

A NATIONAL MISSION:

Ensuring the Arts for

**ANY
GIVEN
CHILD**[®]

The Kennedy Center



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Cari Kodley

THE NEED

Too often a child’s arts education is episodic and uneven. Unlike other subjects such as math—which is taught sequentially and is offered each year—music, dance, drama, and visual and digital arts may be taught one year and not the next. While some students have access to a music or visual art teacher, most have no access to drama or dance instruction. The *Any Given Child* initiative seeks to bring access, balance, and equity to each child’s arts education, using an affordable model that combines the resources of the school district, local arts organizations, and the Kennedy Center.

ENVISIONING A NATIONAL AGENDA: THE ANY GIVEN CHILD INITIATIVE

“One critical question brought us to the *Any Given Child* initiative: In what ways are we providing the arts systematically to all our students throughout their school careers?”

— Glenn Gelbrich, Superintendent,
Juneau School District, Juneau, AK



Asante Salaam of *Any Given Child* New Orleans at the *Any Given Child* Exchange in Arlington, VA.



Portland, OR teams up to become an *Any Given Child* community.

Americans value the arts. In fact, ninety-three percent (93%) consider the arts to be vital to a well-rounded education.¹ Additionally, a strong body of research exists that supports the value of arts education for 1) increasing student achievement and engagement in learning; 2) developing thinking skills, creative capacities, collaboration and communication skills, and capacity for leadership; and 3) strengthening cross-cultural understanding, fostering a creative community, and developing habits of mind, such as persistence.²

With national attention focused on the need for an engaged work force capable of creative critical thinking, collaboration, and communication, one would imagine that arts education would be a national priority. However, for many children in our schools, their arts education is episodic, a hit-or-miss opportunity, available to only *some* students *some* of the time.

Recognizing this disparity, the Kennedy Center envisioned how it might assist communities throughout the nation to provide arts education programs and resources for *all* students, every year in their kindergarten through 8th grade education.

In 2009, the Kennedy Center began to pave the way toward that “smart, affordable approach to arts education.” In that year, the first *Any Given Child* site was established in Sacramento, California, under the leadership of Mayor Kevin Johnson. In each subsequent year, new communities have joined the initiative.

Guided by Kennedy Center consultation and facilitation tailored to their needs, *Any Given Child* communities engage in a sustained, multi-year effort to develop and carry out plans to ensure arts education for all students. Communities progress through three phases of work: Strategic Planning (year 1), Implementation (years 2–4), and Sustaining (year 5 and beyond). Throughout all phases of work, communities have access to Kennedy Center assistance and resources.

¹ 2005 Harris Poll

² *Preparing Students for the Next America: The Benefits of an Arts Education*. (2013) Arts Education Partnership <http://www.aep-arts.org/wp-content/uploads/2013/04/Preparing-Students-for-the-Next-America-FINAL.pdf>

³ “the arts” include dance, music, theater, visual arts, and media arts

A MISSION SHARED BY A GROWING NATIONAL NETWORK

“Our goal is to provide a tapestry of arts education, strategically weaving together existing arts resources within the schools with those available from community providers and the Kennedy Center in order to reach every child.”

— Megan Crigger, Cultural Arts Manager, City of Austin, Austin, TX



Willie Shaw, Vice-Mayor of the City of Sarasota proclaiming October as *Any Given Child* Month.

The mission of the *Any Given Child* initiative is to assist communities throughout the nation to strategically design, implement, and sustain arts education programs and resources that ensure access and equity for all students, grades K–8.

The initiative has created a growing network of communities throughout the nation dedicated to this mission. In its first five years, the vision of *Any Given Child* is being realized in 14 communities. These communities are quite diverse: They represent school districts that range in size from approximately 3,400 K–8 students (Juneau, Alaska) to 220,000 students (Southern Nevada) and several have high Title I representation (as great as 83.8% in Fresno, California). Participating communities also range from urban centers (Baltimore, Maryland) to rural towns (Missoula, Montana).

ANYGIVENCHILD sites



ENSURING THE FUTURE

In 2014, the successes of *Any Given Child* communities led Newman’s Own Foundation to provide a \$1 million gift to establish an endowment to help underserved communities participate in the Kennedy Center’s initiative. The endowment honors A.E. Hotchner—novelist, playwright, and biographer—for his many contributions to the success of Newman’s Own.

IN THEIR OWN WORDS: A WIDE-RANGING IMPACT

Any Given Child communities throughout the nation are feeling the impact of the initiative. It is igniting interest; helping to solidify a shared vision, commitment, and investment in arts education; galvanizing the community to take action; and making arts organizations valued partners with school districts in the endeavor to bring arts education programs and resources to every child.



Yasenia Garcia, AISD

THE ARTS FOR EVERY CHILD

“Before our involvement with *Any Given Child*, our community saw the arts as something for gifted kids only. For the first time in our community’s history, there is a strong agreement that the arts play a vital role in the growth of all of our children.”

—Mike Halligan, Executive Director, Dennis and Phyllis Washington Foundation, Missoula, MT



Gerri Kocley

ENERGY AND MOMENTUM

“The *Any Given Child* initiative has infused energy into our efforts and has given us the momentum to change. Being part of a national program has allowed us to capture attention and reinvigorate the community’s efforts. Everyone is invested because they know that our children are the beneficiaries.”

—Randy Russell, Director, *Any Given Child*—Springfield, Community Foundation of the Ozarks, Springfield, MO

THE SPARK IGNITING COMMITMENT

“We had a critical mass of new arts education programs but were missing the spark to ramp up our community’s commitment. The *Any Given Child* initiative provided that spark and boom—doors that had previously been closed to us, have opened wide.”

—Robert Bullwinkel, Visual and Performing Arts Coordinator, Fresno County Office of Education, Fresno, CA

A SHARED VISION

“The *Any Given Child* initiative has helped us to build a shared vision of what arts education could be in our community. It has given us the opportunity to step away from our old ways of thinking and create new, shared understandings and values. It has raised the bar for the quality of offerings arts organizations provide to schools. The initiative has also resulted in the arts community being seen in a new way—as the community’s reservoir of creative traditions that have great value for the education of our children.”

—Erika Kraft, Arts Education Coordinator, Sacramento Metropolitan Arts Commission, Sacramento, CA

A DREAM AND A JOURNEY

“The *Any Given Child* initiative is both a dream and a journey. We share the dream to engage all of our students in the arts and we made a commitment to embark on the ongoing journey to make that dream a reality. It demands vision, creativity, and energy from all of us.”

—Candy Schneider, Vice President of Education and Outreach, The Smith Center for the Performing Arts, Las Vegas, NV

REMARKABLE GROWTH

Any Given Child communities are reporting remarkable growth in arts education programs, resources, and staffing since they began their initiatives.



Cashman Photo

AUSTIN, TX: The school district has added the equivalent of 8.5 full-time creative learning positions. Together, the school district, community arts organizations, and universities have provided \$2,814,839 in additional support for arts education.

BALTIMORE, MD: Half-time positions for visual arts or music teachers have been mandated for every elementary and middle school. Many schools are above this staffing level; however, this is the first time the district has articulated a minimum requirement.

FRESNO, CA: The school district has allocated an additional \$2 million for arts education.

PORTLAND, OR: The equivalent of 23.5 full-time arts education positions have been added to Portland Public Schools. A new public fund, supported by local income tax dollars, is providing grants for arts access programs and restoring certified art and music teachers to every elementary school in Portland Public Schools and five other districts.

SACRAMENTO, CA: In 2009, only 17% of K–8 students were participating in any arts experience during the school day. Today, 100% of K–8 students have the opportunity to participate in the arts.

SPRINGFIELD, MO: Community arts organizations have added performances and exhibitions to ensure every child has at least one cultural experience each year.

TULSA, OK: There has been a combined total of \$998,885 in increased funding for arts education from the school district, community arts organizations, and foundations.



Geni Kodrey



Sacramento Metro Arts Commission



SEVEN OUTCOMES

Any Given Child communities describe seven outcomes that have resulted from their participation in the Kennedy Center's initiative.

- OUTCOME 1:** Increased Student Access
- OUTCOME 2:** A Foundation of Robust Data
- OUTCOME 3:** A Shared Community Vision and a Commitment to Act
- OUTCOME 4:** A Collective Impact
- OUTCOME 5:** Increased Capacity
- OUTCOME 6:** Improved Ability to Leverage Support
- OUTCOME 7:** A Growing National Network

Leaders from *Any Given Child* communities have shared numerous insights about the initiative's outcomes. Selected quotes are captured on the following pages.



OUTCOME 1: Increased Student Access

To achieve the goal of reaching all students, *Any Given Child* communities are engaging in an ongoing effort to increase the number and quality of arts education programs and resources available, and to allocate those resources equitably. Communities participating in the initiative report many accomplishments.

“We want our efforts to be carefully planned. We don’t want to randomly provide resources to schools. We are developing deeper and more frequent, ongoing arts experiences.”
—Pam Ehly, Director of Instruction, Iowa City Community School District, Iowa City, IA

“We can now boast that all K-8 students in all schools are being served every year of their school careers. That includes special education, too!”
—Amber Tait, Executive Director, *Any Given Child*—Tulsa, Arts and Humanities Council of Tulsa, Tulsa, OK

“Equity and access now have meaning. *Any Given Child* has aligned the way arts organizations and schools look at the number of students they serve. The arts organizations have changed from randomly shooting resources at schools to a focus on serving all students.”
—Allan Kristensen, Visual and Performing Arts Manager, Fresno Unified School District, Fresno, CA



“Reaching all K–8 students in a district that has a total enrollment of more than 316,000 students is an enormous goal, but one that we are tackling, step by step.”
—Beverly Mason, Director, Community-School Partnership Program, Clark County School District, Las Vegas, NV

“Our arts organizations had been working in a vacuum, not knowing what resources the others were offering to the schools. That has changed. We are now more strategic about what we offer, which helps us reach more students and avoid duplication.”
—Jacob Yarrow, Programming Director, Hancher Auditorium, The University of Iowa, Iowa City, IA





The Right Brain Initiative, Leah Verwey

OUTCOME 2: A Foundation of Robust Data

One of the first tasks for *Any Given Child* communities is to design and conduct wide-ranging surveys to determine the availability of the arts education programs and resources for students, grades K–8. The data collected in the surveys are providing a realistic view of where arts programs and resources are available, where gaps exist, and, in many cases, are providing the first accurate account of which students have access to these opportunities. On the whole, this foundation of robust data is serving as a wake-up call about the inequities that exist and is inspiring urgent action, including policy changes by school boards.

“Our data collection showed us that we had pockets of arts education. Some schools had programs, some not. That reality spurred us to make huge changes.”

—Jean Swanson, Director of Constituent and Student Services, Tulsa Public Schools, Tulsa, OK

“We can’t act on people’s best guess about what is happening in schools. We have gathered quality data in which we have confidence. We found that we had many fragmented, individual efforts; not a system. It’s been some kids, some of the time. With the data in hand, we are looking at the gaps and pressing forward to consider opportunities.”

—Glenn Gelbrich, Superintendent, Juneau School District, Juneau, AK

“Our data collection gave us the information to help the School Board create a policy to strengthen arts education. It gave us a focus that was reasonable and achievable.”

—Pam Ehly, Director of Instruction, Iowa City Community School District, Iowa City, IA



Gerri Kelley



The Right Brain Initiative, Leah Verwey

“Prior to *Any Given Child*, our unit of analysis for determining resource allocation had been the school. But that didn’t yield the specific information we needed. Our unit of analysis has become more fine-grained—the child. We are asking, ‘Does each and every student have access to services? If not, why not?’ The data analysis has turned our assumptions upside down about which children are receiving arts education resources.”

—Brent Hasty, Executive Director, MINDPOP, Austin, TX

“The initiative has helped us examine the amount, quality, and depth of our offerings. We now have a common understanding of the problem and a joint approach to solving it.”

—Carole Smith, Superintendent, Portland Public Schools, Portland, OR



Margo Schulman

OUTCOME 3: A Shared Community Vision and a Commitment to Act

Recognizing the need to provide access and equity, leaders in *Any Given Child* communities are coming together to engage in a guided strategic planning process. Together they are carving out a shared vision/mission and committing to action plans that make their arts education programs and resources available to all students. Through the involvement of key community leaders, the initiative is capturing attention and inspiring the entire community to make arts education a priority.

“*Any Given Child* has helped our leaders grow in their awareness of our students’ needs and helped us elevate arts education to one of our top community priorities.”

—Mike Halligan, Executive Director, Dennis and Phyllis Washington Foundation, Missoula, MT

“Every community has a small circle of movers and shakers and they all are connected. The *Any Given Child* initiative has helped us engage these leaders and build their commitment to provide access to arts education for all children in our community.”

—Randy Russell, Director, *Any Given Child*—Springfield, Community Foundation of the Ozarks, Springfield, MO

“*Any Given Child* has brought leaders together from across the community to create a shared vision for our future and plan how we might achieve it.”

—Annie Calkins, *Any Given Child* Community Arts Team Co-Chair, Juneau Arts and Humanities Council, Juneau, AK

“*Any Given Child* rallied our key leaders and involved them in a well-organized and clearly delivered planning process. We started with an end in mind, saw examples of what other communities have done, and worked together to establish a common vision and shared goals.”

—Robert Bullwinkel, Visual and Performing Arts Coordinator, Fresno County Office of Education, Fresno, CA

“The *Any Given Child* initiative has helped our community define what we mean by a ‘complete arts education’ and has helped us achieve our goals.”

—Marna Stalcup, Program Manager, The Right Brain Initiative, Regional Arts and Culture Council, Portland, OR



Jake Hartvigsen @ Brand Underground Marketing



The Right Brain Initiative

OUTCOME 4: A Collective Impact

Any Given Child communities are experiencing a culture change. New partnerships are developing among school districts, community arts organizations, universities, business, and philanthropy, bringing a new spirit of collaboration to their efforts and a broader vision of what is possible. Organizations that were working alone, and sometimes at odds, are seeing how their collaboration and partnerships are achieving a powerful collective impact.

TYPICAL COLLABORATORS



“The context has changed. Now, each organization in our community recognizes that the ‘we’ can be more powerful than the ‘me.’ There is a greater collaboration and support for everyone’s efforts.”

—Glenn Gelbrich, Superintendent, Juneau School District, Juneau, AK

“In the past, our arts community had been fragmented. *Any Given Child* has pushed our arts organizations out of their silos to work together. We are seeing how our diverse group of stakeholders can coordinate their programs and work together to achieve a collective impact.”

—Mike Halligan, Executive Director, Dennis and Phyllis Washington Foundation, Missoula, MT

“The *Any Given Child* initiative has provided our city a mechanism to form an unprecedented collaboration among our schools, our city, and our arts community to help students achieve through creative learning. The initiative has allowed us to dream bigger than our individual organizations could. It has given our community space and time to ask, if we all work together on this, each putting in a little bit, what could we accomplish together?”

—Brent Hasty, Executive Director, MINDPOPOP, Austin, TX

BACKBONE ORGANIZATION

With many organizations collaborating, *Any Given Child* communities are recognizing the need to identify a “backbone organization”⁴ to coordinate and handle the many logistical and administrative tasks needed for the initiative to function smoothly.

“We recognize the need for an overarching organization to conduct this effort. Even the best plans will sit on the shelf if there isn’t an infrastructure to guide, coordinate, and maintain accountability.”

—Brian Schneckenburger, Visual and Performing Arts Curriculum Specialist, Baltimore City Public Schools, Baltimore, MD

“We are building an infrastructure that will sustain the program despite the inevitable ebb and flow of funding and changes in leadership.”

—Greg Goodman, Director of Fine Arts, Austin Independent School District, Austin, TX

⁴ The term “backbone organization” was coined by John Kania and Mark Kramer in their writing about collective impact.



The Right Brain Initiative, Frank Hunt



Geni Kodrey



Yesenia Garcia, AISD



The Right Brain Initiative, Julie Macki Mayra



Geni Kodrey



The Right Brain Initiative, Miri Steblyka



Geoffrey Hicks



Enka Kraft, Sacramento Metro Arts Commission



OUTCOME 5: Increased Capacity

Any Given Child communities' concern about access is coupled with a concern about the quality of the arts programs and resources they offer students. Communities are expanding their efforts to build individuals' and organizations' capacity to design and lead quality arts education programs by providing workshops and seminars for classroom teachers, arts specialists, school administrators, community leaders, teaching artists, and arts organizations. These professional learning opportunities are whetting appetites for learning more about how to become better teachers of the arts, integrate the arts into the other curriculum areas, develop more engaging performances and programs, and become stronger arts advocates.

"Our community's arts organizations have always provided some educational experiences for the schools; however, *Any Given Child* has enabled us to provide training to strengthen and enrich our arts organizations' offerings. In addition, as a result of participation in our professional learning, school administrators are beginning to see the arts as a strong medium for implementing the standards as well as engaging students. Many are willing to give teachers more time to learn about and implement strategies for teaching through the arts."

—Erika Kraft, Arts Education Coordinator, Sacramento Metropolitan Arts Commission, Sacramento, CA

"*Any Given Child* is supporting our efforts to develop a sequence of professional learning in the arts, for all teachers and principals. In addition, our school district is supporting our efforts with classroom-embedded coaching to build teachers' skills."

—Yesenia Garcia, Creative Learning Initiative Coordinator, Austin Independent School District, Austin, TX



Yesenia Garcia, AISD



Geri Kordey

"As part of the *Any Given Child* initiative, we have seen the need to provide professional development opportunities in arts integration for both teachers and artists. When teachers explore arts integration strategies and see artists working in classrooms, they begin to think differently about the way they teach. Similarly, we are challenging artists to think about how their work connects to learning."

—Candy Schneider, Vice President of Education and Outreach, The Smith Center for the Performing Arts, Las Vegas, NV

"Although our university has a long-standing relationship with the school district, *Any Given Child* has heightened our awareness of the need to provide learning opportunities in arts education for both current and future educators."

—Terry Osborn, Dean, University of South Florida Sarasota-Manatee, Sarasota, FL

OUTCOME 6: Improved Ability to Leverage Support

Despite the shrinking pool of arts education funding throughout the nation, *Any Given Child* communities are able to increasingly leverage support from stakeholders. Communities are reporting that the initiative's focus on providing every student equal access to arts education programs and resources, coupled with the modest program cost, the involvement of key leaders, and the association with a respected national arts organization, is helping them to leverage increased support.



Geni Kowley



Yesenia Garcia, AISD

“Being part of a national initiative has helped us build alliances and provided us with increased leverage with community arts agencies and potential funders.”

—Randy Russell, Director, *Any Given Child*—Springfield, Community Foundation of the Ozarks, Springfield, MO

“Our efforts have gained broad support in the community. Local funders appreciate the impact of a systematic approach to providing access to arts education and have been generous supporters. Their commitment to the program has inspired other local funders to join in. We have seen an increase in funding from the school district as well.”

—Brent Hasty, Executive Director, MINDPOP, Austin, TX

“Funding from the school district and from the philanthropic community has helped us leverage other grants. Additionally, the arts community has been encouraged by increased access to the schools and the fundraising leverage they gain from association with a respected Kennedy Center program.”

—Erika Kraft, Arts Education Coordinator, Sacramento Metropolitan Arts Commission, Sacramento, CA

“The initiative brings together many segments of our community that can raise funds collectively for arts education, as opposed to seeking individual funds for an individual organization. Funders in our community are very interested in what other *Any Given Child* communities are doing with the goal of ensuring our community is comparable.”

—Ray Gargano, Director of Programming and Community Engagement, Overture Center for the Arts, Madison, WI

OUTCOME 7: A Growing National Network

A national network is being forged. Each year, representatives from every *Any Given Child* site meet in Washington, D.C., to exchange ideas, share successes, examine challenges, and consider opportunities. As more and more communities join the network, its impact is growing. The network is influencing not only the development of individual communities' efforts, but also influencing the Kennedy Center's efforts. Together, the communities and the Kennedy Center are better able to reach their goals and are beginning to achieve a collective, national impact.



Margo Schulman

"We appreciate not having to reinvent the wheel. *Any Given Child* gives us opportunities to learn from others in the network and has jump-started our efforts."
—Paula Thornton, Director of Arts, Duval County Public Schools, Jacksonville, FL



Margo Schulman

"You can't put a price on the value of the *Any Given Child* network. It offers a rich source of quality information and experience from a group of knowledgeable colleagues that I call on all year. We are no longer working in isolation."
—Erika Kraft, Arts Education Coordinator, Sacramento Metropolitan Arts Commission, Sacramento, CA

"Our local community has come together to meet our goals. Similarly, the *Any Given Child* communities from across the nation are banding together, excited about the collective impact we can achieve for the nation."
—Jane Goodwin, Board Chair, Sarasota County School Board, Sarasota, FL



Margo Schulman

"*Any Given Child* has given us access to national-level expertise that supports our local expertise. By bringing community leaders to the national exchange, we have been able to increase their understanding of the initiative, generate enthusiasm, and solidify their support."
—Brent Hasty, Executive Director, MINDPOP, Austin, TX



A FINAL THOUGHT

“Watching this *Any Given Child* network become a reality is truly inspiring. Their commitment to their communities, their excitement to be part of a new national venture, and their willingness to share their knowledge is why they are so effective in ensuring the arts for any given child.”

—Barbara Shepherd

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