapping aspect of the project: the Chicago ArtLook Map, the Portland Arts Asset Map, and NEA arts asset mapping projects.



Top Left Portland Metro Area Graduation Rate Map; Left Chicago ArtLook Map; Above Portland Arts Asset Map

School and Arts Organization Profiles

An intern collected publicly available data from school and arts organization websites to include in the profile pages for the map. Each school received a profile page similar to the Lane Culture

and Education Alliance website. The information on lanecea.org was migrated to the laneartsmap.org site and updated so that this valuable information was not lost. The school profile pages highlight school arts programs and other information collected from the school survey. The arts organization profile pages showcase school programs and allow schools to more easily partner with artists for arts education programs. Updates to the profile pages will occur in future surveys.

Survey Instrument Development

LAC contracted with EPIC to develop the survey instrument and to compile the data into a format that would be conducive to a visual display. Several team meetings took place with LAC and EPIC as well as members of a technical advisory committee to determine the type of information that should be collected and how the survey should be distributed. These meetings took place over the course of a year. Two surveys were developed; a survey of arts assets in Lane County K12 schools and community arts assets. Both surveys were designed to be completed in under 30 minutes.

School Survey

The first survey was developed to understand in-school arts programming and was emailed to school administrators (largely Principals and Vice Principals), and in the case of Charter Schools, Executive Directors. School administrators were emailed up to three times and contacted by phone as well. Members of the TAC also connected with administrators to encourage them to complete the survey. The survey was sent to 104 schools. There were several schools where the principal served as the administrator for multiple schools. The school survey contained questions based on arts discipline; Theater, Media, Literary, Dance, Visual, and Music. It was largely up to schools to determine the criteria for defining these disciplines and there was some overlap, theater for instance often contains elements of Literary and Visual Arts, as well as Media, Dance, and Music.

Participants were asked to provide contact information for the person completing the survey and a secondary contact for anyone who wished to be included in the project. Data was collected on method of advertising for program events; credit offerings, grade level, and frequency rates for arts programs; the qualifications of the person implementing the program; and the availability of other resources such as co-curricular activities, physical assets, and budget allocations. Those schools surveyed were also asked about barriers to implementation and existing partnerships. Two sets of school data was collected; information that was intended to be included in the public school profile and private data regarding available resources not for public use.

Arts Organization Survey

The second survey was developed to understand what in-school arts programs existed and which organizations wanted to offer in-school arts programming. Arts Organizations were

defined as being individuals or groups that worked within Lane County and had visible media presence, primarily defined as a website or public directory listing. Arts organizations were identified using two primary resources: the Lane CEA website participants and a general internet search. A database of all known arts organizations was developed including the program name, contact information, disciplines offered, and location. Arts organizations were emailed once and those that responded were surveyed. There were no phone calls to arts organizations except to provide more information when requested. Data collected included information on school based partnerships, disciplines, and program descriptions.

Data Collection and Survey Implementation

LAC hired an intern to assist with the implementation of the survey including identification of individuals to be surveyed, distributing the survey, and collecting data from individuals who experienced difficulty completing the survey online. Some of the survey data was incomplete and the LAC intern collected missing school profile information from public sources such as a school website. Lane Arts Council distributed a survey in December 2015 to over 100 schools within Lane County and has received responses from just under 80%. The response rate was highest in Bethel and Springfield School Districts and lowest in the Eugene 4J school district, especially among elementary schools. The original goal was to have at least a 50% participation rate with follow-up data collection focusing on improving the response rate to 75%. Because the response rate was so high, a new goal was set to have 100% participation and the second year of data collection will focus on surveys at the unresponsive schools.

Data Analysis, Reporting, and Mapping

Data analysis was completed by EPIC. Analyses evaluated response rate ratios for low-income vs. non low-income schools; available programs by discipline; and common themes for barriers to arts access. The data was entered into a proprietary database developed by MindBox Studios which allowed for a visual display of arts program availability in schools and area nonprofits. The data is not reported here and is available on the laneartsmap.org website.

A request for proposals was distributed to ten organizations involved in website development within the Eugene area identified through the Silicon Shire website. LAC's Executive Director also met personally with two area website development companies to discuss the project. MindBox was determined to be the most responsive and was awarded the initial contract to develop a web-map for the data. LAC met with MindBox several times during a four month period to provide feedback for the visual component of the project and for the backend user interface. Several requested features were determined to be out of scope for the available budget and were placed in a parking lot to possibly be implemented at a later date. The map is based on Google Maps and has simple toggle features to display schools and arts organizations that meet the selected criteria. The website allows users to select from the schools and arts organizations contained within the database and either display the selection

on a visual map, as a list, or to get more information via a school or organization profile page. The second phase of the Arts Asset Map project is to improve the user interface.

Findings

Confusion Regarding Questions

Respondents and members of the Technical Advisory Committee informed the LAC intern that some questions were confusing. For instance, there was concern that questions regarding credit offerings were not answered by lower-level schools that don't technically offer credit for their courses but do offer art related courses.

Announcement of Art Related Activities

Most schools used a combination of print and digital media to inform parents about art related activities. Almost all respondents indicated that they informed parents and guardians about art related events using school newsletters, fliers sent home with students, and posters at the schools. Almost all schools utilized some form of digital outreach to connect with parents; many schools regularly updated their websites, used Facebook, or emailed parents about events.

Funding

Most schools utilized their PTO in order to supplement funding. Some schools identified grant funding as a significant resource for art program implementation.

Barriers

Most schools identified funding, resources, and lack of technical skills as the primary barriers to implementing arts programs. Many schools expected that a decrease in funding in the next five years would impact their ability to implement arts programs.

Partnerships

- MECCA
- The Shedd
- The Rose Children's Theater
- Lane Arts Council
- University of Oregon
- Hult Center
- The Cottage Theater
- Lane Community College
- West African Cultural Institute
- United Way

Equity

Some respondents indicated that they would like to increase programming but reduce the burden of PTO fundraising. This would leave the burden of program funding on grant

procurement and state funding which not only fluctuates but is also taking money from underserved schools to distribute amongst schools that could potentially supplement funding through PTO fundraisers. In other words, just because the parents don't want to pay extra for robust arts programming doesn't mean that the solution lies in taking limited resources from public funding pools. On the other hand, if schools rely on PTO fundraising then only those schools with an active PTO (which likely would correlate with schools populated with students whose parents have the time and resources to fundraise) would receive adequate funding for arts programs.

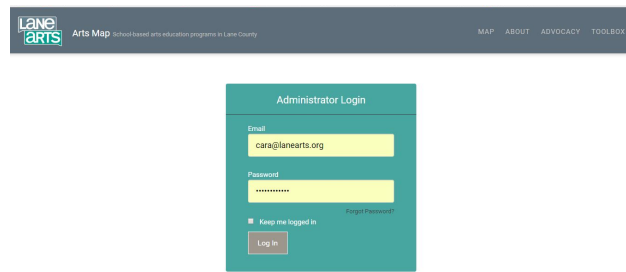
Assets and Gaps

Music and Visual Arts were the most common offerings at all schools across Lane County while Literary and Theater arts were the least common, especially at lower-level schools. Literary arts responses may be skewed because of the misunderstanding regarding what Literary arts included. Reading and writing are required components of the core curriculum and all schools should have responded that they offered courses in Literary arts. Some schools had after-school clubs and holiday performances to supplement regular arts programming while many schools only offered these activities as extra-curricular.

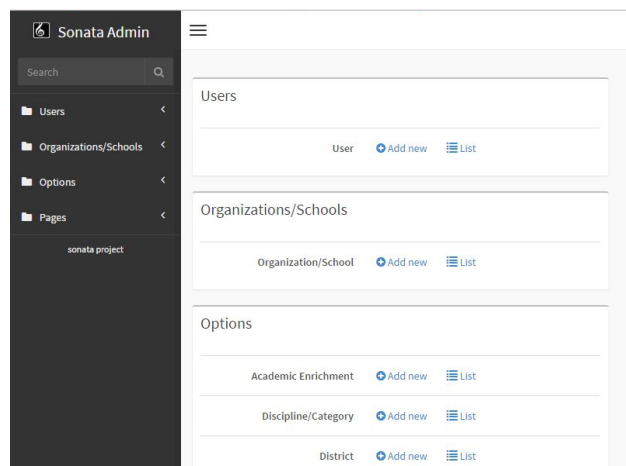
Many schools that responded that they didn't offer one or more art courses for credit indicated that their students participated in art related events via school field trips, school wide assemblies, and school performances. Some schools indicated that their arts programming was implemented in part or in entirety by an artist in residency funded through the Lane Arts Council ArtCore program.

Appendix A - Visual User Guide to Adding Data

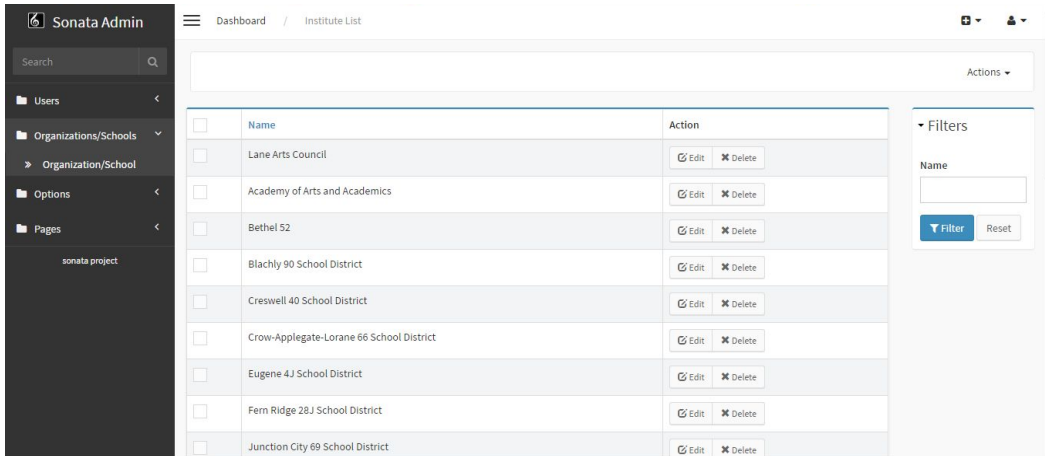
Step 1 - Navigate to the Login Screen by going to URL <http://laneartsmap.org/login> (or appropriate URL for your project). Enter your username (most likely the email address associated with your project) and password.



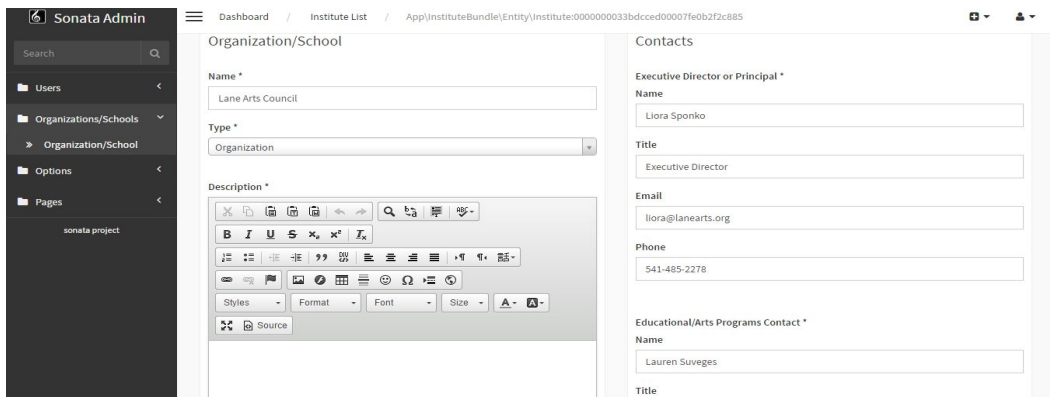
Step 2 - Once successfully logged in, navigate to admin panel by going to URL <http://laneartsmap/admin/dashboard>. Logging in will not automatically take you to the Dashboard. On the Dashboard you will see navigation tabs for the components that you have access to, which, project dependent, are limited to adding and removing users, adding and removing schools, changing options for drop down selections, and adding and removing pages.



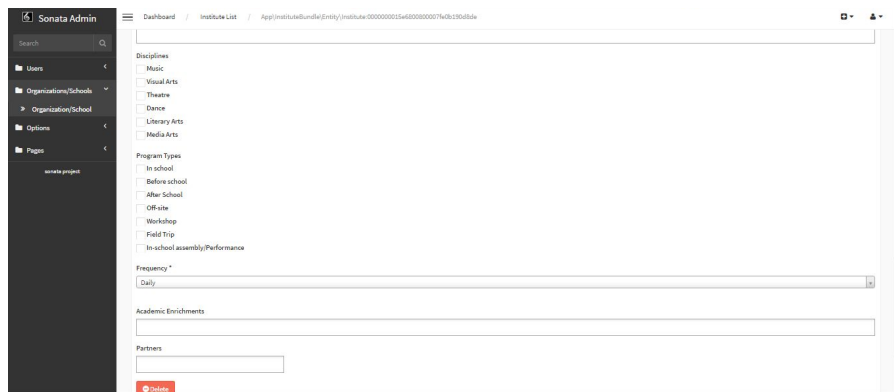
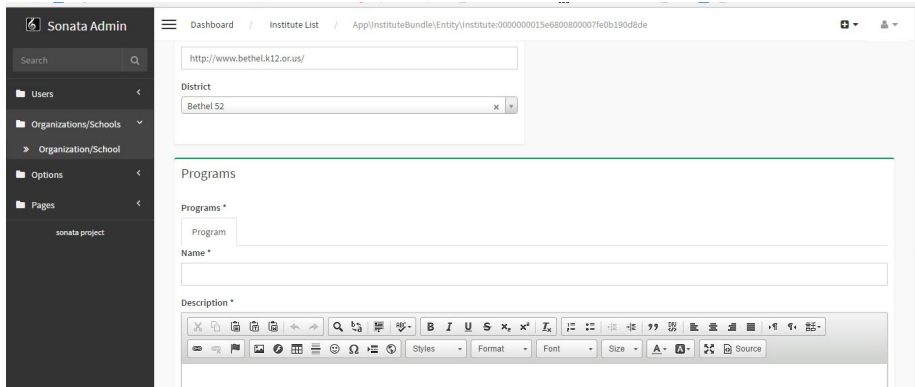
Step 3 - Editing Organization and School Master List. Navigate to the organization and school tab on the left side of the screen. This will take you to a complete list of all of the groups added to your map. The list filters automatically based on what was added last, you can filter by other selections if you choose to do so.



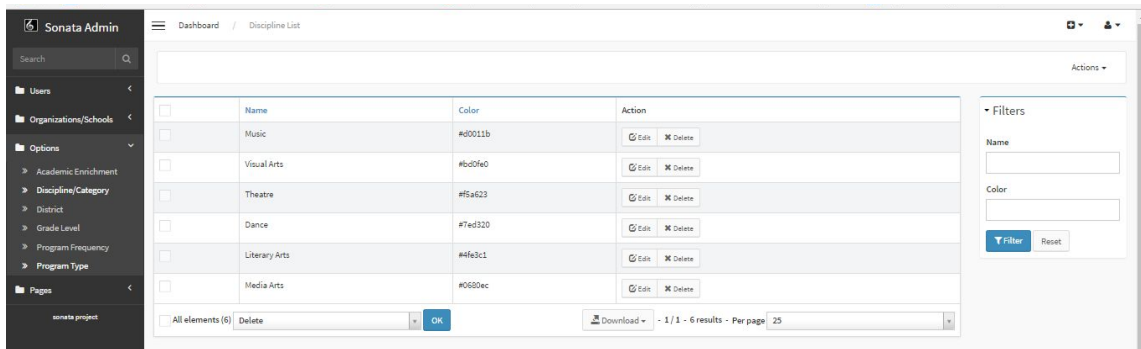
Step 4 - Editing Organization and School Data. Select either the actions drop down button located above the filter search bar on the right hand side to add a new organization or select an organization/school that you wish to modify the data for. In the example below, I have chosen to edit the Lane Arts Council entry by toggling the edit button next to Lane Arts Council (as seen in the image above). Once the Organization/School is selected, you will be able to change the information contained within, which includes the name, contact information, description, and programs.



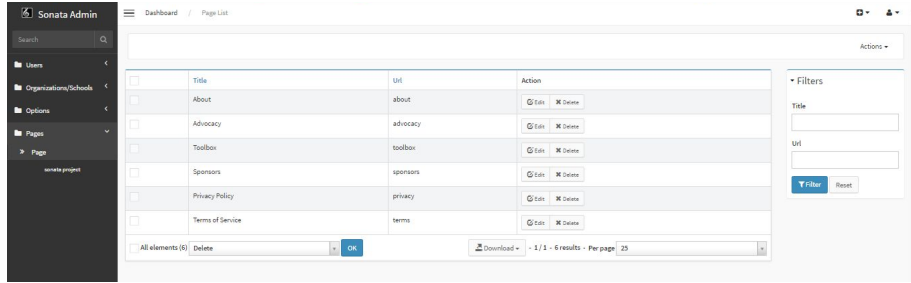
Step 5 - Adding Programs to Organizations/Schools. Once you've added or selected your school or organization data, stay on the profile page where you are adding the data and scroll the page to the bottom. Select "Add Programs." Once in the programs page you can select from a variety of drop-down menus to describe the program you are adding. You can add a narrative description, change the frequency of the program, the type of program, and other components available under the options tab.



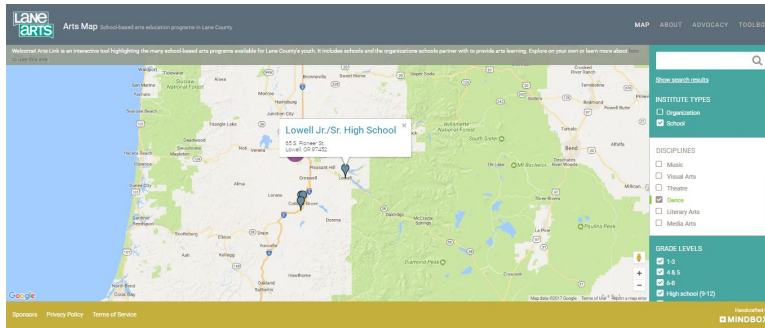
Step 6 - Changing the Program Options. On the left side navigation menu, select from the available options. The possible options are built in but the choices within the options are changeable. In the example below, the Discipline Category is highlighted. You can add, remove, or change a discipline category by navigating to the actions button on the top right.



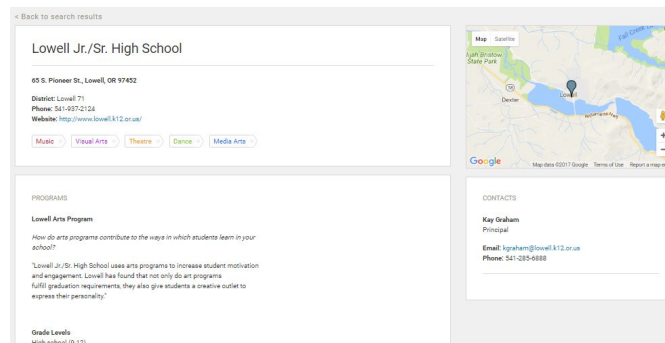
Step 7 - Add, Remove, or Change Pages. Navigate to the Pages tab on the left hand column. Select the page you wish to remove or change and edit or delete that page. To add a page, navigate to the actions tab, adding a page will not automatically add that link to the menu, only a web administrator can add or delete content from the site menus.



Step 8 - Using the Map. Once your data is entered, you can use the map. In the example below, I've entered Dance into the search bar. By default, all options are selected so that all entered organizations show on the map when initially viewed. By deselcting "Organizations" and all disciplines except "Dance" (so that Dance is the only discipline selected) only schools that have some type of dance program associated with them are displayed. I've zoomed into a school for this example, Lowell Jr.Sr. High School. By hovering over the marker, a link is displayed for the school's profile page. By selecting "Show Search Results" a list located beneath the search bar will appear and show a list of all schools that are associated with Dance.



Step 9 - Reviewing Accessing the Profile Data. For this example, I've selected the link for "Lowell Jr./Sr. High School" to navigate to the school's profile page. The profile page will display the information available for the school, all disciplines offered, and any programs associated with that school, along with a map, and contact information. This is essentially the same for organizations as well.



Appendix B - Project Partners and Sponsors

- LAC
 - Liora
 - Lauren
 - Laurette
 - Kristin
 - Cara
- EPIC
 - Tracy
 - Ross
- MindBox
 - Lauren
 - Annie
- Arts Asset Technical Advisory Team
 - Liora - LAC
 - Lauren – LAC
 - Cara – LAC
 - Mollibeth Cox – Eugene Symphony
 - Cynthia Ballard – University of Oregon
 - Julie L Voelker-Morris – University of Oregon
 - Valerie King
 - Maiya Becker
 - Diane/Doug Livermore
 - Peter Saraceno – Eugene 4J School District
 - Bob Curtis – Lane ESD
 - Lisa Abia Smith – University of Oregon
 - Eric Fullar
 - Whitney McKinley – Springfield Superintendent
 - Brian Flick – Bethel Superintendent
 - Jennifer Geller – Eugene 4J School District Board Member

Sponsors

National Endowment for the Arts

Oregon Arts Commission

Lane Arts Council

MindBox Studios

Appendix C - Related Resources

- Portland State University Asset Mapping Directory:
<https://www.pdx.edu/ims/asset-mapping>
- Multnomah Cultural Coalition Arts Asset
Map:<https://www.pdx.edu/sites/www.pdx.edu.ims/files/assetsartsculture.pdf>
- National Endowment for the Arts Asset Mapping:
<https://www.arts.gov/exploring-our-town/project-type/asset-mapping>
- NEA Asset Mapping Guidebook:
http://www.planningtoolexchange.org/sites/default/files/sources/asset_mapping_handbook.pdf
- Massachusetts Asset Mapping Guide:
http://www.planningtoolexchange.org/sites/default/files/sources/asset_mapping_handbook.pdf
- Northwestern Community Based Asset Mapping: <http://www.abcdinstitute.org/toolkit/>
- <http://clfuture.org/atlas-maps/percent-change-populations-color-2000-2010-0>
- https://www.huduser.gov/portal/pdredge/pdr_edge_featd_article_042114.html
- <http://www.cpsarts.org/wp-content/uploads/2012/10/ArtsAbstract.pdf>
- Massachusetts College of Liberal Arts Grant for Rural Schools
<http://www.mcla.edu/search-results?q=Dr.%20Lisa%20Donovan>
- Chicago - <http://www.ingenuity-inc.org/artlook>
- Any Given Child Kennedy Center -
<http://education.kennedy-center.org/education/anygivenchild/>

Appendix D - Glossary and Definitions

- Arts Asset: The people, organizations, programs, and resources available in a community related to the arts in any capacity. Arts assets are generally community defined and can include public or private assets in government, for-profit, or nonprofit entities.
- Deficiency: The lack of arts assets within a community. Best practices recommend not focusing on deficiencies so that communities are inspired rather than deterred from working on arts projects and programs.
- Equity: The quality of fairness, including intentionally increasing opportunities for disadvantaged communities. Equity can refer to disparities between urban, suburban, and rural communities, racial or ethnic groups, language barriers, income gaps, ability and access, or gender differences.
- Survey Instrument: A tool for consistently implementing a scientific protocol for obtaining data from respondents including both the questions and the method of distributing the questions and collecting the answers.
- Technical Advisory Committee: A group of stakeholders selected from community members to represent the interest of the community including parents, teachers, school administrators, and artists.

Appendix E - Arts Organization Messaging

To: [Organization Name]

Hello [Name]

Lane Arts Council is conducting an Arts Asset Survey and Mapping Project to help bridge the gap between arts organizations, artists, and local area schools and to support planning, advocacy, fundraising, and partnership building. We have surveyed Lane County Schools to determine what school arts programs are currently offered and how those programs are funded. In order to understand the arts assets within the community we need your help completing this vital survey. The survey can be found at the link below:

Link

The resultant Arts Asset Map will identify and visually depict where arts assets intersect and where these resources are deficient. Each participating organization will receive an arts profile webpage highlighting some of the non-confidential survey results. In order to do this we need to know what Arts Programs exist and who is facilitating them.

We estimate the survey will take 20 minutes to complete.

Participation in the arts has undisputed positive effects on the academic, social, and economic health of youth. Lane Arts Council is partnering with Lane County schools, artists, and arts organizations to develop and support well-funded, sustainable, and comprehensive arts programs. Funded by the Oregon Cultural Trust and the National Endowment for the Arts, the Arts Asset Mapping project's goal is to ensure effective utilization of existing arts resources and to catalyze new partnerships and programs to fill gaps.

We deeply appreciate your support. If you have any questions about the survey or the project, please contact Kristin Monahan at kristin@lanearts.org or call Lane Arts Council at 541-485-2278. Additional information about this project is attached. Thank you and we look forward to working with you!

Sincerely,

Cara Mico
Lane Arts Council

Appendix F - Arts Mapping Tech Team Quarterly Meeting Minutes

The Arts Asset Tech Team Meeting convened at 4pm on 02/02/2016

Tech Team Members Present: Julie L Voelker-Morris, Diane Livermore, Eric Fullar, Whitney McKinley, Brian Flick, Liora Sponko, Lauren Suveges, Catherine Ballard, Peter Saraceno.

Tech Team Members Absent: Scott Freck, Mollibeth Cox, Valerie King, Maiya Becker, Bob Curtis, Lisa Abia Smith, Jennifer Geller

Liora informed the team that she had met with Larry Sullivan of the Lane ESD and said that she and Lauren will attend the Lane ESD curriculum directors meeting on February 16 to discuss the project. She provided a brief update of the school survey informing the team that approximately 40 of 100 schools surveyed have responded and added that although a 20-30% is the national average for survey responses she would like to get to 50% to ensure an accurate reflection of the diversity of area schools.

Cara provided an update for the committee, included in the minutes, and provided a list of the remaining schools that had not completed the survey. The team members present divided the list and agreed to contact administrators of schools they had a connection to. Liora requested that the survey message language be forwarded to the committee members so that the members could work towards a 100% response rate. Cara agreed to map the responses to determine response gaps.

Liora said that the Survey Consultant (from EPIC), would clean and organize the data in early March and asked the Team if they had any input to provide. Eric inquired as to how the district conglomerate data would be used to which Whitney replied that board members could use it for outreach and education. Catherine wanted to include an open ended opportunity to gather anecdotal data in the arts organization survey. Cara said she would email a pdf version of the arts organization survey to the team as well as an HTML link. Eric wanted to include a question asking what programming for schools would look like if funding was not an issue. Diane requested language regarding the requirement to provide information, e.g. 'you won't be able to proceed', be clarified. Liora requested that feedback be provided by Friday. Eric asked when the data would be available for use to which Liora replied that it should be available by June. Peter asked how many arts organizations were included in the database to which Cara responded that there were around 200, but that they didn't all provide school programming.

Lauren provided an update on the Culture and Education Alliance meeting and said that they would be meeting again on March 30th at the 4J district office. She said that they met with the Eugene Education Association regarding the ballot tax. She said that Christine Drazen from the Cultural Advocacy Coalition, will observe and provide advice regarding how to conduct advocacy work. Lauren said there would be a newsletter distributed with shortly.

Julie provided an update regarding a career and tech education (CTE) program. She said that they were aiming to be more inclusive and that they had roughly \$800 per student in funding. She said that the goal was to increase graduation rates and stated that high school students taking at least 2 CTE classes have a 90% graduation rate. Liora asked why CTE classes rarely included the arts to which Catherine replied that artists don't make much money. Liora wanted to see more tech apprenticeships where students are matched with artists and wanted to know how to connect with the CTE program. Lauren said that there was a broad issue regarding debt when encouraging students obtain college degrees in graphic design whereas the CTE training provided a good working knowledge at the high school level.

The meeting adjourned at 5:30 pm

Appendix G - Website Specifications

Lane Arts Council is conducting an Arts Asset Survey of K-12 arts programming throughout Lane County. The project will identify and visually depict where arts assets intersect and where they are deficient. The data collected during this project will be made available to the public via an online web-mapping platform and interactive website. Each school and arts organization will receive a Profile Page describing the available arts programs for youth. This website will serve as a resource for educators and administrators to communicate with funders and parents about the need for arts education. The Arts Asset Map is intended to serve educators, city planners, businesses, parents, and community members for research, planning, and investment.

Website Specifications:

Must:

- Be compatible with all major browsers
- Not require extension such as Silverlight or Flash
- Have easy user interface and be text-lite
- Load quickly
- Be easy to update with minimal website knowledge (e.g. Sharemap)
- Offer easy print options
- Contain metadata
- Not be red/green dependent
- Have ability to build new layers of searchable data into map
- Showcase/hide "profile pages" of various schools and community arts organizations
- Layered profile pages (ability to show snapshot or full page)

Should:

- Be able to select parameters and layers without resubmitting search (toggle on and off)
- Tie in, link to, or utilize existing regional resources such as OR Map, Equity Atlas CLF, map your neighborhood, sharemap, etc.
- Have a video guide for how to use

icing:

- Link graphics and stories directly to map point
- Include programming history
- Map connections and linkages to visually depict partnerships
- Include an area for administrators and teachers to connect with one another and share curriculum ideas and training opportunities (e.g. Provide a calendar for workshops, trainings, and events on the map)

Data to include:

- All collected survey data
- Arts organization locations regardless of school programming
- Current demographic data
 - Diversity
 - Funding
 - Income
 - Family structure
 - School size
 - District Boundaries
 - Neighborhood density
 - Funding
 - Data gaps
 - Academic achievement

Appendix H - RFP Messaging

[Lane Arts Council](#) is seeking web development and design services to create a web-based asset map and accompanying content management system. Each school and arts organization needs a profile page describing the available school-based arts programs for youth.

The map will integrate data supplied from our recent Arts Asset Survey of K-12 arts programming throughout Lane County. The project will identify and visually depict where arts assets intersect and where they are deficient. The Arts Asset Map is intended to serve educators, city planners, businesses, parents, and community members for research, planning, and investment. For more information, refer to the enclosed RFP.

Submit proposals to Kristin, kristin@lanearts.org. A complete response includes:

- A statement outlining the approaches you or your firm would take to begin working on this project.
- A statement of technical and necessary skills as well as relevant experience.
- An estimated total project cost and itemize project components when possible. Please also include a cost ceiling and an hourly rate for additional site maintenance or work beyond the scope of the original project.
- Samples of prior or current work.

Thank you,

Cara Mico
Lane Arts Council