

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

<b>Group: Policy and Advocacy</b>	<b>Facilitator: Candace Bell</b>
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**Part I. Ideal Vision**

*What would they add to the vision?*

- More focus on outcomes, integrating this into the school day and less on operationalizing/listing specific goals
- Something around the idea of equity - that it is about seeing art, creating art, and participating in art. That everyone will have access to that.
- We recognize and value the learning at home concept – add something like “Affirm and support the value of cultural learning at home”
- What we want is for kids to have a holistic education, making them ready to operate in a 21<sup>st</sup> c. economy – develop problem-solving, abstract thinking, team building, innovators, and creativity
- Add “other” before “core subjects” in bullet # 2
- Change “art” to “arts” in bullet # 8 and better clarify the statement
- Add “...and graduate on time” to bullet # 4
- Add “Community should agree and commit to every school child having exposure” (and we should agree on a standard of arts exposure)
- Add “Philadelphia community that offers its young people equal access to high quality arts education, to produce a robust and involved citizenry.”

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

- Thought the mission read more like a list of policy goals than big picture; group would like to see a change in direction of vision toward outcomes (ex: problem solving, abstract thinking, team building, innovation, creativity)

**Part II. Work Group Questions**

*What questions did they choose to address?*

- What are the current policy opportunities and obstacles for this work at the local, state, and federal level?

*What were the major themes of the discussion?*

- Current opportunities: governor on board, mayor on board, individuals within the school district on board, room for it in NCLB now that it’s getting reauthorized, organized community for the schools to collaborate with, professional development can help train on how to incorporate arts into other subjects (Act 48 requires certain amount of hours), investment/partnership with schools of education at universities, start a discussion about arts role in the state-costing out study, orient the new CEO of schools, etc.
- There’s also an opportunity to set a standard for what arts in education means and define what resources are needed to get there

- Arts aren't separate from other disciplines – it's important to incorporate them into math, English, etc.
- Current state standards aren't enough – here's an opportunity to bring educators and policy makers together in order for the 2 groups to align
- Current obstacles: capacity in arts community to go in en masse is actually limited, significant school district deficit, school principles up against the wall, absence of a state-level standard, no accountability, attitude that arts are ancillary
- What's currently in existence? What works? Look at Dallas, public schools like Stewart, new framework developed by the School Reform Commission
- Key question: How do you build in accountability?

*Were there any issues that the group was very conflicted over?*

- Discussion around whether or not to standardize arts education and what that means. Argument made that district specific standards yield better results than statewide standards because it builds in more accountability.
- Funding: Do we go after old money (ie: current funding opportunities and get the arts in there early in order to get some of those funds), try and get new money (Dallas had new money), take a costing-out approach (argue that every child needs X amount of money for their education and include the arts in that amount), find a way to integrate city and private funds, etc?

*Were any next steps agreed upon?*

- Discussed meeting after next School Reform Committee meeting, after the second Wednesday meeting in April in order to find out what happened with an Arts Education policy paper, and organizing around costing-out study

### **Parking Lot**

- *None noted.*