

# STRATEGIES

## ARTS, CULTURE, AND SCIENCE EDUCATION

### OBJECTIVE 1

Strengthen and promote high quality, diverse, and sequential art, culture, and science education for every child in New York City public schools

### STRATEGY

Continue to integrate arts and science education in Pre-K curricula. I

TIMEFRAME: Short PARTNER(S): DOE

Enhance and expand arts education for English Language Learners (ELL) and students with disabilities (SWD). Support the provision of arts education by cultural organizations to these student populations in- and after-school time. I

TIMEFRAME: Medium PARTNER(S): DCLA, DOE

Support arts instruction across grades K-12. P

TIMEFRAME: Medium PARTNER(S): DCLA, DOE

Explore current pool of DOE arts educators for interest and commitment in securing new and/or additional certification in teaching ELLs or SWD in partnership with schools of education. Seek out opportunities to create complementary certification programs for arts education specialists with additional proficiencies such as teaching ELLs or SWD. E

TIMEFRAME: Medium PARTNER(S): DCLA, DOE

### OBJECTIVE 2

Diversify available city resources for arts, culture, and science-based organizations

### STRATEGY

Expand public school access to Materials for the Arts (MFTA) across all schools and organizations. I

TIMEFRAME: Medium PARTNER(S): DCLA

Coordinate efforts across agencies to provide quality arts, culture, and science education during and after-school hours. I

TIMEFRAME: Medium PARTNER(S): DCLA

Expand the availability of neighborhood spaces through school/CBO partnerships for cultural uses that benefit local families, educators, and artists. E

TIMEFRAME: Long PARTNER(S): DCLA, DOE

#### PRIORITY

**I** = IMPLEMENT

**P** = PROMOTE

**E** = EXPLORE

#### ABBREVIATIONS

CUNY = City University of New York

DFTA = Department for the Aging

DOE = Department of Education

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## ARTS, CULTURE, AND SCIENCE EDUCATION

### OBJECTIVE 3

Increase access to inclusive, culturally-resonant, and culturally responsive programming for students, older adults, and their families

### STRATEGY

Share information for arts educators, administrators, teachers, teaching artists, and principals on inclusive, culturally resonant curricula and programming. I

- » Facilitate two-way learning between educators and/or teaching artists and the students and their families.

**TIMEFRAME:** Immediate **PARTNER(S):** DCLA, DOE

Broker introductions between cultural organizations and DOE public schools and district superintendents, to make possible more frequent school field trips and assemblies to learn about and celebrate cultures reflective of New York City's diversity. I

**TIMEFRAME:** Short **PARTNER(S):** DCLA, DOE

Clearly define and provide models for quality arts integration into other subjects for DOE leaders, educators, and arts and/or museum educators. I

- » Provide forums to introduce cultural organizations to the process of contracting to deliver services in- and afterschool.
- » Encourage arts, culture, and science partnerships at the school level and encourage schools to think diversely and inclusively about which cultural partners provide services.
- » Explore how to support, expand, and adapt models like DOE Summer in the City initiative, which incorporates visits to cultural organizations in summer school curriculum.

**TIMEFRAME:** Short **PARTNER(S):** DCLA, DOE, Cultural Community

Expand free and affordable afterschool arts and cultural programs citywide. Offer assistance to school administrators seeking culturally-relevant partners. I

- » Facilitate every school superintendent to develop relationships with arts, cultural, and science organizations.
- » Continue to support and explore ways to adapt models like Teen Thursdays afterschool initiative, which brings middle school students to cultural organizations for hands-on learning.
- » Increase opportunities for artists to teach in afterschool programs.

**TIMEFRAME:** Medium **PARTNER(S):** DCLA, DOE

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### STRATEGY

Partner with the city's cultural organizations to support their work in training teachers and administrators and to educate students. E

» Promote models like Urban Advantage, which partners science-based cultural organizations with public schools for learning opportunities, and other strategies.

TIMEFRAME: Medium PARTNER(S): DCLA, DOE

Support older adults and older artists as arts educators and teaching artists. E

TIMEFRAME: Medium PARTNER(S): DCLA, DFTA, DOE, City Council

### OBJECTIVE 4

Increase access to inclusive, culturally-resonant, and culturally responsive programming for students, older adults, and their families

### STRATEGY

Support programs that promote arts and culture career pipelines for individuals in underserved communities, such as DCLA/CUNY Cultural Corps. I

TIMEFRAME: Medium PARTNER(S): DCLA, CUNY

Support professional development and fellowships for educators and teaching artists from underrepresented groups, including people with disabilities. I

TIMEFRAME: Short PARTNER(S): DCLA, DOE

Underrepresented groups and/or diverse communities are inclusive of racial and ethnic groups; people with disabilities; LGBTIQ populations; women, transgender, and gender non-conforming individuals; indigenous, immigrant, and refugee populations; English-as-a-second-language or non-English language speakers; older adults and youth; and low-income New Yorkers.

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