

Arts for Children and Youth in Philadelphia
Research Subcommittee Meeting #2
Greater Philadelphia Cultural Alliance
1616 Walnut St. Suite 600
May 21, 2008 2:00 – 4:00

Revised ideal vision and 10 year projection: Discussion and suggestions

- Is the idea of “educating the whole child” accessible to all?
- Vision says “arts and culture,” but what are we really talking about? If it’s arts education specific, the vision should reflect that. If culture is included, we need a better definition of what that is.
 - Take “culture” out of “arts and culture are recognized as core subjects”
- Where do multi-culturalism and cultural heritage fit in?
 - “Multi-culturalism” does not necessarily sound authentic - perhaps change that to something like “socio cultural diversity”
 - Add a statement to “integrating arts and culture” specifically mentioning cultural heritage
- Continuum of services: in-school education should be specifically arts education related but linked to OST services that focus on both arts and culture
- “Every young person receives high quality SEQUENTIAL instruction” (second indented bullet)
- Add a bullet about our ability to track systems and indicators over time

Areas of Focus for Years 1-2: Discussion and suggestions

- To achieve breadth in this initiative, get more students out to museums, bring more assemblies into schools, create “passports,” traveling exhibits, or other programs designed specifically to get students and their families more involved in the arts and culture of the city
- If including charter schools in this plan, it’s important to recognize that looking at one charter school does not necessarily say anything about other charter schools. They are independent of one another (and of the district).
- Is there a citizens’ committee or parents’ committee that can provide advocacy? (PCCY will take on a larger role with this)

Data Discussion

Thinking in the relative short term, we need some information – not just what the district can provide about what is being offered, but a comprehensive picture of arts in education in Philadelphia. We need to provide what exists, to what extent, the quality, etc.

Target respondents

- Initial list: Principals/teachers, arts and cultural organizations, teaching artists, out of school providers.
 - Teaching artists may be best reached through the arts and culture orgs and out of school providers. Also, what is the value added of surveying them at this point in the process?
 - When do we engage parents? Add them to the list.

- Revised list: Principals/teachers, arts and cultural organizations, out of school providers, parents

School level (principals/teachers)

- **Gatekeepers: School district**
- How much historical data do we want? Important to note both what a school has now but also what they have had in the past
 - Potential difficulty: Because of high turnover rates of school leadership, there may be little to no institutional memory of past initiatives
- Can we track principals within the district? Follow “arts friendly principals” and see where they go and what they do
- Things to keep in mind:
 - School level information changes very rapidly (we need to develop a systematic way to follow up and get updates)
 - Distinguish between extended day services
 - Quality parameters can be very subjective (perhaps ask about school climate, barriers to arts, disruptions, facilities)
 - Regardless of the strength of the instrument, there is no guarantee it will be filled out honestly or completely.
 - We must think creatively about how to engage respondents by giving them incentives and how to provide them with the tools to fill it out appropriately (ex: live web-cam session, CD-ROM with instructions)
 - We would have a better chance of getting more respondents and thorough data if there was a policy stating the surveys had to be filled out.

Arts and culture organizations

- **Gatekeepers: Greater Philadelphia Cultural Alliance, PAAP, National Guild**
- Infrastructures exist – just need to get the data collected

Out of school providers

- **Gatekeepers: Beacon, EducationWorks, Century 21 Grants, National Afterschool Alliance, etc.**
- We should find out who gets current data that is being collected and where that goes after they shut down

Parents

- Would be surveyed to find out perception of what exists, evaluate the degree to which they feel something is beneficial
- Can be reached through PTO meetings, Office of Parent Outreach

Other

- Target roll-out: early October

- We should add something to the table about secondary data analysis so some people can focus in on that (especially on academic achievement, SES, race, ethnicity, etc.)

Homework and Next Steps:

- For homework: Focus on the last three columns of table (resources and infrastructure, penetration, quality)
 - What are questions we'd like to ask in these areas?
 - Utilize resources that currently exist, identify some organizations that are doing it
 - Email any comments, survey questions/areas or additions to the table to Meg (meg@omgcenter.org) by June 9th, 2008.

Next meeting: June 18, 2008, 2:00 – 4:00 pm
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