

# Phillips@THEARC Planning Report

The 2016-2017 Phillips@THEARC Community Advisory  
Committee Process and Planning Framework



Prepared for the The Phillips Collection

June 1, 2017

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## EXECUTIVE SUMMARY

Stemming directly from museum’s mission and strategic goals, the Phillips@THEARC initiative connects visual arts programming and the well-being of Washington, DC residents living East of the Anacostia River (East of the River). The Phillips Collection (the Phillips) has gained a national reputation and awards for their arts-integrated education programming, community engagement programs and staff. As part of this commitment, the museum has a long track record of deep community engagement with DC Public Schools in Wards 7 and 8 and a growing number of community collaborations East of the River. In 2015, the Phillips made the strategic decision to deepen its commitment to the East of the River community by joining The Town Hall Education Arts and Recreation Campus (THEARC) as a resident partner. In 2018, Phillips@THEARC will open its doors with arts-integrated programs co-created with THEARC partners in a new interdisciplinary workshop and display space. The Phillips was committed to bringing value to the community by addressing unmet needs, rather than being an add-on, enrichment program. The museum also wanted to ensure that they are establishing authentic relationships and partnerships for mutual learning, exchange, and growth in the community and at the museum.

In order to incorporate the community and co-create Phillips@THEARC from the beginning, the Phillips invited stakeholders to become part of the **Phillips@THEARC Community Advisory Committee (CAC)** to provide input and feedback during the planning process. They engaged Strategy Arts, a planning firm with expertise in stakeholder engagement, to design and lead the process.

The CAC met three times over a period of six months. They began by identifying unmet needs in the community as well as the assets in the community that the Phillips could build upon. They provided feedback on draft goals that the Phillips developed based on the needs and assets identified. In the final meeting they reviewed revised goals and initial programming ideas, as well gave guidance on important considerations for the Phillips spaces at THEARC.

Seven areas of **need** were identified by the CAC:

1. Change the perception of East of the River communities
2. Provide “third spaces,” gathering spaces other than home or school
3. Improve healthcare and social determinants of health
4. Improve socio-economic situation
5. Provide educational opportunities
6. Increase intergenerational opportunities
7. Support of local arts

As the Phillips developed goals, they looked for intersections where its resources, experience and expertise could address unmet needs. The CAC then mapped community assets to each goal to help the Phillips determine the most appropriate partners and ensure that the museum would not duplicate efforts.

The following are the **goals** established by the Phillips with the guidance of the CAC:

**Overarching goal:** All Phillips@THEARC goals are founded on an understanding that programs will be:

- Based on community needs as identified by the Phillips@THEARC Community Advisory Committee
- Co-created in collaboration with THEARC partners and community organizations, tapping into existing East of the River resources
- True to the Phillips mission and engagement philosophy
- A clear investment of Phillips time and resources in the East of the River communities
- Scale-appropriate to Phillips resources

**Goal 1:** Demonstrate an authentic connection and commitment to East of the River communities, developing relationships with THEARC partners and East of the River communities.

**Goal 2:** Create an engaging, inviting, and active atmosphere through the architectural and interior design of the Phillips@THEARC spaces (workshop, gallery/display).

**Goal 3:** Pilot programs in collaboration with THEARC partners that tap into existing community resources.

**Goal 4:** Deepen the Phillips's ongoing school partnerships East of the River, connect these K-12 partnerships to Phillips@THEARC in intentional and innovative ways, and seek out new potential K-12 partners in Wards 7 and 8.

**Each goal has plans that include major activities and sample implementation ideas. For example:**

- Pilot program to support community health and wellness with arts integration (Partners: Levine Music, Children's Medical)
- Pilot intergenerational program that supports the Phillips@THEARC community (Partner: Double Nickels Theater)
- Deepen K-12 partnerships with the Washington School for Girls (at THEARC) and Turner Elementary School (DCPS)
- Build pipeline of possible Phillips Museum Educators from East of the River community of artist/educators
- Develop first exhibition

It is important that the Phillips craft an action-planning process to implement and monitor the Phillips@THEARC goals and next steps. In addition, the CAC established strong working relationships between the Phillips and community partners at THEARC. The Phillips should consider an ongoing Community Advisory Committee to continue its commitment to community engagement. Phillips leadership will need to pay special focus to the relationship strategies in Goal 1. This type of goal will easily become lost as the organization moves into action on the other three goals. It will take a strong commitment from museum leadership to ensure that the community engagement aspect of this project stays authentic and has real impact.

## THE PLANNING PROCESS

This report outlines how the Phillips worked with the CAC to develop plans and further detail on the needs, assets, goals and major activities for Phillips@THEARC. There are two interim reports that were distributed following the first two meetings. This report is designed to cover the full scope of the CAC's work, with details of the meeting input incorporated into the Appendices. The final section of the report provides an overview of their suggestions, along with recommendations from Strategy Arts for further planning and stakeholder engagement strategies.

The Phillips Collection Education Department recruited a group of stakeholders to join the Community Advisory Committee to provide input and feedback on the initial plans for Phillips@THEARC. They asked people to be a part of three planning meetings over six months that would address the purpose, space, and preliminary programming ideas. The stakeholders included current THEARC partners and Phillips partners. The full list of the members of the CAC can be found in Appendix A.

The Phillips Collection held three CAC meetings at THEARC. Agendas for the meetings can be found in Appendix H. The meeting sequence was:

- Meeting 1: Explore community needs that Phillips@THEARC could address (December 1, 2016)
- Meeting 2: Identify community assets and gather input on draft goals (March 17, 2017)
- Meeting 3: Solicit feedback on space and programming ideas (May 10, 2017)

After each committee meeting, Strategy Arts synthesized the data and then the Phillips, with Strategy Arts, used this data to develop the next step.

### Additional Data Collection

In addition to the CAC meetings, Strategy Arts collected and analyzed additional data points including phone interviews with CAC members and community feedback. Strategy Arts conducted four phone interviews to gather input from CAC members who could not attend the first planning meeting. Strategy Arts also analyzed community feedback collected by the Phillips Education team at the Anacostia River Festival on April 9, 2017. The Phillips presented a Community Response Board asking participants to share their responses to the question, "How does art connect to your everyday life?" to gather community perspectives on the museum's engagement philosophy: "Art links to everyday life." The CAC reviewed this data in Meeting 3 and considered how it informed the goals and activities of the Phillips@THEARC. The detail of this data can be found in Appendix B.

## COMMUNITY NEEDS

In order to understand the context in which Phillips@THEARC will operate, the committee developed a list of needs and assets in the community. In Meeting 1 (December 1, 2016), they brainstormed a visioning question to solicit unmet needs in the community. The question they considered was: "Picture East of the River as a vibrant, thriving community. What needs have to be addressed for this vision to be realized?"

The needs identified fell into seven categories which are summarized below. The detail of the comments can be found in Appendix C. Phillips@THEARC will not address all these needs, but in order to identify those that the Phillips is best positioned to meet, the group considered all needs and then chose needs to address during the goal development phase.

### **Need 1. Change the perception of East of the River communities**

The people living in this community have often experienced groups coming in to “save” the community. They expressed a strong desire for Phillips@THEARC to work from a different perspective, one that invests time and develops authentic relationships with the residents of the community. This inclusive planning session was a positive step in this direction.

The community members expressed a vision of an exchange of communication and value between the communities east and west of the river. This approach implies that East of the River already has a lot to offer and that enhancing that value is both good for the East of the River community and for the DC communities located west of the river. They emphasized that the underlying philosophy of an initiative can empower or disempower the community. They explained that the “need to be saved” mentality has come both from groups coming into their community to help, and from the community itself. They stressed that their hope is that the Phillips will continue a philosophy of appreciation and empowerment, creating programs that encourage community members to contribute to the vision of a growing, vibrant and thriving community.

The Phillips Collection staff shared that their approach to all their community outreach work is for the institution to learn from those they serve and they want to take that same approach with the Phillips@THEARC initiative.

The participants noted a need to enhance pride in the community. They discussed several ways to do this, including addressing the need for a deeper understanding and appreciation of local history. They also talked about a need for more civic engagement and a desire to increase the capacity of their residents to have the skills for this type of engagement. The group also expressed a need for storytelling and envisioned art activities that supported community members in telling their stories and hearing other community members’ stories.

### **Need 2. Provide “third spaces,” gathering spaces other than home or school**

The community has a need for gathering spaces that encourage dialogue, creative expression, and calm relaxation. The group also expressed a desire for the initiative to reflect the culture of the community. They wanted the overall message to be “that we are loud and mad and that’s ok.” They also articulated a need for the overall environment of the neighborhood to do better in reflecting the positive aspects of the community.

### **Need. 3. Improve healthcare and social determinants of health**

Access to both physical and mental health care emerged as a need. Health education that is offered in a community-based approach is also a need. In addition to these, a number of basic needs emerged that can be categorized as social determinants of health.

### **Need 4. Improve socio-economic situation**

A primary need is the creation of opportunities to improve the socio-economic situation for the community as a whole and for individuals in the community. The community has experienced numerous job training programs that do not lead to actual jobs. They need knowledge about entry points into viable career paths. This initiative could offer that for the creative economy.

### **Need 5. Provide educational opportunities**

High quality educational opportunities and resources were identified as needs. Also, participants noted that the educational approach needed to be authentic and community-based. Too often programs are one-

time events where program leaders have an arms-length approach and do not engage authentically, leaving participants worse off than before the program.

### **Need 6. Increase intergenerational opportunities**

The group also expressed strong needs for outreach to people of all ages and to families, as well as for places and programs that connect people of different generations. They are in need of meaningful ways for seniors to be active and contribute to the community, and a need for transportation to support their involvement.

### **Need 7. Support of local arts**

One important need identified is the support and celebration of local artists. The vision expressed is that local artists can live and work in the community, meaning they do not have to leave the community in order to pursue their art.

## **COMMUNITY ASSETS**

At Meeting 2 (March 21, 2017), the committee participated in an asset-mapping exercise to identify strengths of the community including organizations, businesses, and individuals East of the River. The purpose of the exercise was to create an inventory of existing resources that the Phillips might collaborate with, build upon, or be sure to not duplicate, as they plan programs. Using the following definition, “A community asset is anything that can be used to improve the quality of community life,” participants brainstormed a list of community assets and then associated each asset with one of seven categories of needs identified in Meeting 1. The assets covered a wide range, including community organizations and institutions, people with specific skills or connections within the community and numerous art resources. A summary of the asset discussion is provided below. For the full list of assets, see Appendix D.

### **Assets for Change the perception of East of the River communities**

The East of the River communities have recognized the need to change the negative perception of their community, both held by those external to their community but also by those living in the community. A number of organizations and initiatives are working to change the perception, including the 11th Street Bridge project. These efforts have established a wide range of active communication channels including websites and blogs. The community has a significant number of residents who each have a well-developed voice and are finding vehicles to express those voices.

### **Assets for Provide “third spaces,” gathering spaces other than home or school**

There are a number of current businesses, organizations and activities that provide a “third space” for the community members to spend time beyond their homes and places of work or schools. These include libraries with tech labs, places of worship, men’s checker clubs, barber shops and hair salons. THEARC has been successful in establishing its building as a gathering place for many community residents, although they would like to engage with an even larger percentage of the community. There are initiatives focused on improving the overall environment, including Vibrantstreets.com. The rich local history offers opportunities for enhancing the community’s visual appeal with history highlight signage.

### **Assets for Improve healthcare and social determinants of health**

Two Children's national health centers and mobile units address the community's health care needs. In addition, there are a number of organizations and initiatives focused on the social determinants of health, including a Transcendental Meditation Center and programs in the schools focused on mental health and art therapy. A number of funders have begun to focus on furthering these efforts, including the RISA fund.

### **Assets for Improve socio-economic situation**

There are a number of workforce development and business improvement programs including Skyland Workforce Development and the Anacostia Business Improvement District. The growing population of the community was also noted as a potential economic asset.

### **Assets for Provide educational opportunities**

There are a number of organizations besides Phillips who partner with the schools in the community on art programming including DCYO, TA Arts and the Kennedy Center. The community is gaining more quality school choices and there are many out-of-school time programs.

### **Assets for Increase intergenerational opportunities**

The community has families who are involved in their children's school and activities. A number of organizations offer programs for a wide range of ages, including seniors (THEARC grandparent support group and CyberSeniors are two). The growth of the city population and specifically the youth population are potential assets, especially when combined with the longtime residents who have a lot of knowledge and life experience.

### **Assets for Support of local arts**

There are artists living East of the River including BK Adams and Tommie Adams. In addition to formal art organizations such as galleries and studios, there is informal art such as beautiful gardens. A number of nonprofit groups focus on the arts including ArtReach, Project Create and the Anacostia Art Center. There are also initiatives beyond the visual arts such as the Anacostia Playhouse and musicians who live in the community.

## STRATEGIC GOALS AND MAJOR ACTIVITIES

After Meeting 1, the Phillips Education team developed a set of draft goals that would guide the work of Phillips@THEARC for the next three years. To determine the goals, the team reviewed the needs identified in the first meeting and then considered which unmet needs the Phillips was best positioned to meet given the museum's resources, experience and expertise. In addition to the needs, the goals are aligned with the Phillips engagement philosophy and mission:

**Phillips engagement philosophy:** Art links to everyday life

**Phillips mission statement:** The Phillips Collection is an “intimate museum combined with an experiment station” (Duncan Phillips, 1926). The Phillips Collection is an exceptional collection of modern and contemporary art in a dynamic environment for collaboration, innovation, engagement with the world, scholarship, and new forms of public participation.

The CAC reviewed the draft goals at Meeting 2 and provided feedback, including their thoughts on the alignment to needs. They also listed the community assets that the Phillips should consider as potential resources when building out programmatic plans for each goal. The Phillips Education team refined the goals and developed major activities and sample implementation ideas that they presented in Meeting 3 (May 10, 2017) where the CAC again provided feedback.

The detail of the CAC feedback can be found in Appendix E. Below are the revised goals, based on the feedback from the CAC. Following each goal are preliminary major activities and samples of possible implementation as well as a summary of the discussion from the meetings.

### Overarching Goal

Each of the Phillips@THEARC goals are founded on an understanding that programs will be:

- Based on community needs as identified by the Phillips@THEARC Community Advisory Committee
- Co-created in collaboration with THEARC partners and community organizations, tapping into existing East of the River resources
- True to the Phillips mission and engagement philosophy
- A clear investment of Phillips time and resources in East of the River communities
- Scale-appropriate to Phillips resources

**Strategic Goal 1**

**Demonstrate an authentic connection and commitment to East of the River communities, developing relationships with THEARC partners and East of the River communities.**

MAJOR ACTIVITIES	SAMPLE IMPLEMENTATION
<b>Augmenting other THEARC partner programs</b>	<ul style="list-style-type: none"> <li>● Programs for THEARC partner summer camps</li> <li>● Collaboration w/ Levine on Alzheimer's program</li> <li>● Millennials engagement (AfterOurs/Phillips After 5 collab)</li> </ul>
<b>Building pipeline of possible Phillips Museum Educators from community of artist/educators</b>	<ul style="list-style-type: none"> <li>● Recruit and train new PT Phillips Museum Educators who live East of the River for Phillips programs at Dupont location and Phillips@THEARC</li> </ul>
<b>Engaging East of the River artists in the Phillips</b>	<ul style="list-style-type: none"> <li>● Public programs</li> <li>● Merchandise in Phillips shop</li> <li>● Cultivating artists for potential curatorial projects</li> </ul>

While the Phillips is working with THEARC partners to accomplish Goals 3 and 4, the CAC felt it was important to stress the quality of THEARC partner and community relationships in a separate goal. The activities in this goal allow for the Phillips to partner with other organizations in their initiatives, creating more connections and exploring potential future major initiatives.

**Strategic Goal 2**

**Create an engaging, inviting, and active atmosphere through the architectural and interior design of the Phillips@THEARC spaces (workshop, gallery/display).**

MAJOR ACTIVITIES	SAMPLE IMPLEMENTATION
<p><b>Refine our understanding of “engaging, inviting, active atmosphere” and w/ Phillips identity</b></p>	<ul style="list-style-type: none"> <li>● Utilize “store front” quality of Phillips space</li> <li>● Have reproductions of Phillips artworks visible</li> </ul>
<p><b>Hire a space consultant (if funds available) test furniture and engagement ideas</b></p>	<ul style="list-style-type: none"> <li>● Reach out to Phillips collaborators who might be able to support/advise</li> </ul>
<p><b>Develop spaces</b></p>	<ul style="list-style-type: none"> <li>● Plan, buy/install furniture</li> <li>● Plan and install decor</li> </ul>
<p><b>Develop first exhibition</b></p>	

The CAC spent a significant portion of Meeting 3 discussing the characteristics of an effective space. They viewed pictures online of spaces they found “engaging, inviting and active,” identifying the specific elements that contributed to its appeal. The following criteria were highlighted:

- Need for a space where the community can contribute or participate
- Clear instructions on how to use the space
- Low barriers to participation
- Ensure that the space reflects the community, including the name and staff
- Comfortable, multifunctional and with a slower pace than everyday life

A full list of the data from this discussion can be found in Appendix F.

**Strategic Goal 3**

**Pilot programs in collaboration with THEARC partners that tap into existing community resources.**

MAJOR ACTIVITIES	SAMPLE IMPLEMENTATION
<p><b>Intergenerational programs</b></p>	<ul style="list-style-type: none"> <li>● Collecting local stories from Ward 8 residents (Double Nickels concept)</li> <li>● Program that makes local history visible</li> <li>● Programs that share stories</li> <li>● Programs that provide a “third space” for intergenerational experiences</li> <li>● Programs that potentially connect to a Phillips@THEARC exhibition</li> <li>● Oral history project</li> </ul>
<p><b>Support community health and wellness through arts integration</b></p>	<p>Possible Children’s collaboration ideas:</p> <ul style="list-style-type: none"> <li>● Drop in before/after clinic visit</li> <li>● Build on Children’s initiatives (dental, asthma, diabetes, mental health)</li> <li>● Build on Children’s grandparents program</li> <li>● Waiting room program</li> <li>● Dental chair program</li> <li>● Mobile unit program</li> </ul> <p>Possible Turner Elem ideas:</p> <ul style="list-style-type: none"> <li>● Collaborate with Turner art therapists and counselors</li> </ul> <p>Possible Levine ideas:</p> <ul style="list-style-type: none"> <li>● Collaborate on Levine’s art therapy program</li> </ul> <p>With other THEARC partners:</p> <ul style="list-style-type: none"> <li>● Offer collaborative programs with the David Lynch Transcendental Meditation Center</li> <li>● Offer collaborative program with THEARC Farm</li> </ul>

The Phillips considered a wide range of potential pilot programs, and chose two areas of focus that connected to needs identified by the CAC and also leveraged the Phillips’s expertise and program resources: intergenerational programs and programs supporting community health and wellness. The Phillips and the CAC also identified initial THEARC partners to collaborate with. Partnering with Double Nickels Theater, the Phillips will address Need Nos. 1, 2, and 6: for intergenerational programs, a third space and the importance of local history through storytelling. For the second program focus on health and wellness, the Phillips will partner with Levine Music and Children’s Hospital using the museum’s arts integration approach to enhance the impact of Levine and Children’s initiatives that address the critical social determinants of health.

**Strategic Goal 4**

**Deepen the Phillips’s ongoing school partnerships East of the River, connect these K-12 partnerships to Phillips@THEARC in intentional and innovative ways, and seek out new potential K-12 partners in Wards 7 and 8.**

MAJOR ACTIVITIES	SAMPLE IMPLEMENTATION
<p><b>Evolve the Phillips partnership with Turner Elementary School to be more structured with specific goals</b></p>	<ul style="list-style-type: none"> <li>● Continue Art Links model</li> <li>● Mutually beneficial goals/programs that meet the needs of both Phillips and Turner</li> <li>● Foster arts integrated teaching and learning to increase student engagement and understanding</li> <li>● Advocate Prism.K12 strategies</li> <li>● Document progress toward the goals</li> </ul>
<p><b>Evolve the Phillips partnership with the Washington School for Girls to be more structured with specific goals</b></p>	<ul style="list-style-type: none"> <li>● Start Art Links model and merge with Prism.K12 already done at the school</li> <li>● Mutually beneficial goals/programs that meet the needs of both Phillips and WSG</li> <li>● Foster arts integrated teaching and learning to increase student engagement and understanding</li> <li>● Advocate Prism.K12 strategies</li> <li>● Document progress toward the goals</li> </ul>
<p><b>Explore opportunities for new Phillips school partnerships East of the River</b></p>	<ul style="list-style-type: none"> <li>● Research Ward 8 schools and criteria for which schools to partner with next</li> <li>● Hold meetings with administrators and staff at K12 schools East of the River to explain the Phillips’ approach to K-12 programming and partnerships and to see if there’s a good fit for partnership and collaboration</li> <li>● Encourage potential partner schools to take a “test drive” of the museum by scheduling a tailored, arts-integrated field trip</li> </ul>

The CAC affirmed the importance of Phillips current partnerships with the Washington School for Girls and with Turner Elementary (DCPS). The Phillips will evolve each partnership by establishing goals to expand programming to implement the Phillips’s full arts-integration Prism.K12 model. As they learn from these efforts over the next two years, the Phillips will reach out to other East of the River schools to explore the potential for new partnerships that can be established using the knowledge gained from the initial work with these first two schools.

## RECOMMENDATIONS

CAC members affirmed to Phillips staff that the museum's approach, and investment in planning, clearly communicated the museum's intention to engage the community in a meaningful way. It will be important to continue to build on this success.

### Community Advisory Committee

In Meeting 3, participants were asked for their suggestions for an ongoing Community Advisory Committee. Overall, they felt that an ongoing CAC would be important for the Phillips@THEARC initiative. They offered these ideas:

- Ensure that the committee is reflective of the East of the River community
- Hold quarterly meetings
- Schedule meetings either in the evening or lunchtime (trying to avoid rush hour)
- Provide support such as food, transportation and honoraria for people who do not represent larger organizations
- Run effective meetings that have clearly defined and actionable goals
- Structure the work of the CAC so that members can see how their effort directly contributes to the impact in the community

There was general consensus on all the points except timing. This issue will most likely always pose a challenge. When the Phillips is making decisions about timing, the most important aspect will be that a primary consideration is the best time to get the most community members. Monitoring this and asking for input from community members on the best meeting times will help the Phillips to manage this effectively.

### Implementing the Plan

We recommend that the Phillips takes the framework outlined in this report and completes the work to build out major activities and implementation for each Strategic Goal using an Action Plan Template. It will be important that there are measures for accountability including a person is responsible for each major activity and measures of success. The Phillips also identified a few internal goals during the planning process regarding fundraising, staffing, and communications. This same process should be followed for those goals.

The responsibility of managing the plan should be assigned to one member of the Phillips Education team. On a regular basis, the primary people responsible for the major activities should meet to review the plan and the person assigned to update the plan should facilitate the updating of the planning document. The goal of the plan review should be first to ask, "Are we on target on this Strategic Goal?" and then "What are we learning and do we need to adjust our plan?" The plan should not be a rigid task list, but rather a tool that evolves and drives action and learning.

To prepare for quarterly CAC meetings, the Phillips should prepare a report on the progress of the four Strategic Goals. Based on the review, the team should identify topics where they CAC's input would be useful. This might be a debrief of a completed activity or shaping the next steps for a goal. When feasible, the Phillips should prepare a short evaluation document of completed activities and review with the CAC, focusing especially on the criteria in the Overarching Goal that apply to all four Strategic Goals. These activities will be critical to continuing the co-creation process the Phillips has established with the CAC.

## Community Engagement

Authentic community engagement is hard. The Phillips has established a strong foundation for success through this initial planning process. The monitoring of Goal 1 will be critical in building further success. We recommend establishing a relationship management tool where the partnerships and relationships are tracked including contact information, roles (CAC, program partner, etc.) and the touch points. We then recommend that a periodic review is done where the Phillips team reviews the list and evaluates based on the criteria outlined in Goal 1. For major partner relationships, the Phillips should consider conducting an annual review to check on the health of the relationship and see where action needs to be taken to deepen the relationship. The relationships will start between people. Doing this level of management, reflection and attention will ensure that the relationships can transcend individuals and be between organizations, and that they can be meaningful and impactful for each party.

## APPENDIX A – COMMUNITY ADVISORY COMMITTEE

**Gabrielle Awuma**, Development Manager for Major Gifts, The Phillips Collection

**Liz Dittamo**, Art Teacher, Turner Elementary School, DCPS

**Melissa Green**, Director, ArtReach

**Tendani Mpulubusi El**, President & CEO, Ward 8 Arts and Culture Council

**Antoinette Ford**, Founder & Executive Director, Double Nickels Theatre Company

**Rachel Goldberg**, Head of K-12 Initiatives, The Phillips Collection

**Lynne Horning**, The Horning Foundation

**Reginald Jackson**, Ward 8 Resident

**Zuzana Jurisova**, Education Coordinator, The Phillips Collection

**Irfana Jetha Noorani**, Deputy Director, 11<sup>th</sup> Street Bridge Park

**Nikki Peale**, Director of Marketing & Community Engagement, THEARC

**Nicole Riesenberger**, UMD-Phillips Post-Doc in Virtual Culture, The Phillips Collection

**Liza Strelka**, Manager of Exhibitions, The Phillips Collection

**Brianne Wetzel**, Principal, Washington School for Girls

**Marcee White**, Medical Director, Children’s National Health System: Children’s Health Project of DC

**Amy Wike**, Head of Marketing and Partnerships, The Phillips Collection

**Suzanne Wright**, Director of Education, The Phillips Collection

*Facilitator:*

**Elizabeth Guman**, Director, Strategy Arts

## APPENDIX B – ANACOSTIA RIVER FESTIVAL DATA

On April 9, 2017, The Phillips Collection hosted a booth at the third annual Anacostia River Festival in South-East Washington, DC, not far from THEARC. In addition to art-making activities and information about the museum, the Phillips displayed a Community Response Board, asking participants to share their responses to the question, “How does art connect to your everyday life?” to gather community perspectives on the museum’s engagement philosophy: “Art links to everyday life.” Phillips staff asked participants to consider the question and write their answers on post-its and place them on the board. Below are the answers, sorted by theme.

### How does art connect to your everyday life?

Data collected at The Phillips Collection booth at the 2017 Anacostia River Festival, April 9, 2017.

#### Emotional impact

- Happiness
- Makes my job less boring
- It makes me smile
- I am happiest when I am creative- I love The Phillips Collection
- Art means love but only when you mean it
- To make everything beautiful
- Art is very cool

#### Inspiration/Growth

- Art gives me an amazingly unexplainable feeling. I look to art for balance, creativity, and peace
- Art makes me better
- Art makes me grow
- Art reflects and expands on the human condition
- Art inspires me
- Calming, soothing
- It puts me at ease
- Art helps me to calm down and to enjoy the time I have
- Art brings me peace
- Art gives relaxation

#### Spiritual connection

- Art is a reflection of my unique spirit
- Art connects me to God
- When I worship

- Art to me is the reflection of God's universe
- It's an expression of my divine connection to God #createdtcreate
- It's one of my soul's favorite ways communicate
- God is pleased when I create art
- Art is the space by which I express my soul. Art heals. Art transforms the soul of the world

### **Conduit to life experience**

- Art connects me to life
- Art is life
- Art is the pulse of life
- Art is life- there is beauty in everything and in everything there is beauty
- It colors my perspective
- Art flows through every aspect of my life
- Art is everywhere I look when I choose to see it
- Art is everywhere if you look for it
- Without Art there is no world
- Art is the color of the world
- Colors are real
- Art is expression

### **Art comes in multiple forms**

- Fashion and music
- Art is makeup
- I shred on guitar
- Coloring in my note book
- When I play the piano
- When I cook food
- When I travel
- Dance with abandon!
- When I dance
- When I listen to music and when I'm singing
- City arts and prep is art

### **How I am connected to art**

- I'm married to it!
- Major in art ed
- I love art
- I look for artistic intention in design

- I teach it
- I am allergic to art
- I'm starting a YouTube
- I love the arts
- I have 3 Mexican murals in my home!
- I color because I am awesome and awesome people color
- I teach, make, show, view art everyday
- I am an artist
- #arteducationmatters

## APPENDIX C – COMMUNITY NEEDS

This section offers more detail on each theme as it includes the actual comments shared by the participants in the meeting and interviews.

### NEED 1. CHANGING THE PERSPECTIVE

#### Change the narrative to exchange of value

- Greater awareness of resources/what’s going on/events available east of the river
- Better/increased communication flow between East and West of the river, more information exchange
- Realization that a vibrant, thriving East of the River is good for DC. Is mandatory for DC.
- Correct misperceptions by outsiders that East of the River is: Helpless, Hopeless, without Value
- Correct misperceptions by insiders that East of the River is: Helpless, Hopeless, without Value
- That underserved shouldn’t be undervalued. Correct the narrative.
- The realization that East of the River has value NOW
- Recognition of economic value
- Exchange of value
- Contradict the narrative of “savior vs. victim”
  - That narrative is—East of the River can only be saved by West of the River
- Uplift each other
- Diminish the barriers between the community and DC’s resources and vice versa
- Stop poverty pimping
  - Grant \$ not going to communities

#### Build respect for local history

- Art and community history mentoring projects
- Knowledge/reverence for area history/culture
- Creating art and community history research projects—intergenerational activities
- Opportunities for the community to write their own history
- Pride in local history
- Sharing the story to those West of the River
- Sharing the story of the “totem pole of communities” that have shaped East of the River over time

#### Broadening horizons

- Curiosity
- Access to the world

- Positive people to expand their view beyond Antacostia
  - Not athletic
    - Lots of sports programs
    - Maybe engineering
  - Expanding past the obvious types of activities
    - The community is yearning for different kinds of activities
    - Basketball is very popular
    - Exploring new things: Soccer, building, art, cooking, STEM activities

### **Raise expectations**

- Programs and people that push them/challenge them
  - Not just accepting that they are "good enough for here"
  - Challenge them to be good for everywhere
  - Teach them skills
  - Ways to be

### **Community pride**

- Shared sense of purpose/identity
  - Pride in the community

### **Building capacity for civic engagement**

- Population is represented (majority) in civic, economic, cultural affairs and government bodies

### **Support dialogue**

- Need a meaningful and safe way for people to have conversations
- Building social capital and community muscle for advocacy

### **Need to tell stories**

- Art with storytelling
  - Draw while telling stories
  - Art while telling stories

### **Influence the Phillips**

- Transform the Phillips

## NEED 2. THIRD SPACE AND ENHANCED ENVIRONMENT

### Gathering space

- Physical spaces for gathering - History of front porches, stoops and steps
- Using Phillips programs for creative place making
- Space for dialogue
- Places for calm relaxation

### Enhanced Environment

- For the environment to reflect the positive
  - Public art opportunities
  - Families involved in the process
  - Would bring investment and pride
  - Talking about mural in school garden
  - Garden to beautify the street
  - Not much now on this end
- For the environment to reflect the colorful people that make up the community
  - Story telling abilities
  - Dress
  - Make their personalities shine
  - Not the negativity that everyone sees
  - No reflection of this anywhere

### General vibe

- Need to be H.I.P.P.: high interest programs and people
- That we can be loud and mad and that's ok

## NEED 3. HEALTH CARE AND SOCIAL DETERMINANTS OF HEALTH

### Access to mental health care

- Mental health
- Good access to healthcare, especially mental health care
- Doing work around adverse childhood experiences
  - This can be heavy and difficult to translate
  - Educate the community about this

## Health education

- Help to educate about health issues (asthma, dental, obesity) in a way that is more creative and community-based
  - Community-based, not coming from a hierarchical institution
  - Gives us a grassroots approach
  - A fun way
  - Maybe talking about oral health in a different way

## Healthcare

- Addressing asthma
  - Housing issues impact this
- Reducing obesity
  - Relates to food insecurity
- Therapeutic art would benefit the community

## Social determinants of health

- Improving social determinants of health
  - Education, transportation, housing, etc.
  - We've put in place some screening tools to find these
  - Families see us as being willing to address these additional needs
  - Services in place and relationships with other agencies in the area
- Access to food
  - Increased access to healthy food choices
- Affordable housing
  - Many of our families are being pushed out of Wards 7 and 8

## NEED 4. SOCIO ECONOMIC

### Career paths

- Entry points into career paths
- Jobs—access to new pathways/ideas for employment
- Knowledge of career paths, especially for the creative economy

### Jobs

- Jobs (need training)
- That talent is East of the River and it deserves to be paid
- Socio economic gaps for all generations
  - Avoid job training with no jobs

### **Skill building**

- Professional development opportunities
- 21<sup>st</sup> century skills—for the creative economy

### **Supporting the creative economy**

- Resources for creatives/opportunities for creatives
- Opportunities or spaces for creatives to engage with each other

## **NEED 5. EDUCATION**

### **Educational opportunities and resources**

- Educational opportunities
- Access to high quality educational resources—intergenerational

### **Authentic interactions**

- Authentic interaction
  - Many programs are one-time events
  - Often the people are disconnected from our students
  - Students can feel when they are disconnected
  - Sometimes they stand around and watch vs. authentically interact
- Invest time
  - Less bites, more time
  - Need to see that people have an investment in them

### **Community-based education**

- Help to educate about issues in a creative and community-based ways
  - Community-based, not coming from a hierarchical institution

## **NEED 6. INTERGENERATIONAL**

### **Family/Grandparents**

- Programs for grandparents caring for grandchildren
  - Take some responsibility for correcting the misperception of insiders that East of the River is: Helpless, Hopeless, without Value
- Family building experiences

### **Opportunities for seniors to contribute**

- Encourage seniors to participate and contribute

- Need a meaningful and safe way for seniors to be part of the conversation

### **Transportation**

- EOR Ward 7 and 8: Transportation to and from THEARC for seniors

### **Focus on girls**

- Programs for girls
  - Strong programs for males

## **NEED 7. ART**

### **Access to artists**

- Access to experiences to see work and hear from artists directly

### **Dynamic exhibits**

- Traveling/moving exhibits to encourage participation

### **Support for local artists**

- Art classes and art exhibits for local artists with the intent to be sold
- Support and resources for professional working artists to keep artists living and working here

## APPENDIX D – COMMUNITY ASSETS

Below are the meeting notes from the discussion of community assets. As participants brainstormed the assets, they linked them to one of the seven themes from the needs discussion from the first meeting.

### Changing the internal and external perspective of the East of the River community

- 11<sup>th</sup> Street Bridge project
- ARTS4ALL marketing campaign coming 2017
- East City Art blogs
- GO ANACOSTIA [www.goanacostia.com](http://www.goanacostia.com)
- Southeast Love
- Citizen journalists
- Congress Heights on the rise
- People with a well-developed voice
- Cross-river collaborations
- Partnerships
- Resident engagement
- Social media

### Third space and enhanced environment

- Vibrantstreets.com
- Barber shops and hair salons
- Men's checkers clubs
- Places of worship
- THEARC
- Libraries and their tech labs
- Places in the community to do signage
- A lot of history that can be visually highlighted
- Youth population is growing

### Health care and social determinants of health

- Bread for the City
- Transcendental Meditation Center
- Mental health and art therapy in schools
- Two Children's National Health Centers and Mobile Units
- Martha's Table Joyful Markets
- Children's, other hospitals

- RISA Fund

### **Socio-economic**

- Skyland Workforce Development
- THEARC Farm and CSA program
- Trinity
- Anacostia Business Improvement District
- FQHCs: Unity and Community of Hope
- City population is growing

### **Education**

- Arts partners within schools: DCYO, Phillips, TA Arts, Kennedy Center
- Many after school programs
- Quality school choices (WSG!)
- Connections between organizations
- Out of school time programs (after-school)
- DCPS and EMOC Academy

### **Intergenerational**

- Involved families
- THEARC Farm
- Grandparent support group at THEARC
- Cyber Seniors @ Boys and Girls Club of Great Washington, FBR Branch
- National Hand Dance Association
- Teen Step of Success to Wellness Program at THEARC
- Happy Ours
- Longtime residents with a lot of knowledge
- City population is growing
- Youth population is growing

### **Art**

- Artists living East of the River (BK Adams/IAMART/Tommie Adams Photographs)
- Art education in schools
- The Mobile Porch Project
- Craig Kraft Studio
- Anacostia Playhouse
- Vivid Solutions Gallery
- Many nonprofits arts organizations: ArtReach, Project Create, etc.

- Galleries (AAC, Honfluer, etc.)
- Congress Heights Arts & Culture Center
- Anacostia Arts Center
- THEARC
- Beautiful gardens
- Musicians living East of the River
- Places to do pop up art shows

# APPENDIX E – GOAL FEEDBACK DETAIL

Below are the notes from the meeting discussions on the draft goals.

## GOAL 1

### Goal 1 (draft from Meeting 2)

Demonstrate an authentic commitment to East of the River communities by:

- a) Developing relationships with THEARC partners and East of the River communities,
- b) Investing time, resources, and attention in East of the River communities,
- c) Mapping back to the CAC report on community needs

### Meeting 2 Feedback

<p>What suggestions do you have for changes to the draft goals?</p> <ul style="list-style-type: none"> <li>● “Connection” and commitment – it’s more measureable</li> <li>● Liked “relationships with THEARC partners”</li> <li>● Not sure about “investing time”</li> <li>● Tapping into/incorporating existing resources</li> <li>● Articulate the purpose of the relationships</li> <li>● Missed opportunity of partnering with schools</li> <li>● Include all communities – especially Village of the Parklands</li> </ul>	<p>What assets should Phillips be aware of when developing plans for this goal?</p> <ul style="list-style-type: none"> <li>● Proximity to schools</li> <li>● Yearning of families in Villages of Parklands</li> </ul>
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### Goal 1 (draft from Meeting 3)

Demonstrate an authentic connection and commitment to East of the River communities, developing relationships with THEARC partners and East of the River communities.

**Meeting 3 Feedback**

What suggestions do you have on either the wording of the goal or the Major Activities/Sample Implementation ideas?

Summer camps—how to set it up so people can choose from different partner camps

- Now all the camps are separate – have to choose just one
- Partners will do an hour of another camp but they are basically one type of camp
- Move to cafeteria style

Wouldn't it be fun if at the end of every summer we had a circus?

- Teaching kids circus skills
- Example – Waldorf School in Colorado

**GOAL 2**

**Goal 2 (draft from Meeting 2)**

Design and implement architecture and outfitting of Phillips@THEARC including the lab, gallery, storage spaces.

**Meeting 2 Feedback**

What suggestions do you have for changes to the draft goals?

- Engaging and inviting to the community
  - Pockets of activity closer to the door
  - Parents waiting for their kids
- Better, interesting lighting
- Active
- Signage on main road
- Most engaging, active, inviting
- Presents the lowest barrier Energy
- Not “lab” – maybe Exploration
- Gallery – concern that it’s not dynamic

What assets should Phillips be aware of when developing plans for this goal?

- Learn from the experience of THEARC
- Utilization of the current gallery – what can we learn from that?
- Artisans (Go Anacostia directory)
- NOMA
- Congress Heights Art and Culture Center is doing space well

**Goal 2 (draft from Meeting 3)**

Create an engaging, inviting, and active atmosphere through the architectural and interior design of the Phillips@THEARC spaces (workshop/ gallery/display).

**Meeting 3 Feedback**

The CAC shared examples of their favorite spaces and the characteristics of the spaces they appreciated the most. The detail on this activity can be found in Appendix F.

**GOAL 3**

**Goal 3 (draft from Meeting 2)**

Pilot two programs (develop, implement, assess) that meet the following program criteria:

- a) Co-created in collaboration with THEARC partners and community members
- b) Are true to the Phillips mission and engagement philosophy
- c) Map back to the CAC report on community needs
- d) Are scale-appropriate to Phillips resources

**Meeting 2 Feedback**

<p>What suggestions do you have for changes to the draft goals?</p> <ul style="list-style-type: none"> <li>● Direct connection to resources</li> <li>● Community members—diversity                             <ul style="list-style-type: none"> <li>● Artists</li> <li>● Business community</li> <li>● Different communities</li> </ul> </li> </ul>	<p>What assets should Phillips be aware of when developing plans for this goal?</p> <ul style="list-style-type: none"> <li>● All ART assets</li> <li>● Villages of Parklands—most underserved                             <ul style="list-style-type: none"> <li>● Managed and owned by Smith/staff</li> <li>● Defined space (certain # of units)</li> <li>● Good opportunity to test pilot</li> <li>● Not engaged well with THEARC now</li> </ul> </li> <li>● Drop-in space? Lights are on</li> <li>● Adults/parents—If it’s good, they will tell others. Start there?</li> </ul>
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**Goal 3 (draft from Meeting 3)**

Pilot programs in collaboration with THEARC partners that tap into existing community resources.

**Meeting 3 Feedback**

<p>What suggestions do you have on either the wording of the goal or the Major Activities/Sample Implementation ideas?</p> <ul style="list-style-type: none"> <li>● Aligns with “place keeping” goals—honoring the place that is here (vs. place-making)</li> <li>● Do these activities happen in the space?</li> <li>● May need to go deeper on assets related to health and wellness</li> <li>● Intergenerational goals will help with current gap in adult programming                             <ul style="list-style-type: none"> <li>● Need steady adult programming—now often one-offs</li> </ul> </li> </ul>
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- Connecting 55+ and younger generation
- Missing? Not seeing socio-economic need being addressed

## GOAL 4

### Goal 4 (draft from Meeting 2)

Enhance the Phillips school partnerships East of the River and connect them to Phillips@THEARC in a meaningful way.

#### Meeting 2 Feedback

<p>What suggestions do you have for changes to the draft goals?</p> <ul style="list-style-type: none"> <li>● “Meaningful, innovative way”</li> <li>● Be more specific, for ex. “3 schools in 3 of 5 neighborhoods”, “engage parents”, etc.</li> <li>● Consistent</li> <li>● Intentional</li> <li>● Attracted and retained</li> <li>● School absenteeism</li> <li>● Meaningful to schools and community</li> <li>● Enrollment</li> <li>● East of the River – progressive roll out to the schools or all at once?</li> <li>● Programming targeted at the caregivers</li> </ul>	<p>What assets should Phillips be aware of when developing plans for this goal?</p> <ul style="list-style-type: none"> <li>● Supporting teachers and administrators</li> <li>● Families</li> <li>● Engage adults 18-45 (household connectors – will spread the word)</li> <li>● Caregivers can be amplifiers</li> <li>● 75% of families are single head of household</li> </ul>
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### Goal 4 (draft from Meeting 3)

Deepen the Phillips’s ongoing school partnerships East of the River, connect these K-12 partnerships to Phillips@THEARC in intentional and innovative ways, and seek out new potential K-12 partners in Wards 7 and 8.

#### Meeting 3 Feedback

<p>What suggestions do you have on either the wording of the goal or the Major Activities/Sample Implementation ideas?</p> <ul style="list-style-type: none"> <li>● Live It Learn It (potential partner to connect to schools)</li> <li>● ArtReach: WSG after school, living classroom and offerings during inter-sessions</li> <li>● Excited to expand to high school</li> <li>● There is not as much programming for teens East of the River</li> </ul>
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- How do you get and keep teens?
  - Potential resource: George Jones with the Boys & Girls Clubs
- Docent program for teens
- Ellington School
- Curious to follow our students from Turner
- Vision – expand so a Turner kindergarten student gets Phillips art integration through high school

## APPENDIX F – SPACE DISCUSSION NOTES

### Ability to contribute to making the space what it is

- You are a part of what makes this space what it is
- Actively creating art
- “Creativity stations” - not just art
- Covered by art but can mold it
- Non-art material spaces and things to put on and use and then put back
- Democratic approach (Bus Boys & Poets)

### Low barrier to contributing or being part of the activity

- Low risk
- Can see that others have contributed
- Not precise-clear that you don't have to be Michelangelo
- Clear instructions
- The activity you are invited to do is clear
- Materials available/tools are all there without being invasive
- Someone invited their story through conversation
- Stations-choice based
- Activities that encourage conversation and interaction with space and with others (balloons vs. writing on the wall)
- See others putting up stickers
- Tactile and textures - not prescribed way to act (not a typical museum)
- Less rules
- Always people are writing/engaging
- Affordable-no boundaries
- Safe-nothing bad can happen to you in Ikea

### Create your own experience

- Every time the experience can be a little different
- Create your own experience or adventure
- Lots of options-can pick or change your experience
- Music and performances and people claiming a space to establish an activity (park setting)
- Can't anticipate what will happen (open lawn) - blank canvas
- Sparks creativity-run into different things
- Collect cards as you go

- Can follow path or veer off or take short cuts
- Lots of things to explore
- “I want to sit in all those chairs”

### **Reflects the community**

- Connected to my community (name and location)
- Name reflects a community space
- Chairs-to together (Front Porch - chairs borrowed from the community)
- Staff-people who reflect the community

### **In between space**

- Porch - in between space - between public (street) and private (home)
- Wildflower - experience something while passing by - stop to enjoy it

### **Art**

- Surrounded by art and immersed
- Art on the walls (Bus Boys & Poets)

### **Multi-functional**

- Multi-functional
- Combining participatory space with art
- Moveable furniture so other things can happen
- Roll out grass for people to sit on
- Red lion-stacked seating with pillows

### **Colorful**

- Colorful
- Neutrals - colors added for fun

### **Slower pace**

- Time disappears (open 24 hours)
- OK to be still and quiet-relaxation is encouraged and the tools to relax are available
- The activities are geared toward slowing down
- Sound: if quiet, people will stay quiet-music will encourage people to talk

### **Comfortable**

- Several seating areas-comfy
- Comfortable-want to hang out
- Home-like qualities that feel familiar

- Food (Bus Boys & Poets)
- Books (Bus Boys & Poets)
- Welcoming (staff talks with you and sets the tone)
- Playful—a little silly

**High quality**

- Everything they do is high quality (Bus Boys & Poets)

## APPENDIX G – INPUT ON AN ONGOING COMMUNITY ADVISORY COUNCIL

### WHO IS ON THE COMMITTEE

- Network of peers
- Reflective of community that you are serving
- Making sure EofR residents are represented as well as EofR artists and influencers
- Community members and SE artists

### SCHEDULING

#### Timing

- No rush hour
- Lunch time meetings
- Evening meetings with dinner

#### How often

- Quarterly evening meetings
- Quarterly
- Quarterly meetings (max)

### SUPPORT

#### Honorariums

- Honorariums for community partners (non-BBAR)

#### Food

- Food
- Evening meetings with dinner

#### Transportation

- Group transport
- Transportation provided/reasonable time commitment (3-4 times/year)

### EFFECTIVE MEETING PROCESS

- Quarterly/regular check-ins and evaluations of programming at Phillips@THEARC
- Limited time

- Clearly defined and actionable goals to address at meetings

## **ABILITY TO CONTRIBUTE**

### **The work**

- Seeing a real and ongoing exchange between TPC and Phillips@THEARC and CAC being a driving force (in addition to TPC Edu) behind it

### **Impact**

- Ability to have/see a real impact in the community

### **Relevant**

- Feeling that participation is directly relevant to me in some way/feeling directly connected to results and outcome

## APPENDIX H – MEETING AGENDAS

### PHILLIPS@THEARC PLANNING MEETING

#### THE PHILLIPS COLLECTION

December 1, 2016, 6:00pm – 8:30pm

#### MEETING OBJECTIVES

- Review the planning process
- Identify the community needs Phillips@THEARC will target

#### AGENDA

<b>6:00 TO 6:30</b>	<b>INTRODUCTIONS AND MEETING SET-UP</b> Set the stage for the work of the meeting <ul style="list-style-type: none"><li>● Welcome</li><li>● Review outcomes, agenda, roles, and meeting guidelines</li><li>● Introductions</li></ul>
<b>6:30 TO 6:45</b>	<b>PHILLIPS@THEARC AND THE PHILLIPS COLLECTION</b> TPC's approach to the art museum experience <ul style="list-style-type: none"><li>● Who is The Phillips Collection?</li><li>● The intention of Phillips@THEARC</li></ul>
<b>6:45 TO 6:55</b>	<b>THE PLANNING PROCESS</b> Review the process to prepare for the January 2018 launch <ul style="list-style-type: none"><li>● December – Define needs</li><li>● February – Identify goals</li><li>● April – Develop program plans</li></ul>
<b>6:55 TO 8:15</b>	<b>COMMUNITY NEEDS</b> Understand the needs in the community for context of goal development <ul style="list-style-type: none"><li>● Identifying community needs</li><li>● Determining which seem best fit for Phillips@THEARC to address</li></ul>
<b>8:15 TO 8:30</b>	<b>WRAP-UP</b> Agreement on next steps

## PHILLIPS@THEARC PLANNING MEETING

### THE PHILLIPS COLLECTION

March 21, 2016, 6:00pm – 8:30pm

#### MEETING OBJECTIVES

- Review the planning process
- Provide input on the strategic goals for Phillips@THEARC

#### AGENDA

*Dinner will be provided at 5:45 – we will start promptly at 6:15*

- |                     |   |
|---------------------|---|
| <b>6:15 TO 6:30</b> | <b>INTRODUCTIONS AND MEETING SET-UP</b><br>Set the stage for the work of the meeting <ul style="list-style-type: none"><li>● Welcome</li><li>● Review outcomes, agenda, roles, and meeting guidelines</li><li>● Introductions</li></ul>   |
| <b>6:30 TO 6:45</b> | <b>UPDATES ON PHILLIPS@THEARC</b> <ul style="list-style-type: none"><li>● Ensure everyone is updated on the work being done on the initiative<ul style="list-style-type: none"><li>● Update from Phillips</li></ul></li><li>● Architecture update</li><li>● Review of the planning process</li><li>● Summary of the identified needs from December meeting</li></ul>  |
| <b>6:45 TO 7:15</b> | <b>ASSET MAPPING EXERCISE</b><br>What is working that we can build on?  |
| <b>7:15 TO 8:15</b> | <b>REVIEW OF GOALS</b><br>Provide feedback on the draft goals <ul style="list-style-type: none"><li>● Present the draft goals and review one as a large group</li><li>● Small groups: discuss assigned goals and discuss<ul style="list-style-type: none"><li>● What suggestions do you have for any changes to the draft goal?</li><li>● What assets should Phillips be aware of when developing plans for this goal?</li></ul></li><li>● Discuss small group results in the large group</li></ul> |
| <b>8:15 TO 8:30</b> | <b>WRAP-UP</b><br>Agreement on next steps <ul style="list-style-type: none"><li>● Date for the May meeting</li></ul>  |

## PHILLIPS@THEARC PLANNING MEETING

### THE PHILLIPS COLLECTION

May 10, 2017, 6:00pm – 8:30pm

#### MEETING OBJECTIVES

- Provide input on the major activities for the Phillips@THEARC strategic goals
- Provide input on the ongoing role of an Advisory Council

#### AGENDA

*Dinner will be provided at 5:45 – we will start promptly at 6:15*

- |                     |   |
|---------------------|---|
| <b>6:15 TO 6:30</b> | <b>INTRODUCTIONS AND MEETING SET-UP</b><br>Set the stage for the work of the meeting <ul style="list-style-type: none"><li>● Welcome</li><li>● Review outcomes, agenda, roles, and meeting guidelines</li><li>● Introductions</li></ul>                                   |
| <b>6:30 TO 6:45</b> | <b>UPDATES ON PHILLIPS@THEARC</b><br>Ensure everyone is updated on the work being done on the initiative <ul style="list-style-type: none"><li>● Update from Phillips: work done since last meeting</li><li>● Revised goals based on feedback from last meeting</li></ul> |
| <b>6:45 TO 7:45</b> | <b>ENVISIONING THE SPACE</b><br>What will the goal of “engaging, inviting and active atmosphere” look like? <ul style="list-style-type: none"><li>● Exploring exemplars: what makes your example engaging, inviting and/or active?</li></ul>                              |
| <b>7:45 TO 8:10</b> | <b>REVIEW AND DISCUSSION OF MAJOR ACTIVITIES</b><br>Provide feedback on the major activities mapped out on the other 3 goals <ul style="list-style-type: none"><li>● Relationships</li><li>● Programs</li><li>● School partnerships</li></ul>                             |
| <b>8:10 TO 8:20</b> | <b>INPUT ON LONG-TERM COMMUNITY ADVISORY COUNCIL</b><br>Gather ideas on how to continue getting community input <ul style="list-style-type: none"><li>● What would make it compelling?</li><li>● What would make serving on a CAC feasible?</li></ul>                     |
| <b>8:20 TO 8:30</b> | <b>CELEBRATION OF PARTNERSHIP</b><br>Sharing gratitude for the work of the CAC  |