

Arts for Children and Youth Leadership and Infrastructure sub-committee meeting

May 20, 2008

1. Introductions and review of agenda

2. Review of the vision, with a particular focus on five sentence vision statement

a. Main points discussed:

- Change sequence to read “children and youth, families, and communities” to underscore importance and priority that this effort is placing on children and youth
- Change “unique effort” and “streamline” to “coordinate” as a way to reflect the increase in efficiency and effectiveness

b. Suggestions for general bullets:

- Highlight that this effort is about building off of existing work that is happening within the schools
- Indicate that this effort is about establishing a baseline for all schools to have at least some basic level of arts instruction and exposure to all disciplines

c. Suggestions for areas of focus:

Preference should be given to feeder schools (elementary and middle schools linked to high schools) and schools with existing Pre-K programming.

Reference to the work that the programs sub-committee is doing to develop a set of standard practices to ensure program quality: these include alignment of instruction with district standards, leveraging existing resources, establishing working guidelines with schools staff and the district.

Policy opportunity: The SRC has proposed an arts policy that will include the development of an implementation guide for principals, as well as a handbook focused on professional development. The handbook will need to be completed and shared with principals in August, so there is a real opportunity to inform the development of this handbook. The programs subcommittee and potentially the policy subcommittee need to consult with the district in the development of this handbook.

- **Implications for the Infrastructure sub-committee:** future leadership should have deep programming and professional development knowledge, as well as established linkages and working arrangements with the school District.

Policy sub-committee is also focusing their efforts and discussion on developing a strong advocacy infrastructure including a communications plan to be able to activate groups as necessary.

- **Implications for the Infrastructure sub-committee:** future leadership will have to have advocacy and communications capacity

There is also a study that is currently being funded by the Wallace Foundation as part of the initiative to double cultural engagement by 2020 to define “cultural engagement.”

- **Implications for the Infrastructure sub-committee:** future leadership will have to have data collection capacity and the knowledge and ability to link to other initiatives happening in the Philadelphia region.

Charter school discussion: There are 61 charter schools operating within Philadelphia and there is currently very limited data collection to see what these schools offer in terms of arts education. There is also no real accountability mechanism between the PSD and charter schools. Part of the effort of this initiative will be to build the database and data collection capacity to track what schools offer.

Representatives missing from the discussion: Charter schools, parent association, home and school associations, youth, school leaders, parent organizations for “gifted education” especially for the arts

3. Overview of “state of Arts Education in Philadelphia Public Schools”

Please refer to PDF attachment to view powerpoint presented by Margaret Chin and Dennis Creedon.

Notable points from powerpoint discussion:

- There are currently 61 charter schools in Philadelphia. It would be helpful to the district to find out about arts programming within the charters.
- In doing this analysis the Office of Creative and Performing Arts looked at how individual schools were allocating their budget dollars – what were schools “buying”. Frequently schools were NOT investing in arts and music positions. This prompted the development of the arts policy.
- The arts are a requirement for high school graduation, yet 12 high schools have absolutely no arts.
- Middle schools are required by state regulation to have both arts and music. Many middle schools are completely out of compliance.

- There are currently 92 art and music positions open – 52 art openings and 40 music openings. In order to allow for emergency certification, the district has to define that there is a shortage in qualified candidates. That is currently the case in music. Please send candidate references to Dennis Creedon. Dennis will also circulate the position announcement (via OMG)
- There are new curricula developed in the arts, music, and theater. The district is also working to rebuild instrumental programs and replenish arts supplies for teachers.
- There is also a strong focus on ethnic based arts education.
- Dance is under Occupational Education, theater is now under Communication, not English.

4. Overview of leadership models across the country

Please refer to attached table

What kind of entity can lead this work; how are others doing it? Salient points from discussion:

- Need to build off of existing strengths: PCCY, PAEP, school district
- Need to identify clear capacities that will be necessary for this work such as advocacy and communications know-how, understanding of arts programming, working with school and arts and cultural organizations, ability to collaborate with the school district and other key stakeholders.
- There is an existing prototype for this kind of coalition building work in the early childhood agenda that began as a coalition of organizations; led by an early childhood collaborative; with PCCY as the advocate, DBASEY as the content group.
- The Hub and spoke model appears to be an appropriate model to consider in Philadelphia with a coalition of organizations as the hub. The spokes could include PCCY, a parent entity, service providers —school district, arts and culture orgs, PAEP, research entity, communications and marketing, higher ed; arts schools
- The group agreed to develop components of a request for proposals that will articulate the capacities and talents necessary to carry this work forward. This way the RFP can be circulated permitting partnerships to form of their own accord.

HOMEWORK: Please email Meg (meg@omgcenter.org) with suggestions for components of the RFP, phrasing, qualifications, verbiage that you would like to see included in the RFP by **June 9th**. OMG will create a draft document that the group will be able to work off of in refining the components of the RFP.

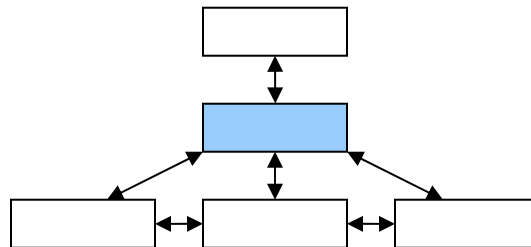
Please also bring your calendars to the next meeting so we can decide on the next series of meeting dates and times.

Arts for Children and Youth in Philadelphia Leadership Subcommittee

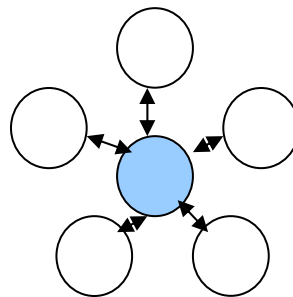
Lead organization options: Government Agency (county or school district), Non-profit organization (existing or newly established to lead this work), Foundation, Education Advocacy Organization

SELECT MANAGEMENT STRUCTURE MODELS

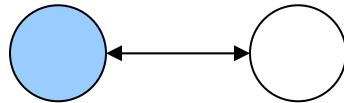
Tiered Alliance Model: An alliance model that engages a large number of partners in shared leadership, but primary responsibility for leadership, staffing, and administration falls on one organization. The organization is supported by one or more leadership tiers, frequently in the form of an Executive Board, Steering Committee, or Advisory Group and several other working groups that address programmatic issues. This model is used frequently in the case of public-private partnerships. (Alameda County, Los Angeles, New York City, Philadelphia)



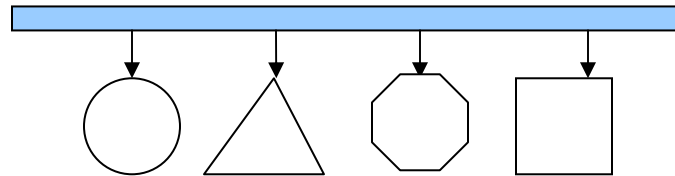
Hub and Spoke Model: One organizational hub, typically a nonprofit organization, acts as a managing partner and is responsible for central administration and funding distribution for several programmatic focus areas. This model is frequently used when there is an entity that has already operating one or more relevant program areas and has the capacity to expand their role in the field. (Dallas, Cleveland, North Carolina)



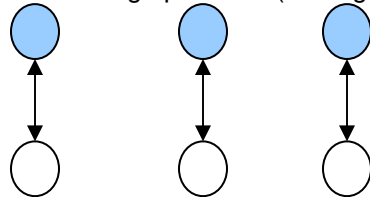
Program Delivery Partnership Model: A centralized partnership model consists of one lead organization that convenes multiple partners to deliver services. The lead organization typically provides almost all of the leadership and administration within the initiative and the partners carry out the programmatic functions. This model is typically used with smaller scale initiatives. (Baltimore, Berkeley, Minneapolis, Washington, DC)



Umbrella Model: A pre-existing organization with a broad mission, such as educational advocacy absorbs the initiative and takes primary responsibility for leadership and coordination. Typically, this occurs when there is an active and well organized educational advocacy group already in place in a community. This model can broaden the reach and scope of the initiative and bring in new partners however there is typically a longer learning curve since the umbrella organization may not have the relevant capacity already in house. (Jackson, St. Louis)



Multi-initiative Model: In this model, two or more organizations with similar goals are working in parallel. As a result, organizations retain their separate identities and provide niche services and in some cases duplicate service provision. This model can lead to fragmentation of services and provide a challenging environment for scaling up efforts. (Chicago, to some extent Pittsburg – not described below)



EXAMPLES OF MANAGEMENT STRUCTURE

City/Locale	Lead Organization, Type	Project Name	Key partners	Approximate Budget Size	Partnership Structure	Area of expertise at start-up
Alameda County, California	Alameda County Office of Education, Government Agency	Alliance for Arts Learning Leadership	Alameda county school districts, arts providers, artists, cultural institutions, parent groups, higher education, county and state politicians and policy-makers	\$754K	Tiered Alliance model. Shared leadership, but primary responsibility for the Alliance rests on the County Office of Education and the County Arts Commission. These are supported by a three-tiered structure: First the Community Leadership Board, second a Steering Committee, third programmatic working groups.	Professional development provider Technical assistant to district staff and schools for arts plan development Grant-making for school-based arts programs
Baltimore	Arts Everyday (formerly Baltimore Partners for Enhanced Learning), Nonprofit Broker Organization		School district, business community members (as board members), arts providers, school teachers	\$300K	Program Delivery Partnership Model. Organization with three staff members partners with arts and culture organizations and the school district.	Formed for purpose of initiative

Berkeley	University of California Berkeley, Graduate School of Education, Higher Ed Institution	Arts Education Initiative	Teacher preparation departments in six universities, state association of pre-service teacher training professionals, arts educators	\$300K	Program Delivery Partnership Model. Lead organization provides mini-grants to 6-8 partner organizations. Lead organization is supported by a steering committee that is composed of select partners.	Teacher pre-service training Limited arts education experience
Chicago	Chicago Arts Partnerships in Education, Nonprofit Broker Organization		Schools, arts providers, community organizations	\$1.3 million	Multi-initiative Model. Nonprofit organization serving as a broker. Led by Board of Directors and staff, who meet regularly but operate separately from other Chicago arts ed initiatives (Center for Community Arts Partnerships, District level work led by a Foundation supported Office of Arts Education)	Formed for purpose of initiative
Cleveland	Young Audiences of Northeast Ohio, Nonprofit Broker Organization		School districts, arts and culture providers, artists	\$1.5 million	Hub and Spoke Model. One organizational hub (a nonprofit organization) serves as a managing partner and is responsible for central administration and funding of several programmatic areas. Nonprofit organization serving as a broker between schools and the arts and culture	Arts education program broker to regional public school systems

					community over an 18 county geographic area. Led by staff, Board, and advisory committee. Affiliated chapter of YA.	
Dallas	Big Thought, Nonprofit Broker Organization		City of Dallas, Department of Education, parks and recreation, libraries, school district, arts providers, artists, arts and cultural institutions	\$4.1 million	Hub and Spoke Model. One organizational hub (a nonprofit organization) serves as a managing partner and is responsible for central administration and funding for several programmatic focus areas. This includes out of school time and community engagement.	Arts education program broker in school and summer programs Arts education advocate Arts education program researcher
Jackson, Mississippi	Parents for Public Schools, Education Advocacy Organization	Ask for More Arts Collaborative	School district, parents, Mississippi Arts Commission	\$377K	Umbrella Model. Nonprofit organization focusing generally on public education acts as an umbrella for several programs, one of which focuses on arts education. The arts program is a collaboration of parent advocates, schools, and arts organizations led by the staff of the umbrella organization who have had to build internal capacity for arts-related work.	Parent organization advocating for quality education in Jackson Public Schools

Los Angeles	LA County Arts Commission, Government Agency	Arts for All	County Arts Commission, City Dept of Ed, local Foundation, California Arts Council	\$3 million	Tiered Alliance Model. Led by Executive Committee which is co-chaired by The Getty and California Institute for the Arts and staffed by LA County Arts Commission. Primary leadership responsibility falls on the County Arts Commission. They work in close partnership with the district arts education director, financially supported by a pooled fund.	Provided leadership and funding for cultural initiatives in LA county
Minneapolis	Achieve! Minneapolis, Education Advocacy Organization	Arts for Academic Achievement	Minneapolis Public Schools, Achieve Minneapolis, area arts organizations and teaching artists	\$1.2 million	Program Delivery Partnership Model; operates within the school district in collaboration with arts organizations, financially supported but is set within larger public school advocacy organization.	Arts education program provider and broker with Minneapolis Public Schools
Philadelphia	Philadelphia Education Fund, Foundation	Philadelphia Math and Science Coalition	Corporate and University leaders, the School District of Philadelphia and the Philadelphia Education Fund		Tiered Alliance Model. Philadelphia Education Fund holds primary leadership role and is responsible for convening the partners, and synthesizing, articulating and implementing the goals of the Coalition. A	Local foundation focused on improving educational outcomes

New York City	Center for Arts Education, Nonprofit Organization		Annenberg Foundation, NYC Dept of Ed, NYC Office of Cultural Affairs, United Federation of Teachers	\$5.8 million	steering committee supports the Ed Fund. Tiered Alliance Model: Public-private partnership between City Dept of Ed, Office of Cultural Affairs, Annenberg, and Teacher Federation. These partners created a new entity that holds the primary leadership responsibility.	Formed for purpose of initiative Currently taking on large advocacy role
North Carolina	UNC Greensboro, Higher Education Institution	A+ Schools Program	School districts, community based arts providers in a network of 42 schools using the A+ model		Hub and Spoke Model. Small project staff housed at a university support school models across the state. Staff originally located at public arts college, then relocated to UNCG.	Formed for purpose of initiative
St. Louis	Center for Creative Arts, Community Arts Organization	Interchange	Arts providers, artists, cultural institutions, classroom teachers	\$560K	Umbrella model. Collaboration between arts organizations and school district and managed under the umbrella of a community arts center.	Community arts center Integrated arts education program deliverer in several pilot schools

Washington, DC	D.C. Arts and Humanities Education Collaborative, Nonprofit Broker Organization		Arts organizations, schools, Arts advocacy groups; artists, school district	\$480K	Program Delivery Partnership Model. Nonprofit organization operates four hub-centered working groups focused on providing access to arts and culture.	Arts education broker, membership organization
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