

THEORY OF CHANGE: ARTS EDUCATION STRATEGY

Goal: Ensure school-aged youth across the Philadelphia region can participate in equitable, inclusive, and high-quality arts education that holistically develops creativity, social-emotional, and critical thinking skills and helps youth build connections to others and the world around them.

WILLIAM PENN FOUNDATION ACTIVITIES

Youth Programming

- High-quality, hands-on arts education programs (in school and community settings, during the school day and out-of-school time) designed to engage young people actively.

Professional Development

- Practitioner coaching and training to improve the quality of arts education and ensure that programs are:
 - » equitable and inclusive;
 - » developmentally appropriate;
 - » trauma-informed;
 - » continually improved through ongoing reflection.

Advocacy and Public Information

- Research and evaluation to improve practice and assess outcomes; communications to share research findings.
- Advocacy to require and fund public schools to provide high-quality arts education.
- Advocacy to increase public and private financial support for out-of-school time arts education.
- Convenings to develop cross-sector networks to support arts education.
- Opportunities for families and communities to celebrate their children and the arts.

[Click here](#) to review the Arts Education Decision-Making Framework for selection criteria.

INTERMEDIATE OUTCOMES

For Youth

- Access to high-quality, hands-on arts education programs, in and out of school.
- Benefits such as:
 - » affirming cultural or community identity;
 - » creativity and art-making skills and interests;
 - » social-emotional well-being and related skills;
 - » connections to the world around them;
 - » critical thinking capabilities.

For Practitioners

- Greater understanding of the youth that programs are designed to engage.
- Increased skills and knowledge that support inclusive, equitable, and youth-informed programming practices in arts education.
- Access to mentorship, a welcoming community of creators, and authentic partnerships.
- Shared understanding of high-quality arts education.

For Sector

- Research, evaluation, and data that identify opportunities to improve practices and present outcomes of high-quality arts education.
- Increased demand for partnerships and programs.
- Expanded opportunities for the arts education workforce.
- More cross-sector networks and relationships for youth development.
- Increased public/private support and funding for arts education in schools and during out-of-school time.

LONG-TERM OUTCOMES

- Arts education practitioners in the Philadelphia region adopt practices to regularly and consistently create high-quality arts education programming that is accessible, welcoming, and relevant to the youth they hope to engage.
- Youth from communities of color, economically vulnerable communities, and other historically marginalized groups feel that a wide range of high-quality arts education programming is accessible, welcoming, and reflective of their identities, experiences, and interests.
- Youth across the Philadelphia region develop creativity and the social-emotional and critical thinking skills that enable them to lead full, active, and civically connected lives.
- Arts education is part of an ecosystem of support for the healthy development of the Philadelphia region's youth.
- More equitable public and private funding is available for high-quality arts education in schools and during out-of-school time.