

recommendations

Our future will be created by a well-educated citizenry. To secure that future will require a lifetime of learning opportunities in the arts—to spark our imaginations, increase our creativity, and provide us with new and expanded ways of seeing and understanding the changing world around us.

Some of these learning opportunities will be provided directly to young people in our schools. Some will be provided to them and to citizens of all ages in our communities.

Robust arts experiences in communities enhance the ability of the schools to improve education for students, and robust arts learning in schools increases expectations for adult citizens while improving educational outcomes for future citizens. Perhaps most important, arts education prepares people with the skills they need to be successful in a complex, rapidly-changing, and increasingly connected global society: creativity, critical thinking, collaboration, communication, risk-taking, problem-solving, initiative, engagement, persistence, respect for diversity, and self-confidence, among others.

Pennsylvania already has some policies in place that would promote this vision for our future. But our state, our communities, and our schools are not taking full advantage of the opportunities these policies present. Furthermore, there are additional policies that the General Assembly, state agencies, local governments, and school districts should develop in order to promote this vision. And we need to do a much better job of implementing and enforcing policies that already exist and providing adequate staff and financial support to do so.

At the same time, there is encouraging work taking place at the local level from which state policymakers might learn a great deal. The Arts Education Collaborative in southwestern Pennsylvania works with educators and other arts organizations to develop tools and systemic approaches to improving arts education, including professional development, data collection, research, curriculum models, and policy advocacy.⁸² On the other side of the state, ArtsRising serves as a bridge between the arts and education communities in southeastern Pennsylvania, beginning with the establishment of school-based work zones in Philadelphia. It supports equitable access to the region's arts and cultural resources for students,

professional development for educators, increased arts awareness, and state and local policy advocacy.⁸³

To secure a healthy, prosperous, and vibrant future for all Pennsylvanians, the Commonwealth needs to become a state of creativity. And for Pennsylvania to become a state of creativity, our citizens need—and our leaders need to provide—policies that promote the arts, culture, and awareness of heritage.

Perhaps as important as specific policies, we need a policy environment that is more conducive to effective arts and education policymaking in Pennsylvania. We need state and local leaders who recognize, support, and are committed to more effective and efficient use of public agencies and resources that support access to the arts for learners of all ages. We need interested citizens—parents, teachers, artists, employers—to be strong advocates for policies that support the arts and education.

In the pages that follow, we make recommendations, including state policy recommendations, to support the arts in our communities and in our public schools in pursuit of five broad goals:

- 1. Citizens of all ages in all Pennsylvania communities have access to a rich and diverse array of arts and cultural experiences.**
- 2. All PK-12 students, including those with disabilities and those who are gifted, are provided a high-quality, comprehensive, sequential, standards-based arts education that includes visual arts, music, dance, and theatre.**
- 3. All PK-12 arts teachers and elementary and special education teachers who provide instruction in the arts are highly qualified and effective.**

4. **Artists and arts organizations effectively collaborate with schools and educators to strengthen the educational opportunities provided to all PK-12 students and the arts and cultural experiences available to citizens of all ages.**
5. **Artists, arts organizations, arts education professional associations, and other arts education stakeholders and community leaders effectively collaborate to promote and sustain advocacy efforts to increase policymaker and public support for public policies that will strengthen standards-based arts education opportunities provided to all PK-12 students and the arts and cultural experiences available to citizens of all ages.**

Each of the following recommendations indicates in underlined italicized type who should be responsible for enacting and/or implementing it. In some cases, the recommendations chart new territory for Pennsylvania. In others, they require implementation of existing policy, and, in still others, they restore previously effective policy that was abandoned. Some will be easier to implement than others. Some will take more time to implement than others. Some will require additional resources, while others will not. But all are intended to be actionable in the foreseeable future, and the time to begin is now. At the end of this chapter, we make additional recommendations about ways that state government can better organize itself to implement and assure the success of the recommendations related to Goals 1 through 4.

GOAL 1: Citizens of all ages in all Pennsylvania communities have access to a rich and diverse array of arts and cultural experiences.

1. The General Assembly should require that one percent of the construction costs of all public facilities be devoted to the inclusion of artists in building design and the acquisition and display of the work of local artists, under the direction of the Pennsylvania Council on the Arts (PCA). This would allow artists to help build environments that are people-friendly, inspiring, efficient, and locally meaningful. In addition, it would increase the market for artists and provide increased access to the arts for citizens working in or visiting public facilities. The program could be modeled on those in any of 27 states, including states as

diverse as Hawaii, Maine, Montana, Ohio, Oregon, Washington, and Wyoming.⁸⁴

2. PCA should increase its efforts at regional arts, culture, and innovation asset mapping, needs assessments, and strategic planning by using funds the General Assembly appropriates to support grants for regional strategic planning, as well as to support technical assistance to regional partners, which should take the lead in conducting the asset mapping and needs assessments. These plans should be based upon expanded collection and analysis of data on regional arts and arts learners and would result in more effective use of existing assets and more comprehensive local decisions about future arts, culture, and innovation development. PCA already conducts a substantial amount of its work through 13 regions across the state in its Pennsylvania Partners in the Arts program (map showing the regions appears in Appendix D.)

3. The General Assembly should increase its support of PCA efforts to increase arts access to citizens of all communities across the Commonwealth, including artists and participants who have disabilities. In years past, the Council was able to dedicate greater resources to serving those with disabilities, but in response to diminishing funds, it has had to reduce such efforts.

GOAL 2: All PK-12 students, including those with disabilities and those who are gifted, are provided a high-quality, comprehensive, sequential, standards-based arts education that includes visual arts, music, dance, and theatre.

4. Both the Congress in rewriting No Child Left Behind (NCLB, the current version of the federal Elementary and Secondary Education Act) and the State Board of Education in any future revisions of Chapter 4 and student academic standards must assure that the arts retain their status in the core curriculum. The arts currently are recognized as a fundamental element of the core curriculum in both national policy (NCLB)⁸⁵ and state policy (Section 1511 of the School Code and Chapter 4 of State Board regulations).
5. In response to impending changes in voluntary national arts standards, the State Board should review and, if appropriate, revise Pennsylvania's arts standards. In doing so, the State Board should maintain

the four pillars of the current standards—production, performance, and exhibition of the arts; historical and cultural contexts; critical response; and aesthetic response—or revise them in line with anticipated changes in the voluntary national standards if those prove to be more useful in assuring that all students receive a comprehensive education in the arts. The 1994 voluntary national arts standards are currently being revised by the National Coalition for Core Arts Standards, and that effort is likely, among other things, to add the media arts as a fifth major arts discipline, joining visual arts, music, dance, and theatre. One of the things that Pennsylvania’s current standards got right was the notion of a comprehensive arts education, including experiences making and responding to works within the major arts disciplines, and the State Board should protect that.

“Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture.”
—Pennsylvania arts standards

6. The ***State Board*** should strengthen the high school graduation requirement in Section 4.24 of its regulations that requires students to complete a “culminating project in one or more areas of concentrated study under the guidance and direction of the high school faculty.” This has the potential to assure that every student has at least one significant project-based learning opportunity to sharpen and apply the skills needed for success in the world today. But the regulatory language has been watered down in recent years so that the requirement can now be met by submission

of a term paper already included in a course, or by completion of a college application. In fact, as this report is published, the State Board has been asked by PDE to consider eliminating the requirement of a culminating project altogether. We believe this is a misguided recommendation. Authentic project-based learning that really challenges students to analyze, synthesize, evaluate, and communicate will contribute to developing precisely the skills those students will need for success in the world today and tomorrow. And these are skills that the arts teach, so even if only some students choose to complete projects directly focused on the arts, a PK-8 comprehensive educational foundation in the arts will naturally inform and inspire interdisciplinary project-based work at the secondary level. **Even if the State Board does not strengthen the requirement as we recommend (or chooses to eliminate it), nothing currently in the regulation prohibits *school districts* from retaining and applying this graduation requirement more rigorously, and they should do so.**

7. ***PDE*** should assure that ***school districts*** comply with the existing regulatory requirement that every district regularly assess all non-state-tested academic standards, including the arts, and report the results to the public. ***PDE*** should provide models and technical assistance to districts to assure that local assessment systems are authentic to the disciplines being taught and reflective of state arts standards. In our work on this project, we discovered that the requirement for regular standards-based arts assessment systems is not routinely implemented, and this lack of attention to arts assessment is indicative of a lack of seriousness about the subject matter. We are not suggesting a simple paper-and-pencil standardized arts test. However, “because assessments prioritize what we value in arts education and exert force on curriculum design, it is essential that the arts be formally assessed. High quality arts assessment can shape the arts curriculum beneficially, by ensuring that what matters in the arts is central to the curriculum, and by providing valuable insights into student learning.”⁸⁶ Helping districts develop authentic arts assessments should be the responsibility of a PDE arts advisor—if the Department still employed one. Reporting to the public on how well students are achieving standards in addition to those tested by the state will help to reverse the curriculum-narrow-

ing effects of NCLB’s standardized testing policies. There should be easy public access to this information.

8. **School districts should require at least one high school credit in the arts as a graduation requirement.** Under Pennsylvania’s standards-based graduation requirements, the state does not specify which credit-bearing courses students must pass in order to graduate from high school, but school districts are empowered to do so. Many, but not all, districts already have such a requirement. Arts courses are particularly useful in helping students develop 21st-century skills of creativity, critical thinking, collaboration, and communication, as well as increasing the odds for students to stay enrolled in school and remain engaged in their school community.
9. **Institutions of higher education should, if they do not already do so, institute an admissions standard of at least one high school credit in the arts.** School districts tend to view with considerable seriousness the admissions policies of postsecondary education institutions, because so many of their high school students intend to continue their educations. In addition, since employers are increasingly concerned about the creativity of their employees, this would give incoming (and eventually graduating) college students better preparation for their careers.
10. **PDE should re-establish, and the General Assembly should fund, the Governor’s School for the Arts.** In the past, the Governor’s School exemplified Pennsylvania’s leadership in arts education and provided over 10,000 young people with extraordinary opportunities to develop their artistic talents, intellects, self-confidence, and leadership. While some private funding may be encouraged to support the School, the public interest in this activity should be supported with substantial public funding.
11. **PDE and arts education professional associations should make arts teachers more aware of and encourage their contributions to and use of PDE’s Standards Aligned System (SAS) online portal.** SAS offers enormous potential uses for educators of all disciplines—including the arts—as a source of information for lesson plans, materials, assessment items, and professional development. By contributing to SAS, arts educators can make it more robust for themselves and their colleagues.

12. **PDE should design and implement a one-time census of arts learning opportunities in Pennsylvania’s public schools leading to an annual accounting and reporting system that also serves as the basis of future policy recommendations to the Governor and the General Assembly.** The system should track courses, programs, and learning outcomes, staffing, spending, and other relevant information, including information about student projects and collaborations between public schools and artists and community arts organizations. The census should answer questions such as:
 - a. How many certified arts educators are there in each school each year and what are their assignments?
 - b. Where and when did they receive their teacher preparation, and what are their credentials?
 - c. What arts classes are available in the schools? How many students each year took arts classes and which ones?
 - d. What resources (classroom spaces, technologies, equipment, and supplies) are available in each school each year?
 - e. What schools, students, and teachers participated in community arts partnerships? What did those partnerships look like? How were they funded? What were the effects on student learning?
 - f. How much of each district’s budget was spent on arts supplies and arts experiences?
 - g. What does student achievement in the arts look like each year—through standards-based arts assessments as well as arts achievements of students who exceed the minimum state education requirements?

This suggested information system should build upon currently existing (but not always easily accessible) data collected by the state and not require redundant data collection. But not all of the relevant information is collected, and all of it needs to be organized to answer important policy and practice questions such as these, above. There should be easy public access to the information from the initial census and subsequent data collection in order to assure transparency and accountability.

Several other states including New Jersey, Arizona, Kentucky, Illinois, and Rhode Island, have undertaken similar data-collection and public reporting efforts in recent years, providing useful information for policymakers and other arts education stakeholders.

The General Assembly should provide adequate funding to implement the arts education accounting and reporting system.

The Pennsylvania arts education information system should complement and be compatible with the activities of the Cultural Data Project (CDP), which is the emerging national standard for data collection about arts and cultural organizations. Organizations participating in CDP enter financial, programmatic and operational data into a standardized online form, and they can then produce a variety of reports designed to help increase management capacity, identify strengths and challenges, and inform decision-making. They can also generate reports to be included as part of the application processes to participating grantmakers. After development with the input of the cultural community, the CDP was first launched in Pennsylvania in 2004 and has grown to include Arizona, California, the District of Columbia, Illinois, New York, Maryland, Massachusetts, Michigan, Ohio, Rhode Island, and Vermont.

GOAL 3: All PK-12 arts teachers and elementary and special education teachers who provide instruction in the arts are highly qualified and effective.

13. ***PDE*** should work with *teacher education programs* to revise standards for approving teacher certification programs that prepare future art, music, early childhood (PK-4th grade) elementary/middle level (4th-8th grade), and special education teachers to determine how best to increase the emphasis on teaching the state's arts and humanities standards, arts integration, and use of community arts resources. In recent years, the State Board and PDE have implemented a number of reforms of collegiate teacher education, which are designed to provide new teachers with increased understanding of the specific developmental needs of children they will teach and increased skills in teaching students with disabilities and those who are learning to speak English. As a result, some teacher education programs appear to have shifted their emphasis away from

some other important areas of preparation, including teaching the arts. Growing interest in arts integration is apparent, but teachers need significant preparation and opportunities for continuing professional development in integrated learning so as not to short-change both the arts and the other subjects.⁸⁷ A full-time arts advisor in PDE would be able to help design such opportunities.

14. ***PDE*** should develop endorsements to be added to other teaching certificates for teachers of dance and theatre. Because we expect students to achieve state standards in both dance and theatre, it seems logical that the state would have teacher certification in those subjects, but it does not. While it might be ideal to create separate certificates, it is unclear that the state has or could quickly establish the capacity for training dance and theatre teachers or that there would be a market to employ enough of them to justify doing so. There is currently an add-on certification procedure (endorsement) in place that allows teachers to add other content areas to their existing certificates. This procedure should be adopted for dance and theatre. Teachers obtaining an endorsement would then be assured of having some level of preparation that would increase their teaching skills in dance and theatre.
15. ***PDE*** should increase the availability of state-funded professional development for arts teachers and other teachers who want to learn about arts integration or partnering the arts with other content areas. ***PDE*** should restore summer institutes and restore and expand online Act 48 courses, and be sure they offer arts-related content. ***PDE*** should work in concert with ***PCA*** and the professional arts education associations in designing these opportunities. ***PDE*** should provide state-funded professional development for school and district leaders in the arts, integrated learning, and 21st-century skills. This can be modeled on the Pennsylvania Inspired Leadership (PIL) initiative and serve as a PIL follow-up for those who have completed PIL's National Institute for School Leadership (NISL) curriculum. **Since PIL is a statutory requirement, we recommend that the *General Assembly* amend the School Code to require that this professional development be offered and include adequate funding in the state budget annually to support it.**

16. **In developing and pilot-testing a new system for evaluating teacher performance that will rely in part on assessments of student learning,**⁸⁸ *PDE* should assure that for teachers of the arts the system considers data that demonstrate specific, achievable, and measurable student achievement in the arts using multiple measures of student learning, as well as student reflection, engagement, and personal development. As in our recommendation on local systems of student assessment, (see recommendation 4 for Goal 2 above) we believe that any measures of student achievement used in a teacher evaluation system must be authentic to the disciplines being taught and reflective of state standards.

17. **The General Assembly should not extend the current two-year suspension of professional development requirements and should not abolish any of the existing requirements.** The legislature's decision in the summer of 2011 to suspend almost all professional development obligations of educators until 2013 was not in the best interests of students. It is hypocritical to tell students they must become lifelong learners to succeed in the world after school when our state leaders tell their teachers and administrators that continuous learning is not important.

GOAL 4: Artists and arts organizations effectively collaborate with schools and educators to strengthen the educational opportunities provided to all PK-12 students and the arts and cultural experiences available to citizens of all ages.

18. *PCA* and *PDE* should work collaboratively to expand *PCA*'s training and deployment of teaching artists in its Arts in Education program. *PCA* should carefully evaluate the effectiveness of its switch during 2011-12 from a statewide model of recruiting, training, and assigning artists to a more decentralized regional approach. While teaching artist residencies have now achieved a presence in all 67 counties, declining state support for *PCA* has translated into declining support for this program as well. **The General Assembly and the Governor need to provide increased financial support to *PCA* beginning in 2012-13.** Teachers and principals will need increased information about teaching artist residencies so they are more inclined to use such well-qualified artists and to secure the funds needed to match

PCA's financial support. While artists working with teachers can increase learning opportunities for students,⁸⁹ it is important to give priority to assuring that all public school students acquire a high-quality, comprehensive arts education through a sequential, standards-based school curriculum taught by teachers who are thoroughly prepared and certified.

19. ***School boards* should adopt policies on the use of their facilities to increase the use of those facilities for the production, display, and exhibition of the arts by community artists as well as students and school personnel.** Since schools are among the most accessible facilities in most communities, this would provide additional venues for community artists and additional opportunities for them to collaborate with teachers and students, thereby engaging members of the community in the arts and education.

20. ***PDE* should encourage *school districts* to provide real-world learning experiences in the numerous arts and cultural organizations across the Commonwealth that offer comprehensive standards-based programming for students.** These experiences should enhance districts' academic curricula and be available to all students. At a time when most school districts have been forced to curtail or eliminate field trips, this would increase the learning opportunities for students while simultaneously building audiences for community arts organizations. Many of Pennsylvania's museums and other cultural organizations offer educational programming tailored to the needs of school audiences, including field-based, classroom, and web-based experiences for students and professional development for teachers and school administrators. Helping districts integrate such opportunities appropriately should be the responsibility of a *PDE* arts advisor.

21. **The General Assembly should amend the School Code to permit local nonprofit arts organizations that collaborate with schools to participate in joint purchasing of materials and supplies with those districts and intermediate units.** This could create an additional incentive for such collaboration and increase the economic benefits for both the schools and arts organizations that participate. Expansion of these cooperative purchasing pools could reduce the costs for all participating members.

Several of the previous recommendations would also contribute to meeting this goal, including those under Goal 1 focused on increased funding for and strategic planning by arts organizations; and the recommendations under Goal 3 that would improve teacher and administrator understanding of effective use of community arts resources.

GOAL 5: Artists, arts organizations, arts education professional associations, and other arts education stakeholders and community leaders effectively collaborate to promote and sustain advocacy efforts to increase policymaker and public support for public policies that will strengthen standards-based arts education opportunities provided to all PK-12 students and the arts and cultural experiences available to citizens of all ages.

22. **All supporters of the arts and arts education, including individuals, arts organizations, arts education professional associations, business organizations, and philanthropic organizations, should support efforts to assure an effective statewide advocacy organization that serves as a non-partisan, independent, proactive, and appropriately staffed voice to protect and promote the interests of the arts and arts education in Pennsylvania.** The organizational role envisioned with this recommendation can be fulfilled by an existing statewide organization such as Citizens for the Arts in Pennsylvania, provided the organization has sufficient non-public resources to be assured appropriate staffing and effective independence from the public agencies it should seek to influence.
23. **Statewide, regional, and local organizations—representing artists, educators, arts organizations, schools, parents, and other advocates and supporters of arts education—should join in a collaborative effort to conduct a statewide advocacy campaign to build and sustain public and policymaker awareness of the value of arts education and support for effective arts education policies in schools, communities, and state government consistent with the recommendations of this report.** This recommendation is not intended to suggest the creation of a new organization, but rather a vital activity that will enable relevant organizations to work together in an organized and sustained effort to advocate for arts education.

This collaboration should respect the autonomy of individual organizations, respect that each participating organization may have broader agendas than arts education alone, add value and capacity to the advocacy work of each organization, and provide a mechanism and process to facilitate the development and delivery of shared arts education advocacy messages to policymakers and other audiences.

24. **All supporters of the arts and arts education in Pennsylvania, and the organizations that represent them** should make an immediate, concerted, and sustained effort to identify and nurture current and prospective policymakers at the state, municipal, and school district levels, who will be champions for the arts and arts education, and especially Goals 1 and 2 presented in this report. Every elected official among Pennsylvania's hundreds of state officials, 4,500 school board members, and thousands of municipal and county officials is a potential champion—an outspoken, proactive and effective advocate in public and policymaker discussions, including election campaigns as well as the formal and informal proceedings of governance.
25. **Arts organizations** should support the nascent efforts of Citizens for the Arts in Pennsylvania, or any similar effort, to collaborate with other historical and cultural organizations to develop for presentation to the Governor and General Assembly, a recommendation for a dedicated statewide revenue source to support the arts and other cultural assets and activities in the Commonwealth, and then advocate for its approval.

Flash Mob at Annual Parkland Festival of the Arts, 2011, Photo by S. Misera.



Arts and Education and Funding Support— An Overarching Imperative:

A major cause of recent declines in the availability of arts education in schools has been financial pressure on school districts. They are faced with increasing demands, especially to improve student performance in easily measured subjects for which the state provides annual standardized testing. At the same time, financial resources for many districts are stagnant or declining. Pennsylvania's 2011-12 state budget provided the 500 school districts hundreds of millions less in state support than the year before, and further cuts in state support are on the horizon. As districts decide what to cut, they generally start with those things for which they are not publicly accountable (which is why we think it is important to enforce the regulatory requirement for local assessment systems), and those things that are not mandated. While schools are required to teach the arts, the fact that they can "integrate" that instruction into other subjects without any requirement for formal training in quality design and pedagogy of arts integration opens the door to the elimination of arts teaching positions, thereby sacrificing fundamental student learning in the arts. The major arts disciplines, including the visual arts, music, dance, and theatre, are essential for all students because they contribute to human development in crucial ways, and they must be supported by having adequate resources and dedicated time for instruction by highly qualified teachers in schools.

Recommendation 26

We believe it is imperative that the General Assembly provide adequate funding to school districts to assure all students have the opportunity to achieve all of the state's standards, including those in the arts. We also believe it is imperative that school boards and administrators give priority to maintaining and improving learning opportunities in and through the arts for all their students.

As documented earlier in this report, state funding for the administration of the Pennsylvania Council on the Arts (PCA) and the Pennsylvania Historical and Museum Commission (PHMC) also has been cut dramatically in recent years, along with funds to support arts grants and Museum Assistance Grants (the latter having been eliminated completely). These funding cuts translate into reduced opportunities across the Commonwealth for citizens to participate in and learn from the arts in their communities and reduced opportunities for community arts organizations to work with the schools.

Recommendation 27

We believe it is imperative that the General Assembly restore state funding for the administration of both PCA and PHMC at least to the 2006-07 level, that it restore funding for arts grants, and that it reinstate museum assistance grants. In addition, the state needs to fund the expanded services described in the preceding recommendations. Only then will it be possible for learners of all ages to benefit from the arts and our rich cultural heritage.

State Agencies as Effective Supporters of the Arts and Education:

In addition to the responsibilities suggested in the preceding recommendations, there are several ways that agencies of state government can be more effective advocates for and stewards of the arts and education. Some of these are noted below. While we think it is important to promote interagency collaboration at the state level, we also think it should be clear that primary responsibility for the arts in public schools resides with PDE and the State Board, while primary responsibility for the arts in communities resides with PCA.

❖ Recommendation 28.

The Pennsylvania Department of Education:

Should fill at least one full-time arts advisor position to provide support and professional development and technical assistance to educators across the state and to colleagues

within PDE, to serve as a primary point of contact with other state agencies such as PCA and PHMC, and to assist in the development and utilization of the Standards Aligned System. This person should be a knowledgeable, respected professional arts educator.

Should continue to mount periodic exhibits of art by Pennsylvania students and arts educators in public spaces in PDE's offices in Harrisburg and continue to maintain and expand PDE's permanent art collection.

Will need increased funding to implement the preceding recommendations designed to achieve the first four goals presented at the beginning of this chapter. It is the responsibility of the *Governor* and the *General Assembly* to provide these resources on a continuing basis.

❖ **Recommendation 29.**

The Pennsylvania Council on the Arts:

Should increase its already considerable efforts to promote arts education through further collaboration with PDE as described in the preceding recommendations. In addition, the *General Assembly* should revise the statute establishing PCA by adding the *Secretary of Education* as a voting member of the Council.

Should increase its communications efforts to promote arts awareness, the role of the state in promoting the arts, and the role of the arts in promoting quality of life and economic development for Pennsylvania citizens. This should include publishing and promoting the availability of publicly-accessible materials, such as an annual report as well as a periodic newsletter in print and/or via the Internet.

Will need increased funding and staff to implement the preceding recommendations designed to achieve the first four goals presented at the beginning of this chapter. It is the responsibility of the *Governor* and the *General Assembly* to provide these resources on a continuing basis.

❖ **Recommendation 30.**

The General Assembly:

Should provide the financial resources needed to implement the recommendations in this report.

Should establish an Arts and Culture Caucus to which members of both the House and Senate can voluntarily belong. This would provide interested legislators with a venue for sharing information and promoting arts-related legislation.

Should establish through House and Senate rules that all arts and culture-related bills be assigned to specified committees for initial consideration (or new committees created for this purpose). This would increase legislative staff capacity and expertise in the arts and promote the development of legislative champions for the arts.

Should have legislative members appointed to the Council on the Arts who are committed to serving a "bridge" role between the General Assembly and PCA, and who will lead efforts to build greater awareness among colleagues about arts and arts education issues.

Should reinstate the Speaker's annual "Arts Education Awareness Day," including an arts education exhibit and performances in the Capitol building.

❖ **Recommendation 31.**

The Governor:

Should propose adequate funding annually to support PDE, PCA, and PHMC, along with arts and museum grant programs, and to implement the recommendations in this report.

Should encourage relevant agencies of state government to work together to promote the arts, culture, creativity, and innovation. Because a number of state agencies have responsibility for various aspects of arts and arts education policy, it is important to ensure that they operate collaboratively in pursuit of common goals. Historically, Governors have approached interagency cooperation in different ways, and this Governor should use an approach that fits his

management style. But increased interagency collaboration will allow the state to promote the arts and education more effectively and more efficiently, contributing to what Governor Corbett during his campaign correctly referred to as “greater opportunities for arts and culture to flourish in Pennsylvania.”⁹⁰

Should commit himself to using his unique position of leadership to implement the preceding recommendations and to promote Pennsylvania as a state of creativity that supports the arts and education in our schools and communities.

“Tom Corbett is determined to create greater opportunities for arts and culture to flourish in Pennsylvania. He recognizes that a vibrant artistic and cultural community is an important component in determining a region’s ‘quality of life.’ Arts and culture communities are a key to attracting and developing new businesses and keeping existing businesses in Pennsylvania.”
—Tom Corbett for Governor

❖ **Recommendation 32.**
Need for an Arts Education Clearinghouse:

In order for Pennsylvania to assume its rightful place as a leader in arts education and to demonstrate our seriousness of purpose about that leadership, it is imperative that we estab-

lish an online Pennsylvania arts education clearinghouse. To be productive, arts education professionals and advocates need a reliable source of consistent information about the field, including contact databases, scholarly research, grant opportunities, job opportunities, current policies, examples of best practice, and the like. The clearinghouse should be a dynamic and interactive space on the Web.

Unlike the previous recommendations, we are unclear about who should assume responsibility for creating and maintaining such a clearinghouse. Therefore, we recommend that *representatives from a broad cross-section of artists, arts organizations, arts education professional associations, and arts education advocacy groups* convene to determine how best to make the clearinghouse a reality.

❖ **Recommendation 33.**
A Role for the Philanthropic Community:

Clearly public agencies, especially at the state level, have primary responsibility for adopting and implementing most of the preceding recommendations. Nonetheless, the philanthropic community may well have an opportunity to play a supporting role as a convener and as an initial investor in order to move this agenda forward more quickly and efficiently than it would be by relying on policymakers alone. Some of the recommendations in this report could be leveraged by the commitments of *Pennsylvania’s foundation leaders* in the arts and education.



Students from the Open Stage of Harrisburg School.
Photo by Don Alsedek.