

# Arts for Youth and Children Research Sub-Committee Meeting Synthesis

April 16, 2008

## **Context:**

We are working to create a 9 to 12 month blueprint for a 5 to 10 year mission.

## **Tasks for research group:**

Establish what we need to know about current state of arts in Philadelphia

Identify data gatekeepers and existing databases for this information

Consider common indicators

## **What do we need to know?**

### **1. Who's getting arts education? Where? How? Which kids?**

Distinction of disciplines: separate out all the different arts when looking at them

Arts providers: who's doing it? When? Where?

Distinguishing between the type of instruction being offered – teaching artists, arts providers, certified art teachers, single-subject teachers

What does arts ed mean: in school context, educators delivering, outside arts providers, who's doing it?, where are they doing it?

What types of arts curricula are teachers weaving into history, English, etc?

What are the similarities and differences between what people are doing in school vs. out of school vs. in the community (ex: museums, boys and girls clubs)?

Frequency, intensity, number of hours, do they have dedicated spaces?

### **2. Existence and enforcement of state programs**

What is the existence and enforcement of state standards?

What is the existence and enforcement of district and school-level standards?

### **3. Quality of current arts education programs and services**

### **4. Challenges of implementation**

Consider predisposition/context: What's the environment like in the school?

### **5. Financial/budget allocations**

How much money is being spent on arts and in what ways?

### **6. Identification of "best case" scenarios**

Where are the programs/services happening that are really successful? What can we find out about them?

### **7. Cultural diversity of arts education programming**

How have arts highlight and/or strengthen aspects of cultural diversity?

How can arts highlight and/or strengthen some aspects of cultural diversity?

Does arts programming engage the community more?

How many/which of our arts programs are multi-cultural?

### **8. Professional development**

What types of professional development opportunities are provided to single-subject classroom teachers vs. arts teachers?

Are schools adequately preparing arts teachers?

### **9. Pre service training**

Preparation scan at regional colleges (ex: Drexel, Holy Family, Temple) to find out what types of courses are being offered to teachers, etc.

Collect data on arts education in special populations (ex: Temple's Masters program in arts as therapy)

Collect data on alternative models of pre-service art preparation (ex: infusing arts into teacher training as a way to model infusing arts into the classroom, "creative classroom" set up)

Collect data on alternate routes of certification programs with large presence in area

### **10. Certification for arts teachers**

Which arts have certification programs? What do these programs look like?

### **11. What does our teacher pipeline look like?**

Where do the individuals teaching in Philadelphia come from?

Certification data (How many are certified? How many are in the process? Etc.)

How long have they been teaching here? How long do they typically stay?

### **12. Out of school time**

What is being offered? What organizations is it being offered by?

What does our out-of-school art-provider pipeline look like? What are the qualifications, trainings, and backgrounds of these providers?

What is the quality of the programming/services?

### **13. How are arts assessed?**

In school? Out of school?

In-house? By others?

### **14. Continuing education enrollment**

What are the demographics of children and youth enrolling in continuing education and supplemental arts camp programs? (Ex: Are they receiving arts in school? Do they study arts during out-of-school time?)

Greater Philadelphia Cultural Alliance has a database of 1.4 million Philadelphians and the capacity to analyze some individual level data using GIS mapping if provided with student names

Important areas to gather data from:

- Archdiocese
- Public schools (including charter schools and school-level administrators)
- Out-of-school-time services

- Higher education institutions
- Arts providers
- Parents (to assess buy in/capacity)

To make a case for arts education, it is important to make links from arts education to effects on children. To do this, we should collect data on:

- Attendance and retention
- Academics
- Social behavior
- Self esteem
- Learning

**Parking lot issues:**

Policy obstacles (Identifying policies for hiring and retention of arts specialists)

What's happening to the arts programs that do not need certified teachers? Are they being delivered in schools or being removed from the curriculum?

**Upcoming meetings:**

Next steering committee meeting: May 2 (3 pm - 5 pm)

Next research sub-committee meeting: May 21

**Next steps:**

In preparation for the next research sub-committee meeting, members will come up with lists of prospective data keepers/sources and collect exemplar examples of previously administered surveys

Jan Norman will serve as the research committee co-chair on the steering committee