

**Minutes of the Board of Commissioners
Multnomah Building, Board Room 100
501 SE Hawthorne Blvd., Portland, Oregon
Tuesday, September 17, 2013**

BOARD BRIEFING

Chair Marissa Madrigal called the meeting to order at 10:07 a.m. with Vice-Chair Judy Shiprack and Commissioners Deborah Kafoury and Diane McKeel present. Commissioner Loretta Smith was excused.

Also attending were Jenny Madkour, County Attorney, and Lynda Grow, Board Clerk.

[THE FOLLOWING TEXT IS THE BYPRODUCT OF THE CLOSED CAPTIONING OF THIS PROGRAM.]

Board Clerk: [...] MARISSA MADRIGAL, ACTING CHAIR.

Ms. Madkour: GOOD MORNING, CHAIR MADRIGAL AND COMMISSIONERS, MY NAME IS JENNY MADKOUR AND I'M HERE TO INTRODUCE THIS MATTER AND TO SWEAR MS. MADRIGAL IN AS OUR CHAIR OF MULTNOMAH COUNTY. AS WE KNOW, CHAIR COGEN RELEASED HIS SEAT. AS A MATTER OF OPERATION BY THE CHARTER AND THE CODE, MS. MADRIGAL HAS BECOME THE ACTING CHAIR OF MULTNOMAH COUNTY. SHE HAS ALL THE POWERS AND DUTIES OF THE CHAIR OF MULTNOMAH COUNTY. AND TODAY WE WILL BE SWEARING HER INTO OFFICE. LAST NIGHT WHEN SHE BECAME CHAIR SHE ACTUALLY SIGNED THE OATH OF OFFICE SO MARISSA IS OFFICIAL. BUT WE WANTED TO MAKE SURE THAT WE PUBLICLY RECOGNIZED HER AND GAVE HER THE OPPORTUNITY TO SAY THE OATH IN PUBLIC IN FRONT OF EVERYBODY. SO MS. MADRIGAL, I'M GOING GIVE THE OATH FROM HERE. IF YOU COULD PLEASE RAISE YOUR RIGHT-HAND AND REPEAT AFTER ME: I, MARISSA MADRIGAL, DO SOLEMNLY AFFIRM THAT I WILL SUPPORT THE DISCUSSION OF THE UNITED STATES OF AMERICA AND OF OREGON, THE HOME RULE CHARTER OF MULTNOMAH COUNTY, AND THAT I WILL FAITHFULLY AND HONORABLY CONDUCT MYSELF IN THE OFFICE OF MULTNOMAH COUNTY CHAIR TO WHICH I AM THE INTERIM DESIGNEE, TO THE VERY BEST OF MY ABILITY. ALL RIGHT. AND THAT'S YOUR OATH, MS. MADRIGAL. [APPLAUSE]

Chair Madrigal: THANK YOU SO MUCH, I CAN'T TELL YOU HOW MUCH IT MEANS TO HAVE SO MANY WONDERFUL FRIENDLY FACES HERE TODAY. IN MY SEVEN YEARS HERE I'VE SEEN THE COUNTY THROUGH A LOT OF CHANGE, CHANGES IN STRUCTURE, CHANGES IN POLICY, AND CHANGES IN LEADERSHIP. BUT THE MISSION OF THE COUNTY IS CONSTANT: HELPING PEOPLE. FAMILIES LIKE YOURS AND MINE. HELPING EVERY FAMILY THRIVE IS WHAT DRIVES ME TO BE A PUBLIC SERVANT. I HAVE THAT IN COMMON WITH EACH PERSON ON THIS BOARD, AND WITH EVERYONE OF THE COUNTY'S NEARLY 5,000 EMPLOYEES.

THE PATH TO THIS DAY HAS BEEN TRY FORGOT COUNTY BUT I CAN ASSURE YOU THAT THERE'S NO NEED TO GET BACK TO WORK, BECAUSE THE WORK HERE NEVER STOPPED. [APPLAUSE] IN THE COMING MONTHS I LOOK FORWARD TO SUPPORTING THE COMMISSIONER IN ALL THAT THEY DO TO MAKE THE COUNTY A BETTER PLACE, FROM MAJOR PROJECTS LIKE THE SELLWOOD BRIDGE AND THE COURTHOUSE, TO STRENGTHENING VETERANS SERVICES AND HELPING OUR YOUTH SUCCEED THIS. BOARD IS COMMITTED TO SUPPORTING THE PEOPLE. THIS COUNTY. MY OFFICE WILL FOCUS ON COUNTY OPERATIONS, THE UPCOMING BUDGET, AND FINDING WAYS TO STRENGTHEN ACCESS TO OUR SERVICES FOR ALL OF MULTNOMAH COUNTY'S DIVERSE COMMUNITIES. IT'S MY HOPE THAT OUR WORK WILL SET THE STAGE FOR THE NEXT CHAIR TO MAINTAIN AND IMPLEMENT POLICIES THAT DEMONSTRATE TRUE EQUITY AND INCLUSION. I'M GRATEFUL FOR THE SUPPORT OF THE FOUR OUTSTANDING COMMISSIONERS BESIDE ME TODAY, FOR COUNTY EMPLOYEES, AND MY FAMILY, INCLUDING MY WONDERFUL HUSBAND AND MY TWO BRILLIANT AND ADORABLE CHILDREN. AS I HUMBLY ACCEPT THE RESPONSIBILITY BEFORE ME. [IN SPANISH] IN ENGLISH, FINALLY, I HAVE A MESSAGE FOR ALL THE PEOPLE WHO DON'T SPEAK ENGLISH FIRST. I PROMISE THAT DURING THE MONTHS I AM IN THIS POSITION I WILL WORK HARD TO MAINTAIN AND IMPROVE THE COMMUNICATION BETWEEN YOU AND THE COUNTY. I THINK THAT IF WE DON'T HAVE WAYS TO SPEAK AND COMMUNICATE WITH YOU, IN YOUR LANGUAGE, WHETHER IT'S SPANISH, VIETNAMESE, RUSSIAN, CHINESE, SIGN OR ANYTHING ELSE, WE AREN'T SERVING YOU WELL ENOUGH. THANK YOU AGAIN TO THE COMMISSIONERS, AND TO ALL THE COUNTY EMPLOYEES AND THE COMMUNITY AND MY FAMILY. AND MY PARENTS WHO ARE HOPEFULLY WATCHING THIS ONLINE SOMEWHERE. I LOOK FORWARD SO MUCH TO SERVING YOU. THANK YOU. [APPLAUSE]

>> AND NOW LYNDIA, WOULD YOU READ THE NEXT TITLE?

>> Board Clerk: B-1, RIGHT BRAIN INITIATIVE BRIEFING.

>> Chair Madrigal: WONDERFUL. THAT'S GREAT, I WANT TO THANK YOU ALL FOR BEING HERE FOR THIS BRIEFING ON THE RIGHT BRAIN INITIATIVE. DON'T LEAVE. [LAUGHTER] WE'RE JUST GOING TO TAKE A MOMENT TO SETTLE. DEPARTMENT OF LET YOUR FEELINGS BE HURT, EITHER. EITHER WAY, IT'S ALL GOOD TODAY.

>> I AM VERY EXCITED ABOUT THIS BRIEFING TODAY. AS MY COLLEAGUES KNOW, I AM THE REGIONAL ARTS AND CULTURE COUNCIL'S LIAISON TO THE BOARD OF COUNTY COMMISSIONERS. AND I ALSO SIT ON THE RIGHT BRAIN INITIATIVES GOVERNING COMMITTEE. SO WE HAVE SOME REALLY EXCITING NEWS AND A VERY EXCITING REPORT FOR ALL OF THE BOARD TODAY. I'D LIKE TO INTRODUCE ELOISE DAMROSCH WHO WILL BE LEADING US THROUGH THIS THING TODAY. ELOISE, THANK YOU.

>> GOOD MORNING, AND THANK YOU FOR HAVING US HERE, AND CONGRATULATIONS CHAIR MADRIGAL.

>> I LOOK FORWARD TO INTRODUCING YOU TO THE REGIONAL ARTS AND CULTURE COUNCIL OVER THE NEXT FEW MONTHS. AND GOOD MORNING TO ALL THE COMMISSIONERS, THANK YOU. WE ARE THRILLED TO BE HERE TODAY. WITH ME IS THE PROGRAM MANAGER FOR THE RIGHT BRAIN IN ADDITION ADVERTISEMENT I THINK IT WAS TWO YEARS AGO WE GAVE YOU A BRIEFING ON THIS REALLY INNOVATIVE PROGRAM. WE'VE MADE A LOT OF PROGRESS IN THE LAST TWO YEARS SO I HOPE YOU'LL CELEBRATE THAT ALONG WITH US. SO JUST A LITTLE BIT OF BACKGROUND FOR THE REGIONAL ARTS AND CULTURE COUNCIL COMMONLY KNOWN AS RACC. OUR VISION IS VERY BROAD, AS YOU CAN SEE, TO PROVIDE VISION AND LEADERSHIP AND SERVICE TO INTEGRATE ARTS AND CULTURE TO EVERY ASPECT OF OUR COMMUNITY. AND NOW THAT WE ARE A TRICOUNTY REGIONAL ARTS COUNCIL A NONPROFIT ARTS COUNCIL, WE'RE TALKING THREE COUNTIES AND I'LL GOAT MORE OF THAT IN A MINUTE. SO OUR MISSION IS DELIBERATELY BROAD. AND UNDER THAT WE HAVE BEEN FOCUSING VERY HEAVILY IN THE LAST FEW YEARS ON EQUITY. THIS PARTICULAR PROGRAM I THINK IS ONE OF THE MOST SUCCESSFUL EFFORTS THAT WE'VE MADE PROGRESS IN, REGARDING EQUITY. BECAUSE ONE OF OUR MAJOR FOCAL POINTS WHEN WE STARTED RIGHT BRAIN INITIATIVE WAS SPECIFICALLY TO PROVIDE HIGH QUALITY ARTS EDUCATION TO EVERY CHILD IN THE REGION, WHETHER YOU GO TO A TITLE I SCHOOL OR A VERY WEALTHY SCHOOL WHERE PARENTS CAN PROVIDE ALL OF THE EXTRAS THAT THE BUDGETS CAN'T HANDLE. EQUITY HAS BEEN RIGHT AT THE FOREFRONT OF THIS EFFORT. WE'RE TALKING TO YOU TODAY ABOUT THE RIGHT BRAIN INITIATIVE, BUT THE RIGHT BRAIN IS, AS YOU'LL SEE IN THIS SLIDE, ONE LEG OF A THREE-LEGGED STOOL. STARTING WITH THE LEFT SEQUENTIAL ARTS INSTRUCTION. THAT'S THE IMPORTANCE OF HAVING TEACHERS WHO ARE TRAINED TO BE ART TEACHERS OR MUSIC TEACHERS OR DRAMA TEACHERS, ACTUALLY PROVIDING DIRECT INSTRUCTION TO KIDS. THEN ART'S EXPERIENCES, THEY SPEAK FOR THEY FEELS, BUT IT'S THE OPPORTUNITY FOR CHILDREN TO ACTUALLY INTERACT WITH ART, WHETHER THEY ARE DOING IT, WATCHING IT, VISITING IT. BUT HAVING THOSE REAL-LIFE EXPERIENCES WE ALL REMEMBER AS CHILDREN. AND THEN ARTS INTEGRATION, WHICH IS WHAT RIGHT BRAIN IS ALL ABOUT. IT'S ACTUALLY USING THE ARTS TO TEACH BASIC CORE CURRICULUM. IT'S WOVEN INTO EVERY CLASSROOM, TEACHERS ARE TRAINED TO DO THIS. AND MINOR IN A WILL TELL YOU MORE ABOUT THAT. THIS IS SOMETHING WE KEEP IN MIND ALL THE TIME THAT, THERE'S NO ONE WAY TO GET TO THIS SILVER BULLET OF HIGH QUALITY ARTS EDUCATION. IT TAKES A THREE-LEGGED STOOL. SO SOME OF YOU HAVE SEEN THIS ALREADY BUT WE CAN'T RESIST SHOWING THIS LITTLE TWO-MINUTE ANIMATION. IT REALLY TELLS THE BACK STORY OF WHY WE'RE DOING THIS.

>> LET'S TAKE OUR OUT HANDY CRYSTAL BALL. RIGHT THERE, NEXT TO OUR I-PHONES AND BLACKBERRIES. WHAT SORT OF WORLD WILL OUR KIDS ENTER? IT'LL BE MULTINATIONAL, MULTICULTURAL, PROPELLED BY IMAGES AND MUSIC AS MUCH AS WORDS. IT'LL BE BOTH MORE HOPEFUL AND FRIGHTENING THAN ANY AGE BEFORE IT. AND LIKE IT OR NOT, KEENLY COMPETITIVE. IN THAT WORLD, THEIR WORLD, FACTORIES AND FOUNDRIES WON'T BE THERE BUT IDEAS UNSHACKLED AND INTEGRATED, WITH A 360-DEGREE IMAGINATION. SO WE HAVE TO ASK OURSELVES, IS NOW THE TIME TO PULL THE PLUG ON ARTS IN SCHOOLS? THE ARTS, WHICH ENHANCE EVERY ASPECT OF EDUCATION FROM READING AND MATH TO CRITICAL THINKING, SOCIAL SKILLS AND MOTIVATION. THE ARTS, WHERE DANCE, DRAMA, MUSIC AND MOTION HELP YOUNG CHILDREN TURN THE ABCs INTO ACTUAL MOVEMENT. ARTS WOVEN THROUGH CURRICULUM CHANGE HAVE TO INTO WANT TO, AND CREATE PLACES WITH TEACHER INNOVATION, COMMUNITY ENGAGEMENT, SPIRIT AND COMMON GROUND. WHILE 93% OF AMERICANS SEE ARTS AS VITAL TO A WELL-ROUNDED EDUCATION, YOU WOULDN'T KNOW IT HAVE OUR ART POLICIES. WHICH BRINGS US TO OUR MISSION. GRAINS COME WITH TWO SIDES FOR A REASON. THEY NEED EACH OTHER, FILL IN EACH OTHER'S VOICE. ONE IS MESSY BY PLAN, THE OTHER REGIMENTED. ONE IS LINEAR, THE OTHER BOUNCES OFF WALLS. ONE REASONS, THE OTHER FEELS. WHAT HAPPENS WHEN THEY WORK TOGETHER IS MAGICAL, MAGICAL ENOUGH TO MAKE KIDS CONNECTING ACHIEVE, ASPIRE, SUCCEED. IN A FUTURE THAT NEEDS THE FULL MEASURE OF OUR THINKING, WE CAN'T LEAVE KIDS HALF INTERESTED, HALF MOTIVATED, HALF IN A CAGE, HALF RIGHT. REMEMBER THE RIGHT BRAIN, IT'S NOT AN EDUCATION WITHOUT IT. THE RIGHT BRAIN INITIATIVE.

>> I NEVER GET TIRED OF WATCHING THAT. IT REALLY TELLS YOU WHY THIS IS SO IMPORTANT IN JUST SUCH A BRIEF AND CREATIVE APPROACH. WE HAVE OUR FRIENDS AT NORTH TO THANK FOR THAT. SO I JUST WANTED TO SHARE WITH YOU ONE PART OF THE WHY, TO WHY THIS IS SO IMPORTANT. AND THIS INFORMATION -- AND AS YOU WELL KNOW THERE'S MILES DEEP INFORMATION AND RESEARCH ABOUT WHY ARTS EDUCATION MATTERS. BUT THIS WAS A PRETTY SHOCKING PIECE OF DATA THAT WE CAME ACROSS SHOWING HOW MISERABLY FAR BEHIND SCHOOLS IN PORTLAND ARE COMPARED TO THE REST OF THE COUNTRY, WHERE IN SOME RESPECTS 94% WITH MUSIC EDUCATION IS PRETTY GREAT. THIS ACTUALLY WAS VERY COMPELLING DURING THE SCHOOLS AND ARTS TOGETHER CAMPAIGN, AND I THAT I WAS USED A LOT TO SHOW PEOPLE HOW DIRE THE SITUATION IS IN PORTLAND. I SAY THIS NOW BECAUSE IT'S PART OF THAT THREE-LEGGED STOOL. WE'RE TALKING TODAY ABOUT RIGHT BRAIN AND THE NEW ARTS TEXT. GRANTED WE WISH IT WAS TRICOUNTY BUT AT LEAST IT'S BEGINNING AN INROAD INTO SCHOOLS. WE WILL BE ABLE TO MEASURE THE IMPACT OF HAVING THOSE ART AND MUSIC TEACHERS TO TELL THE BIGGER STORY. THAT'S REALLY WHAT I WANTED TO LEAVE YOU WITH, WITH THIS SLIDE. AND NOW THE REALLY JUICY GOOD STUFF ABOUT WHAT'S GOING ON WITH RIGHT BRAIN.

>> THANK YOU, ELOISE. I'M SO HAPPY TO BE HERE TODAY TO BRING YOU AN UPDATE ON THE RIGHT BRAIN INITIATIVE. OUR VISION IS TO TRANSFORM LEARNING FOR ALL CHILDREN THROUGH THE ARTS, CREATIVITY, INNOVATION AND WHOLE BRAIN THINKING. SO THE WHOLE BRAIN THINKING WE THINK OF AS THE LEFT AND THE RIGHT SIDES OF OUR BRAIN WORKING TOGETHER AS OUR VIDEO SHOWED. WE HAVE FOUR CORE VALUES WITH THE INITIATIVE. EQUITY IS THE PRIMARY ONE AS ELOISE MENTIONED, AS WELL. THIS IS FOR EVERY CHILD REGARDLESS OF THEIR ZIP CODE OR THE LANGUAGE THEY SPEAK. COLLABORATION WE REALLY THINK OF IN TWO WAYS. WE HAVE TWO KINDS OF PARTNERSHIPS WITH RIGHT BRAIN. ONE IS HOW WE ARE ORGANIZED IN OR GOVERNMENT STRUCTURE. WE HAVE PARTNERS SUCH AS MULTNOMAH COUNTY AND GOVERNMENT AGENCIES, SCHOOL DISTRICTS ARE PARTNERS WITH US, AS WELL AS BUSINESS LEADERS AND BUSINESSES ACROSS THE TRICOUNTY REGION. ALSO OUR DELIVERY MODEL IS A COLLABORATION BETWEEN TEACHERS AND TEACHING ARTISTS FROM THE COMMUNITY. SO THEY ARE THE ONE WHOSE REALLY BRING THIS WORK DIRECTLY TO CHILDREN ON THE GROUND. STABILITY -- EXCUSE ME, ACCOUNTABILITY IS IMPORTANT TO US IN THAT WE ARE FINDING WAYS TO MEASURE OUR PROJECT AND OUR SUCCESS, BUT ALSO AS A WAY TO INFORM OUR WORK SO THAT WE ARE CONTINUOUSLY IMPROVING. SUSTAINABILITY IS SO IMPORTANT, SO THAT WHAT WE INVENT TODAY DOESN'T DISAPPEAR TOMORROW AND THE PARTNERSHIP REALLY DOES SPEAK TO THAT. A LOOK AT WHERE WE BEGAN, THIS WAS IN 2008. WE'LL SHOW YOU IN A MOMENT HOW DRAMATICALLY THINGS HAVE CHANGED. I LOOKED BACK ON THIS SLIDE THE OTHER DAY PREPARING THIS POWERPOINT. I THOUGHT WOW, WE WERE HARDLY ANYWHERE THEN. WE WERE IN 20 SCHOOLS ACROSS THE TRICOUNTY REGION IN FOUR SCHOOL DISTRICTS. YOU SEE IN THE GREEN THE HILLSBORO DISTRICT, THE BLUE IS PORTLAND PUBLIC SCHOOLS, THE RED IS NORTH CLACKAMAS SCHOOL DISTRICT AND THAT PURPLE IS THE GRESHAM-BARLOW SCHOOL DISTRICT. WE STARTED IN 20 SCHOOLS, BUT I WILL POINT OUT THAT HALF OF THOSE SCHOOLS WERE IN MULTNOMAH COUNTY. SO THAT WAS REALLY WONDERFUL TO RECOGNIZE. WE HAVE CONTINUED TO GROW, SO THAT HERE'S HOW THINGS LOOK TODAY. WE'VE SEEN 145% GROWTH IN THE NUMBER OF SCHOOLS THAT WE'RE SERVING. NOW WE'RE IN SIX DISTRICTS. WE HAVE ADDED THE CORBETT DISTRICT, AS WELL AS THE OREGON TRAIL SCHOOL DISTRICT. SO WE'RE REACHING ABOUT 20% OF THE K-8 SCHOOLS IN THE TRICOUNTY REGION. 27 OF THE SCHOOLS ARE IN MULTNOMAH COUNTY SO, WE'RE 55% OF THE WAY THERE IN MULTNOMAH COUNTY, WHICH IS WONDERFUL. ONE THING I WANT TO POINT OUT AS THINGS BECOME NEW THIS YEAR FOR US, THE GRESHAM-BARLOW SCHOOL DISTRICT WILL HAVE RIGHT BRAIN IN EVERY ONE OF ITS SCHOOL DISTRICTS THIS YEAR. THE FIRST DUSTY REACH THAT GOAL, WE'RE REALLY PLEASED WHEN WE GOT THAT, YES, YES. IN FACT WORKS SENT OUT A PRESS RELEASE LAST WEEK THAT MENTIONED OUR GROWTH AND IT'S

PARTICULARLY POINT OUT THAT WONDERFUL BENCHMARK FOR GRESHAM-BARLOW.

>> COULD I ASK A QUESTION REAL QUICK?

>> YES.

>> CAN YOU TELL US WITH THAT PARTNERSHIP FROM THE FINANCIAL CONTRIBUTION FROM THE SCHOOL DISTRICT -- I DON'T KNOW, I DON'T WANT TO INTERRUPT YOUR PRESENTATION.

>> I'M GETTING JUST TO THAT AREA, GREAT SEGUE. I JUST WANTED TO POINT OUT THAT OUR ORIGINAL PLAN WAS TO DOUBLE THE NUMBER OF SCHOOLS EACH YEAR. WHICH WOULD MEAN AT THIS POINT WE WOULD BE IN ALL 240K-8 SCHOOLS IN THE TRICOUNTY REGION. BUT THE ECONOMY TOOK A TURN WHICH HAD US SLOW THINGS DOWN. ACTUALLY THAT TURNED OUT TO BE A GOOD THING. THAT CHALLENGE ALLOWED TO US RETHINK OR PROGRAM MODEL. IT DOES REQUIRE THAT EVERY DISTRICT CONTRIBUTE \$15 FOR EACH STUDENT EACH YEAR. FOR EVERY PARTICIPATING SCHOOL. THAT BECOMES THE FUND OF MONEY THAT THE SCHOOLS DRAW UPON TO BRING THE ARTISTS IN. THE SCHOOLS HAVE OWNERSHIP OF THAT, DISTRICTS ARE INVESTING IN THEIR CHILDREN. WHAT WE DECIDED TO DO, SINCE THE ECONOMY TOOK A TURN AND REALLY TOOK A TOLL ON DISTRICT BUDGETS, THAT IS WE WOULD REDESIGN OR PROGRAM MODEL. THE FIRST TWO YEARS ARE ACTUALLY FREE TO DISTRICTS. SCHOOLS WOULD BE GRADUALLY BROUGHT ON BOARD WITH THE INITIATIVE SO IT'S A MORE GRADUAL PROCESS. IT GIVES THEM A LITTLE LEEWAY IN FIGURING OUT THE BUDGETING PIECE AND SCHOOLS A CHANCE TO GET ON BOARD. SO DOES THAT ANSWER THE QUESTION?

>> YES.

>> THE OTHER OPPORTUNITY WE HAVE IS THAT IT ALLOWED TO US KEEP PACE WITH CURRENT TREND IN EDUCATION. I'M NOT GOING TO GO INTO A LOT OF DETAIL HERE BUT RIGHT BRAIN IS BASED ON A SHARED DELIVERY MODEL. WE BELIEVE THAT TEACHING IS NOT A SOLO VENTURE. SO WE HAVE A PARTNERSHIP MODEL THERE AS I EXPLAINED EARLIER. THE PARTNERSHIP FOR 21st CENTURY SKILLS IS A NATIONAL FRAMEWORK THAT FOCUSES LEARNING ON WHAT THEY CALL THE FOUR Cs. CREATIVITY, COLLABORATION, CRITICAL THINKING AND COMMUNICATION. WE BEGAN TO EMBRACE THAT WITH RIGHT BRAIN. AND WITH GOOD REASON. WE WERE HEARING FROM TEACHERS ABOUT THE KIND OF IMPACT THAT THIS TYPE OF PROGRAM CAN HAVE. THAT BECAME THE PRE CURSE FORE WHAT IS NOW COMING DOWN THE PIKE VERY QUICKLY, AND THAT'S THE COMMON CORE STATE STANDARDS. THOSE STANDARDS, MANY OF US THINK ABOUT CONNECTING THE THREE Rs WITH THE FOUR Cs OF THE 21st CENTURY SKILLS. SO THAT'S

HERE FOR US, AND WE HAVE FULLY EMBRACED THAT WITH THE RIGHT BRAIN INITIATIVE, AS WELL AS THE NEXT GENERATION OF STUDENT ASSESSMENTS. THEY HAVE STUDENTS PERFORMING, PRESENTING WHAT THEY KNOW, INSTEAD OF BUBBLING WITH A NO. 2 PENCIL ON AN ANSWER SHEET. THE ARTS JUST SPEAK SO CLEARLY TO THAT AS A GREAT ADVANTAGE FOR US IN THE FIELD OF ARTS EDUCATION. I WANT TO MENTION JUST QUICKLY THE SHARED DELIVERY MODEL. WE REALLY SEE OR SPECIALISTS, THOSE EXPERTS IN SCHOOLS THAT ARE TALKED B THE TEACHING ARTISTS FROM THE COMMUNITY AS WELL AS CLASSROOM TEACHERS AS ALL PARTNERS IN THIS. SO TOGETHER THEY ARE THE ONES WHO PROVIDE A WELL-ROUNDED ARTS EDUCATION FOR CHILDREN. IT GIVES THEM THE FULL BREADTH OF EXPERIENCES IN THE ARTS ACROSS THE BOARD. SO NOW SPECIFICALLY THINKING ABOUT ARTS INTEGRATION, THIS IS THE DEFINITION THAT WE SUB STRIVE TO. IT'S PART OF DEFINITION THAT COMES FROM THE KENNEDY CENTER. I WANTED TO POINT OUT THAT ARTS INTEGRATION IS AN APPROACH TO TEACHING, AN APPROACH TO TEACHING THAT ALLOWS STUDENTS TO TAKE TWO DIFFERENT IDEAS FROM TWO DIFFERENT CONTENT AREAS, THE ORTS AND A CORE CONTENT AREA, AND MAKE NEW MEANING FROM THAT. SO THEY REALLY DEVELOP DEEP UNDERSTANDING. THAT'S WHAT THIS IS ALL ABOUT. NOT ABOUT ONE OR THE OTHER, IT'S ABOUT THE TWO COMBINED AND WHAT IT DOES FOR CHILDREN AND THEIR THINKING. SO BACK TO OUR WHOLE BRAIN THINKING. THIS IS OUR FAVORITE ILLUSTRATION OF HOW TO SHOW THE 21st CENTURY SKILLS AND WHAT THEY MEAN FOR LEARNERS. THIS IS ACTUALLY A SELF-PORTRAIT FROM A SECOND GRADER, DUSTIN. I THINK HE'S PROBABLY IN MIDDLE SCHOOL BY NOW, BUT WE ARE SO CHARMED BY HIS ILLUSTRATION WE HAD TO HANG ON TO IT. SO AGAIN, THE CREATIVITY AND THE CRITICAL THINKING ARE REALLY PARAMOUNT TO THE RIGHT BRAIN INITIATIVE. IT'S WHAT WE EMPHASIZE IN ALL OF OUR ARTISTS' RESIDENCIES THAT HAPPEN. COMMUNICATION OF ALL SORTS, WHETHER IT'S VISUAL, IT'S WRITTEN, OR IT'S DIGITALLY DONE, WE BELIEVE IN ALL OF IT. I WANT TO POINT OUT WHAT WE CALL THE FIFTH C, IT'S SOMETHING WE'VE ADDED TO THE FOUR Cs. WE ARE PORTLAND AND WE LIKE TO THINK ABOUT THINGS A LITTLE DIFFERENTLY. BUT TEACHERS SAID TO US, TOO, THIS IS REALLY FOSTERING A FABULOUS BUILDING OF COMMUNITY WITHIN OUR CLASSROOM AND WITHIN THE SCHOOL. SO CAN'T WE PLEASE ADD ANOTHER C? AND WE DID. AND SO WE HAVE YET TO OFFICIALLY NAME IT BUT IT'S KNOWN AS THE FIFTH C TO US.

>> COULD I INTERRUPT FOR A SECOND.

>> OF COURSE.

>> AS I'M LOOKING AT THIS PICTURE, WHEN WE GO OUT TO VISIT BUSINESSES IN OUR COMMUNITY, THESE ARE EXACTLY WHAT THEY ARE LOOKING FOR WHEN THEY ARE HIRING, ALL OF THESE. SO THIS IS REALLY SYNCED UP WITH

OUR BUSINESS COMMUNITY AND THEIR POLICIES, TOO, WHICH I THINK IS VERY GOOD.

>> THANK YOU SO MUCH, WE APPRECIATE THAT SO MUCH THAT, RECOGNITION. SO I WANT TO TAKE US TO HOW THIS MIGHT LOOK. UNFORTUNATELY WE HAD A LITTLE TECHNOLOGICAL GLITCH HERE THAT WE CAN'T GET THIS TO LINK TO THE INTERNET. WE WANTED TO SHARE A STORY FROM THIS STUDENT. LET ME TELL YOU A LITTLE BIT ABOUT THIS EXPERIENCE THAT SPEAKS TO THE WHOLE BRAIN THINKING AND LEARNING. THIS IS A STUDENT FROM BEESH SCHOOL IN PORTLAND, A LANGUAGE IMMERSION SCHOOL IN PORTLAND, THE STUDENTS IN THE MIDDLE SCHOOL GRADES, AS WELL AS OVER LAST TWO OR THREE YEARS, A TOTAL OF 12 MIDDLE SCHOOLS OR 12K-8 SCHOOLS PARTICIPATED IN A PROJECT WITH THE PORTLAND ART MUSEUM CALLED OBJECT STORIES. AND AS PART OF THEIR WORK WITH THE RIGHT BRAIN INITIATIVE, WE BROUGHT IN A THEATER ARTIST, YOU SEE ADELE WHITE HERE, WHO CAME IN AND WORKED WITH THE STUDENTS ON STORYTELLING, THE ART OF STORYTELLING. AS PART OF THEIR RESIDENCY THEY WORKED WITH PHOTOGRAPHER JULIE KEITH WHO HELPS STUDENTS THROUGH THE IDENTIFICATION OF A TREASURED OBJECT FOR THEM AS AN INDIVIDUAL, AS A HUMAN BEING, IDENTIFIED THE OBJECT, TOOK PHOTOGRAPHS WITH THE PHOTOGRAPHER JULIE KEITH, LEARNED THE ART OF STORYTELLING, TWO TRIPS TO THE PORTLAND ART MUSEUM, ONE TO SEE OBJECTS IN THE ART MUSEUM'S COLLECTION, AS WELL AS RECORD THEIR OWN OBJECT STORY IN THE RECORDING BOOTH AT THE MUSEUM. SO THESE ARE ALL -- ALL THESE STORIES ARE ONLINE AT BEACH SCHOOL, THEY WERE DONE IN SPANISH. AT OTHER SCHOOLS THEY WERE DONE IN ENGLISH. THEY ALL ARCHIVED AT THE PORTLAND ART MUSEUM, IF YOU GO TO THE OBJECTSTORIES.ORG YOU CAN LISTEN TO ANY NUMBER OF THE STORIES, ALONG WITH PHOTOS OF THE STUDENTS. SO I JUST WANTED TO SHARE THAT. WE ALSO FEEL IN THE RIGHT BRAIN INITIATIVE THAT TEACHERS NEED TO BE LEARNERS, AS WELL. WE HAVE A PROFESSIONAL DEVELOPMENT SEQUENCE THAT TEACHERS MOVE THROUGH OVER A THREE-YEAR PERIOD OF TIME. THIS SLIDE ACTUALLY POINTS OUT THE GROWTH IN TEACHERS THAT WE'VE REACHED AS WELL AS STUDENTS. WE'VE QUADRUPLD THE NUMBER OF TEACHERS PARTICIPATING IN PROFESSIONAL DEVELOPMENT SINCE WE BEGAN. IN ADDITION, TEACHING ARTISTS FROM THE COMMUNITY ATTENDED PROFESSIONAL DEVELOPMENT, SO THEY ALL LEARNED ARTS-BASED STRATEGIES, WHAT WE MEAN BY ARTS INTEGRATION, AND BEGIN TO SHARE COMMON LANGUAGE. SO IT'S BEEN REALLY CRITICAL TO THE EFFECTIVENESS OF OUR PROGRAM. SO WE WANT TO SHOW YOU AN EXAMPLE OF THAT. I WANT TO POINT OUT THAT PROFESSIONAL DEVELOPMENT IS THE ONLY WAY THE ADULTS IN THIS PROGRAM LEARN. THEY ALSO LEARN FROM EACH OTHER. TEACHERS AND TEACH ARE ARTISTS LEARN FROM ONE ANOTHER. THIS IS A MOVEMENT ARTIST WITH THE INITIATIVE. I HAVE A RECORDING HERE WE WANT TO PLAY FOR YOU OF A TEACHER WHO WORKED WITH HER IN ONE OF THE SCHOOLS. I'M AFRAID I HAVE TO GO HERE AND PLATE AUDIO. I'LL

SEE IF I CAN COME BACK WITH A SLIDE OF THIS AT THE SAME TIME. [VIDEO] WHEN WE STARTED TALKING ABOUT THE RESIDENCY WE WERE BRAINSTORMING DIFFERENT WAYS THAT MOVEMENT CAN CONNECT WITH MATH. SOME OF IT HAD TO DO WITH WHERE THERE'S NATURAL CONNECTION, LIKE GEOMETRY, LIKE THE KIND OF PATTERNS OF RHYTHM AND DANCE. SOME OF IT ALSO HAD TO DO WITH JUST WHAT WE WERE WORKING ON AT THE TIME. AND WHAT I THOUGHT MY STUDENTS' WEAKNESSES WERE. WE WERE WORKING ON FRACTIONS AND I FELT THAT MY STUDENTS' WEAKNESSES WERE AROUND COMPARING FRACTIONS AND SOLVING PROBLEMS. ALL OF THOSE THINGS EVENTUALLY WERE INCORPORATED INTO THE RIGHT BRAIN RESIDENCY WE DID WITH JAN. AND IN WAYS THAT I WAS THEN A I BELIEVE TO CONTINUE TO USE LONG AFTER HE LEFT, YOU KNOW, TO EXPAND ON. JAN HAD DONE AN ACTIVITY WHERE YOU MATCHED YOUR MOVEMENT. IT WAS KIND OF LIKE CHOREOGRAPHED IMITATION BUT THE KIDS DIDN'T KNOW THAT'S WHAT IT WAS. KIDS ON THEIR OWN PUT TOGETHER THESE TWO IDEAS OF CHOREOGRAPHIC NOTATION AND THE FRACTIONS ON THERE THEY DECIDED WITH THEIR PARTNER THAT IT WAS TOO HARD TO REMEMBER THEIR DANCE. AND IF THEY WROTE DOWN THE FRACTIONS THEY WOULD REMEMBER WHAT ORDER THEY WERE DOING THEM IN. WHICH OF COURSE FOR THE TEACHERS, THAT'S NOT THE STANDARD. SO EVEN THAT REALLY STOOD OUT FOR ME AS A WAY IT SORT OF ORGANICALLY SERVED EXPECTLE PURPOSE THAT I WAS HOPING FOR. WE HAD A GROUP OF KIDS WHO DIDN'T PASS THE STATE MATH TEST FIRST TIME AROUND. MUCH OF WHAT WE DID WAS MOVEMENT STUFF AND IT WAS SCARY. DON'T GUESS, DISCIPLINE. SO JAN INFLUENCED, AND IT WAS GREAT. THE KIDS WERE ALL KIDS THAT HAD TROUBLE FOCUSING. HAVING THE TOOLS READY TO HAND THAT THEY KNEW AND I KNEW MADE THAT PROGRESS SO MUCH MORE FUN AND EFFECTIVE.

>> WHAT SHE GOES ON TO SAY, THE AUDIO TOOK A DIVE THERE, WE COULDN'T GET THAT PIECE -- SPEAKING OF A DIVE, I THINK I LOST MY MIC -- SHE GOES ON TO SAY THAT THOSE STUDENTS THEN RETOOK THE STATE MATH TESTS AND THE MAJORITY OF THEM PASSED. THAT, TO ME, SPEAKS SO WELL TO WHAT THE GOALS OF THE RIGHT BRAIN INITIATIVE ARE. YOU'LL NOTICE THEY POINTED OUT, THEY TOOK THESE TWO DIFFERENT IDEA AND THE STUDENTS THEMSELVES PUT THOSE IDEAS TOGETHER TO MAKE A NEW MEANING TO UNDERSTAND. SO SOMETHING WE WANT TO SHARE WITH YOU, TOO, THE THINGS SHARED THROUGH PROFESSIONAL DEVELOPMENT AND WITH TEACHERS AND ARTISTS SHARING WITH ONE ANOTHER, TEACHERS ARE DEVELOPING THEM ON A REGULAR BASIS. 64% OF OF THEM INDICATE THEY ARE USING THESE STRATEGIES ON A REGULAR BASIS. FOR US THAT SAYS PROFESSIONAL DEVELOPMENT IS HAVING AN IMPACT, AND THE LEARNING IS ONGOING JUST AS WHEN AN ARTIST IS PRESENT. THESE RESULTS ALSO MEAN THAT STUDENTS ARE INCREASING THEIR 21st CENTURY SKILLS. SO THIS DATA COMES FROM OUR PROGRAM EVALUATOR, THIRD-PARTY EVALUATOR, WHO THROUGH CLASSROOM OBSERVATIONS THAT SHE CODED

FOR 21st CENTURY SKILLS NOTED THOSE SKILLS DOUBLED IN MANY CASES OVER ONGOING CLASSROOM INSTRUCTION. SO WE KNOW THERE'S AN IMPACT ON THOSE VERY SKILLS WE'RE SEEKING. NOW WE WANTED TO SHARE SOME INSIGHTS FROM SOME SCHOOLS, AND THE FACT THAT WE'RE REALLY REACHING AND ENGAGING ALL LEARNERS. THIS IS FROM A RESIDENCY WITH THE LEGACY PROJECT AT HOLLYDALE ELEMENTARY SCHOOL IN GRESHAM. THERE THEY WORKED WITH THE LEGACY PROJECT ON CLAIMING CULTURAL STORIES. AND THE SECOND GRADE TEACHER WHO HAD THESE ARTISTS WORKING IN HER CLASSROOM APPLIED THIS ENTHUSIASM TO THE STUDY OF AFRICAN FOLK TALES. SHE NOTED STUDENTS REALLY BEGAN TO EMPLOY MORE VIVID LANGUAGE AND ARTICULATE VOICE. SHE ALSO TOLD US A STORY ABOUT ONE STUDENT ON WHOM THIS HAD A PARTICULAR IMPACT. THIS CHILD WAS WHAT YOU MIGHT CALL A RELUCTANT WRITER. HIS WRITING FOLDER WAS EMPTY FOR MONTHS. ALL OF A SUDDEN IT LITERALLY EXPLODED ALL OVER. THE RESIDENCY REALLY INSPIRED HIM TO TAKE SOME POSITIVE RISKS. ONCE HE FIGURED OUT HE COULD WRITE THESE STORIES, HE FELL IN LOVE WITH WRITING. THAT'S A SUCCESS STORY IN MY MIND. THE WORK ALSO HAS STRONG IMPACTS ON STUDENTS WHO ARE CHALLENGED BY MORE TRADITIONAL TEACHING METHODS. THIS IS AN ILLUSTRATION FROM A STUDENT WHO PARTICIPATED IN A RESIDENCY WITH THE PORTLAND CHILDREN'S MUSEUM THAT COINCIDED WITH THE FIRST GRADE CLASSROOM STUDY OF THE LIFE CYCLE OF A FROG, PRETTY STANDARD CURRICULUM. IN A POST RESIDENCY INTERVIEW WITH THE CHILD, THIS CHILD HAD A SPEECH DELAY AND A VERY LIMITED VOCABULARY, BUT IN THIS INTERVIEW ABOUT WHAT HE LEARNED ABOUT THE LIFE CYCLE OF A FROG, HE PULLED OUT THE DRAWING MATERIALS AND ILLUSTRATED HIS UNDERSTANDING AND THIS IS WHAT WE COULD SEE, WITH A VERY HAPPY FROG AT THE END. BUT HE DEMONSTRATED HIS UNDERSTANDING OF THE LIFE CYCLE OF A FROG, INCLUDING SOME ILLUSTRATIONS OF THE WETLANDS ENVIRONMENT IN WHICH IT LIVED. SO SUCCESS STORY THERE, AS WELL. AND THIS LAST PIECE I WANTED TO SHARE WITH YOU IS WHERE WE ARE IN MULTNOMAH COUNTY CURRENTLY. I MENTIONED THE 27 SCHOOLS THAT WE'RE IN. IF WE ADD 63 MORE SCHOOLS, WE WILL BE IN EVERY SCHOOL IN MULTNOMAH COUNTY. SO WE'RE ROUGHLY A THIRD OF THE WAY THERE, AND THAT'S PRETTY DARN GOOD. SO THANK YOU SO MUCH, ELOISE, BACK TO YOU.

>> SO YOU'VE SEEN A LOT OF GLIMPSES INTO THE PROGRAM AND A LOT OF NUMBERS. LET'S LOOK AT THE -- THIS IS WHERE WE'LL BE WHEN WE REACH OUR GOAL. IT'S KIND OF DAUNTING, BUT I THINK WHAT'S REALLY IMPORTANT HERE ARE NOT THE NUMBERS PER SE, BUT WHAT IS HAPPENING IN THE CLASSROOMS AND WHAT IS HAPPENING WITH THESE KIDS WHEN THEY LEAF THE CLASSROOMS. ARE THEY SUCCESSFUL BECAUSE THEY ARE ENGAGED LEARNERS. AND YOU'VE HEARD SOME WONDERFUL STORIES ABOUT HOW THAT WORKS. I JUST WANTED TO CIRCLE BACK TO THAT THREE-LEGGED STOOL, BECAUSE WE KNOW THAT IT TAKES ALL THREE LEGS. YOU'RE GOING TO BE HEARING FROM A COUPLE OF WONDERFUL ARTS PROVIDERS FROM

OUR COMMUNITY IN A MINUTE WHO REPRESENT THE ARTS EXPERIENCES AS WELL AS THE ARTS LEARNING PARTS OF THE STOOL. I CAN'T STRESS ENOUGH THE PORTION OF THIS ENTIRE COMMUNITY FROM THE AREA YOU TALKED ABOUT, COMMISSIONER McKEEL, TO THE HARDWORKING PEOPLE IN THE SCHOOLS, THE FOUNDATIONS THAT SUPPORT US. THE ENTIRE ARTS COMMUNITY IS WITH US IN ONE WAY OR ANOTHER. AND GETTING BACK TO THAT KEY POINT OF EQUITY, WHICH IS REALLY AT THE HEART OF WHAT WE'RE TRYING TO DO, BECAUSE EVERYBODY DESERVES A GOOD EDUCATION.

>> CAN I ASK A QUESTION REAL QUICK? DOES THIS VISION OF THE FUTURE THAT WILL BE HAPPENING, DOES THIS REPRESENTATIVE ELEMENTARY SCHOOLS OR ALL MIDDLE SCHOOLS AND HIGH SCHOOLS, AS WELL.

>> IT REPRESENTS ELEMENTARY SCHOOLS. WE'RE HOPING THESE IMPACT STORIES, THE NUMBERS OF KIDS THAT PROGRESS THROUGH THIS PROGRAM, THEY WILL DEMAND AND SCHOOLS WILL UNDERSTAND, OKAY, WE'VE GOT THESE KIDS IN SEVENTH AND EIGHTH GRADE AND THEN WHAT HAPPENS. WE'RE HOPING THIS IS PART OF A MUCH BIGGER MOVEMENT OF SEQUENTIAL ARTS EDUCATION, K-12 AND BEYOND.

>> THANK YOU.

>> I WANT TO END WITH JUST THANKING ESPECIALLY OUR OFFICIAL LIAISON AND ARTS CHAMPION EXTRAORDINAIRE, COMMISSIONER SHIPRACK, AND ALL OF YOU. THIS HAS BEEN THE MOST PLUGGED IN I WOULD SAY TO RACC ACTIVITIES AND ARTS EDUCATION THAN ANY BOARD I'VE HAD THE PLEASURE TO WORK WITH. AND I THANK ALL OF YOU WITH ALL OF MY DEEPEST APPRECIATION. AND ON BEHALF OF THE KIDS AND TEACHERS AND FUTURE CITIZENS OF THIS COMMUNITY, THIS IS WHAT SUCCESS LOOKS LIKE, RIGHT? THANK YOU.

>> AND THANK YOU. I WANTED TO -- MADAME CHAIR, IF I COULD. I WANTED TO THANK YOU, ELOISE. THE EXPERIENCE OF BEING ON THE RIGHT BRAIN INITIATIVE GOVERNING COMMITTEE HAS BEEN A DELIGHTFUL EXPERIENCE FOR ME PERSONALLY, AND I WANT TO SAY THAT I'VE SEEN JUST SOME OF THE JOY AND DEVELOPMENT FROM HAVING HAD GRANDCHILDREN GO THROUGH MUSIC TOGETHER, AND EXPERIENCE WHEN I'VE ADDED SORT OF AD NAUSEUM TO MEMBERS OF THE GOVERNING COMMITTEE, WHICH USUALLY STARTS, I DON'T KNOW ANYTHING ABOUT ART MYSELF, HOWEVER TO HAVING A GRANDDAUGHTER NOW AT THE JUILLIARD SCHOOL, AND JUST THE REMARKABLE GROWTH AND DEVELOPMENT AND JOY THAT COMES WITH ART. AS A COUNTY COMMISSIONER I'M VERY CONCERNED ABOUT PUBLIC SAFETY AND THE PENETRATION OF YOUNG PEOPLE INTO OUR PUBLIC SAFETY SYSTEM. I JUST WANT TO SAY IT'S SUCH A POSITIVE INTEGRATION OF A REALLY STRONG MAJOR PROTECTIVE FACTOR FOR CHILDREN WITH THE ARTS COMMUNITY. SO THESE STORIES, MARNA, THAT YOU'VE TOLD US, JUST

SORT OF SKIMMING OFF THE SURFACE OF EVERYTHING THAT'S HAPPENING, REALLY ARE INTEGRATED WITH THE WORK THAT MULTNOMAH COUNTY DOES ON THAT LEVEL. SO THANK YOU VERY MUCH. AND OUR OTHER SPEAKERS, WE'LL SEE YOU, ARE YOU GOING TO INTRODUCE THEM? AM I INTRODUCING? I'M HAPPY TO.

>> I THINK YOU ARE. I KNOW YOU'LL ENJOY THEM.

>> THANK YOU VERY MUCH.

>> THANK YOU. [APPLAUSE]

>> SO SETH AND DIANA AND ANDRES, IF YOU WOULD COME FORWARD, WE HAVE THE OPPORTUNITY AS WELL THIS MORNING TO HEAR FROM SOME OF THE YOUTH ARTS LEADERS IN THE COMMUNITY AS THEY KNOW, IT WAS MY AMBITION TO HAVE SOME YOUTH PERFORMERS HERE THIS MORNING, TOTALLY BLOWING OFF THE FACT THAT YOUTH PERFORMERS ATTEND SCHOOL DURING THE DAY, THANK YOU, RIGHT BRAIN INITIATIVE. IT JUST DIDN'T EVEN CROSS MY MIND. OF COURSE CHAIR MADRIGAL AND COMMISSIONER KAFOURY ARE VERY WELL AWARE OF THE FACT THAT YOUNG PEOPLE ATTEND SCHOOL. WITH TOMORROW'S LATE OPENING, WE COULD HAVE DONE IT THEN, BUT --

>> Chair Madrigal: OH, WELL, WEDNESDAY NOT A REGULARLY SCHEDULED DAY. SO I THINK THAT REALLY THE EXCITEMENT THAT, I'M INVITING YOU TO SHARE WITH US, IF YOU COULD EACH JUST TALK ABOUT THE PROGRAMS THAT YOU ARE CONNECTED WITH IN OUR COMMUNITY. DIANA?

>> I WILL START. MY NAME IS DIANA SCOGGINS, DIRECTOR OF THE METROPOLITAN YOUTH SYMPHONY. THANK YOU SO MUCH FOR HAVING US COME HERE TODAY, IT'S REALLY QUITE A PRIVILEGE TO SHARE ABOUT OUR ORGANIZATION. AND I SPEAK FOR MR. LOPERA AND MYSELF TO SAY WE'RE JUST REALLY PASSIONATE ABOUT WHAT WE'RE DOING. I THOUGHT I WOULD JUST QUICKLY TELL YOU ABOUT WHAT MYS DOES AND HOW IT INTERSECTS WITH MULTNOMAH COUNTY. WE ARE 40 YEARS OLD, I DON'T KNOW IF ANY OF YOU KNOW OUR FOUNDER 40 YEARS AGO. HIS VISION WAS TO ESTABLISH AN ORGANIZATION WHERE CHILDREN COULD COME, WHETHER THEY WERE BEGINNING OR ADVANCED, AND THEY COULD LEARN TO PLAY ENSEMBLE MUSIC. SO WE HAVE KEPT TO THAT MISSION. OUR CORE PRINCIPLE IS ACCESS. WE WANT AS MANY KIDS AS POSSIBLE, ALL CHILDREN TO BE INVOLVED. RIGHT NOW WE HAVE 482 STUDENTS, BEGINNING THROUGH ADVANCED. WE HAVE 12 CONCERTS A YEAR FOR THESE CHILDREN TO BE INVOLVED IN. WE HAVE A VERY, VERY STRONG SCHOOL OUTREACH PROGRAM. AND IT'S WONDERFUL TO HAVE ELOISE HERE, RACC HAS BEEN A CONSIST THE SUPPORTER OF WHAT WE DO. WE COULD NOT DO WHAT WE DO WITHOUT RACC. BUT SCHOOL OUTREACH IS A HUGE COMPONENT. AND ON

THOSE DAYS OUR KIDS DO MISS SCHOOL. LAST YEAR WE WENT TO 19 SCHOOLS, 16 OF WHICH WERE 50% -- HAVE MORE THAN 50% OF THE STUDENT POPULATION ON FREE OR REDUCED LUNCH. AND OUR STUDENTS GO AND THEY PERFORM AND THEY SHARE ABOUT THEIR EXPERIENCES. THEY SOMETIMES GO INTO THE CLASSROOM AND ANSWER QUESTIONS PERSONALLY. SO THE IDEA IS TO GET KIDS BELIEVING THAT I CAN ALSO PLAY. WE SHARE ABOUT OUR PROGRAMS, WE HAVE A VERY STRONG FINANCIAL AID PROGRAM. WE TAKE MATERIALS, WE JUST WANT KIDS TO KNOW THERE'S POSSIBILITIES OUT THERE. WE WENT EVERYONE FROM WARM SPRINGS TO PORTLAND TO BEAVERTON, AND AGAIN, IT WAS A FANTASTIC YEAR LAST YEAR. IT'S A TWO-EDGED SWORD, THIS PROGRAM, BECAUSE NOT ONLY DO THE KIDS WE GO TO BENEFIT, BUT OUR KIDS BENEFIT TRESTLE. THEY LEARN THAT THEY CAN BE ADVOCATES, THEY LEARN THEY HAVE A GIFT, THEY LEARN TO SHARE WITH THE COMMUNITY. AND THEY ARE EXPOSED TO SITUATIONS PERHAPS THEY WOULD NOT OTHERWISE BE EXPOSED TO. SO WE'RE ABOUT EDUCATION, ABOUT PERFORMANCE, WE'RE ABOUT SCHOOL OUTREACH. THIS YEAR WE HAVE STARTED A VERY EXCITING PROGRAM, A BEGINNING STRINGS PROGRAM. I WILL LET MR. LOPERA SHARE ABOUT THAT. IT IS HIS VISION AND HEARTBEAT BUT WE'RE VERY EXCITED ABOUT WHAT'S GOING ON. WE HAVE 35 STUDENTS FROM TARGETED LOW-INCOME SCHOOLS. WE ARE PUTTING INSTRUMENTS IN THEIR HAND AND HELPING THEM LEARN HOW TO PLAY. SO WE'RE EXCITED TO SEE WHERE THAT GOES. WE HAD AN INTERESTING YEAR LAST YEAR WITH OUR ADVERTISING. WE RECEIVED THE RACC OPPORTUNITY GRAND THAT ALLOWED TO US PURCHASE ADVERTISING ON UNIVISION, IT WAS FANTASTIC. AGAIN, MUSIC DIRECTOR LOPERA SPOKE IN SPANISH. OUR KIDS WERE PLAYING IN THE BACKGROUND. UNIVISION PRODUCED THE WHOLE THING FOR US. AS A RESULT, WE HAVE SEEN OUR HISPANIC POPULATION JUMP FROM 2% TO 5% OF OUR ENROLLMENT IN JUST ONE YEAR. THAT'S ALSO DUE TO A LOT OF KIND OF BOOTS ON THE GROUND TALKING AND SHARING, BUT IT'S VERY EXCITING TO ME TO SEE HOW WE CAN USE ALL THE TOOLS AT HAND TO REACH NEW COMMUNITIES, AND TO LET PARENTS EVEN KNOW THAT PROGRAMS ARE THERE. I WOULD SAY THAT WE HAVE 35% OF OUR KIDS FROM MULTNOMAH COUNTY. THEN WE HAVE 27% FROM WASHINGTON COUNTY, 12% FROM CLARK COUNTY, WHICH IS -- OR CLACKAMAS COUNTY, AND 16% FROM CLARK COUNTY. IT IS VERY INTERESTING TO TALK TO THE KIDS FROM WASHINGTON. THEIR ARTS PROGRAMS ARE AMAZING AND THERE ARE SO MANY LESSONS TO BE LEARNED. IT'S JUST A VERY INTERESTING DYNAMIC. I LOVE THE FACT THAT WE CAN BRING ALL THESE KIDS TOGETHER, AND THAT PARENTS -- WE CAN ALL THINK AND REALLY AS WE'VE GONE THROUGH, EVALUATE OR PRIORITIES TOGETHER. OUR STUDENTS PRIMARILY GO ON TO COLLEGE. I WAS LOOKING THROUGH PAST SENIORS, AND LOOKING THROUGH THOSE WHO DIDN'T TELL US, WHICH IS A SMALL PORTION, MAYBE TWO KIDS. THEY ALL DO GO ON TO UNIVERSITY TO STUDY. THEY ARE VERY INVOLVED IN A MULTITUDE OF ACTIVITIES AS YOU CAN IMAGINE, SPORTS AND OTHER ARTS. I JUST GOT AN EMAIL YESTERDAY THAT REALLY, REALLY TOUCHED MY HEART. IT WAS AN

MYS STUDENT WHO'S TAKING TIME OUT FROM MYS THIS YEAR, SHE'S A SENIOR. SHE WANTED TO US CIRCULATE THE FACT THAT SHE'S STARTING AN OUTREACH PROGRAM ON THE WEST SIDE TO TWO SCHOOLS ON HER OWN, ALOHA, HUBBARD AND AN ELEMENTARY SCHOOL. NOW SHE'S ASKING TO US SEND STUDENTS OVER TO DO COMMUNITY SERVICE HOUR ONE DAY WEEK FOR 45 MINUTES. I JUST LOVE THE FACT THAT SHE CAUGHT THE VISION AND SHE'S TAKING WHAT SHE'S LEARNED AND TAKING HER EXPERIENCE AND GIVING BACK TO THE COMMUNITY. AGAIN, THIS WHOLE MEETING IS PART OF MOVING US -- IT'S JUST PART OF THAT PASSION THAT WE HAVE HERE. I THOUGHT, OH, THAT'S JUST SO, SO TIMELY. IT'LL BE VERY FUN TO GO TO REHEARSAL, TO TELL THE KIDS ABOUT THIS OPPORTUNITY AND SEE WHAT HAPPENS. OUTERWEST SIDE, IT'S JUST FANTASTIC. I WANT TO SAY THAT I AM A PARENT OF TWO MYS STUDENTS. I JUST KNOW PERSONALLY BEYOND A DOUBT THAT MUSIC AND THE CHANCE TO BE WITH PEERS OUTSIDE THEIR SCHOOL TO LEARN THE DISCIPLINE TO, HAVE THE BEAUTY, TO HAVE -- TO LEARN TO PRACTICE, TO HAVE THAT QUIETNESS IN YOUR MIND US A FOCUS ON SOMETHING ELSE, THE BENEFITS ARE JUST SO ENDLESS. SO AGAIN, AS WE WORK TOGETHER TO PROVIDE ACCESS TO AS MANY KIDS AS POSSIBLE, IT'S REALLY A VERY, VERY, VERY IMPORTANT THING. I WILL TURN IT OVER TO MR. LOPERA. I WILL INTRODUCE HIM. WE -- OUR FOUNDER RETIRED LAST YEAR AND WE HAD A NATIONAL SEARCH AND ENDED UP WITH INTERNATIONAL CANDIDATES. IT TOOK ABOUT NINE MONTHS. AND ANDRES LOPERA IS INCREDIBLE, HE'S AMAZING, HE HAS A HEART FOR ACCESS AND COMMUNITY AND HE'S AN AMAZING BRILLIANT ARTIST, WE'RE SO GLAD THAT HE'S HERE. HE WILL SHARE A BIT ABOUT HIS VISION. I'M SORRY IF I WENT TOO LONG. GOOD MORNING, EVERYBODY, BUENOS DIAS. I'M ANDRES LOPERA THE NEW MUSIC DIRECTOR OF THE METROPOLITAN YOUTH SYMPHONY. CANNOT BE MORE EXCITED TO BE HERE. THIS IS THE BEGINNING OF MY SECOND SEASON. AND WE HAVE SEEN THE ORGANIZATION GROW TREMENDOUSLY IN REACHING AND ACCESS FOR THE NEW COMMUNITIES. I JUST WANTED TO MENTION THAT, BECAUSE IT IS REALLY IMPORTANT FOR SOME CLASSICAL MUSIC AND ORCHESTRAL PERFORMANCES ARE USUALLY DIRECTED TO SOME SPECIFIC TYPE OF COMMUNITIES. I AM FROM COLOMBIA AND FROM MY EXPLORATIONS IN DIFFERENT COUNTRIES IN SOUTH AMERICA AND LATIN AMERICA AND EUROPE, YOU KNOW, THAT YOU CAN BRING THE SPIRIT TO COMMUNITIES. IT JUST TAKES A LITTLE DIFFERENT EFFORT. WHAT YOU SAY IS BEAUTIFUL AND ALSO BRILLIANT, JUST ALSO TO SPEAK THE LANGUAGE, AND ALSO TO SPEAK THE MUSIC, THEIR CULTURE, ACTUALLY JUST I PRAY FOR. THAT'S A LOT OF WHAT WE DO IN METROPOLITAN YOUTH SYMPHONY LAST YEAR AND THIS YEAR. WE HAVE A HUGE MISSION FOR ACCESS AND EQUITY FOR EVERYBODY IN THE PORTLAND COMMUNITY, EVERYBODY COMES TO OUR DOORS AND IS WELCOME. WE CAN WORK WITH THEM TO JUST IN PLAYING WITH US, WE ALSO SUPPORT AS MUCH AS WE CAN ALL THE SCHOOLS IN EVERY OTHER ACTIVITIES THAT HAPPEN IN PORTLAND, OREGON. WE ARE IN THE MIDDLE BETWEEN OREGON SYMPHONY TO SCHOOLS IN EVERY NEIGHBORHOOD. SO WE JUST REACH OUT TO ALL THE COMMUNITY.

BUT GOING BACK TO WHAT I WAS SAYING, JUST THAT PROGRAM IN PART IS SOMETHING THAT WE DO BELIEVE IN. SO WE BRING MUSIC ALL THE WAY FROM HAVING KIDS PERFORMING LATIN AMERICAN MUSIC IN ORCHESTRAL PERFORMANCES THAT THEY HAVE NEVER DONE, TO PLAYING THE CLASSICAL OR SOMETHING THAT THEY ARE MUCH MORE FAMILIAR WITH, WITH THE CLASSICAL MUSIC. SOMETIMES THESE KIND OF LANGUAGES IT'S REALLY IMPORTANT. YOU USE YOUR BRAIN IN DIFFERENT WAYS AND YOU LEARN TO COMMUNICATE WITH SOMEBODY, REGARDLESS OF WHETHER YOU'RE SPEAKING ENGLISH OR NOT. WHETHER YOU'RE EUROPEAN OR FROM A DIFFERENT ZIP CODE OR WHATEVER, YOU'RE JUST DOING THIS AMAZING PIECE OF MUSIC THAT YOU REALLY VIBRATE TO, REALLY RESONATE FOR. WE HAVE DIFFERENT LEVELS OF ABILITY IN THE ORGANIZATION. THE KIDS CAN WRITE THEIR THOUGHTS AND COMMUNICATE TO US, IT HAS HELPED US TO GROW. THE THING WE WERE SAYING, THE RIGHT BRAIN INITIATIVE, IT IS ALSO LEARNING FROM THE COMMUNITY, LEARNING FROM WHAT THEY DO. WE HAVE OUR EYES OPEN TO WHAT IS HAPPENING WITH THEM. JUST TO FINISH, WE STARTED THIS YEAR THE BEGINNING STRINGS, IT WAS A HUGE ACTIVITY I WANTED TO EXCEED WITH THE METROPOLITAN YOUTH SYMPHONY. WE ARE ONLY ONE DAY A WEEK AS OF NOW. WE HAVE A LOT OF STUDENTS ONE DAY A WEEK, IT'S A LOT OF PEOPLE. BUT WHAT IS GREAT BIT, IN A NUTSHELL WE CAN PUT ALL THE ARTS TOGETHER IN THOSE FIVE TO SIX HOURS AND THEY COME FROM ALL OVER. WE HAVE ALL THOSE KIDS WITH THESE MILLIONS OF ACTIVITIES RIGHT NOW FOR THE WELL-ROUNDED HUMAN BEING AND ALL THIS STUFF. SO WE CAN -- WE CAN PUT IN THIS LITTLE TWO TO THREE HOURS THAT WE'RE DOING WITH THE BEGINNING STRINGS, AND WE'RE USING TECHNOLOGY TO RECORD THE SECTIONS AND SEND THEM THROUGH YOUTUBE SO THEY CAN SEE IT AT HOME AND JUST KEEP PRACTICING FROM THERE. THERE'S THE WHOLE IDEA OF THE -- IT'S PART OF WHAT WE DO ALSO, BUT PART OF WHAT WE DO IN DIFFERENT AREAS. IT'S BEEN A GREAT IDEA BECAUSE IT'S FREE FOR KIDS ON FREE AND REDUCED LUNCH. I WOULDN'T HAVE STUDIED MUSIC IF IT WASN'T FREE, AND MY DAD, MY PARENTS JUST -- I COME FROM A LITTLE TINY TOWN WHERE MY PARENTS JUST DIDN'T KNOW ANYTHING ABOUT IT, I'M THE YOUNGEST OF SEVEN. I REALLY WANT TO SPREAD IN THAT THE COMMUNITY. I WAS THRILLED LAST WEEK THAT, YOU KNOW, I GOT THESE KIDS SPEAKING TO ME IN SPANISH, AND SPEAKING IN ENGLISH AND EVERYBODY IN THE CLASS -- IT WAS A HUGE CLASS JUST INTERACTING. THAT'S WHAT WE WANTED. NOW WE HAVE KIDS FROM SYMPHONY ORCHESTRA, THE TOP ORCHESTRA, COMING TO TEACH THEM TOGETHER WITH OUR TEACHERS. THAT'S THE BEAUTY, THEY CAN SEE THE WHOLE SPECTRUM IN THE HOLING BUILDING UP COMMUNITY, FROM EVERY KIND OF SOCIAL CLASS, EVERY KIND OF RACES, EVERY KIND OF ETHNICITIES. WE ARE ALL TOGETHER IN THE SAME PLACE. I WANT TO INVITE YOU TO COME TO OUR CONCERTS, OUR REHEARSALS. WE WANT TO SPREAD THE LOVE THAT WE DO FOR MUSIC. YOU ARE WELCOME TO COME. I DON'T WANT TO TAKE MUCH MORE OF YOUR TIME, I'M GOING TO PASS IT TO SETH. BUT THANK YOU SO MUCH FOR YOUR TIME.

>> AND DO YOU WANT TO TELL US WHAT TIME AND WHERE NOW?

>> I CAN JUST SAY WE PRACTICE AT ROSEWAY HIGH SCHOOL EVERY SATURDAY 9:30 TO 2:30, RIGHT OVER BY MADISON HIGH SCHOOL. IT'S AN INCREDIBLE NEIGHBORHOOD FOR US TO BE IN, WE'RE FAR EAST SO WE CAN PULL FROM THOSE COMMUNITIES. WE HAVE KIDS COMING FROM POLK COUNTY, MAY NOT.

>> ALL 400, THAT'S WONDERFUL.

>> YEAH, AND PROBABLY ALSO THE LAST THING, PART OF THE BEAUTY ALSO THAT WE'RE DOING THIS YEAR, AND WE STARTED LAST YEAR, WE HAVE BEEN USING A LOT OF OUR RESOURCES TO USE SKYPE TO CONNECT PORTLAND TO THE REST OF THE WORLD WITH OUR OWN ORGANIZATION. THERE IS A FANTASTIC ORGANIZATION CALLED THE NEW WORLD SYMPHONY IN MIAMI. IT'S GREAT BECAUSE THE YOUNG PEOPLE IN MIAMI CONNECT WITH THE YOUNG PEOPLE IN PORTLAND, JUST THROUGH SKYPE. AND THIS IS JUST AMAZING. THOSE MUSICIANS IN MIAMI COME FROM EVERYWHERE IN THE WORLD AND HERE WE ARE IN PORTLAND. THEY JUST SIT DOWN IN FRONT OF A CAMERA IN FRONT OF A COMPUTER. THEY PLAY THEIR INSTRUMENTS AND THEY CAN TEACH OUR KIDS THROUGH SKYPE. THEY JUST GET TOGETHER AND THESE EXPLOSIONS OF ART EVEN THROUGH THE INTERNET. WE HAVE HAD TEACHERS TALKING TO KIDS FROM BOSTON OVER SKYPE, AND WE'RE BUILDING COMMUNITY NOW WITH COLOMBIA TO SEE WHAT WE CAN BRING TOGETHER, ALL AROUND. IT'S BEEN A REALLY GREAT RIDE, IT'S BEEN A REALLY GREAT OPPORTUNITY TO BE HERE IN PORTLAND, OREGON, AND THANK YOU FOR THE OPPORTUNITY TO SHARE A LITTLE BIT ABOUT IT. OVER TO SETH.

>> I WANT TO INTERRUPT REAL QUICK AND SAY ONE OF YOUR 482 STUDENTS IS MY OLDEST SON ALEXANDER. HE STARTED THIS YEAR FOR THE FIRST TIME IN THE CONCERT BAND WITH HIS TRUMPET. HE'S VERY EXCITED, HE LOVES IT. HE HAD A LITTLE MUSIC IN ELEMENTARY SCHOOL BEFORE THE RECENT TAX MEASURE, SO HE WAS LUCKY. HE'S BEEN PLAYING BUT HE REALLY IS ENJOYING IT, I WANT TO SAY THANK YOU.

>> OH, GREAT.

>> I COME ON SATURDAYS. [LAUGHTER]

>> SETH.

>> GOOD MORNING, MY NAME IS SETH TRUBY, I'M THE EXECUTIVE DIRECTOR OF BRAVO YOUTH ORCHESTRAS. WE ARE NOT 40 YEARS OLD, WE'RE A BRAND-NEW ORGANIZATION. AND WE'RE VERY HUMBLLED BY THE WORK OF

THE MANY ORGANIZATIONS THAT HAVE PRECEDED OUR ARRIVAL IN THE COMMUNITY. WE ARE A LOCAL MEMBER OF A WORLDWIDE MOVEMENT THAT IS USING MUSIC AS A TOOL FOR SOCIAL TRANSFORMATION. THIS MOVEMENT STARTED IN VENEZUELA IN 1975. A BRILLIANT MAN WHO'S A MUSICIAN, AN ECONOMIST AND A PUBLIC SERVANT COMMITTED TO USING MUSIC AS A TOOL FOR LIFTING CHILDREN OUT OF POVERTY. THEY STARTED A YOUTH ORCHESTRA WITH ONLY 11 CHILDREN IN AN ABANDONED GARAGE IN ONE OF THE BARRIOS OUT CARACAS. BY THE END OF THE WEEK THE WORD SPREAD AND IT WAS 25 CHILDREN. BY THE END OF THE MONTH IT WAS 75 CHILDREN AND THEY NEEDED A NEW SPACE. NOW IT'S OVER 400,000 CHILDREN EVERY YEAR IN A NATIONWIDE NETWORK OF YOUTH ORCHESTRAS, SERVING MOSTLY POOR CHILDREN, ABOUT 80% CHILDREN IN POVERTY. THERE WAS A MASSIVE STUDY DOWN SEVERAL YEARS AGO FOR A WORLD BANK LOAN. I'VE SHARED JUST A COUPLE PARTS OF THAT, COMMISSIONER SHIPRACK HAS THE FULL STUDY AND I CAN FORWARD IT TO THE REST OF YOU. I JUST WANT TO HIGHLIGHT A COUPLE THINGS. IF YOU TURN ON THE SECOND PAGE, IT'S PAGE 5, THERE'S ONE OF THE THINGS THAT CAME OUT OF THE STUDY WAS STUDENTS WHO PARTICIPATE IN THIS INTENSIVE MUSIC PROGRAM MEET EVERY DAY, FIVE OR SIX DAYS A WEEK. THE CHILDREN ARE OFTEN IN IT FROM KINDERGARTEN ALL THE WAY UP THROUGH HIGH SCHOOL. ONE OF THE BENEFITS IS THAT YOU'RE AVOIDING ALL KINDS OF SOCIAL COSTS FOR THE JUVENILE JUSTICE SYSTEM, FOR VIOLENCE AND ALL KINDS OF OTHER COSTS, DROPOUT COSTS. AND THAT COST WAS CALCULATED AT A \$1.68 OF AVOIDED COSTS PER DOLLAR SPENT ON THE PROGRAM. SO IT'S A PRETTY GOOD RETURN ON INVESTMENT, IF YOU THINK ABOUT WHAT YOU CAN GET BY GIVING KIDS MEANINGFUL OPPORTUNITIES. AND ON THE NEXT PAGE THERE'S A SHORT TABLE THAT SHOWS SOME OUTCOMES FOR CHILDREN IN THE PROGRAM VERSUS CHILDREN OUT OF THE PROGRAM. SO YOU KNOW, YOU CAN QUICKLY REVIEW THOSE AND SEE THAT THIS HAS CONSTANTLY IMPACTS ON THE LIVES OF THESE CHILDREN, EVERYTHING FROM MORTALITY RATES TO ILLNESS TO SCHOOL ATTENDANCE TO PROFESSIONAL CAREER OPTIONS AND THINGS LIKE THAT. SO IT IS ABOUT CREATING BEAUTIFUL MUSIC BUT ALSO ABOUT TEACHING THE CHILDREN SKILLS THEY WILL TAKE INTO THE REST OF THEIR LIVES, WHETHER THEY CHOOSE TO BE A DOCTOR OR A LAWYER OR A PROFESSIONAL MUSICIAN. SO BRAVO IS THE LOCAL MEMBER OF THIS INTERNATIONAL MOVEMENT. WE'RE RELYING HEAVILY ON THE PARTNERSHIP OF EXISTING ORGANIZATIONS SUCH AS MYS. THEY HAVE SENT THEIR MUSICIANS FOR OUR EVENTS AS WE'RE GETTING OFF THE GROUND, AND BE JOINING US ON SATURDAY AGAIN, THEIR MUSICIANS WILL BE PLAYING FOR US ON SATURDAY. ANDRES HIMSELF HAS CONDUCTED AT SOME OF OUR EVENT. THE OREGON SYMPHONY HAS SENT A NUMBER OF THEIR BEST PLAYERS TO COME AND PLAY FOR US. WE'RE VERY THANKFUL FOR THE WARM RECEPTION WE'VE GOTTEN IN THE MUSIC COMMUNITY. WE'RE STARTING WITH A PROJECT AT ROSA PARKS SCHOOL IN NORTH PORTLAND, IT'S ONE OF THE DISTRICTS PRIORITY SCHOOLS. 95% POVERTY, 18 LANGUAGES SPOKEN IT'S A PART OF THE NEW COLOMBIA AFFORDABLE

HOUSING DEVELOPMENT. YESTERDAY WAS OUR FIRST DAY OF CLASS FOR OUR PROGRAM, AND WE JUST STOPPED IN A MOMENT FOR THE AFTER SCHOOL ORCHESTRA YESTERDAY. OUR FIRST DAY OF AFTER SCHOOL ORCHESTRA WILL BE TOMORROW. OUR PROGRAM WILL SERVE ABOUT 200 STUDENTS AT ROSA PARKS THIS YEAR. 150 OF THEM ARE IN KINDERGARTEN AND FIRST GRADE. ALL OF THE KINDERGARTENERS AND FIRST GRADERS WILL GET VIOLIN LESSONS FROM A TRAINED SUZUKI TEACHER FOR A HALF AN HOUR. AND THE SECOND AND THIRD GRADERS WE'RE OFFERING AN AFTER SCHOOL ORCHESTRA THAT MEETS EVERY DAY FOR TWO HOURS IN THE BOYS AND GIRLS CLUB CONNECTED TO THE SCHOOL, SO THAT'LL BE FOR 40 STUDENTS. THEIR DEBUT WILL BE DECEMBER 4th AT THE SCHOOL, FOLLOWED BY A CONCERT AT THE SCHNITZ ON DECEMBER 22ND SO. THEY WILL BE PLAYING IN THE LOBBY AS PART OF THE PRELUDE SERIES WITH THE SYMPHONY. EVENTUALLY I HOPE WE'RE PLAYING ON THE MAIN STAGE IN THE SCHNITZ, PERHAPS WITH MYS. SO THAT'S WHAT WE HAVE UNDERWAY. WE'RE NOT YET ACTIVELY PARTNERING WITH RACC BUT RACC HAS CERTAINLY ADVISED US. WE LOOK FORWARD TO APPLYING FOR FUNDING THROUGH RACC AND ALL OF THE OTHER FUNDERS. WE ENCOURAGE YOU TO FOLLOW OUR PROGRESS AND THANKS FOR HEARING US. I ALSO GAVE YOU INVITATIONS TO ATTEND OUR EVENT ON SATURDAY, IN ADDITION TO SOME MUSIC BY WONDERFUL PERFORMERS, WE'RE ALSO GOING TO BE MAKING AN ORLANDO CABRERA TRA'S WORTH OF PAPIER MACHE VIOLINS THAT THE CHILDREN WILL BE USING FOR PRACTICE FOR THE FIRST COUPLE WEEKS. YOU DON'T WANT TO MISS IT, IT'LL BE QUITE AN EVENT.

>> THANK YOU, SIR. THANK YOU TO ALL OF YOU FOR BEING HERE, IT REALLY IS EXCITING TO HEAR. I JUST KEEP THINKING THAT SOMEBODY TOLD ME ONCE THAT MUSIC IS WHY -- OBVIOUSLY BECAUSE OF MY MUSIC TOGETHER, WHERE YOU BASICALLY ARE KIND OF CRADLING AN INFANT OR AT LEAST A PRE WALKING STAGE CHILD. SOMEONE MENTIONED, THIS IS THE FIRST LANGUAGE THAT PEOPLE LEARN, MUSIC IS THEIR FIRST LANGUAGE. AND IT IS VERY OFTEN THE LAST LANGUAGE, AS WELL. I DON'T KNOW IF ANYONE ELSE LISTENED TO OR LOOKED AT THE LOVELY TWITTER ACCOUNT OF SCOTT SIMON AND HIS MOTHER, BUT VERY, VERY, VERY OFTEN THE VERY LAST LANGUAGE THAT PEOPLE HAVE. SO I DON'T MEAN TO ADD A DARK NOTE BUT IT'S REALLY A BEAUTIFUL THREAD THAT HAS THE POTENTIAL TO BECOME A VERY MAJOR PART OF PEOPLE'S LIVES. I ALSO FEEL THAT I HAVE TO MENTION THAT TIGER MOMMY, WHO MY DAUGHTER TURNED OUT TO BE, LIKES TO SAY TO HER CHILDREN, YOU DON'T HAVE TO PRACTICE EVERY DAY, ONLY ON THE DAYS THAT YOU EAT. [LAUGHTER]

>> COMMENTS OR QUESTIONS? THANK YOU. I WANT TO THANK ALL OF YOU FOR BEING HERE TODAY AT THIS WONDERFUL PRESENTATION. YOUR PASSION IS AMAZING AROUND US. SO THANK YOU SO MUCH. I DID WANT TO POINT OUT ONCE AGAIN THE GRESHAM-BARLOW SCHOOL DISTRICTS. BECAUSE WE OFTEN -- WE KNOW ABOUT THE SHIFTING DEMOGRAPHICS TO

EAST COUNTY, AND WE ARE OFTEN ASKED, WHAT IS THE COMMUNITY DOING. WELL, HERE'S WHAT THE COMMUNITY IS DOING. GRESHAM-BARLOW HAS STEPPED UP, THEY SEE THIS AS AN IMPORTANT EFFORT FOR THEIR STUDENTS, AND SO I JUST WANT TO POINT THEM OUT. AND ALSO MY CHILDREN WENT TO EAST ORIENT SCHOOL.

>> THE GRESHAM HIGH SCHOOL CHOIR PERFORMED WITH US FOR MR. LOPERA'S OPENING CONCERT. IT WAS INCREDIBLE, JUST THE BACK-AND-FORTH BETWEEN THE SCHOOLS. THEY ARE VERY, VERY GOOD.

>> AND THE OTHER THING I WANTED TO TALK ABOUT A LITTLE BIT IS OUT OF OUR OFFICE, WE'RE WORKING IN EAST COUNTY TO FORM A COLLABORATIVE AROUND S.T.E.M., WHICH IS SCIENCE, TECHNOLOGY, ENGINEERING AND MATH. I KNOW STEAM COMES INTO IT, SOME ARE BEING CHANGED TO STEAM. BECAUSE I'M SITTING HERE LISTENING TO YOU TALK, AND THE KIND OF INTERACTIVE LEARNING THAT'S GOING ON THROUGH THE ARTS PROGRAMS. WE HAD A MEETING YESTERDAY AND WE WERE TALKING ABOUT, WHAT DOES SCHOOL LOOK LIKE TODAY AND WHAT WILL IT LOOK LIKE IN 2018 OR SOMETHING. AND I THINK ALL THE PARTNERS IN THE ROOM TALKED ABOUT THE INTERACTIVE LEARNING, THE EDUCATION PART OF IT. AS I SAID EARLIER, YOU'RE IDENTIFIED -- THE GOALS THAT YOU'RE LOOKING AT ARE EXACTLY WHAT WE HEAR WHEN WE GO TO BUSINESS. THIS IS THE SKILLS THEY ARE LOOKING FOR WHEN THEY ARE HIRING PEOPLE. SO I THINK, YOU KNOW, WE LOOK IN THE BIGGER PICTURE. I THINK THERE'S A LOT OF OPPORTUNITY OUT THERE FOR ALL OF OUR STUDENTS TO BE MORE ENGAGED. AND YOU'RE THE LEADERS BECAUSE YOU'VE ALREADY STARTED WITH THAT ENGAGEMENT. BUT THANK YOU SO MUCH, APPRECIATE YOU BEING HERE.

>> Chair Madrigal: COMMISSIONER KAFOURY.

>> Comm. Kafoury: THANK YOU. AS I SAID, MY SON IS WITH MYS, AND WE'RE IN A HOUSEHOLD WHERE MUSIC IS CONSTANTLY BEING PLAYED WITH MY OTHER CHILDREN WITH OTHER INSTRUMENTS. CONSTANTLY SOMEBODY IS ALWAYS DOING SOMETHING, WHICH IS FABULOUS. I REALIZE OUR HOUSE IS IN A LUCKY POSITION. MY MOTHER WAS A MUSIC MAJOR, AND MY PARENTS -- MUSIC HAS COME TO US VIA OUR FAMILY TRADITIONS. SO IT MAKES ME JUST SO HAPPY, BOTH TO THANK AGAIN THE PORTLAND VOTERS FOR PASSING THE ARTS TAX, BECAUSE I THINK ALLOWING EVERY ELEMENTARY SCHOOL IN OUR CITY TO HAVE ACCESS TO THE SAME TYPES OF PROGRAMS THAT OTHER SCHOOLS HAVE HAD. AND ALSO, THIS JUST WARMS MY HEART. I'M SO EXCITED TO HEAR THAT ROSA PARKS AND BRAVO IS GOING TO START CHILDREN AT SUCH A YOUNG AGE. IT'S GOING TO BE REALLY LIFE-CHANGING FOR THOSE CHILDREN. YOUR GOAL OF HAVING 200 KIDS PARTICIPATE IS REALLY -- I MEAN, THAT'S REALLY GOING TO SHOW SOME HUGE CHANGE IN THOSE KIDS' LIVES.

>> PART OF THE APPROACH WE'RE TAKING IS REALLY TO FOCUS OUR IMPACT AND GO DEEP WITH THIS ONE SCHOOL AND REALLY TRANSFORM THE CULTURE OF THAT SCHOOL, RATHER THAN SPREADING OURSELVES TOO THIN AND TRYING TO REACH A LOT OF DIFFERENT SCHOOLS AT ONCE. WE WOULD LIKE TO GROW THE MODEL EVENTUALLY BUT WE WOULD LIKE TO SHOW IT WORKS REALLY WELL IN ONE SCHOOL BEFORE WE START EXPANDING. THE ARTS TAX IMPACTED US, TOO, BECAUSE ROSA PARKS WAS ABLE TO HIRE A PART-TIME MUSIC TEACHER WHO'S WORKING CLOSELY WITH OUR STAFF. AS A NONPROFIT ORGANIZATION WE ARE ALSO BENEFITING FROM THAT SUPPORT FOR ARTS IN THE SCHOOLS.

>> I JUST HAVE TO ADD, THOUGH, TO THE ANYWAY-SAYERS OUT THERE WHO HAVE QUESTIONED THE VALIDITY OR IMPORTANCE OF THIS TAX, TO SAY IT'S JUST SUCH A SMALL STEP, A VERY IMPORTANT STEP, BUT TO HAVE A HALF-TIME MUSIC TEACHER, WHICH I'M SURE THEY STILL DON'T HAVE A FULL-TIME ARTS TEACHER OR A DANCE TEACHER OR A THEATER TEACHER, WHICH ALL THESE SCHOOLS SHOULD HAVE AND ALL THESE CHILDREN DESERVE. SO I'M A BIG PROPONENT OF THE ARTS TAX, AND HOPEFULLY WE CAN MAKE SURE THAT THESE STUDENTS HAVE EVEN MORE CHANCES IN THEIR LIVES. THANKS.

>> I JUST WANT TO SAY THANK YOU SO MUCH FOR THE WORK THAT YOU DO. I'M BLESSED TO COME FROM A FAMILY THAT BOTH MY PARENTS, I HAVE COUSINS AND AUNTIES AND UNCLES THAT ARE VIOLA VIRTUOSOS AND PAINTERS AND OPERA SINGERS AND WRITERS. AND IT HAS GIVEN ME SO MANY OPPORTUNITIES TO GROW UP IN THAT ENVIRONMENT WITH ART AND MUSIC. AND I'M TRYING TO INSTILL THAT IN MY CHILDREN, TOO. AND YOU KNOW, WHAT I'VE LEARNED AS AN ADULT IS THAT THERE'S ACTUALLY BEEN STUDIES DONE THAT PLAYING MUSIC CHANGES YOUR BRAIN, IT -- PLAYING VIOLIN CHANGES IT IN ONE PLACE AND PLAYING PIANO CHANGES IT IN ANOTHER IN WAYS THAT YOU CAN PHYSICALLY SEE. I THINK THAT THAT'S JUST SO IMPORTANT TO GIVE CHILDREN THOSE OPPORTUNITIES WHEN THEY ARE YOUNG AND THEIR BRAINS ARE DEVELOPING AND GROWING AND STRETCHING, AND THAT THEY CAN BENEFIT FROM THAT SORT OF SWIRL OF INPUT AND CREATIVITY. SO THANK YOU SO MUCH FOR THE WORK THAT YOU DO, AND FOR COMING TODAY. I HOPE THAT WE CAN HAVE A GOOD AND THE PERFORMANCE HERE AT THE COUNTY AT SOME POINT, I THINK THAT WOULD BE JUST SO WONDERFUL.

>> WE WOULD LOVE TO MAKE THAT HAPPEN. IT WAS JUST THE SECOND WEEK OF SCHOOL AND PARENT SAID NOT NOW, NEXT MONTH.

>> WOULD YOU MIND SENDING THE VIOLA VIRTUOSOS AND OPERA SINGERS TO US? WE'RE PLANNING A SERIES OF GUEST ARTISTS FOR OUR STUDENTS ON FRIDAYS.

>> REALLY.

>> SO SEND THEM TO BRAVO AND WE WILL LINE THEM UP FOR A PERFORMANCE.

>> OKAY. EMILIO PONS, MEXICAN-GERMAN TENOR, AND MY AUNT PATTY. I WILL DO THAT. THANK YOU SO MUCH.

Chair Madrigal: THANK YOU. WITH THAT, THERE BEING NO FURTHER BUSINESS, WE ARE ADJOURNED. [GAVEL POUNDED]

ADJOURNMENT

The meeting was adjourned at 11:12 a.m.

This transcript was prepared by LNS Captioning and edited by the Board Clerk's office. For access to the video and/or board packet materials, please view at:

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Submitted by:

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Board of County Commissioners
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