

Submitted on- 2/2/2017

Name of Event – CAE Cultural Plan Discussion

Date of Event - 1/31/2017

Location of Event - 726 Broadway, 5th Fl

Borough – Manhattan

Event Host/s or Sponsor/s - Center for Arts Education, Alliance for Education

Event Contact/s - Lisa Levy Lisalevy@caenyc.org; Lisa Robb lisa@caenyc.org

What type of engagement was this? - Focus Group/ Discussion

How many people attended the event? (Overall) - 1- 15

Who were the attendees? - NYC Residents, Arts Administrators, Educators / Teachers / Teaching

Please provide some demographic details about the attendees - Artists over age 18, multi-ethnic, multi-racial, women & men, professionals

What activities/ material from the CreateNYC Toolkit did you use to engage people? - Presentation (Share what NYC's cultural planning process is all about), Infographic (Understand what NYC's cultural planning process is all about)

Briefly describe any other activities, strategies or materials that you used to gather input - discussion on arts education

What issues did you touch upon in your discussions?

Equity (The rights of all people everywhere to develop their practice and traditions), Access (Distribution of and participation in cultural activities throughout the city), Social & economic impact (The role of arts and culture in an equitable economy and healthy communities), Affordability (Live, work and presentation space for artists), Education (Increase arts education in public schools and ensure that curriculum is culturally relevant and diverse)

From the issues above, what did the group prioritize? Please describe.

Equity and social and economic impact were primary topics, considering the ways in which arts and culture are indicators and elements of a healthy community (specifically around small businesses). In terms of neighborhood character, much discussion of the responsibilities of large developments have towards their local neighbors, particularly as "culture" in downtown is such a selling point for new residencies. Other discussion about education, and how in schools that are struggling the arts are not considered central.

From the issues above, what connections were made between issue areas, if any? Please describe.

There is not equal access or equity of arts or arts education throughout the city. Many art forms remain unaffordable and inaccessible.

Synthesis of Event

Increase of funding has helped to increase access to arts education but much left to be done by mobilizing community members. Cultural plan has potential to raise attention about important issues.

From your overview, what were the key recommendations from your discussion that can inform the cultural plan? Please describe.

Reaching out to low income neighborhoods, parents and families who may not be accessing arts, culture, and heritage institutions outside of their borough.

Please share quotes and stories that help illustrate key points from your discussion.

Small community-based and social justice organizations have great access to neighborhoods and are willing to discuss a variety of issues with their constituents. They know that many of the families they work with aren't aware of the Cultural Plan but will be interested in contributing because it directly affects families, children, seniors, and others. Also, allowances should be made for those who aren't very technology literate.

Submitted on- 3/31/2017

Name of Event – Arts Citywide Conference

Date of Event - 3/12/2017

Location of Event - 52 Broadway - 18th Floor NY NY

Borough – Manhattan

Event Host/s or Sponsor/s - United Federation of Teachers and The Center for Arts Education

Event Contact/s - Lisa Robb lisa@caenyc.org

What type of engagement was this? - Convening/ Conference

How many people attended the event? (Overall) - 187

Who were the attendees? - Educators / Teachers / Teaching Artists

Please provide some demographic details about the attendees - 187 NYC pre k - 12 public school
85% art teachers 15% general ed teachers , estimate 85% female, 15% male, 50% POC, ages mid 20's
to mid 60's

What activities/ material from the CreateNYC Toolkit did you use to engage people? - Presentation
(Share what NYC's cultural planning process is all about), Infographic (Understand what NYC's cultural
planning process is all about), Issue Areas Poster (Prioritize topics and questions that are most important
to you), please note there were other activities / presentations at this event.

Briefly describe any other activities, strategies or materials that you used to gather input - we
distributed a survey which is 82% completed

What issues did you touch upon in your discussions?

Education (Increase arts education in public schools and ensure that curriculum is culturally relevant and
diverse), NYS arts learning requirements

From the issues above, what did the group prioritize? Please describe.

more art teachers in elementary schools, MS and HS have more teachers BUT need better ratio of art
teachers to students (not enough art teachers), need more supplies funding, want more field trip funding
to leave schools and visit sites

From the issues above, what connections were made between issue areas, if any? Please describe.

this group did not feel the curriculum was not culturally relevant, they expressed that they enjoyed and
had latitude to develop meaningful lessons related to cultural celebrations and made a point of using

examples of art being made by poc and not only white artists, and woman. this though they said was hard with certain genres of art, like classical music, non contemporary visual art.

Synthesis of Event

Getting the survey out and completed at the event was the main goal and more than 85% of the participants completed it.

From your overview, what were the key recommendations from your discussion that can inform the cultural plan? Please describe.

This group wants all kids to get the required learning at all grade levels and prefers that arts be taught by art teachers in the elementary levels. They want more funding for trips out of the schools to cultural orgs/sites.

Please share quotes and stories that help illustrate key points from your discussion.

see surveys

Message to the CreateNYC team

what a great job all of you and NYC has done on this giant project.



THE CENTER FOR ARTS EDUCATION®

Arts Education Survey Results March 2017

The Center for Arts Education developed a survey about arts education and culture in New York City which was released over the course of three weeks in March, 2017. The format of the survey was 24 multiple-choice and free-format questions which included demographic questions, and was offered in English and Spanish. The survey was shared to a variety of arts, culture, heritage, and social welfare organizations. This release resulted in 574 unique respondents.

Demographic Summary

Notable Findings

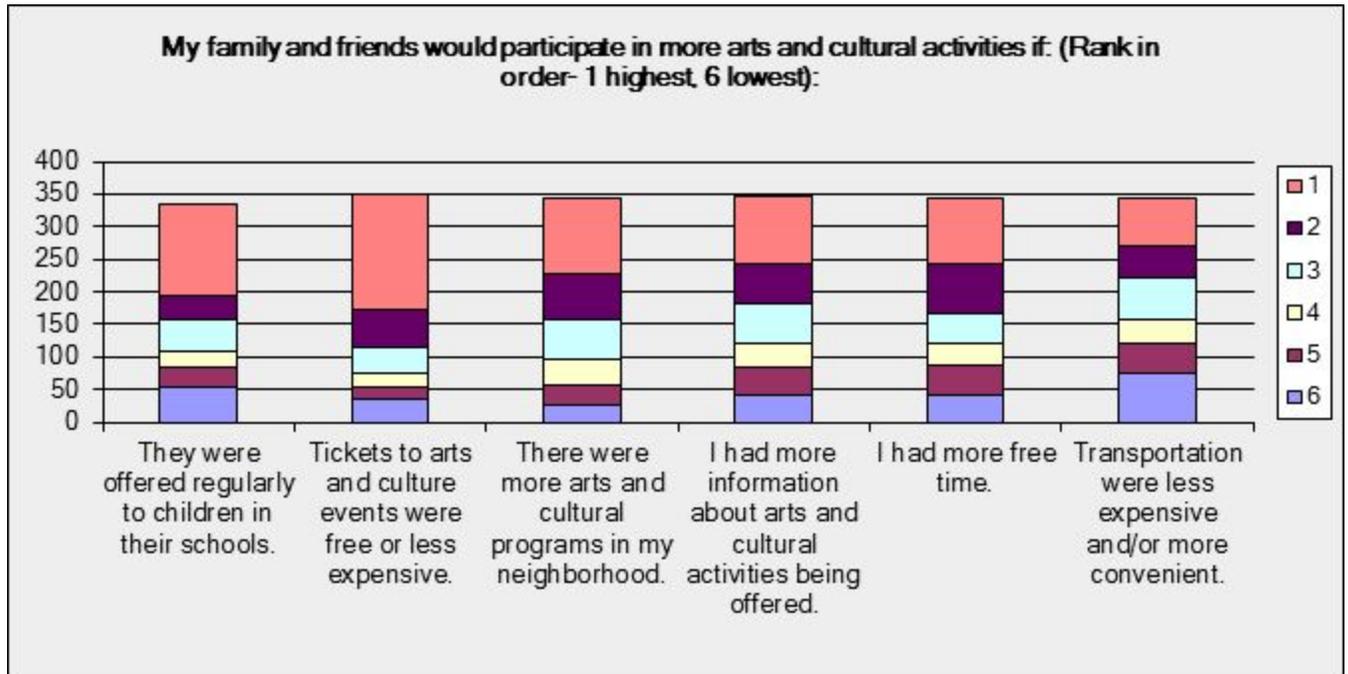
1. 79% of responders stated
 - their family and friends would participate in more arts and cultural activities if tickets to arts and culture events were free or less expensive. (See question 11)
2. 68% of responders stated
 - they would participate more in more arts and cultural activities if arts and culture were offered more regularly to children in their schools. (See question 11)
3. 55% of responders stated
 - transportation costs or lack of arts and culture activities in their neighborhoods prevent them from participating in arts and culture activities. (See question 11)
4. 75% of responders who earn less than \$50,000 state
 - they visit or attend programs museums, historic sites, zoos, gardens, and theatres. 91% of responders who earn more than \$125,000 reported that they visit or attend programs museums, historic sites, zoos, gardens, and theatres. (See question 8)
5. While 79% of responders either strongly agree that “Arts and cultural activities are important in my life,” only 36% strongly agree that “I am able to participate in arts programs and events in my neighborhood or the neighborhoods where I spend time.” (See question 9)
6. 84% of responders who earn less than \$50,000 state that they would participate in more arts and cultural activities if tickets to arts and culture events were free or less expensive. 72% of responders who earn more than \$125,000 state that they would participate in more arts and cultural activities if tickets to arts and culture events were free or less expensive. (See question 11)
7. While we examined various self-identified indicators, including race and income, we noted fairly consistent results in comparing the general response with those of responders who self-identified as Black/ African American or Hispanic/ Latino, while different levels of income were suggestive of a variance of outcomes.
8. While 77% of responders do not have children attending the New York City public schools, and 60% reported never having had a child who attended the New York City public schools in the

past, 84% of responders agree that every year sufficient funds should be budgeted so that all public school students receive the arts education required by law. (See questions 2, 3, and 15)

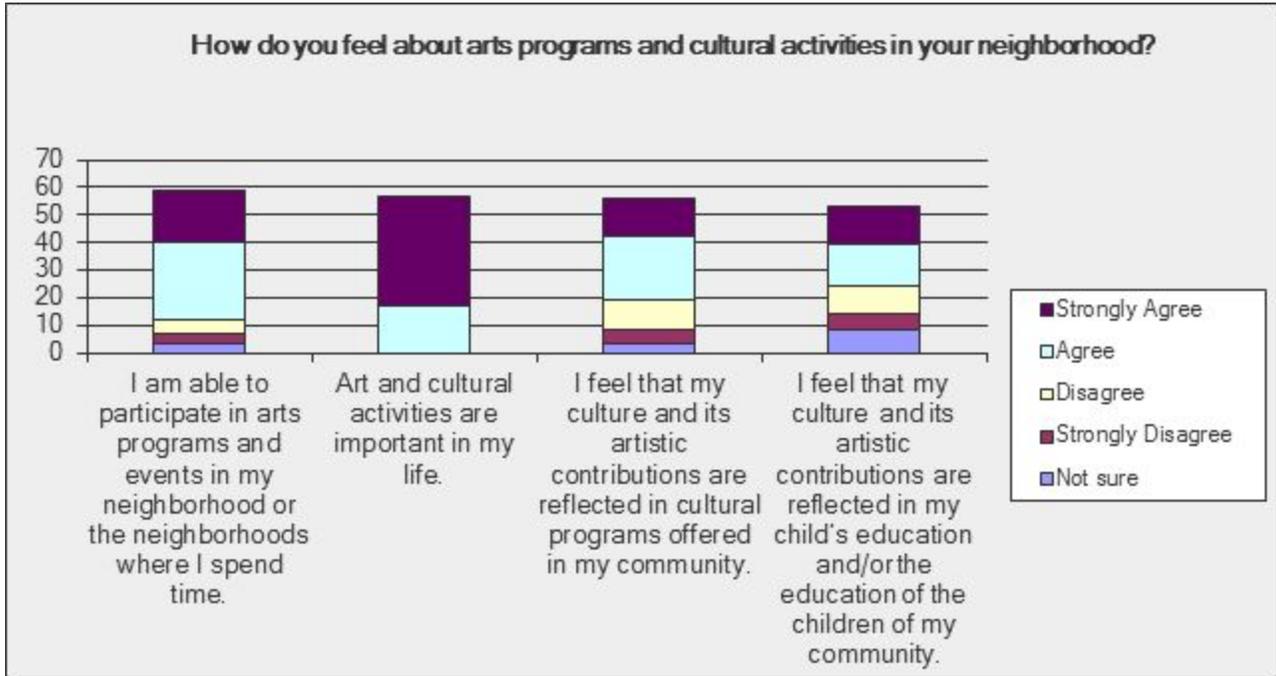
9. Additionally, 81% of responders strongly agree that arts education funding is as important as funding for math, reading, social studies, and science. (See questions 2, 3, and 16)
10. 86% of responders who describe themselves as educators responded that they strongly agree that every year sufficient funds should be budgeted so that all public school students receive the arts education required by law. (See question 16)
11. 29% of responders were not aware that New York State has arts education learning requirements for all NYC Pre-K – 12th grade students. (See question 12)
12. 37% of responders who earn less than \$50,000 were not aware that New York State has arts education learning requirements for all NYC Pre-K – 12th grade students. 21% who earn more than \$125 were not aware. (See question 12)
13. 21% of responders who describe themselves as educators were not aware that New York State has arts education learning requirements for all NYC Pre-K – 12th grade students. (See questions 12 and 22)
14. 23% of responders who describe themselves as advocates, cultural workers, or artists were not aware that New York State has arts education learning requirements for all NYC Pre-K – 12th grade students. (See questions 12 and 22)
15. 29% of responders with a child or children who attends the New York City public schools were not aware that New York State has arts education learning requirements for all NYC Pre-K – 12th grade students. (See question 12)

Charts and Graphs

From the total number of respondents



Respondents who stated they earn less than \$50,000



Respondents who stated they earn greater than \$125,000

