

The Arts Education Advisory Panel report was conceived as a long-term plan to coincide with the close of the Bloomberg administration and to lay the groundwork for continuation of the dialogue and implementation of its work under a new Mayor. This Advisory Panel was created by the State Legislature when Mayoral control of NYC's schools was extended in 2009 to insure that an independent body would continue to focus on arts curriculum in the schools. The creation of this committee is both important and unusual in the history of the schools, and we hope that our reports will be included in future considerations concerning the need and means to build and perpetuate vigorous arts programs in our public schools. After another year of meetings, we find that many excellent steps have been taken by the DOE, but much remains to be done to insure that the City's million plus schoolchildren are given a rigorous arts curriculum.

We want to express our appreciation to Chancellor Dennis Walcott for his many expressions of support for the arts. These include the continuation of funding for the Summer Arts Institute and, lately, an academic program to support children in need of remediation that includes an arts component in recognition of the long researched connection between their participation in arts activities and success in reading and the STEM subjects. The Chancellor has also been outspoken to potential funders of the arts in the schools and has encouraged private giving to this tremendous public need.

Furthermore, the arts initiatives that the Chancellor is supporting and that are being implemented are firmly aligned with the larger academics and instructional goals of the Division of Academics, Performance and Support under the Chief Academic Officer Shael Suransky. We see the arts explicitly supporting Common Core learning and as an essential component of assuring that all our students are college and career ready.

Most of all we applaud the work of Mr. Paul King, Director of the Arts and Special Projects area of the Department, and to his devoted and hard working expert staff. His contribution to our deliberations has been exemplary, and his grasp of the facts, extraordinary.

Our first report to the PEP two years ago included a description of the well-established connection between a comprehensive arts education and demonstrable academic success. Children who regularly participate in the arts learn to work cooperatively, think creatively and stay on longer in school -- leading to improved graduation rates and college preparedness. Decades of scholarly research substantiates these facts.

With these findings in mind and adamantly believing in the necessity as well as the right of children to have the opportunity to explore their artistic nature and abilities, and partake the joys of the arts we agreed on four initial goals that we thought would lay the groundwork for a reinvigoration of arts education in the NYC public schools.

Goal 1. By 2014 all schools will meet the instructional requirements in the arts as designated by the NYSED and aligned with the NYC-DOE compliance metrics and as delivered by certified teachers of the arts, classroom teachers, and in sustained arts residencies.

Progress: Our first priority was that of the importance of focusing on the 75 schools in the City whose children had few, if any, exposures to the arts. We recognize that each of these schools is different; each has a collection of issues that have to be treated differently in order that the DOE can reach its goal of increasing both the number and quality of arts experiences for their children. To this end the Arts and Special Projects area, has initiated professional development sessions for principals, each addressing not only the overall skill required to find the resources within their existing budgets to support the arts, but the possibilities inherent in arts education for its own value and for added value assisting children to enrich their academic progress. This is very much in line with New York State's emphasis on the "common core", or traditional academic disciplines, and is ahead of the philosophy that now governs other urban school systems who have not yet accepted this connection. We are now calling for a much more sustained, greater program, one part of which could be to provide additional resources and training for principals who were successful in accomplishing this end. The current DOE staff cannot possibly cover the number of principals who urgently need this professional development.

Goal 2. By 2014, all elementary schools will offer all four art forms with instruction in at least two of the four disciplines being offered by licensed certified teacher of the arts. All middle and high schools will be in compliance and offer the required arts by licensed, certified teachers of the arts. (2013-14 school year.)

Progress: Given the emphasis being placed on graduation rates as assessed by examinations teachers and principals are losing sight of the significance of arts education toward achieving this end as expressed above. Once again, a special program for the schools through which principals can be led to a greater understanding of the role of the arts in the process of education, and the concomitant results, needs to be funded.

We also proposed that there be a tiered down, three year financial incentive to low arts schools for arts materials, resources, equipment, space renovation or arts partners based upon hiring a part or full time certified teachers of the arts. This has not begun. While we prefer that funds be made available through the regular school budget, we also proposed that external funding be requested to get the ball rolling. While we are disappointed at this result, we want to acknowledge the substantive work of the Fund for Public schools in their effort to identify and solicit private funding for this particular program and want to encourage further focus on this effort.

Goal 3. By 2014, in order to assure and measure the quality of the instruction, all schools will participate in the arts performance assessment developed under the DOE's "Arts Achieve" project.

Progress: The NYCDOE is fortunate to have received a Federal Grant under the Education Department's *Investing in Innovation* program, which has allowed the NYCDOE to engage in a five-year research project called Arts Achieve to capture evidence of student achievement in the arts. The Arts Office and its partner organizations, Studio in A School, ArtsConnection, The 92nd Street Y, Carnegie Hall and The Cooper-Hewitt Museum have completed the second year of creating and devising performance tasks that allow students to demonstrate their arts learning by creating original work and responding to master works of art. The development of these Arts Achieve tasks has the potential to not only impact the NYCDOE's thinking about

performance tasks in other content areas, but is being seen as a national model for authentic arts assessment.

Goal 4. Recognizing that reaching these goals is a critical need for our city's schools and our city's school children, the Fund for Public Schools will make finding the financial resources to meet these goals one of its core priorities.

Progress: The active collaboration between the DOE and the Fund for Public Schools has focused on a philanthropic community long known for its interest in, and support for, the arts across the City. This year the revenue attributed to the Fund has been increasing, but is still comparatively modest. \$243,000 has been raised for the Arts Achieve project, the Summer Arts Institute, and the Chancellor's Arts Endorsed Diploma Picnic. An additional \$150,000 proposal for bringing best practices to low arts schools over the next three years has been submitted to a major foundation. The knowledgeable and supportive Fund staff need to be further assured that arts education is a top priority of this administration.

- Additionally, but related to the four goals above, we proposed that a system allowing for matching teachers of the arts with school leaders who are seeking to share teachers of the arts across school lines be initiated. An initial effort toward achieving this practice, common in even the most affluent suburbs, has produced a few such matches. In addition to announcing this system in Principal's Weekly, the teacher matching should be promoted more broadly with a mechanism in place to track the progress of schools sharing teachers in the arts.

- A striking new program to ascertain which classroom teachers would be eligible for additional arts teaching certification was also put forward by our Committee.

Many teachers are within range of having completed a number of arts education courses that could be considered for such certification. The cost of preparing dually certified teachers whose role in their schools could be expanded is just a fraction of supporting teachers toward full arts education degrees. Moreover, it assures competence not only the arts but in classroom management skills. We have equated this concept with the long standing Teaching Fellows Program, but (again) costing the DOE far less. An approach that has been suggested is to recommend affordable courses in the arts at various colleges and universities for which teachers would pay, but would be "reimbursed" by additional salary increment.

- We are still waiting for a "ramping up" of arts professional development to assure that existing and new arts teachers are effective, innovative, and maximizing their instructional potential. We believe this would be of great interest to external funding agencies as well, but have not yet seen such an effort put forward.

- Neither have we ignored the importance of parent engagement in the arts. We seek a coordinated program that will move parents from those who do not participate or see the value of the arts to those who are fully engaged. Where family values include recognition of the basic need of children for arts experiences there can arise many unique ideas for strengthening the arts in our classrooms the outcome of which is increased academic success of their children.

There are, of course, a list of notable successes of the DOE due to the diligence and creativity of its arts education staff. These include

- The publication of Annual Arts Reports (Arts Count) that transparently reveal the progress as well as the remaining unfilled needs is a "first" among cities across the nation.

- As previously noted, the pilot program known as "Arts Achieve", one of the few funded by the federal government, once again is a milestone in arts education. Its outcome will be the assessment of student achievement in the arts through authentic arts performance tasks that will be a national model.

In order to assure the enhancement of the positive developments within the DOE over the past two years, and to press for sustained funding even in these difficult budgetary times, the Arts Education Advisory Panel will continue to operate as an active and fully participatory group. Special recognition is also due one of its members, Jody Arnhold, who hosted a superb reception for arts interested foundations and corporations at her home several months ago. Clearly we intend to continue to monitor progress and to report to you as the policy makers of the City's school system, hopefully enlisting your further support based on a history of your intense interest.

Finally, it is worth repeating that we are fully conscious of fiscal exigencies, but our Three-Year Plan, looking even further into the next administration is fiscally conservative and realizable, we firmly believe. We look forward to a continuing dialogue with the PEP.