

Arts for Children and Youth in Philadelphia: Programs Subcommittee Meeting
University of the Arts – 211 S Broad St, Rm. 905
June 17, 2008, 9:00 – 11:00 am

Overall Progress

- Timeline outlines tasks that each subcommittee will tackle; these will not change, but the timeframes might
- Leadership subcommittee is currently working on an RFP that will be circulated in early fall to select the leadership entity for this work. A draft of the RFP will be up soon on the Arts For Youth website (www.omgcenter.org/Arts4Youth).
- OMG will work on a Theory of Change, slated for steering committee presentation at the end of July/beginning of August.
- Two additional ad hoc groups will be created from members of all four subcommittees.
 1. Blueprint group to assist the leadership entity in the development of the Arts for Children and Youth in Philadelphia work plan
 2. School selection group to choose the specific schools at which this plan will be implemented
- Because the school reform commission arts policy has stalled, the publication of the Principals' Handbook has, as well.
 - OMG is working to get a draft of the handbook and will circulate it to the subcommittee
- **The Programs Subcommittee will meet to vet the Theory of Change, the blueprint, and the Principals' Handbook.**

Programs Discussion

“Every young person has access to an established baseline of arts experiences and opportunities in all disciplines.” – **How do we define “established baseline?”**

- Ideally, students have **in-school** arts experiences, arts integration, and arts instruction supplemented by **out of school** arts experiences, integration, instruction
- There is a question around the variety of arts necessary to constitute a baseline. What's the threshold? We need to think about this both creatively and in terms of breadth vs. depth. For example, if students are participating in 1-2 arts in depth, they should at least be exposed to others in some capacity.
- Implementation plan is a key piece – it's important to note to principals that you don't need to necessarily meet a particular arts curriculum but you do need to adhere to a **specific set of arts standards**
- In order to provide discipline based long-term (sequential) arts education:
 - Use long term arts providers with standing relationship with school
 - Put certified arts teachers in schools
- Recognizing the difficulties that could come with principal buy-in:
 - Should make it as easy as possible for them to implement
 - Should be transparent about what you're asking them to sign up for
 - Should help build capacity **within** schools over time

- Should **communicate concrete impact** of arts education: Improved retention and student behavior
- Whenever we talk about the short-term goals, they should be **within the context of the long-term vision** (such to avoid programmatic adjustments within schools to lower arts experiences if they are already exceeding baseline requirements)
- In order to reach broader Philadelphia youth, it is important to **establish relationships** beyond schools (i.e. rec centers, dept of human services staff). This is something the policy subcommittee is currently pursuing.
- The value added of this effort: finding out what's currently being offered in Philadelphia, how to talk about it, how to compare it

NEXT STEPS

- It is necessary to solidify the discussion about how to define this established baseline (ex: time allocation, depth, quality)
- OMG will circulate the Principals' Handbook and Common Programmatic Parameters and Markers chart for subcommittee response
- At the next meeting, we will discuss TOC, RFP draft, Principals' Handbook, Common Programmatic Parameters and Markers Chart

Meeting Dates

(Unless otherwise specified, all meetings are 9:30 – 11:30 am at University of the Arts)

Tuesday, August 5, 2008

Tuesday, September 16, 2008

Tuesday, October 28, 2008

Tuesday, December 9, 2008