

**Joint Task Force on Creativity, Arts, and Cultural Education
Work Group #2 High Priority Schools
Meeting Notes May 21, 2004**

- What are the major groups of stakeholders that should be involved in the development of a strategy to leverage creativity, arts and cultural education for impact on the education of students attending Michigan's priority schools and life in communities with high priority schools?
 1. Future people/ citizens/ leaders/ policy makers.
 2. The kids.
 3. Educational administration.
 4. Legislators/ representation - local/ regional/ state.
 5. Colleges/ universities.
 6. Companies who want a diverse workforce.
 7. Business leaders
 8. Media industry.
 9. Low income/ community workers.
 10. Union/ Churches/ Work First.
 11. Arts organizations/ board members.
 12. The state/ support local efforts.
 13. Youth/ minority organizations.
 14. Community, students, parents, schools – teachers and artists, support staff.
 15. Educational leaders – teachers.
 16. Arts organizations.
 17. Community groups.
 18. Parents – students.

- What specific concerns or needs should be addressed in the strategy to leverage creativity, arts and cultural education for impact on the education of students attending Michigan's priority schools and life in communities with high priority schools?
 1. Federal grants that are specific for TE students.
 2. Certification liberal arts/ drama.
 3. What do students need? – Connection/ success/ valued/ caring adults. What does reading/ math – tools for what?
 4. Time given to testing/ test prep.
 5. Testing has high hijacked instruction.
 6. Connection to arts that are done in low income.
 7. Arts/ performance models restrictive. – Creative process emphasized.
 8. Elementary level integration.
 9. Drama scope and sequence.
 10. Music education K- 5.
 11. State mandate
 12. Arts/ crafts.
 13. Technology.
 14. ACID program download.

15. State mandate (Arts) to include scope/ sequence, GLE Technology.
16. Arts/ performance models with emphasis on creative process.
17. Arts education addressing differential learners needs.
18. Teacher overload.

- What key resource organizations, networks and people should be included in the strategy to leverage creativity, arts and cultural education for impact on the education of students attending Michigan's priority schools and life in communities with high priority schools?

1. "Retired" artists.
2. "Best" practice in ArtServe.
3. Other successful programs
4. Youth groups.
5. Models in the nation of arts integration.

- What best or promising practices could be developed as models to leverage creativity, arts and cultural education for impact on the education of students attending Michigan's priority schools and life in communities with high priority schools?

1. VSA.
2. ArtServe schools.
3. Some demographic schools.
4. Lesson study collaboration.
5. Faculty development.
6. Partnerships school/ university/ museum.
7. Relationships.
8. Tools to work with.
9. Other countries/ industrial/ developing/ rich/ dumb/ arrogant/ asleep.
10. Or building asset building.
11. Climate/ liberal art teachers with content specialist.
12. Medical model asset building vs. problem solving.
13. Art Serve Best Practices – support and use of document as a tool.

- What potential strategies and solutions should be considered for intervention and/or implementation over the 12 – 15 months that will leverage creativity, arts and cultural education for impact on the education of students attending Michigan's priority schools and life in communities with high priority schools?

1. Building community.
2. Professional development.
3. Access to technology.
4. Enrich magnet schools.

5. Develop culture arts SWAT teams – external facilitators of health art.
6. Elementary schools that are SUCCESSFUL with the arts/ testing – STILL LOW SES.
7. SB → considers experiencing arts in schools – elementary. (Experience first).
8. Prioritize Broad arts in schools.
9. Document/ presentation/ PP/ Road show.
10. Artist and educators together.
11. Certification in the arts.
12. Build allies with Cool City.

- What potential strategies and solutions should be considered for intervention and/or implementation over the 2 – 3 years to leverage creativity, arts and cultural education for impact on the education of students attending Michigan’s priority schools and life in communities with high priority schools?

1. Build political will to value multiple content areas more evenly.
2. Deep/ lifetime commitments to the arts.
3. More partnership.
4. Art history/ art education/ crafts/ replication/ genius.
5. Teaching as culture.
6. Art education → the core.
7. Thinking like artists rather than imitation smaller classes.
8. More classrooms for the arts.
9. Change the model (factory).
10. Meaningful research to build new model between higher education and K-12.