

Office Hours with the Commissioner

Arts / STEAM Education: Teaching Artists and Museum Educators

01/17/2017

Materials for the Arts

- Briefing on Urban Advantage (12 years in NYC) – How do the assets of cultural / science orgs be put to use for challenging educational situations 6-8 grade and above (exit project)
 - » In all 51 council districts, 12 different cultural organizations, research-based program, measure impact on the 8th grade. Increased outcomes.
 - » 4,000 families a day reached through program
 - » \$6.5 mil invested, 12 years, measurable outcomes, with long term effect. This is a measurable outcome and standard for the cultural plan to use for innovative education projects / policies to consider for recommendation
- Who is in the room?
 - Artists – half room
 - Educators – Half Room
 - Cultural institutions – everyone works at one
 - Part-time in the arts – none
 - Arts Eds 75%
 - Science Eds 30%
 - Students 20% (10th and 11th grade)
 - Harlem, Brooklyn, Bronx
- What are our biggest opportunities for the cultural plan?

- What are examples of multi-cultural partnerships on-going in NYC that can scale up
 - i.e. urban advantage? This is a good starting point, where to go from here?
- This is an opportunity for cross-disciplinary recommendation around health initiatives
- Downtown Art Company Members
 - The program significantly compliments in-school education, giving opportunities for learning and growing as artists due to these programs. Sees this as the channel to professional development and practice for career as artists.

Theater major with Downtown Art

- This is a fundamental opportunity to learn how to have a career.
- Access – Partner with Cool Culture
 - Access organizations/ institutions without fees /90 organization partners.
 - Done in partnership with Headstart. Etc. Think about the investment needed to make programs like this __? To scale
 - Investing in life time learning
- Pilot Program
 - Bringing in parents to learning skills to teach steam __? Like robotics and building other skills
 - Urban Advantage: Building Long-term relationships and resources through partnerships with cultural organizations

>>Recommendation: What can DCLA do to encourage partnerships between schools and cultural organization to supplement gaps in DOE schools Resources, More things like Urban Advantage more robust (290+ Arts Education teachers certified in NYC School System) and in more disciplines: Theater, Music, etc.

- Planning groups organized by council member of community residents with arts/culture sub-group make available smaller groups with? need smaller amounts of money sooner – as planning efforts in going
- Arts integrated into school hours is key – but different kind of working ensemble possible at after school and smaller supplemental arts programs – i.e. Downtown Arts Ensemble. This is different from Arts Education in school. A big program partnerships with cultural institutions. Where are the opportunities to support the significant different scale of __? And work?
- Large cultural organizations need to create and expand relationships with community – cultural impact mod? NYSCI partners with local schools. How does this model gain support differently than large, cent?? Programs with lots of necessary infrastructure.
- Would like to see data on number of students who have never seen opera, theater, museums and why? Lack of transportation? Interest/existing knowledge?
- Teaching history grants – big partnership with organizations, DOE, etc. To place trained educators in DOE schools, Second cohort trained the First program.

>>Recommendation: Legacy: Social Studies Dept. at DOE reinstated, used this model to train. NYCT – Cultural Plan opportunity to embed notion that all students from all areas have sequential arts education guaranteed by the state (culturally aware and sensitive). This needs to be the foundation of arts education recommendation (long term!)

- Wave Hill – We've been trying to integrate arts and sciences. We've built the spaces for collaboration to happen. DCLA can help leverage this model and have programs fill space.
- Empire State Grants, blue print, etc. / NYC spends tons of money, but lacks coordination

>>**Recommendation:** Seattle Model / Big Thought in Dallas TX across city agencies;

Example of the model also in Seattle. Essentially restructure funding

Creative Advantage Program – collaborative for fundraising and strategic planning

DOE/DCLA/CIGs/ Orgs – How does Cultural Plan create model for strategy

Cohesive Central working space for ?? efforts/money/etc. into ?? structure

- Access – Cool Culture, After 6 years old, no more access. How to change this? Creating advocates in organizations and train the trainer model to expand and scale and neighborhood level – democratic and equitably inclusive.
- TF: Are people here working with libraries? Good Model?
 - Yes! Lincoln Center, yes, but Capacity Building is an issue since librarians are being asked to have two jobs – cultural producers and programmers.
- Libraries are a big part of bringing educational and cultural sciences to all UPK Areas
- 290 Community Schools planned, new department - - wider scope of what education should be in NYC. This requires more and creative resources.
- Little Symphony – City Council member gives discretionary funding to group for library programs, NYCHA, Community Centers, Seniors, Schools – This give opportunity for consistency in learning channels and builds social cohesion.
- Queens Museum – Teaching artists multi-lingual and reaching recent immigrant communities in Queens. This information and planning was in partnership with libraries.
- Cultural Plan needs to set the stage for the Whole Cultural/ Arts Education Eco System.

>>**Recommendation:** **Maybe Deputy Commissioner for Arts Education in DCLA – Human infrastructure to support creation of coordinated infrastructure access city agencies, cultural institutions, organizations, libraries.**

- Library partnerships must be community informed and resourced; Edu-coordination with libraries essential – in NYPL, it's called YES

>>Recommendation: Local health clinics as connectors ALSO makes sense re: social impact study

- Data on arts programming in schools?
 - Compass sonic programming (after schools)
 - Maybe coordinate with DCLA-DOE
- All partnership teams need money for additional staff
 - Capacity building grants – not just new programs
- City Council money for In-School Programming?
- Role of Cultural Education in college-readiness?
 - Most parents don't know

>>Recommendation: Growing up in NYC – no cultural events on it except libraries – why aren't these things integrated? Citywide Coordination can have a huge impact. Collaborate on these tool for the next development round to include infant, child, youth, and teen cultural activities.

- Support for traditional artists in schools and libraries
 - Not a lot of support. More integration.
- DOE arts funding for English Language learners and students with disabilities - overlaps with cultural education.
 - Cultural organizations for a system to support artists - ?? through luck
 - In VA, music teachers meet with general education teachers
 - Engage teachers in how different students learn. Two-way communication

- Communications – these in-person discussions create value
- Coordinating resources – what key points do we agree on re: what families deserve and what points.
- Inventory of City investment in Arts Education. Plus cultural's value-add re: cultural education. Get this information to parents
- Community-scale organizing, Cross-discipline, Cross-sector maybe a manageable way to share information
- Know PT-person at different NYCHA Developments
- Students – How they get information – middle school (parent/caregiver) – from the school.
 - Now in High School – online
 - All I.D. schools' information as inadequate. Interpersonal
- Admit we have a common goal and play a role toward that end
- Keep the student in fore-front of your mind
- Flexible Funding
- Small pocket-networks for Information-sharing
- Diversify ways we articulate value of cultural education