

Arts for Children and Youth in Philadelphia
Community Meeting
Work Group Synthesis

Group: Infrastructure and Leadership 2	Facilitator: Helen Davis Picher
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Part I. Ideal Vision

What would they add to the vision?

- Need to be more specific about the infrastructure portion of the vision: identify specific points of contact with communities, develop communication system, create an active link between schools and arts organizations
- Data needs to be systematically collected and distributed so that leaders are getting the same message.
- Parents are integral to success of this type of initiative, they need to have a role.
- **Define clear outcomes** associated with various goals listed in the ideal vision.
- Need to define concepts, specifically “arts” and who is being served: every child, every week, every year.
- This must be identified as a **public/private partnership**.
- Establish statewide requirements, such as teacher certification should include arts education training and mandatory arts-related student benchmarks.
- Need an abbreviated version of the ideal vision to use for communications: **Arts for every child, every week, every year.**

Was there anything they thought should be removed from the vision?

- Bond issue should be taken off the ideal vision. This could be broadened to say Philadelphia adopts recommendations of costing-out study

Part II. Work Group Questions

What are your ideas about how to manage this effort?

- **RFP process:** RFP to community that would result in shared leadership management structure, with one entity responsible for finance and management.
- **Shared leadership:** Key stakeholders of all constituencies need to be involved in planning and implementation. Need to think broadly about who else should be at the table. Leadership should emerge naturally, but it cannot be just one person-that is unsustainable.

What type of leadership is necessary?

- **Process:** We need to create an open and transparent process for identifying leadership. Identify list of qualifications, release to community to apply. Community should determine who plays which role.
- **Funding:** Transparency is essential, especially when mixing public and private funds. Foundations need to provide long term commitment and recognize arts

institutions fears over frequent funding shifts. Foundations can also leverage government support.

- **Mapping Stakeholders:** Map out who has an investment in the outcomes, and make sure they are at the table. This includes teachers union, students, parents, government, day care, after school, higher education, Chamber of Commerce, Board members of arts organizations, etc.
- **Leadership:** Everyone cannot be a leader, so we may need to narrow those involved. We should tap into the leadership at the city Commissions, as well as local entertainers and personalities to generate publicity. Identify those who are currently providing strong program/advocacy work and mobilize them to identify second level of support.
- **Strategy:** One of the main priorities should be to identify strategic focus area that will bring in the most public funding (i.e. Gigi focused on school district at elementary level)
- **Education Reform:** Reform system such that both arts and education sectors are accountable for the same outcomes. Important that these two sectors work in tandem. Identify current arts standards and build upon them.
- **Out of School Time:** School staffing and funding is always an obstacle, so we need to include other delivery mechanisms.
- **Benchmarks:** Map evaluation plan in advance and build in up front benchmarks to chart progress.

Parking Lot

- Need a communications plan that includes clear, concise messaging.
- Researchers should identify existing success stories to built off of.