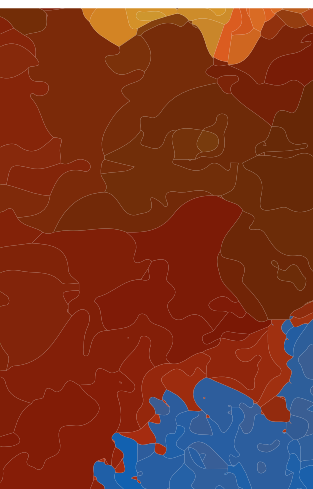
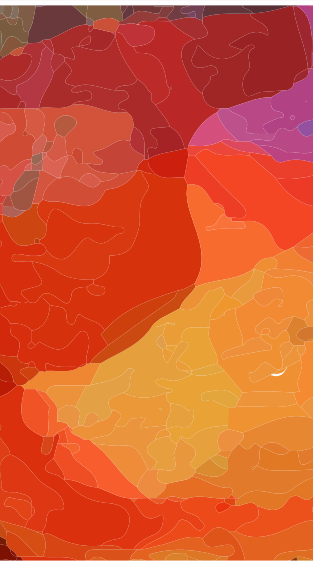


ARTS

IN SCHOOLS

REPORT 2021 2022





“Art, music, dance, theater - the Arts - feed the soul.
And I’m going to do everything that I can to ensure
the investment in the arts.”

—Chancellor David Banks

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Paul L. King

Executive Director of the Office of Arts and Special Projects 2009-2020
New York City Department of Education

IN HONOR OF THE LEADERSHIP AND LEGACY OF PAUL L. KING

Over the decade of Paul King's visionary leadership, meaningful advances have been made toward realizing the goals of equity, universal access and excellence in sequential arts education for all New York City public school students as an essential part of a well-rounded education and in support of their college and career readiness and civic engagement.

Paul was a dynamic, fierce, compassionate, and brilliant leader who could marshal the commitment and energies of school leaders, arts educators, cultural and arts organizations, and civic leaders to work in concert on behalf of equitable and high-quality arts education for all students. When he served as Director of Theater, he shepherded the development of the *Blueprint for Teaching and Learning in Theater*. And he inaugurated work on the *Blueprint for Teaching and Learning in the Moving Image*. As Executive Director of the NYCDOE's Office of Arts and Special Projects, Paul King led and inspired NYCDOE school communities to:

- Increase funding for arts education
- Hire over 450 new certified arts teachers
- Invest in partnerships with local arts and cultural organizations to serve students with disabilities and multilingual learners
- Renovate hundreds of arts facilities to create or bring up to code performing and visual arts studio spaces
- Support our earliest learners with professional learning for pre-K and 3K teachers through Create
- Provide funding for student art-making resources
- Support teachers and leaders with high-quality professional learning
- Expand student arts programs to serve thousands of students, including the All-City High School Music program, All IN(clusive) All-City Theatre Ensemble, Salute to Music, Summer Arts Institute, PS Art, Broadway Junior, and the Public School Film Festival
- Expand the Middle School Arts Boot Camp to increase equity and access for students interested in audition-based arts high schools
- Provide performance and exhibition opportunities across all communities in the Borough Arts Festivals
- Expand access to the Arts Commencement Assessments for students to graduate with a Chancellor's Endorsed Diploma in the Arts



Paul worked throughout his career to ensure every student not only had access to the arts, but had opportunities to engage, learn, and excel in them. Understanding the unique privilege we have as New Yorkers to be surrounded by world-class cultural institutions, he developed partnerships to open up these institutions in advancing arts education and enriching the lives of students and their families.

Letter from the Chancellor



Dear New Yorkers,

It is my honor to present the *Arts in Schools Report 2021–2022* and share that arts education in our schools is thriving. From music and dance to theater and visual arts, our students are gaining invaluable experiences that will serve them in school today and out in the world tomorrow.

As I travel around the city to share my priorities, I always make it clear that a well-rounded education must include a robust focus on the arts. As a born-and-bred New Yorker who grew up visiting our city’s most esteemed arts and cultural organizations, and as an educator who founded and led schools that served predominantly Black and brown boys, I know that the arts are as powerful as academics in transforming children’s lives.

Why is it so critical to root the arts in public education? Multiple studies show that students who study the arts in school perform better in reading, writing, and mathematics, have improved attendance, and develop essential social-emotional skills. The benefits of the arts are even more pronounced for children from economically disadvantaged homes: more of these students make plans to attend college and are three times more likely to earn a bachelor’s degree than peers who do not receive an arts education.

Involvement in the arts also helps students find their unique voice and creates a safe space for them to experiment and try new things that they may never have attempted before. This, in turn, creates community, both inside and outside the school. In fact, the arts are the connective tissue between school and all facets of life.

I encourage you to review our annual report to learn more about the arts that were fundamental in the success school communities experienced in returning to live instruction. I want to acknowledge our Office of Arts and Special Projects for their tireless work on this comprehensive report, as well as Executive Director Paul Thompson, who is committed to enhancing arts programming in all our schools.

I have been a champion of the arts my entire life and now it is my great privilege to call myself the “Chancellor for the Arts.” This means finding new ways for students to take full advantage of the rich cultural environment that surrounds us in our remarkable city. It means more field trips and more partnerships with cultural institutions. It means ensuring that the arts are part of every school’s DNA. This is the best way to feed the souls of our children and put them on pathways to the bright futures they deserve.

Soaring high,

A handwritten signature in black ink that reads "D.C. Banks". The signature is fluid and cursive.

David C. Banks
New York City Schools Chancellor





Introduction

With the opening of the 2021-2022 school year, students returned to school buildings, resuming a full academic year of live instructional programs for the first time in two years. Educators set to work with the understanding that the disruption, isolation, and learning loss that students experienced left a deep impact, and that we simply could not go back to business as usual. When confronting trying times, the arts hold a unique capacity to heal, connect, and uplift. Through the arts, we can commit to the socio-emotional needs of our children and leverage the healing power of the arts to build the capacity of our schools.

We applaud New York City Public Schools' sustained commitment to the arts demonstrated by the dedication of \$70 million in American Rescue Plan Act funds that went directly to schools for arts education, and the restoration of \$20 million to the Office of Arts and Special Projects (OASP) to ensure city-wide cohesion in arts education programming. When students entered their buildings in September 2021, the arts created a welcoming, safe, and affirming space; providing a rich environment for culturally responsive, relevant, and inclusive curriculum; with strong supports for literacy, socio-emotional learning, students with disabilities, multi-language learners, and college and career readiness. Simply put, the arts are an essential part of education, especially in trying times, helping students build relationships and hope.

To support the work of returning to in-person instruction, the OASP worked to build teachers' capacity to support their returning students through the implementation of equitable, quality, data-driven arts education. We will continue to administer citywide student programs, offer school and local support for arts education, and provide professional learning for thousands of Pre-K-12 teachers.

The OASP continued its long history of developing and supporting certified arts teachers who are the cornerstone of an arts-centered education. The OASP provided professional learning opportunities, as well as essential arts supplies and instruments, to thousands of teachers across the system. The OASP's other critical partners in this robust arts vision are the arts and cultural organizations that are fixtures in our neighborhoods and have established our city as the cultural capital of the world. Arts partner organizations are community lifelines. They inspire students through the arts, and they are the connection for students—to one another, to role models, and to community.

We are encouraged by the evidence in this report of how the arts flourished in schools with the infusion of funding and support from our arts partners. Schools hired more arts education teachers; they established and re-established partnerships with arts and cultural organizations; they stocked their arts classrooms with the necessary supplies and equipment; and arts educators were supported with rigorous professional development. During the 2021-22 school year, arts education not only returned to school buildings, but it also thrived, and teachers and administrators were able to build their arts capacity with direct support from the OASP.

For example, at an elementary school in Queens, the arts funding allowed a teaching artist from a community arts partner to continue the work of a recently retired teacher while the school expanded their arts offerings with the addition of a theater teacher. This ensured that students had a comprehensive arts experience in dance, theater, visual arts, and music in their small school. Meanwhile, at a high school, administrators used funds to add a graphic design program to its visual arts program, purchasing drawing tablets that connected to a 3D printer to outfit a new classroom. This enabled students to master transferable 21st-century skills as they prepared for college.

ARTS IN SCHOOLS

Chancellor David Banks has expressed his belief in the power of the arts in schools as a force multiplier to strengthen student achievement. The OASP looks forward to supporting his vision for the arts and establishing him as the “Chancellor for the Arts!”

With the close of the 2021–22 academic year, we celebrated the career of our beloved Maria Palma on the occasion of her retirement. Maria served over 45 years in the New York City Public Schools and has held many different titles over her career. She has been a tireless champion for the arts, and her influence will live on through the work of the OASP, and in the lives of thousands of learners who benefited from her work. We thank Maria for her tireless dedication and wish her the best in her well-deserved retirement.

Paul Jonathan Thompson joined the OASP as executive director at the start of the 2022–2023 academic year. Prior to this role, Paul served as principal for nearly 20 years of a non-selective arts high school that he founded, and as a founding teacher at two other New York City high schools. Paul also had a career as a professional artist and composer, and is an avid arts aficionado. Paul’s arrival ushers in a new chapter for the OASP in supporting Chancellor Banks’ vision for excellence and equity through the arts.

With this 16th annual *Arts in Schools Report*, for 2021–2022, we are making vast strides toward equity and excellence in arts education and leveraging the Chancellor’s commitment to the arts.







Executive Summary

The New York City Department of Education (NYCDOE) is committed to providing all public school students with universal access to a high-quality arts education. Since the launch of the ArtsCount initiative in 2007, the NYCDOE Office of Arts and Special Projects (OASP) has increased the accountability for and transparency of arts education in all NYCDOE public schools. Each spring, the OASP administers the *Annual Arts Education Survey* to all public schools to collect information on schools' arts programming. The information gathered from the *Annual Arts Education Survey* and from internal NYCDOE databases is used to track school compliance with the New York State Education Department (NYSED) arts instructional requirements and guidelines.

The data presented in this Executive Summary reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix, page 103), and provide a snapshot of arts education in schools during the 2021-22 school year.

Where applicable, data are provided from previous school years to examine progress over time. It should be noted that instruction in NYCDOE schools was significantly impacted by the COVID-19 pandemic during the 2020-21 school year, with schools providing a mixture of remote and in-person learning between September 2020 and June 2021. As a result, there were downward trends on several indicators that year, including in the percentages of schools providing arts instruction, in the numbers of arts disciplines provided by schools, and in the percentage of schools partnering with cultural organizations.

Findings from the *Annual Arts Education Survey* and from internal NYCDOE databases indicate that arts offerings in NYCDOE public schools during the 2021-22 school year were more consistent with pre-pandemic levels. This is due in part to an infusion of federal emergency relief funds allocated to New York State (and ultimately the NYCDOE) to support the safe return to in-person instruction and address the impact of the COVID-19 pandemic on lost instructional time.

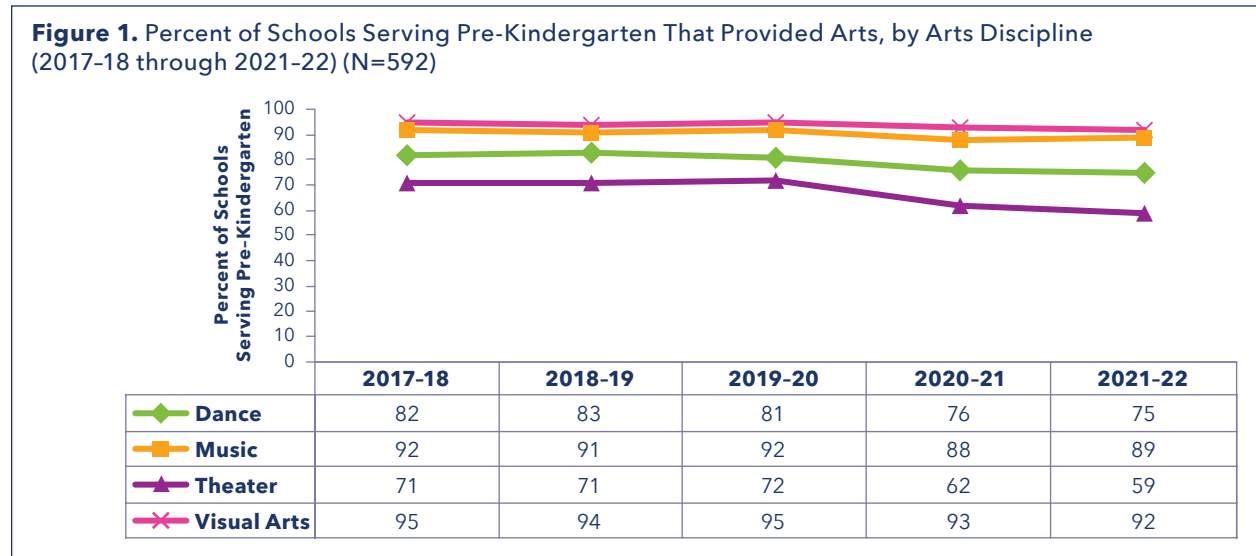
In the 2021-22 school year, 86 percent (N=1,358) of all NYCDOE schools responded to the *Annual Arts Education Survey*. Data on arts education are presented separately by school level (i.e., elementary, middle, and high schools). Students in District 75 schools—schools that exclusively serve students with special needs—are allowed more flexibility with the delivery of arts instruction. Therefore, data on arts education in District 75 schools are also presented separately throughout the report.

Elementary School Grades

Schools serving elementary school grades include all schools serving pre-kindergarten through fifth-grade students (i.e., elementary, K-8, and K-12 schools), with the exception of District 75 schools. Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, or cultural arts organizations. Data shown in the Executive Summary refer to arts instruction provided by any instructional provider (i.e., classroom teachers, school-based arts teachers, and/or cultural arts organizations).

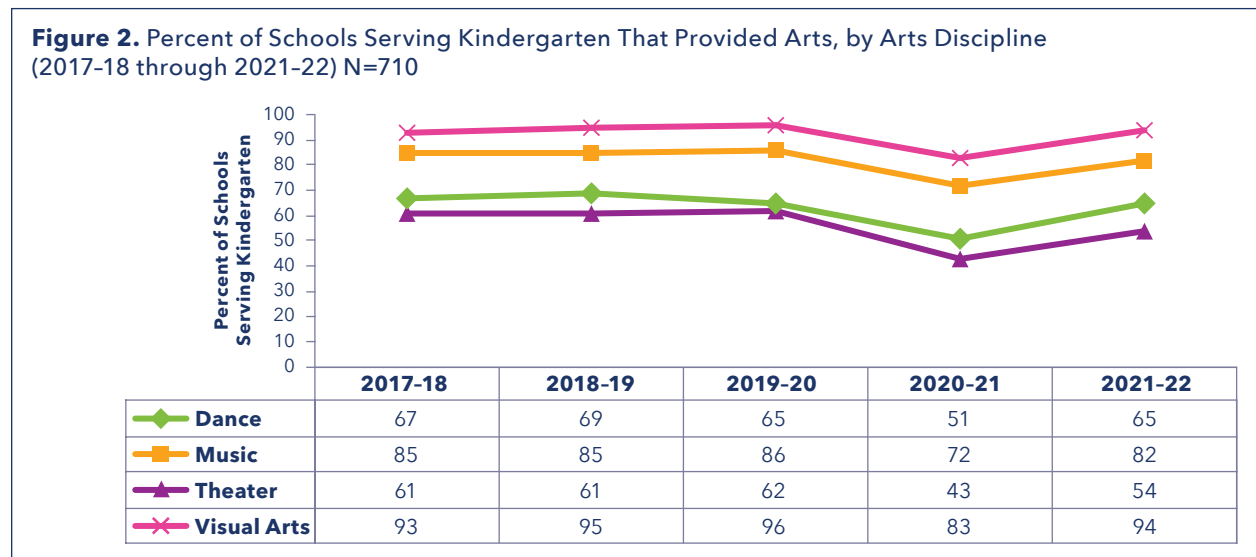
Arts Instruction Provided to Pre-Kindergarten Students

Of the 592 responding schools that served pre-kindergarten students in the 2021-22 school year, 75 percent reported providing dance instruction to pre-kindergarten students; 89 percent reported providing music instruction; 59 percent reported providing theater instruction; and 92 percent reported providing visual arts instruction (see Figure 1). These percentages had been consistent over the previous four years but showed a slight downward trend beginning in the 2020-21 school year, particularly in theater.



Arts Instruction Provided to Kindergarten Students

Of the 710 responding schools that served kindergarten students in the 2021-22 school year, 65 percent reported providing dance instruction to kindergarten students; 82 percent reported providing music instruction; 54 percent reported providing theater instruction; and 94 percent reported providing visual arts instruction (see Figure 2). These percentages are similar to those observed prior to the 2020-21 school year.



Arts Instruction Provided to Grades 1-5

Of the 715 responding schools serving grades 1-5 in the 2021-22 school year (including elementary, K-8, and K-12 schools), 99 percent reported providing instruction in at least one arts discipline (i.e., dance, music, theater, or visual arts) to any grade 1-5; 93 percent reported providing instruction in two or more arts disciplines; 86 percent reported providing at least three arts disciplines; and 54 percent reported providing all four arts disciplines to any grade 1-5 (see Table 1). Again, these percentages were similar to those observed prior to the 2021-22 school year, with the exception of the percentage of schools providing four arts disciplines.

Thirty-seven percent of responding schools reported providing instruction in all four arts disciplines to all grades 1-5 during the 2021-22 school year (see Table 2), a decline from previous years, which had remained constant at 44 percent, but higher than the percentage observed in 2020-21 (31 percent).

Table 1. Percent of Schools Serving Grades 1-5 That Provided One or More Arts Disciplines to Any Grade 1-5 (2017-18 through 2021-22)

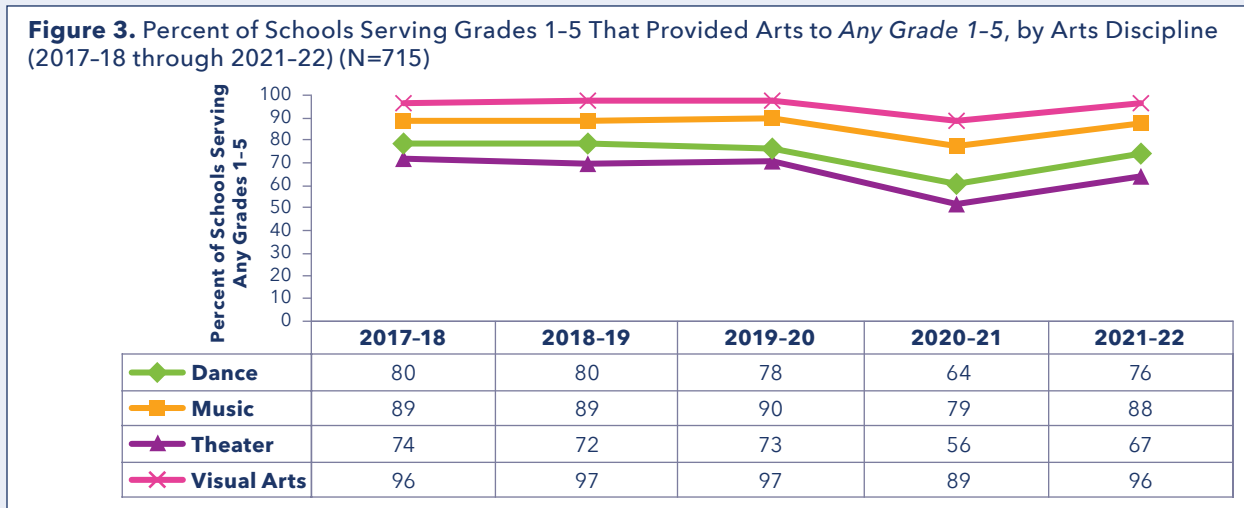
Number of Arts Disciplines	2017-18	2018-19	2019-20	2020-21	2021-22
At Least One Arts Discipline	99%	99%	99%	96%	99%
At Least Two Arts Discipline	95%	94%	94%	84%	93%
At Least Three Arts Discipline	84%	81%	81%	64%	86%
Four Arts Disciplines	62%	63%	64%	43%	54%

Table 2. Percent of Schools Serving Grades 1-5 That Provided All Four Arts Disciplines to All Grades 1-5 (2017-18 through 2021-22)

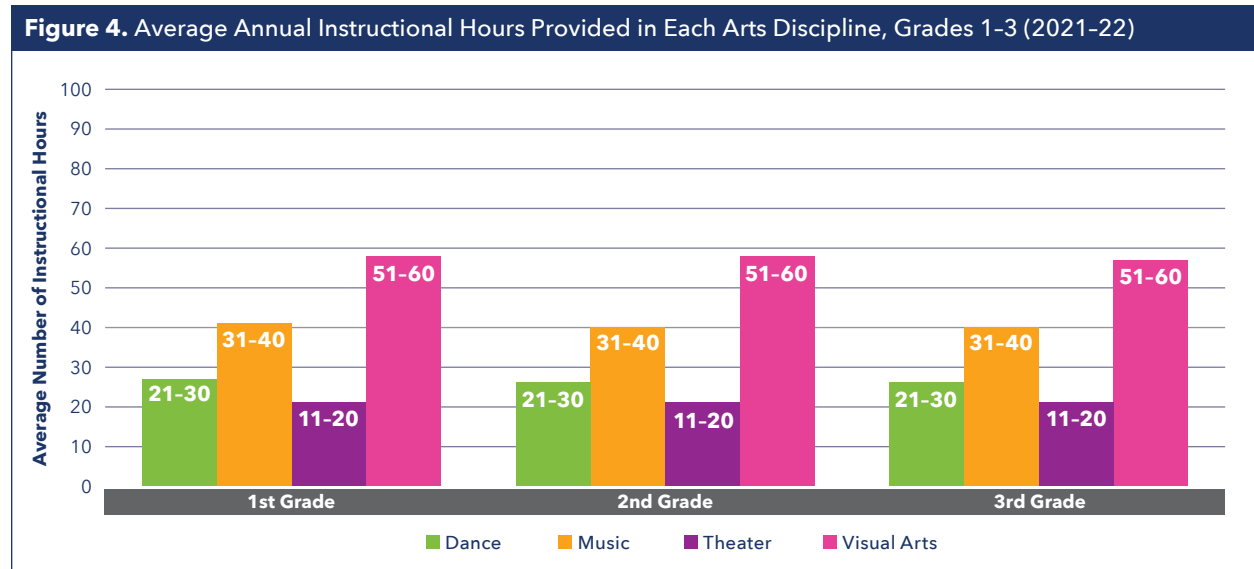
	2017-18	2018-19	2019-20	2020-21	2021-22
Four Arts Disciplines	44%	44%	44%	31%	37%

In the 2021-22 school year, 76 percent of responding schools reported providing dance; 88 percent reported providing music; 67 percent reported providing theater; and 96 percent reported providing visual arts to any grade 1-5 (see Figure 3). These percentages are similar to those observed prior to the 2020-21 school year.

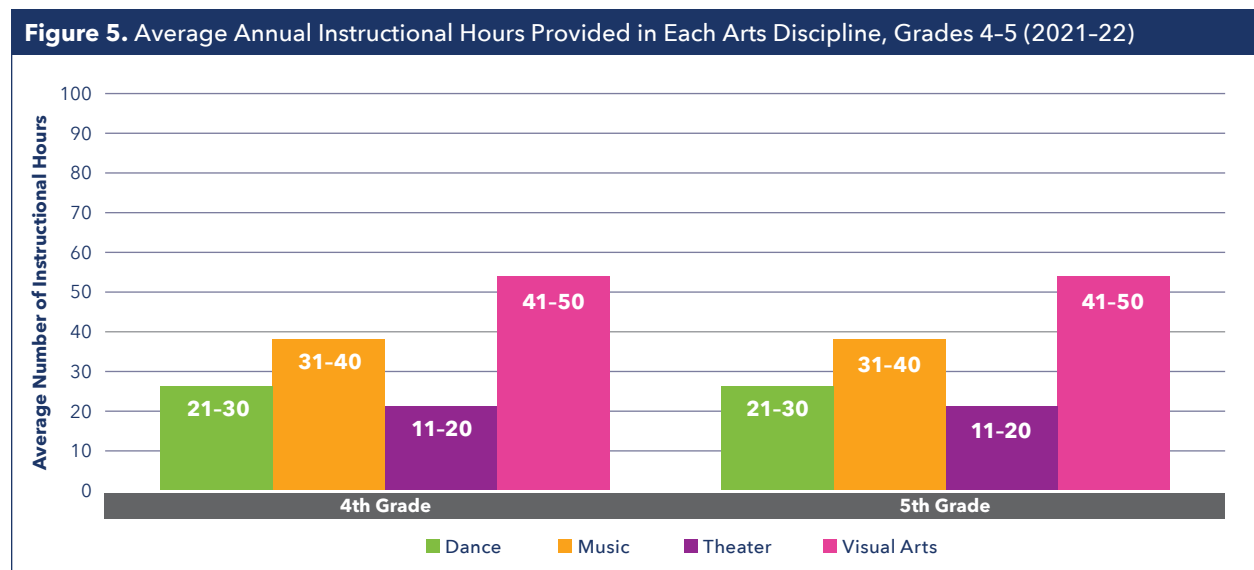
Figure 3. Percent of Schools Serving Grades 1-5 That Provided Arts to Any Grade 1-5, by Arts Discipline (2017-18 through 2021-22) (N=715)



Responding schools serving grades 1-3¹ reported that, during the 2021-22 school year, students received an average of 21-30 hours of dance instruction, 31-40 hours of music instruction, 11-20 hours of theater instruction, and 51-60 hours of visual arts instruction (see Figure 4). These ranges were consistent across grades 1-3 (and somewhat higher than the ranges reported in the 2020-21 school year).



Responding schools serving grades 4-5² reported providing an average of 21-30 hours of dance instruction, 31-40 hours of music instruction, 11-20 hours of theater instruction, and 41-50 hours of visual arts instruction (see Figure 5). These ranges were consistent across grades 4 and 5 (and somewhat higher than the ranges reported in 2020-21).



1 First grade N=710; second grade N=706; third grade N=699

2 Fourth grade N=694; fifth grade N=695

Middle School Grades

Schools serving middle school grades (N=385) include all schools serving grades 6 through 8 (i.e., middle, secondary, K-8, and K-12 schools), with the exception of District 75 schools.

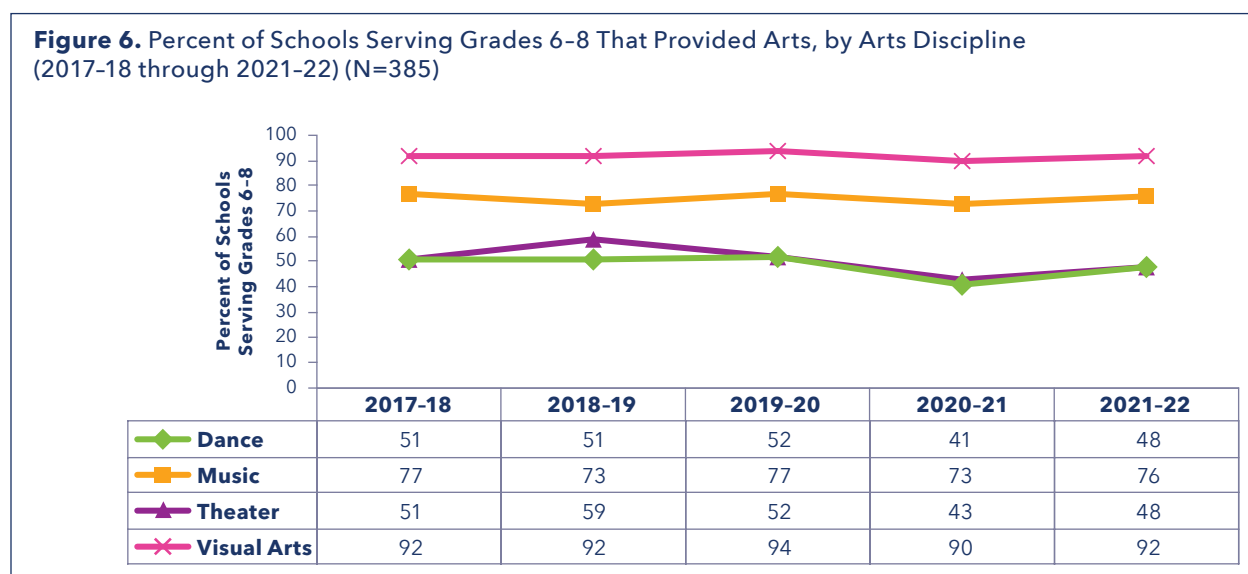
Arts Instruction Provided to Grades 6-8

In the 2021-22 school year, 99 percent of responding schools serving middle school grades provided at least one of the four arts disciplines to students in any grade 6-8; 87 percent provided at least two arts disciplines; 54 percent provided at least three arts disciplines; and 24 percent provided all four arts disciplines (see Table 3). These percentages have remained relatively consistent across the past five years.

Table 3. Percent of Schools Serving Grades 6-8 That Provided Arts to Any Grade 6-8 (2017-18 through 2021-22)³

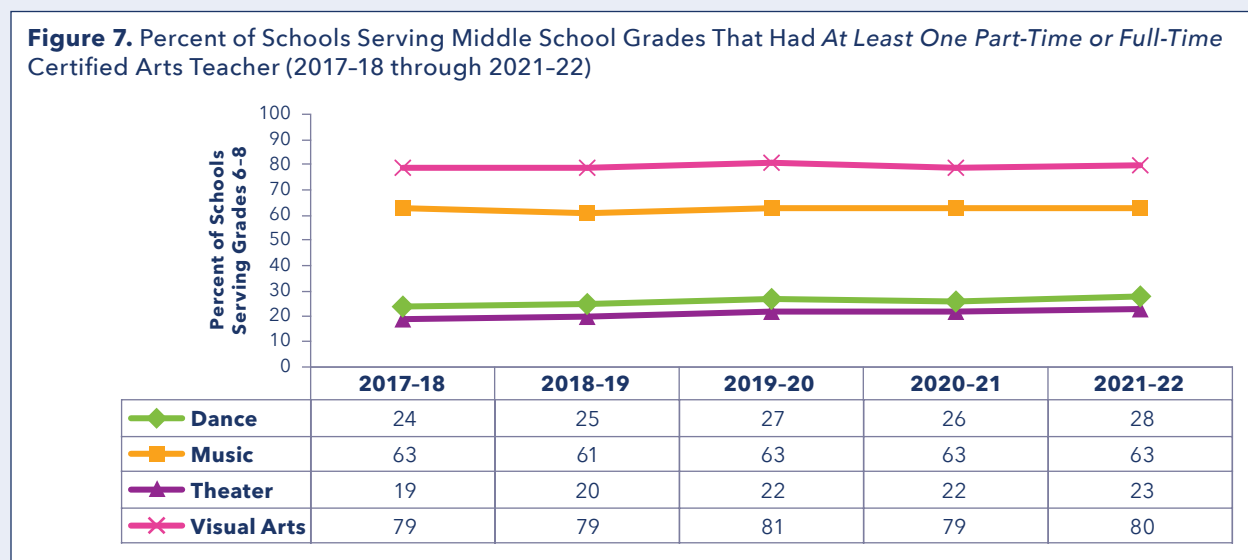
Number of Arts Disciplines	2017-18	2018-19	2019-20	2020-21	2021-22
At Least One Arts Discipline	99%	98%	99%	98%	99%
At Least Two Arts Disciplines	87%	86%	89%	83%	87%
At Least Three Arts Disciplines	58%	55%	59%	46%	54%
Four Arts Disciplines	28%	25%	28%	20%	24%

Of the responding schools serving grades 6-8 during the 2021-22 school year, 48 percent reported providing dance instruction; 76 percent reported providing music; 48 percent reported providing theater; and 92 percent reported providing visual arts instruction (see Figure 6). These percentages are approaching those observed prior to the 2020-21 school year.



³ Data from previous years have been updated to reflect arts instruction offered by any arts provider.

Of responding schools serving middle school grades in 2021-22, 28 percent reported having at least one certified dance teacher (part-time or full-time); 63 percent reported having at least one certified music teacher; 23 percent reported having at least one certified theater teacher; and 80 percent reported having at least one certified visual arts teacher (see Figure 7). These percentages are approaching those observed prior to the 2020-21 school year. These percentages have remained relatively consistent across the past five years.



The New York State Education Department (NYSED) arts requirements and guidelines recommend that schools serving grades 7 and 8 provide students with at least two different arts disciplines (i.e., dance, music, theater, or visual arts) that are taught by certified arts teachers over the course of seventh and eighth grade. In 2021-22, 34 percent of eighth-grade students met this requirement by the end of their eighth-grade year, which is consistent with the percentages in previous years (see Table 4).

As shown in Table 5, 53 percent of students had completed two or more arts courses (half-units) in any arts discipline by the end of their eighth-grade year in 2021-22, a decrease from the previous year, and a sharp decrease from pre-pandemic rates.

Table 4. Percent of 8th Grade Students Who Met the NYSED Arts Requirement (2017-18 through 2021-22)

8th Grade NYSED Requirement	2017-18	2018-19	2019-20	2020-21	2021-22
Completed Two Arts Courses in Two Different Arts Disciplines by a Certified Arts Teacher	36%	34%	35%	34%	34%

Table 5. Percent of 8th Grade Students Who Completed Two or More Arts Courses by the End of 8th Grade (2017-18 through 2021-22)

Number of Arts Courses	2017-18	2018-19	2019-20	2020-21	2021-22
Two or More Half-Units of Arts Instruction in Any Arts Discipline	89%	87%	85%	58%	53%

High School Grades

Schools serving high school grades (N=379) include all schools serving grades 9 through 12 (i.e., high schools, secondary schools, and K-12 schools), with the exception of District 75 schools.

Arts Instruction Provided to Grades 9-12

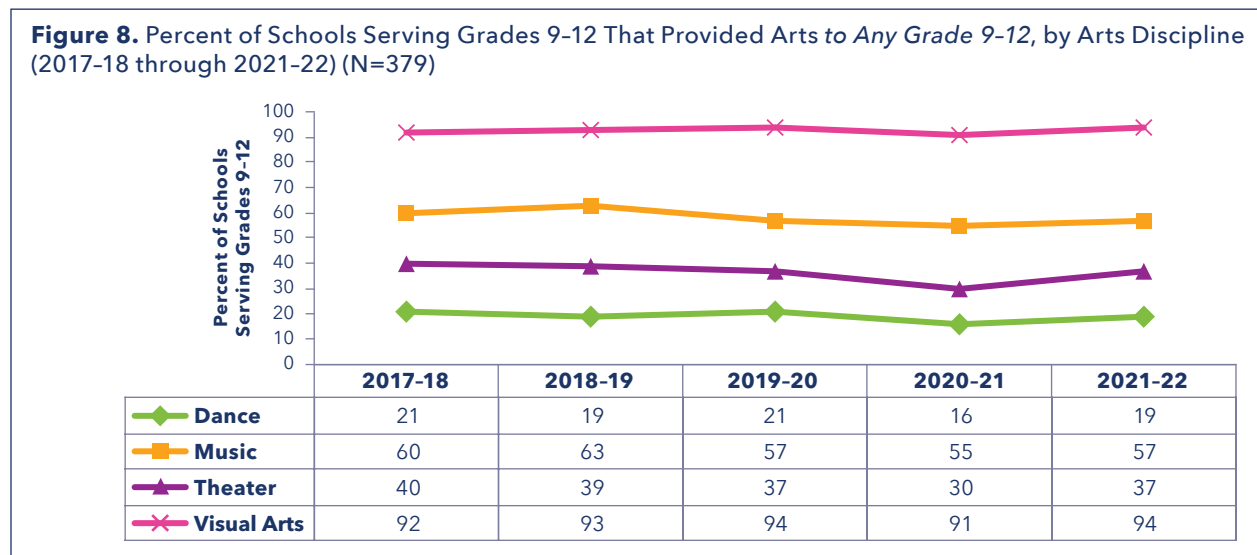
In the 2021-22 school year, 100 percent of responding schools serving grades 9-12 provided at least one arts discipline to students in any grade 9-12; 67 percent provided at least two arts disciplines; 33 percent provided at least three arts disciplines; and 8 percent provided all four arts disciplines (see Table 6). These percentages are similar to those observed prior to the 2020-21 school year.

Table 6. Percent of Schools Serving Grades 9-12 That Provided Arts to Any Grade 9-12 (2017-18 through 2021-22)

Number of Arts Disciplines	2017-18	2018-19	2019-20	2020-21	2021-22
One or More Arts Discipline	99%	100%	99%	99%	100%
Two or More Arts Disciplines	70%	71%	67%	63%	67%
Three or More Arts Disciplines	34%	34%	32%	25%	33%
Four Arts Disciplines	10%	10%	10%	5%	8%

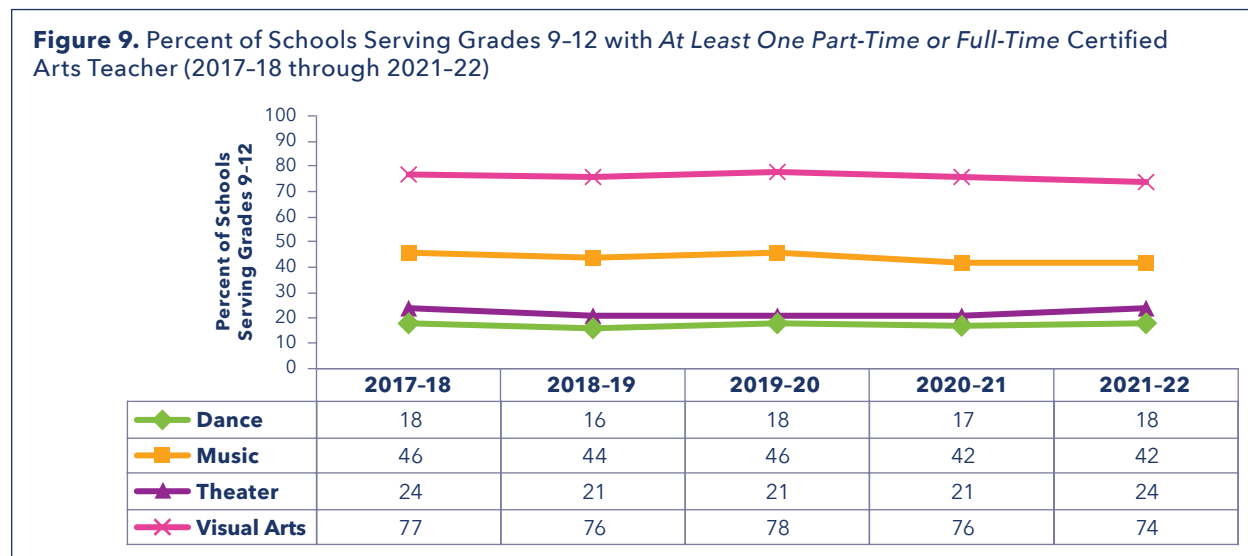
In the 2021-22 school year, 19 percent of responding schools serving grades 9-12 provided dance instruction; 57 percent provided music; 37 percent provided theater; and 94 percent provided visual arts instruction to any grade 9-12 (see Figure 8). These percentages are similar to those observed prior to the 2020-21 school year.

Figure 8. Percent of Schools Serving Grades 9-12 That Provided Arts to Any Grade 9-12, by Arts Discipline (2017-18 through 2021-22) (N=379)



ARTS IN SCHOOLS

Of responding schools serving high school grades in 2021-22, 18 percent reported having at least one certified dance teacher (part-time or full-time); 42 percent reported having at least one certified music teacher; 24 percent reported having at least one certified theater teacher; and 74 percent reported having at least one certified visual arts teacher (see Figure 9). These percentages have remained relatively consistent across the past five years.



The NYSED arts requirements and guidelines recommend that schools serving high school grades provide students with a minimum of two credits in the arts prior to graduation. In the 2021-22 school year, all (100 percent) high school graduates from responding schools graduated with two or more credits in the arts (see Table 7). The data for this measure have remained consistent across years.

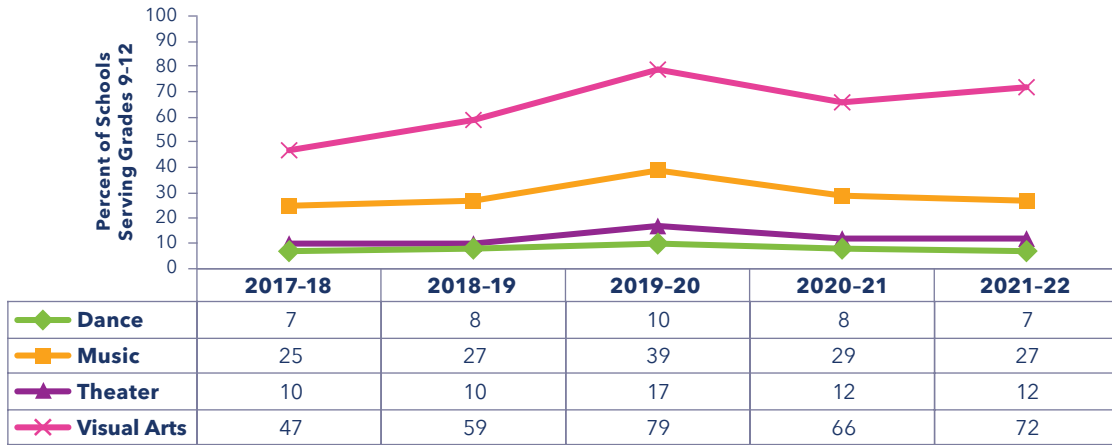
Table 7. Percent of High School Graduates Who Met the NYSED Arts Requirement (2017-18 through 2021-22)

	2017-18	2018-19	2019-20	2020-21	2021-22
Graduated with Two or More Credits in the Arts	100%	100%	100%	100%	100%



The proportions of schools with high school grades that reported providing at least one arts sequence of six or more credits ranged from 7 percent in dance to 72 percent in the visual arts during 2021-22 (see Figure 10). These percentages were similar to those observed in the 2020-21 school year, with the exception of visual arts, which increased slightly.

Figure 10. Percent of Schools Serving Grades 9-12 That Provided At Least One 6-Credit Arts Sequence, by Arts Discipline (2017-18 through 2021-22)

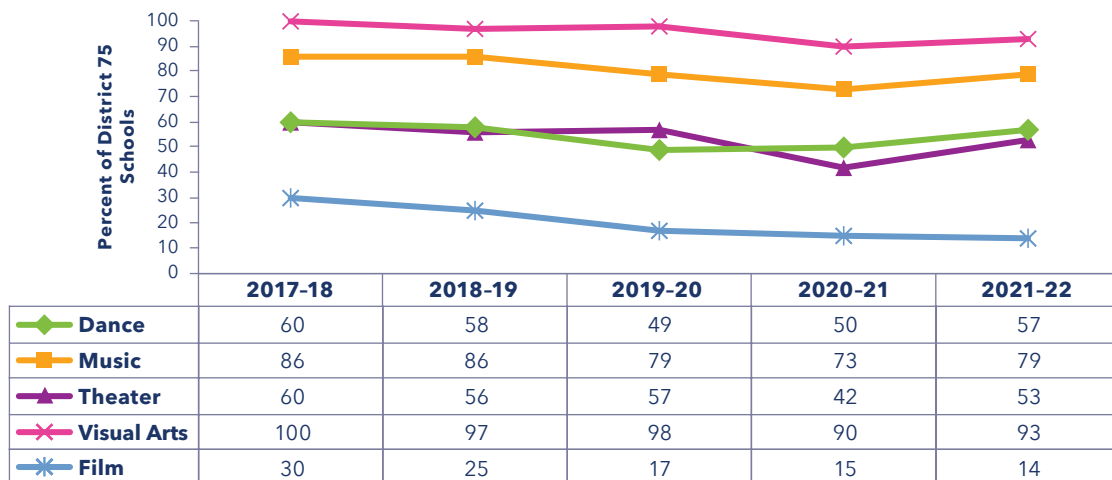


Arts Instruction Provided in District 75 (Grades K-12)

District 75 provides citywide educational, vocational, and behavioral support programs for students with disabilities. As previously noted, District 75 schools are allowed more flexibility with the delivery of arts instruction to their students.

Of the responding District 75 schools (N=58), greater percentages reported that they provide visual arts (93 percent) and/or music (79 percent) than dance (57 percent), theater (53 percent), and/or moving image/film (14 percent) to any grade K-12 (see Figure 11). With the exception of moving image/film, these percentages increased from 2020-21 to 2021-22.

Figure 11. Percent of District 75 Schools That Provided Arts to Any Grade PreK-12, by Type of Arts Discipline (2017-18 through 2021-22) (N=58)



Cultural Arts Organizations

New York City’s cultural arts organizations are a tremendous asset to public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. In the 2021-22 school year, 80 percent of responding schools reported partnering with at least one cultural arts organization (see Table 8).

Table 8. Percent of Schools Partnered with *At Least One* Cultural Arts Organization (2017-18 through 2021-22)

	2017-18	2018-19	2019-20	2020-21	2021-22
At Least One Arts Provider	85%⁴	84%	82%	71%	80%

In the 2021-22 school year, at least 400 cultural arts organizations were partnered with schools to provide arts education instruction. Over the past five years, the number of cultural arts organizations partnered with NYCDOE public schools has ranged from over 300 to over 400 (see Table 9).

Table 9. Number of Cultural Arts Organizations That Partnered with Responding Schools (2017-18 through 2021-22)

	2017-18	2018-19	2019-20	2020-21	2021-22
At Least One Arts Provider	431+	312+	449+	417+	400+

Table 10 shows schools’ responses to whether they planned to continue or discontinue services with at least one cultural organization, or whether they were uncertain about continuation of services. In 2021-22, the majority of schools (83 percent) reported that they planned to continue services with a cultural arts organization.

Table 10. Schools’ Expectations Regarding Continuation of Services with Cultural Arts Organizations (2017-18 through 2021-22) (N=1,091)

Responses	2017-18	2018-19	2019-20	2020-21	2021-22
School Will Continue Service with <i>At Least One</i> Cultural Arts Organization	88%	86%	77%	85%	83%
School Will Discontinue Service with <i>At Least One</i> Cultural Arts Organization	4%	5%	5%	2%	4%
School Is Uncertain about Continuation of Services with <i>At Least One</i> Cultural Arts Organization	24%	26%	36%	22%	28%

⁴ This percentage has been revised from what was reported previously for the 2017-18 school year due to a previous error in calculation.

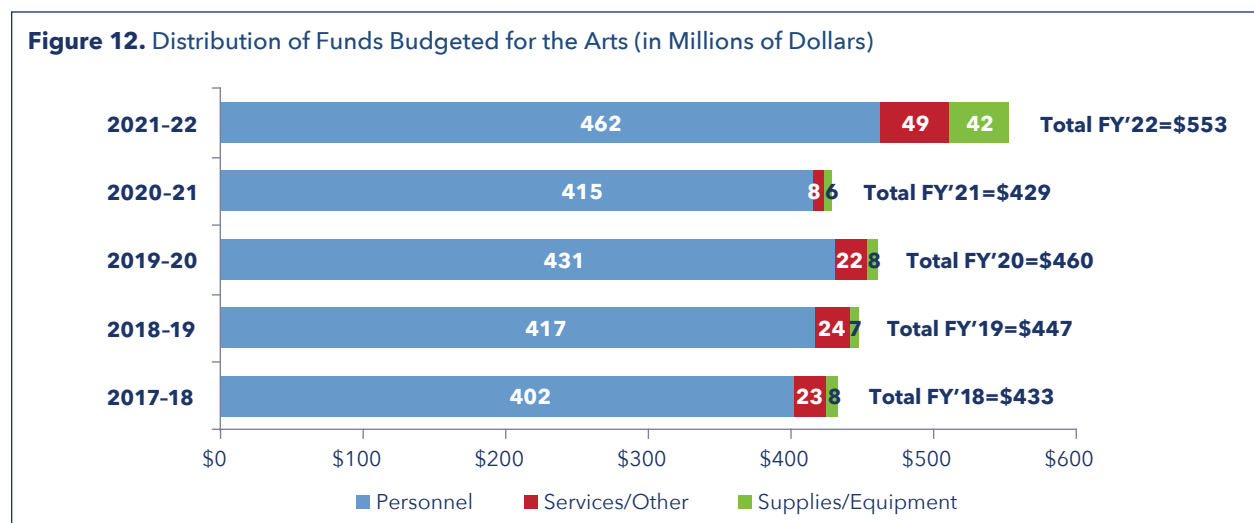
Table 11 provides the reasons reported for schools’ plans to discontinue services with at least one cultural arts organization. Of the 53 schools that planned to discontinue services after the 2021-22 school year, many reported other reasons than those listed, including expiring contracts and/or grant funding.

Table 11. Reasons for Schools Reporting Discontinuation of Services from Cultural Arts Organizations (2017-18 through 2021-22) (N=53)

Responses	2017-18	2018-19	2019-20	2020-21	2021-22
High Cost of Services	14%	30%	1%	4%	11%
Limited Capacity of Provider	16%	3%	4%	0%	4%
Reduced School Budget	14%	30%	56%	4%	17%
Unsatisfactory Quality of Services	16%	21%	7%	4%	28%
Other Responses	41%	17%	31%	89%	40%

Funds Budgeted for the Arts

In the 2021-22 fiscal year, the overall budget for the arts was \$552,563,705. This includes \$461,547,880 budgeted for personnel; \$49,367,675 for arts services/other (e.g., cultural arts organizations); and \$41,648,149 for arts supplies/equipment (e.g., instructional materials, equipment repair) (see Figure 12). The \$123.8 million funding increase over the 2020-21 fiscal year was due primarily to stimulus funding from the Federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and American Rescue Plan Act (ARPA) funding directly allocated to schools.





Arts Education in New York City Public Schools

Information was gathered about student access and participation in arts education and supports for quality arts education during the 2021-22 school year. When available, data are provided for previous school years and are based on the portion of schools that responded to the *Annual Arts Education Survey* during that school year. In the 2021-22 school year, 86 percent (N=1,358) of all NYCDOE schools responded to the survey. In addition, data were collected from other NYCDOE databases. For a further description of the methods used to calculate the data presented, see the Methodology section on page 97.

The Arts Education in New York City Public Schools section of this report is organized by grade and school level (elementary, middle, and high schools),⁵ and includes information on the number and type of arts disciplines provided; the number of students participating in arts instruction; screened arts programs in high schools; and arts sequences offered to students in grades 9-12. The data presented reflect schools' progress toward meeting the NYSED arts requirements and guidelines (see Appendix on page 103 for descriptions), which emphasize arts instruction in dance, music, theater, and the visual arts. In addition to these four arts disciplines, arts instruction in the moving image/film is offered in many schools throughout the city. The majority of data shown is disaggregated by dance, music, theater, and visual arts, and where available, data are also provided on moving image/film instruction.

Students in District 75 schools—schools that exclusively serve students with disabilities—are not held accountable to the same requirements. Therefore, data on arts education in District 75 schools are presented separately.

5 Data disaggregated by school level include data from multi-grade schools (i.e., early childhood [preK-2], K-8, or K-12 schools) where noted in the title.



Number of Students Participating in Arts Education

Figures 13 through 15 present the numbers of students in grades 1 through 12 receiving arts instruction during the 2021-22 school year. These numbers include all schools, except those in District 75. For grades 1-5, schools reported on arts instruction to classes as a whole. For grades 6-12, schools reported on arts instruction provided to individual students.

Figure 13. Number of Students in Grades 1-5 Participating in Arts Instruction in the 2021-22 School Year, by Arts Discipline

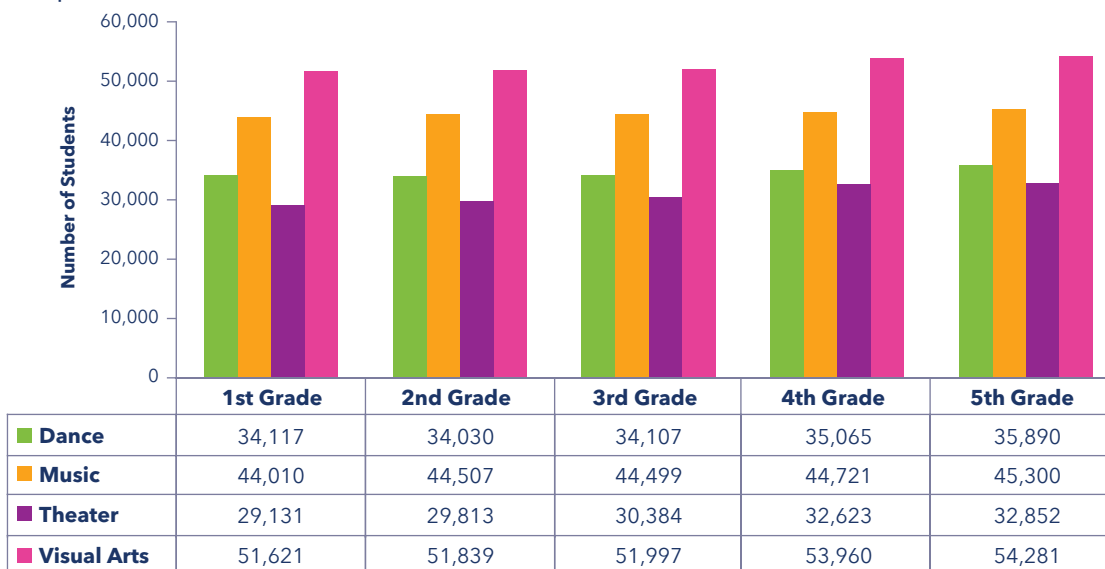


Figure 14. Number of Students in Grades 6-8 Participating in Arts Instruction in the 2021-22 School Year, by Arts Discipline

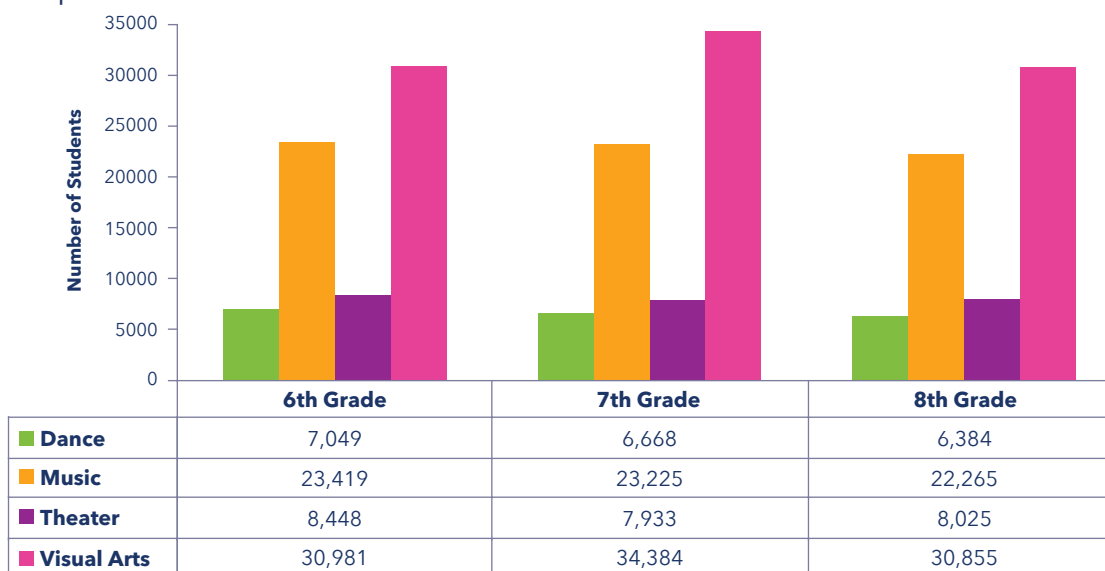
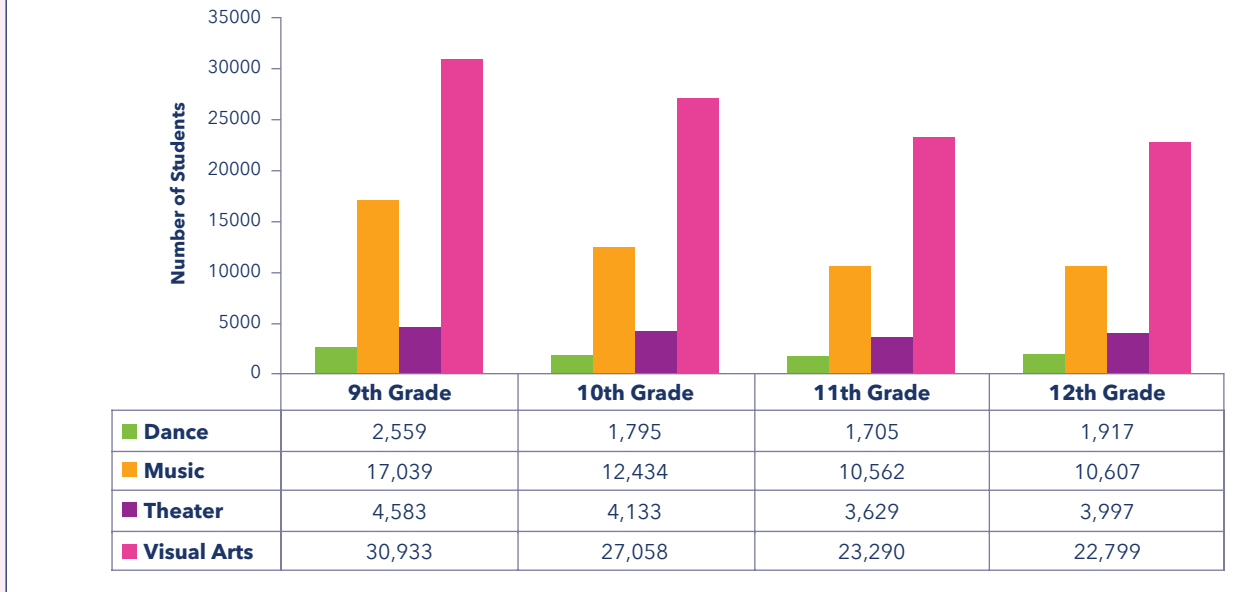


Figure 15. Number of Students in Grades 9-12 Participating in Arts Instruction in the 2021-22 School Year, by Arts Discipline



Elementary School Grades

This section presents data on arts instruction provided to students in elementary school grades (pre-kindergarten through fifth grade), as reported by elementary and multi-grade schools (i.e., early childhood [preK-2], K-8, or K-12 schools). District 75 schools are not included.

Arts instruction in schools serving elementary school grades can be provided by classroom teachers, school-based arts teachers, or cultural arts organizations. Reference to *any instructional provider* throughout the Elementary School Grades section includes arts instruction provided by classroom teachers, school-based arts teachers, and/or cultural arts organizations.

All data regarding arts instruction provided to pre-kindergarten students were collected through the *Annual Arts Education Survey*. Schools record data on arts instructional hours provided by classroom teachers and/or school-based arts teachers to students in kindergarten through fifth grade through the NYCDOE STARS database. Data on arts instructional hours provided by cultural arts organizations to kindergarten through fifth-grade students were gathered through the *Annual Arts Education Survey*.

In 2021-22, a total of 715 schools that responded to the survey (53 percent) were classified as elementary schools (N=586) or multi-grade schools serving at least one elementary school grade (i.e., grades 1-5) (N=129). Overall, 592 responding schools served pre-kindergarten students and 710 schools served kindergarten students.

Arts Instruction Provided to Pre-Kindergarten and Kindergarten Students

The figures below display data on the percent of responding schools providing dance, music, theater, and/or visual arts instruction to pre-kindergarten students (Figure 16) and kindergarten students (Figure 17) through school-based staff only. The results are presented for the 2017-18 through 2021-22 school years. Data on the percent of responding schools providing arts instruction to pre-kindergarten and kindergarten students through any instructional provider (i.e., classroom teachers, school-based arts teachers, and/or cultural arts organizations) are shown in Figures 1 and 2 of the Executive Summary, respectively.

ARTS IN SCHOOLS

Figure 16. Percent of Schools Serving Pre-Kindergarten That Provided Arts Taught by School-Based Staff, by Arts Discipline (2017-18 through 2021-22) (N=592)

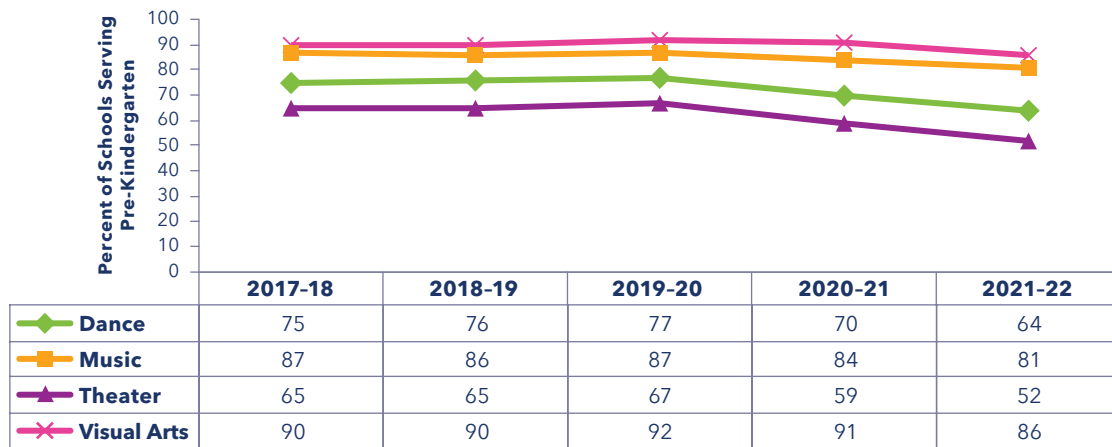
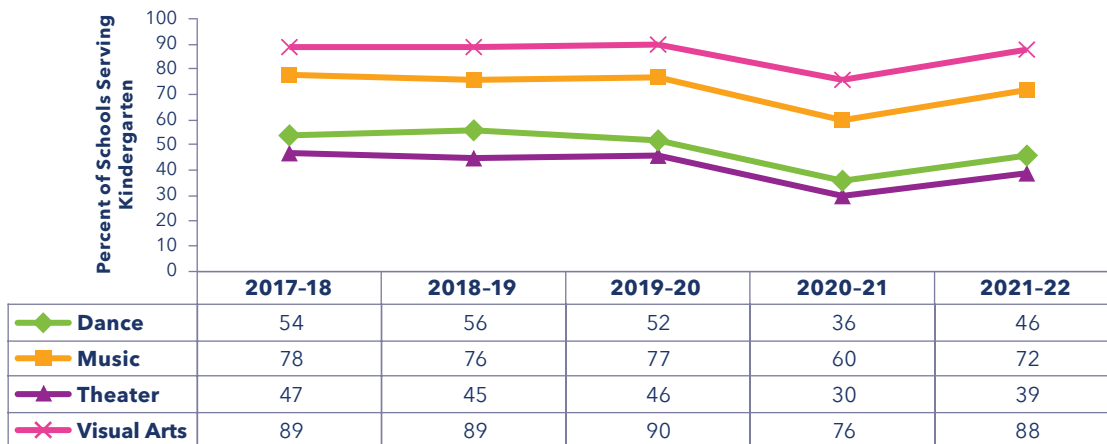


Figure 17. Percent of Schools Serving Kindergarten That Provided Arts Taught by School-Based Staff, by Arts Discipline (2017-18 through 2021-22) (N=710)



Arts Instruction Provided to Grades 1-5 by Any Instructional Provider

Tables 12 and 13 and Figures 18 through 20 present data on arts instruction in dance, music, theater, and visual arts taught by any instructional provider (including school-based arts teachers, classroom teachers, and/or cultural arts organizations).

Table 12 shows the number of arts disciplines provided to any grade 1-5 in the 2021-22 school year in elementary schools and in multi-grade schools serving grades 1-5. Table 13 presents the percent of responding elementary and multi-grade schools that offered all four arts disciplines to all grades 1-5 from 2017-18 through 2021-22. The types of arts disciplines offered to any grade 1-5 from 2017-18 through 2021-22 are displayed in Figure 18 for elementary schools only. The average numbers of instructional hours provided in the arts in the 2021-22 school year are presented in Figures 19 (grades 1-3) and 20 (grades 4 and 5) for elementary schools only. According to the NYSED arts requirements and guidelines, students in grades 1-3 should receive approximately 46 hours of arts instruction in each arts discipline (dance, music, theater, and the visual arts) across the school year, and students in grades 4 and 5 should receive approximately 23 hours of arts instruction in each discipline across the school year.

Table 12. Percent of All Schools by Number of Arts Disciplines Provided by Any Instructional Provider to Any Grade 1-5 in the 2021-22 School Year

Number of Arts Disciplines	
Elementary Schools (N=586)	
At Least One Arts Discipline	100%
At Least Two Arts Disciplines	93%
At Least Three Arts Disciplines	81%
Four Arts Disciplines	57%
Multi-Grade Schools Serving Grades 1-5 (N=129)	
At Least One Arts Discipline	98%
At Least Two Arts Disciplines	95%
At Least Three Arts Disciplines	74%
Four Arts Disciplines	42%

ARTS IN SCHOOLS

Table 13. Percent of Schools That Provided All Four Arts Disciplines Taught by Any Instructional Provider, to All Grades 1-5 (2017-18 through 2021-22)

	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary Schools (N=586)					
All Four Arts Disciplines to All Grades 1-5	47%	47%	47%	34%	40%
Multi-Grade Schools (N=129)					
All Four Arts Disciplines to All Grades 1-5	33%	30%	34%	18%	22%

Figure 18. Percent of Elementary Schools, by Type of Arts Disciplines Taught by Any Instructional Provider to Any Grade 1-5 (2017-18 through 2021-22) (N=586)

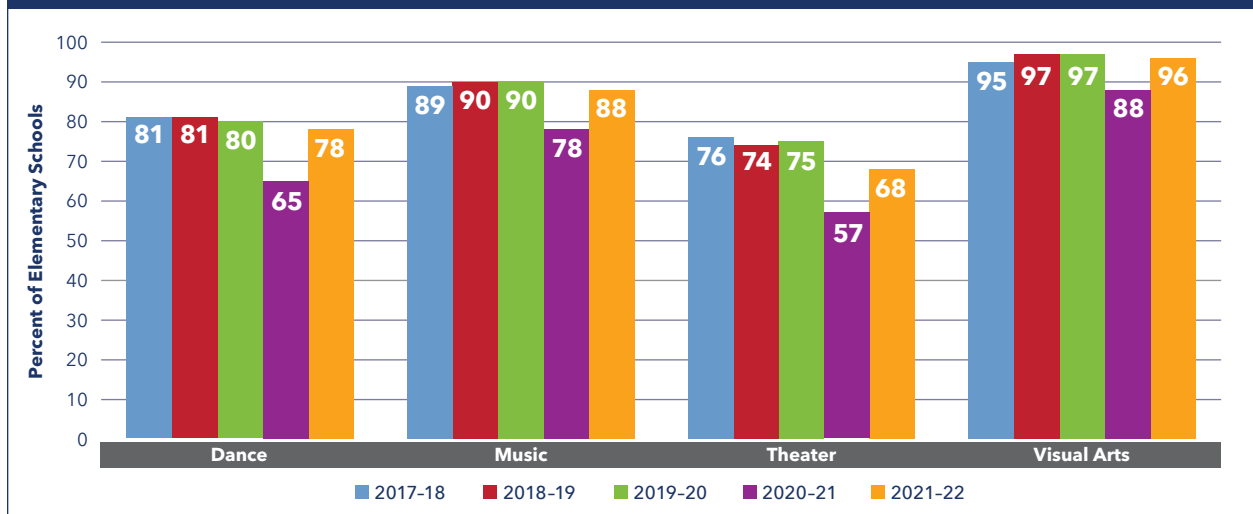


Figure 19. Average Annual Instructional Hours Taught in Elementary Schools by Any Instructional Provider in the 2021-22 School Year, by Arts Discipline (Grades 1-3) (N=585)

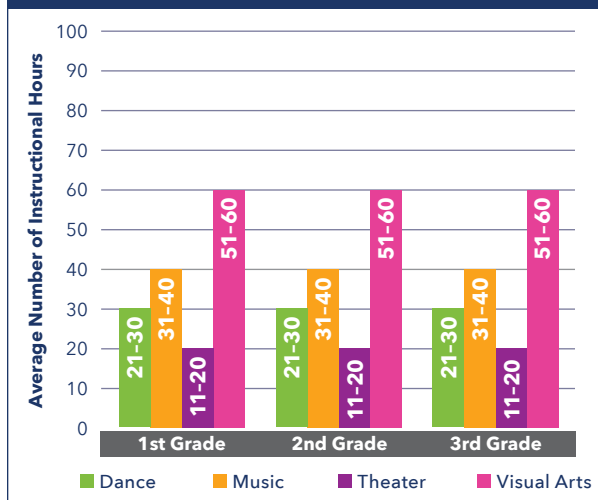
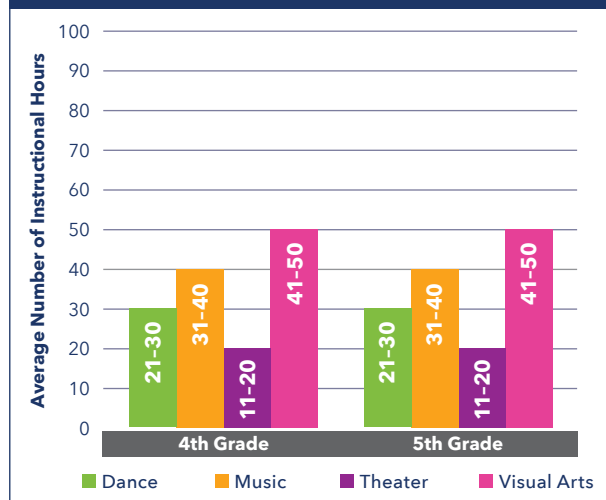


Figure 20. Average Annual Instructional Hours Taught in Elementary Schools by Any Instructional Provider in the 2021-22 School Year, by Arts Discipline (Grades 4-5) (N=580)



6 First grade N=585; second grade N=583; third grade N=582

7 Fourth grade N=580; fifth grade N=578

Arts Instruction Provided to Grades 1-5 by School-Based Arts Teachers or Classroom Teachers

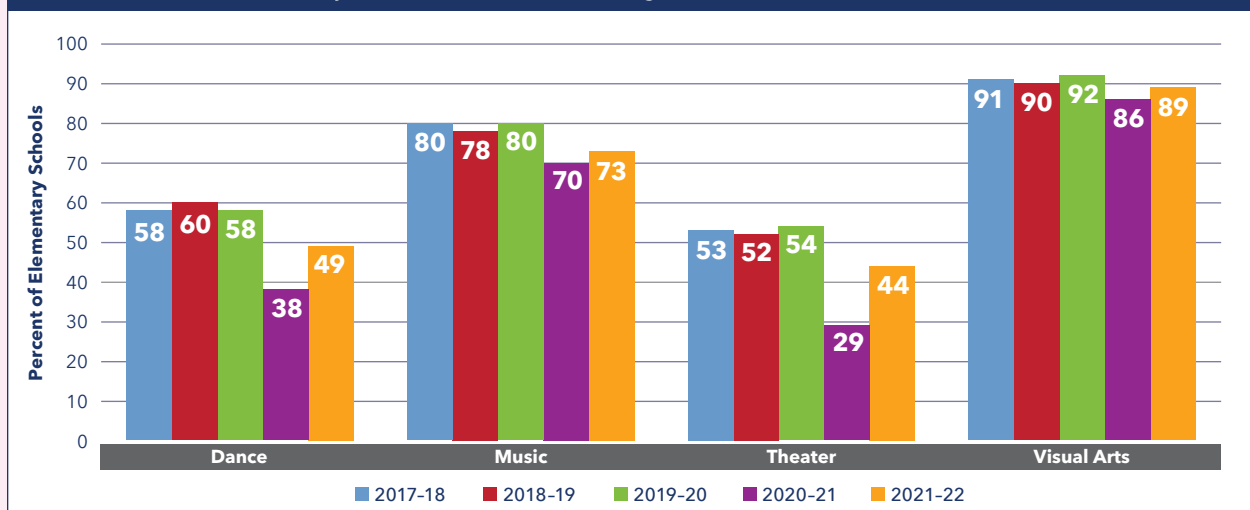
Table 14 and Figure 21 present data on arts instruction in dance, music, theater, and/or the visual arts provided to students in grades 1-5 by school-based arts teachers or classroom teachers.

Table 14 shows the number of arts disciplines taught by school-based arts teachers or classroom teachers to any grade 1-5 in the 2017-18 through 2021-22 school years (elementary schools and multi-grade schools). The types of arts disciplines provided by school-based arts teachers or classroom teachers to any grade 1-5 from 2017-18 through 2021-22 are displayed for elementary schools only in Figure 21.

Table 14. Percent of All Schools Serving Grades 1-5, by Number of Arts Disciplines Provided by School-Based Arts Teachers or Classroom Teachers (2017-18 through 2021-22)

Number of Arts Disciplines	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary Schools (N=586)					
At Least One Arts Discipline	97%	96%	97%	86%	97%
At Least Two Arts Disciplines	84%	82%	85%	64%	75%
At Least Three Arts Disciplines	59%	59%	59%	39%	49%
Four Arts Disciplines	41%	43%	44%	27%	35%
Multi-Grade Schools Serving Grades 1-5 (N=129)					
At Least One Arts Discipline	99%	99%	97%	93%	98%
At Least Two Arts Disciplines	87%	86%	89%	73%	84%
At Least Three Arts Disciplines	53%	55%	55%	36%	48%
Four Arts Disciplines	33%	33%	34%	20%	27%

Figure 21. Percent of Elementary Schools, by Type of Arts Disciplines Provided by School-Based Art Teachers or Classroom Teachers to Any Grade 1-5 (2017-18 through 2021-22) (N=586)



ARTS IN SCHOOLS



Arts Instruction Provided to Grades 1-5 by Cultural Arts Organizations

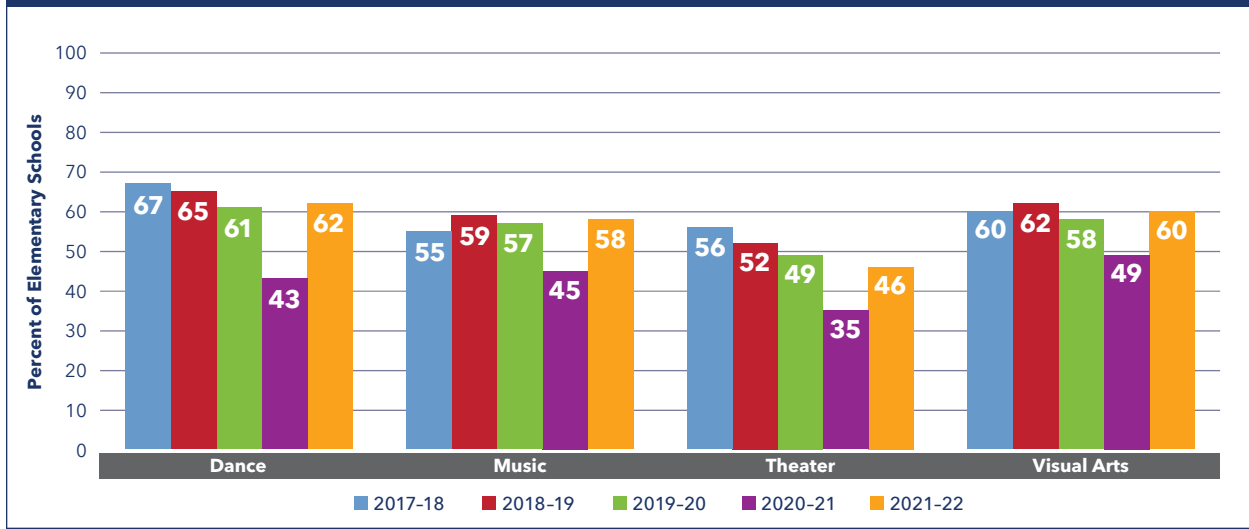
Table 15 and Figure 22 present data on arts instruction in dance, music, theater, and/or the visual arts provided by cultural arts organizations.

Table 15 shows the percent of schools that provided one or more arts disciplines to any grade 1-5, provided by cultural arts organizations in the 2017-18 through 2021-22 school years (elementary schools vs. multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 1-5 from 2017-18 through 2021-22 are displayed for elementary schools only in Figure 22.

Table 15. Percent of All Schools Serving Grades 1-5, by Number of Arts Disciplines Provided by Cultural Arts Organizations (2017-18 through 2021-22)

Number of Arts Disciplines	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary Schools (N=586)					
At Least One Arts Discipline	89%	89%	85%	73%	89%
At Least Two Arts Disciplines	70%	71%	67%	50%	71%
At Least Three Arts Disciplines	51%	48%	46%	30%	45%
Four Arts Disciplines	27%	29%	28%	18%	21%
Multi-Grade Schools Serving Grades 1-5 (N=129)					
At Least One Arts Discipline	83%	77%	75%	68%	78%
At Least Two Arts Disciplines	56%	55%	54%	46%	54%
At Least Three Arts Disciplines	33%	31%	36%	27%	31%
Four Arts Disciplines	20%	15%	17%	12%	11%

Figure 22. Percent of Elementary Schools by Type of Arts Disciplines Provided by Cultural Arts Organizations to Any Grade 1–5 (2017–18 through 2021–22) (N=586)



Middle School Grades

The data in this section reflect arts education programming for schools serving grades 6–8 as obtained from the STARS database, as well as through the 2021–22 *Annual Arts Education Survey*. District 75 schools are not included. In 2021–22, 28 percent of schools that responded to the survey (N=385) were classified as either middle schools (N=208) or as multi-grade schools serving grades 6–8 (N=177).



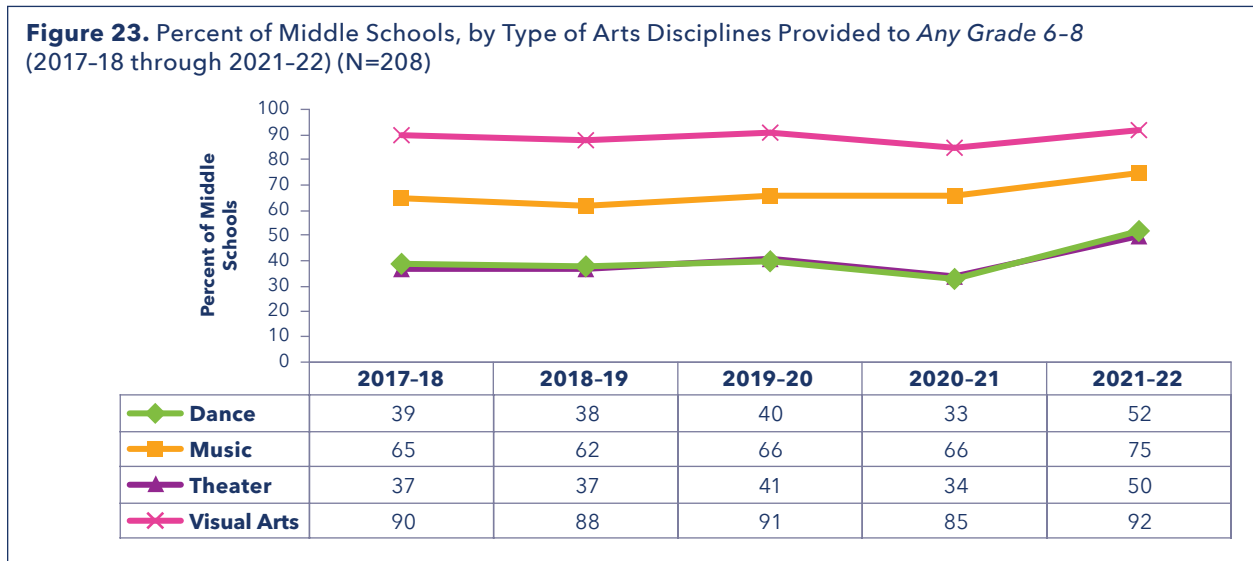
Arts Instruction Provided to Grades 6-8

Table 16 shows the number of arts disciplines provided to any grade 6-8 from the 2017-18 through 2021-22 school years (middle schools and multi-grade schools). The types of arts disciplines provided by cultural arts organizations to any grade 6-8 from 2017-18 through 2021-22 are displayed in Figure 23 (for middle schools only).

Table 16. Percent of All Schools by Number of Arts Disciplines Provided to Any Grade 6-8 by Any Instructional Provider (2017-18 through 2021-22)

	2017-18	2018-19	2019-20	2020-21	2021-22
Middle Schools (N=208)					
At Least One Arts Discipline	98%	98%	99%	98%	99%
At Least Two Arts Disciplines	76%	73%	78%	83%	85%
At Least Three Arts Disciplines	43%	41%	44%	53%	57%
Four Arts Disciplines	14%	14%	18%	26%	28%
Multi-Grade Schools (N=177)					
At Least One Arts Discipline	98%	97%	98%	99%	100%
At Least Two Arts Disciplines	79%	76%	83%	83%	90%
At Least Three Arts Disciplines	32%	32%	34%	37%	50%
Four Arts Disciplines	12%	10%	12%	13%	19%

Figure 23. Percent of Middle Schools, by Type of Arts Disciplines Provided to Any Grade 6-8 (2017-18 through 2021-22) (N=208)



Student Participation in Grades 7 and 8

Figures 24 and 25 display the percent of seventh-grade and eighth-grade students, respectively, who participated in arts instruction from the 2017-18 through 2021-22 school years. Data are displayed by arts discipline.

Figure 24. Percent of 7th-Grade Students Participating in Arts Instruction in Middle Schools, by Arts Discipline (2017-18 through 2021-22) (N=36,634)

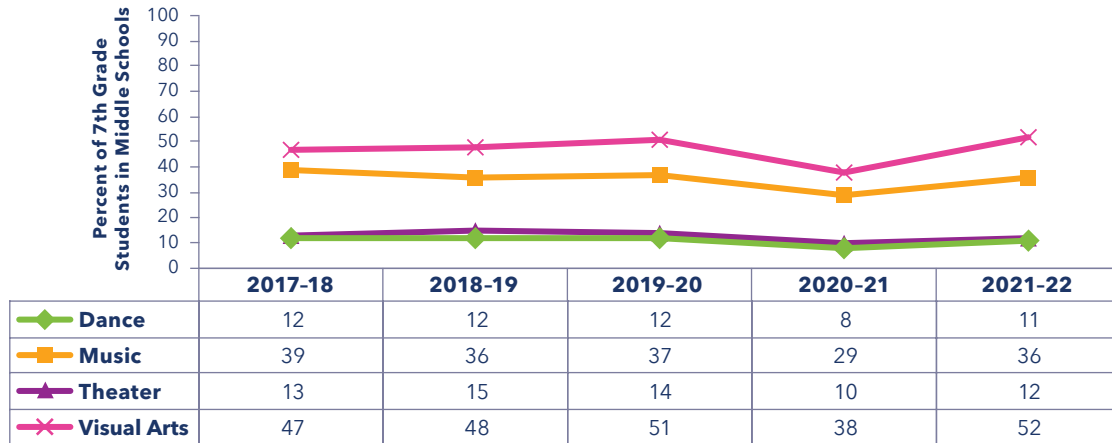
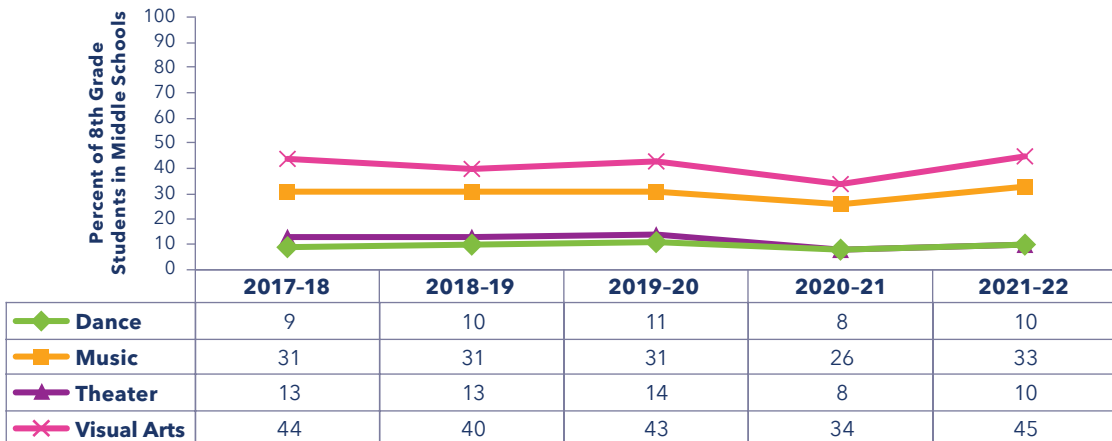


Figure 25. Percent of 8th-Grade Students Participating in Arts Instruction in Middle Schools, by Arts Discipline (2017-18 through 2021-22) (N=38,142)



ARTS IN SCHOOLS

Arts Instruction as Required by the New York State Education Department, Grades 7-8

The NYSED requires, at a minimum, that students in grades 7 and 8 complete one half-credit (one semester) of instruction in one of the four arts disciplines (dance, music, theater, or the visual arts) and another half-credit in a second arts discipline, for a total of one credit over the course of seventh and eighth grades. One half-credit is the equivalent of approximately 55 hours of instruction by a licensed, certified arts teacher. Table 17 displays the percent of eighth-grade students from responding middle and multi-grade schools who met the NYSED requirement (i.e., completed two or more semesters of arts instruction in two different arts disciplines taught by a certified arts teacher) over the course of seventh and eighth grades. Table 18 displays the percent of eighth-grade students from middle and multi-grade schools who completed two or more semesters of arts instruction in any arts discipline over the course of seventh and eighth grades.

Table 17. Percent of 8th-Grade Students Who Met the NYSED Requirement, by School Type (2017-18 through 2021-22)

School Type	2017-18	2018-19	2019-20	2020-21	2021-22
Middle Schools (N=36,159)	31%	30%	30%	33%	32%
Multi-Grade Schools (N=13,987)	50%	46%	48%	53%	47%

Table 18. Percent of 8th-Grade Students Who Completed Two or More Semesters of Arts Instruction in Any Arts Discipline Over the Course of 7th and 8th Grades, by School Type (2017-18 through 2021-22)

School Type	2017-18	2018-19	2019-20	2020-21	2021-22
Middle Schools (N=184)	88%	87%	85%	52%	49%
Multi-Grade Schools (N=13,987)	90%	90%	86%	74%	71%



High School Grades

In 2020-21, a total of 379 schools (i.e., 28 percent of all schools that responded to the *Annual Arts Education Survey*) were classified as high schools (N=317) or multi-grade schools serving grades 9-12 (N=62). The tables in this section reflect data obtained from the STARS database, as well as from the 2021-22 *Annual Arts Education Survey*. District 75 schools are not included.

Screened Arts Programs

Screening is the process by which schools determine which of their available arts disciplines or levels of instruction will be made available to individual students. Methods of screening include auditions, portfolio presentations, and/or interviews. Table 19 shows the percent of responding high schools and multi-grade schools that screened students before admission during the 2017-18 through 2021-22 school years.

Table 19. Percent of All Schools Serving Students in Grades 9-12 That Screen in the Arts Before Admission (2017-18 through 2021-22)

School Type	2017-18	2018-19	2021-20	2020-21	2021-22
High Schools (N=317)	6%	5%	6%	6%	6%
Multi-Grade Schools (N=62)	8%	6%	6%	4%	7%

Arts Instruction Provided to Grades 9-12

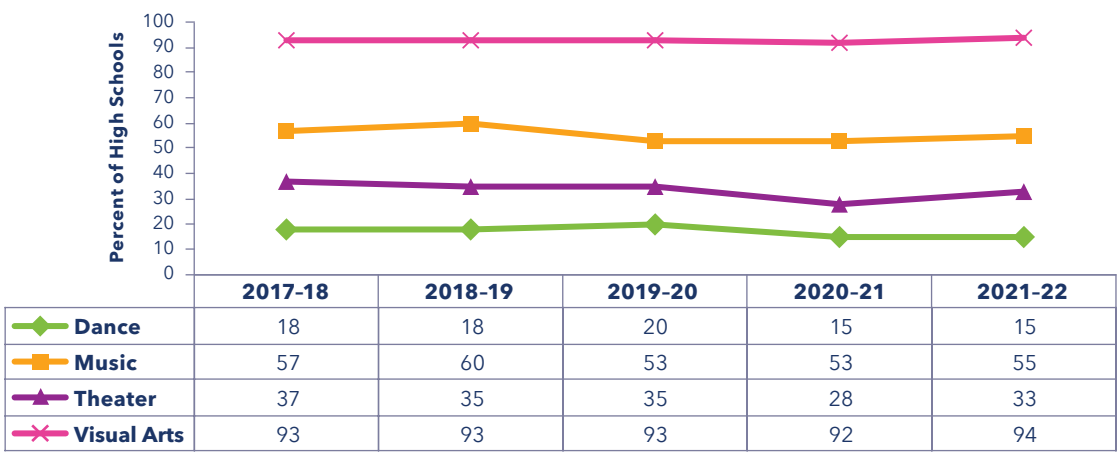
Table 20 shows the number of arts disciplines provided to any grade 9-12 from the 2017-18 through 2021-22 school years (high schools vs. multi-grade schools). The types of arts disciplines provided to any grade 9-12 from 2017-18 through 2021-22 are displayed in Figure 26 (for high schools only).

Table 20. Percent of All Schools Serving Grades 9-12, by Number of Arts Disciplines Provided to Any Grade 9-12 (2017-18 through 2021-22)

Number of Arts Disciplines	2017-18	2018-19	2019-20	2020-21	2021-22
High Schools (N=317)					
At Least One Arts Discipline	100%	100%	99%	100%	100%
At Least Two Arts Disciplines	67%	66%	63%	59%	63%
At Least Three Arts Disciplines	31%	32%	30%	24%	29%
Four Arts Disciplines	9%	9%	10%	5%	6%
Multi-Grade Schools (N=62)					
At Least One Arts Discipline	97%	100%	100%	96%	100%
At Least Two Arts Disciplines	83%	90%	89%	82%	87%
At Least Three Arts Disciplines	50%	47%	42%	32%	53%
Four Arts Disciplines	15%	12%	11%	4%	18%

ARTS IN SCHOOLS

Figure 26. Percent of High Schools, by Type of Arts Discipline Provided to Any Grade 9-12 (2017-18 through 2021-22) (N=317)



Student Participation in Grades 9-12

Figures 27 through 30 display the percent of ninth- through twelfth-grade students who participated in arts instruction. Data are shown from the 2017-18 through 2021-22 school years for students in high schools only.

Figure 27. Percent of 9th Grade Students Participating in Arts Instruction, by Arts Discipline (2017-18 through 2021-22) (N=56,815)

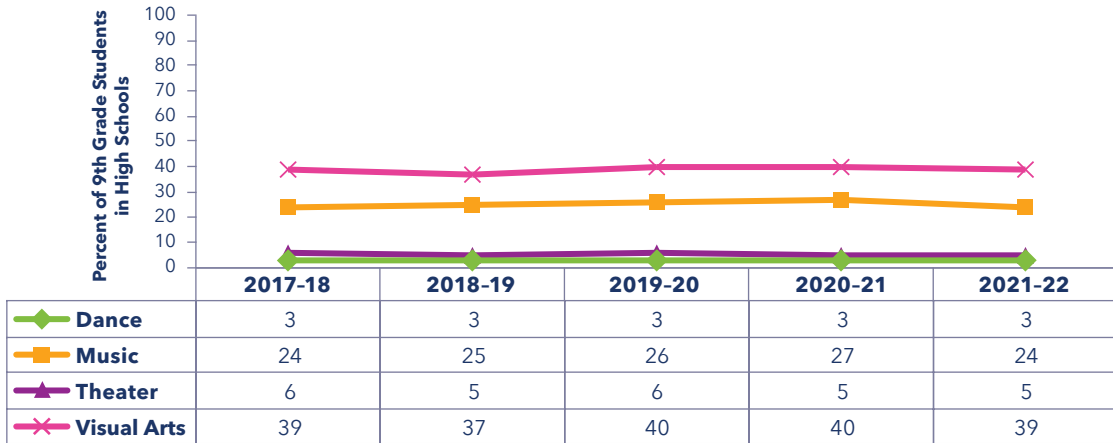
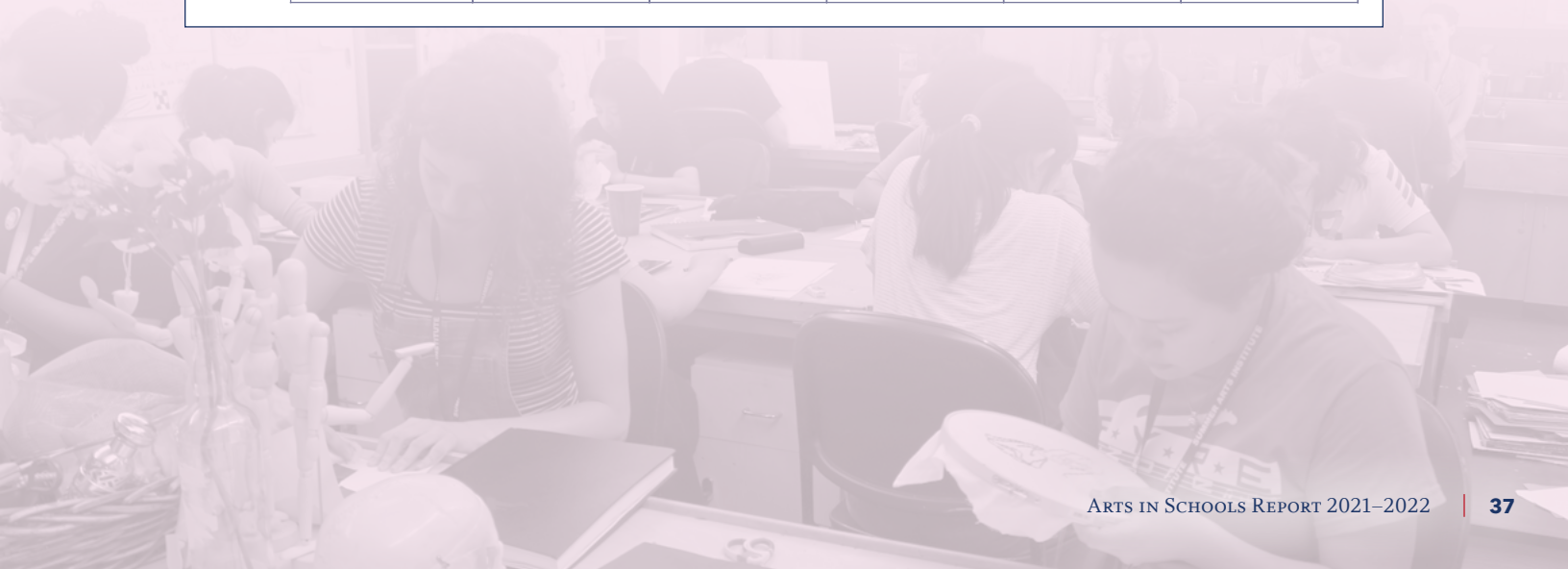
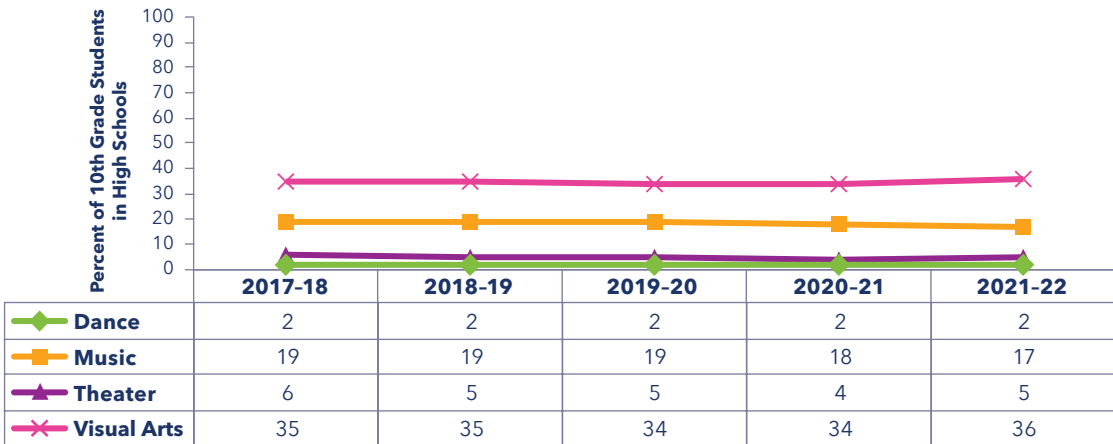


Figure 28. Percent of 10th Grade Students Participating in Arts Instruction, by Arts Discipline (2017-18 through 2021-22) (N=54,124)



ARTS IN SCHOOLS

Figure 29. Percent of 11th Grade Students Participating in Arts Instruction, by Arts Discipline (2017-18 through 2021-22) (N=49,853)

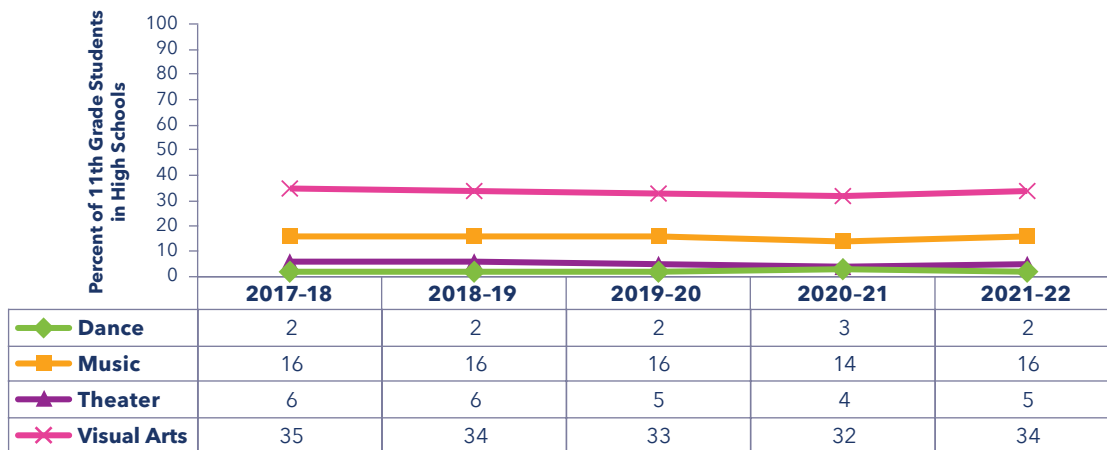
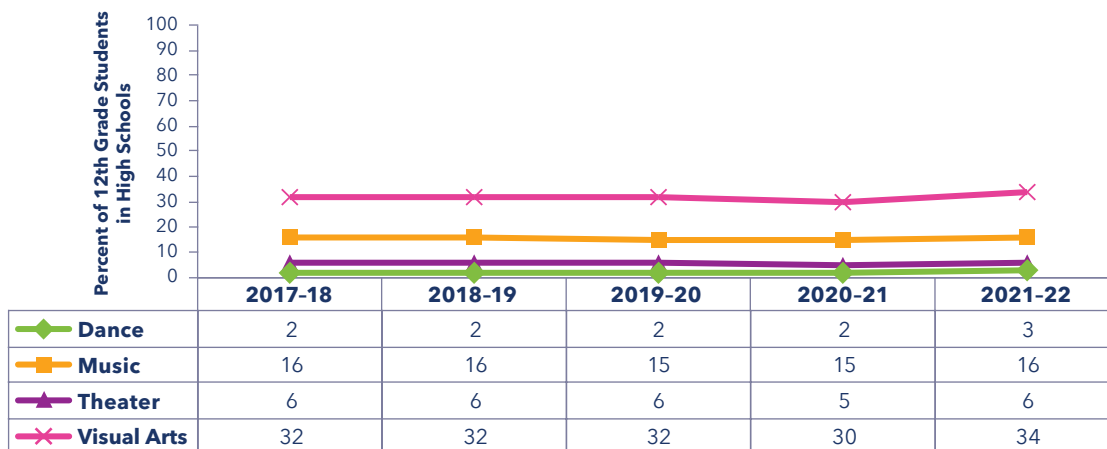


Figure 30. Percent of 12th Grade Students Participating in Arts Instruction, by Arts Discipline (2017-18 through 2021-22) (N=47,557)



Arts Sequences

Figure 31 shows data on the percent of responding high schools offering at least one arts sequence of six or more credits from the 2017-18 through 2021-22 school years. Data are shown by arts discipline. Table 21 shows the percent of responding high schools offering at least one 6-credit and/or 9-credit arts sequence. Data are shown by arts discipline and borough for the 2021-22 school year.

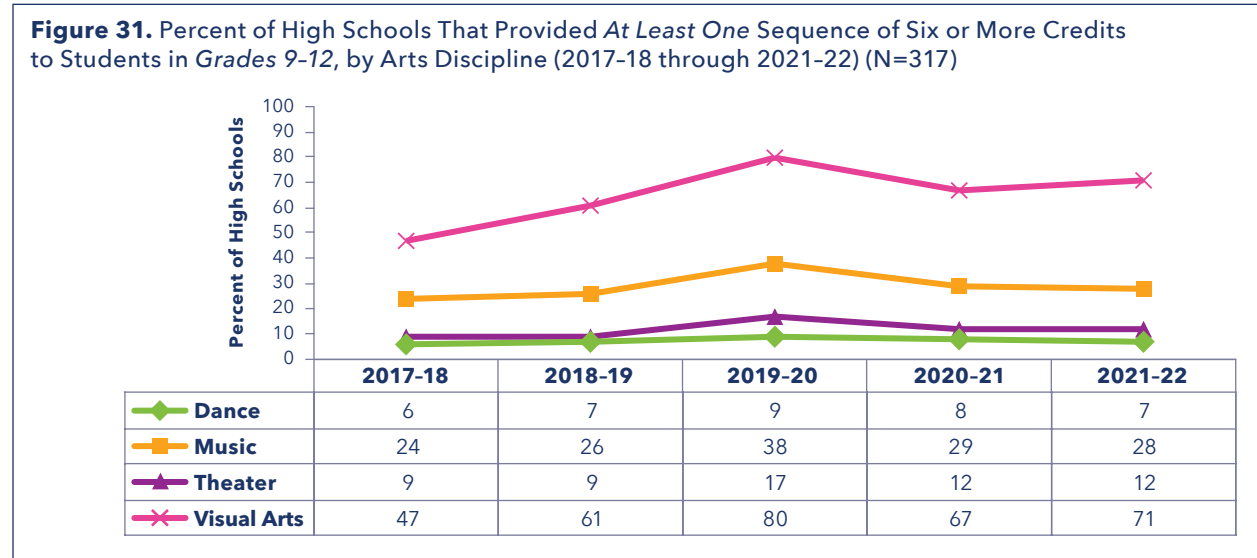


Table 21. Percent of High Schools That Provided At Least One Arts Sequence to Students in Grades 9-12 by Borough (2021-22) (N=317)

Borough	Credits	Dance	Music	Theater	Visual Arts
Bronx (N=76)	6-8	7%	17%	8%	64%
	9 or more	3%	11%	7%	21%
Brooklyn (N=89)	6-8	7%	26%	7%	66%
	9 or more	4%	12%	6%	20%
Manhattan (N=82)	6-8	4%	20%	10%	59%
	9 or more	5%	6%	10%	26%
Queens (N=60)	6-8	7%	40%	12%	78%
	9 or more	5%	25%	7%	43%
Staten Island (N=10)	6-8	20%	60%	50%	90%
	9 or more	10%	50%	20%	60%

Arts Instruction as Required by the New York State Education Department, Grades 9-12

The NYSED requires that students graduate high school with, at a minimum, two credits in the arts over the course of ninth through twelfth grades. Table 22 displays the percent of students who graduated meeting this requirement. Data are shown from the 2017-18 through 2021-22 school years. The percentages were calculated using data from the STARS database.

Table 22. Percent of High School Graduates Who Met the NYSED Requirement, by School Type (2017-18 through 2021-22)

School Type	2017-18	2018-19	2019-20	2020-21	2021-22
High Schools (N=317)	100%	100%	100%	100%	100%
Multi-Grade Schools (N=62)	100%	100%	100%	100%	100%

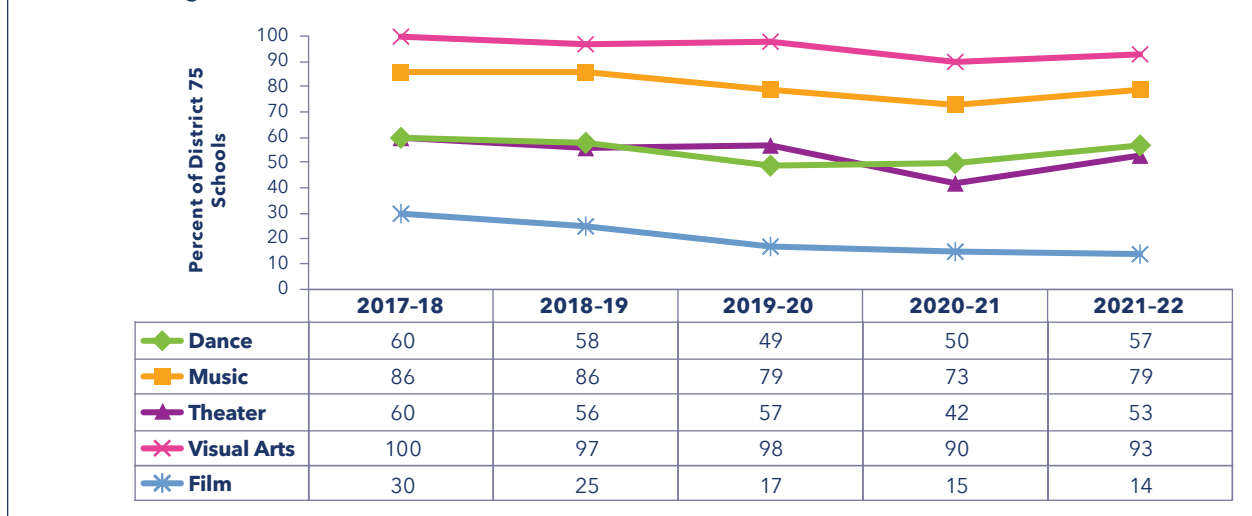
District 75 Schools

District 75 provides citywide educational, vocational, and behavioral support programs for students with disabilities. This section presents data on arts education in District 75 schools as reported on the 2021-22 *Annual Arts Education Survey*. Of all schools that responded to the survey, 4 percent (N=58) were District 75 schools serving any grade pre-kindergarten through 12.

Arts Instruction Provided to Grades Kindergarten to 12

Figure 32 shows the percent of District 75 schools that provided the arts to students in any grade pre-kindergarten through 12, by type of arts discipline across school years 2017-18 through 2021-22.

Figure 32. Percent of District 75 Schools That Provided Arts to Any Grade PreK-12, by Type of Arts Discipline (2017-18 through 2021-22) (N=58)







Quality of Arts Education

This section presents data disaggregated by school level (i.e., elementary, middle, high, and multi-grade schools) on student participation in arts performances and exhibitions at the school sites; support for quality teaching in the arts, including the number of certified school-based arts teachers, hours of arts-based professional development attended, and school resources; and challenges schools face in delivering sequential arts instruction. The multi-grade schools category includes early elementary (preK-2), K-8, K-12, and secondary (6-12) schools. The “All Schools” category includes schools of all levels, including District 75 schools.

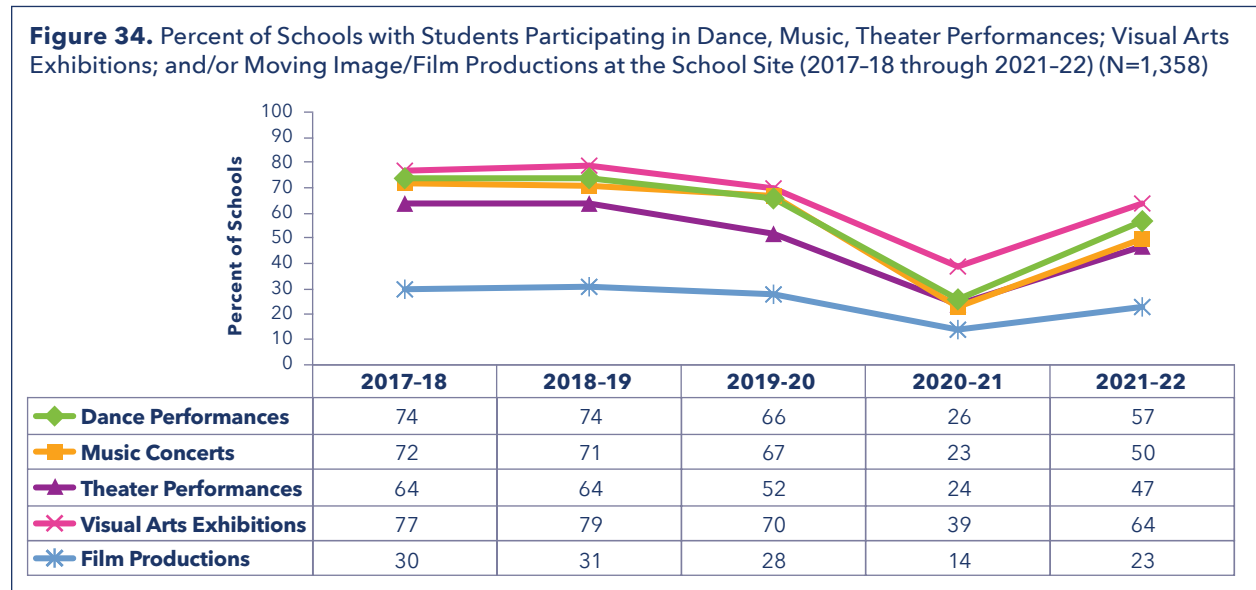
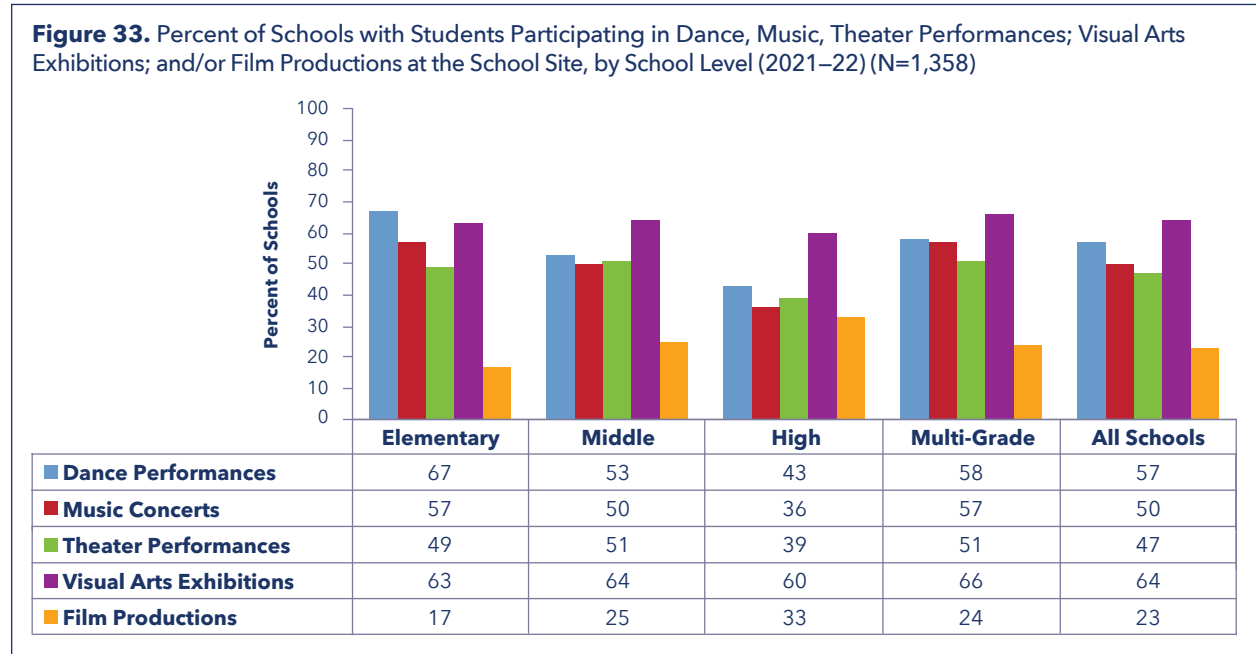
Student Participation in the Arts

The data in this section provide information on the percent of responding schools (N=1,358) that reported having students participate in arts performances and/or exhibitions at the school site.



Participation in Performances, Exhibitions, or Productions at the School Site

Figure 33 displays the percent of responding schools that reported having students participating in arts performances, exhibitions, and/or productions at the school site in the 2021-22 school year, by school level. Figure 34 displays these data for responding schools from the 2017-18 through 2021-22 school years.



Supports for Quality Teaching

In order to ensure quality teaching in the arts, a number of supports are needed, such as certified arts teachers and/or cultural arts organizations to provide arts instruction, budgetary funds to support arts programming, and appropriately equipped space, as well as assessment tools to evaluate student progress. The data in this section reflect the supports for quality teaching in the arts, as identified by schools that responded to the 2021-22 *Annual Arts Education Survey*, and through data provided from the NYCDOE Division of Human Resources.

Assessment in the Arts

Table 23 shows the percent of all responding schools that reported using assessments (e.g., culminating projects, teacher observations, and/or conferences with students) to evaluate student progress in the arts in the 2017-18 through 2021-22 school years.

Table 23. Percent of Schools That Used the Following Methods of Evaluating Student Progress in the Arts (2017-18 through 2021-22) (N=1,358)

Assessment	2017-18	2018-19	2019-21	2020-21	2021-22
Culminating projects	85%	84%	87%	77%	82%
Teacher observations with descriptive feedback to students	78%	76%	83%	78%	76%
Conferences with students	70%	70%	75%	67%	69%
Student portfolios	58%	58%	63%	52%	54%
Arts performance assessments	66%	63%	65%	50%	57%
Student self and peer assessment	71%	69%	74%	65%	67%
Scaled rubrics with criteria	66%	63%	70%	59%	60%
Written assessments	44%	42%	49%	36%	36%
Student arts journals	33%	33%	43%	32%	33%



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Arts-Based Professional Learning

Tables 24-27 present data on teacher participation in arts professional development as well as the providers for the professional development, as reported on the *2021-22 Annual Arts Education Survey*.

Tables 24 and 25 display the percent of schools that reported having school-based arts teachers and/or non-arts teachers who participated in arts-based professional development. Data are shown by school level, from the 2017-18 through the 2021-22 school years. Table 26 presents the average annual hours of arts-based professional development attended by school-based arts teachers and/or non-arts teachers by school level. Table 27 presents these same data by arts discipline in the 2021-22 school year.



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Table 24. Percent of Schools Reporting That School-Based Arts Teachers Attended Arts-Based Professional Development, by School Level (2017-18 through 2021-22) (N=1,358)

School Level	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary	88%	85%	86%	72%	80%
Middle	88%	89%	90%	86%	87%
High	86%	84%	89%	82%	81%
Multi-Grade	92%	92%	89%	89%	89%
All Schools	88%	87%	88%	78%	83%

Table 25. Percent of Schools Reporting That Non-Arts Teachers Attended Arts-Based Professional Development, by School Level (2017-18 through 2021-22) (N=1,358)

School Level	2017-18	2018-19	2020-21	2020-21	2021-22
Elementary	45%	44%	45%	30%	34%
Middle	32%	37%	35%	27%	24%
High	33%	34%	36%	29%	26%
Multi-Grade	42%	34%	37%	32%	27%
All Schools	40%	39%	40%	30%	30%

ARTS IN SCHOOLS

Table 26. Average Annual Hours of Arts-Based Professional Development, by School Level and Teacher Type (2020-21) (N=1,358)

School Level	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Elementary	24-30	13-18
Middle	24-30	13-18
High	19-23	7-12
Multi-Grade	24-30	13-18
All Schools	24-30	13-18

Table 27. Average Annual Hours of Arts-Based Professional Development Across All Arts Disciplines, by Arts Discipline and Teacher Type (2020-21) (N=1,358)

Arts Discipline	School-Based Arts Teacher	Non-Arts Teacher
	Mean Hours	Mean Hours
Dance	13-18	1-6
Music	13-18	7-12
Theater	13-18	7-12
Visual Arts	13-18	7-12



School-based arts teachers and non-arts teachers can receive arts-based professional development from a variety of providers, such as staff from the central NYCDOE, universities, or cultural arts organizations. Figure 35 displays the percent of all responding schools that reported having arts teachers or non-arts teachers attend arts-based professional development. Data are presented by provider for the 2021-22 school year. Table 28 shows the percent of schools that reported they had school-based arts teachers who attended arts professional development. These data are shown by provider and school level for the 2020-21 and 2021-22 school years.⁸

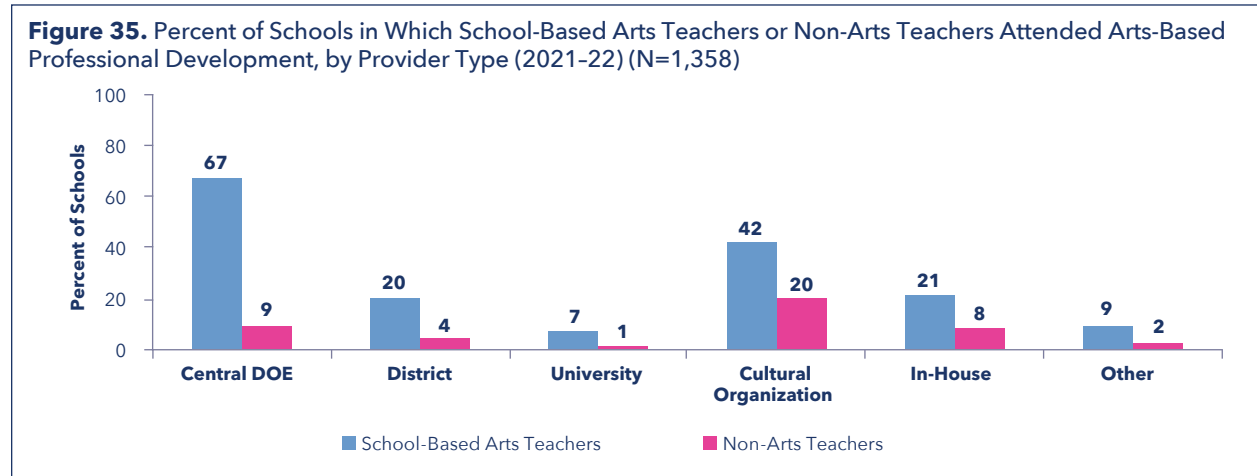


Table 28. Percent of Schools in Which School-Based Arts Teachers Attended Arts Professional Development, by Provider and School Level (2020-21 and 2021-22) (N=1,358)

Professional Learning Network	Elementary		Middle		High		Multi-Grade		All Schools	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Central DOE	60%	68%	67%	71%	63%	61%	75%	73%	64%	67%
District	17%	20%	22%	21%	21%	18%	21%	19%	20%	20%
University	5%	7%	5%	11%	11%	7%	11%	6%	7%	7%
Cultural Arts Organizations	35%	40%	47%	44%	43%	43%	45%	43%	40%	42%
In-House	14%	15%	23%	27%	27%	27%	23%	22%	19%	21%
Other	8%	8%	8%	9%	8%	10%	13%	8%	8%	9%

8 In 2021-22, schools that responded "Other" listed specific central NYCDOE, district, and/or cultural arts organization professional development.

Certified School-Based Arts Teachers

Tables 29 and 30 show the number of full-time certified arts teachers in NYCDOE schools. The data are shown by arts discipline (Table 29) and school level (Table 30) for the 2017-18 through 2021-22 school years. Data on the number of full-time certified school-based arts teachers on staff are provided each year through the NYCDOE Division of Human Resources for all schools (N=1,584 in the 2021-22 school year).

Table 29. Number of Full-Time Certified School-Based Arts Teachers, by Arts Discipline (2017-18 through 2021-22) (N=1,584)

Arts Discipline	2017-18	2018-19	2019-20	2020-21	2021-22
Dance	253	263	264	259	259
Music	1,048	1,057	1,039	994	1,011
Theater	202	200	221	218	209
Visual Arts	1,334	1,329	1,332	1,295	1,304
Total	2,837	2,849	2,856	2,766	2,783



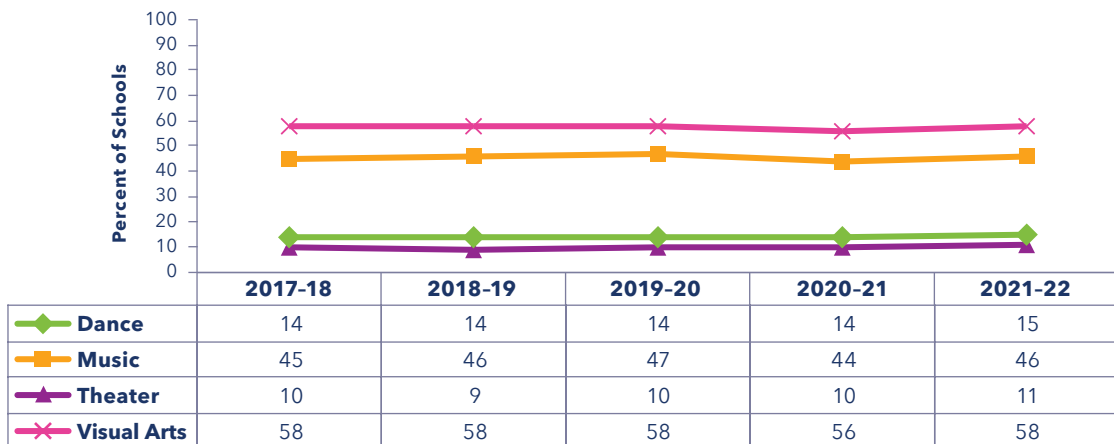
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Table 30. Number of *Full-Time* Certified School-Based Arts Teachers, by School Level (2017-18 through 2021-22) (N=1,584)

School Level	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary	754	737	752	711	725
Middle	533	544	571	553	571
High	870	863	867	855	870
Other ⁹	680	705	666	647	511
Total	2,837	2,849	2,856	2,766	2,783

The figures below display the percent of schools with at least one full-time certified school-based arts teacher (Figure 36) and the percent of schools with at least one part-time certified school-based arts teacher (Figure 37). Figures 38 through 41 display the percent of schools with at least one full-time certified school-based arts teacher, by arts discipline, for the 2017-18 through 2021-22 school years.

Figure 36. Percent of Schools with *At Least One Full-Time* Certified School-Based Arts Teacher, by Arts Discipline (2017-18 through 2021-22) (N=1,584)¹⁰



9 The "Other" category includes K-8 schools, K-12 schools, secondary schools, registered programs, excess/reassignment, and ungraded.

10 Data on the number of full-time certified school-based arts teachers were gathered through NYCDOE Division of Human Resources for all NYCDOE schools (N=1,584).

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Figure 37. Percent of Schools with At Least One Part-Time Certified School-Based Arts Teacher, by Arts Discipline (2017-18 through 2021-22) (N=1,358)¹¹

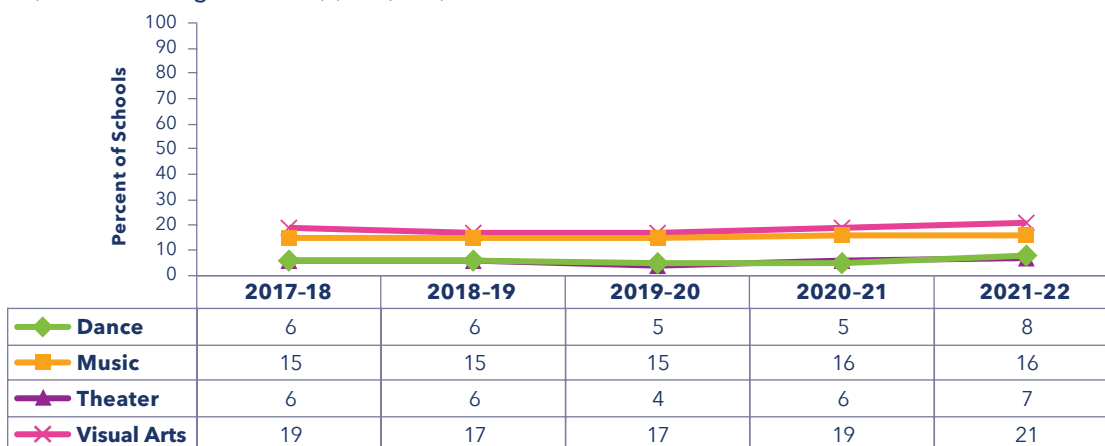
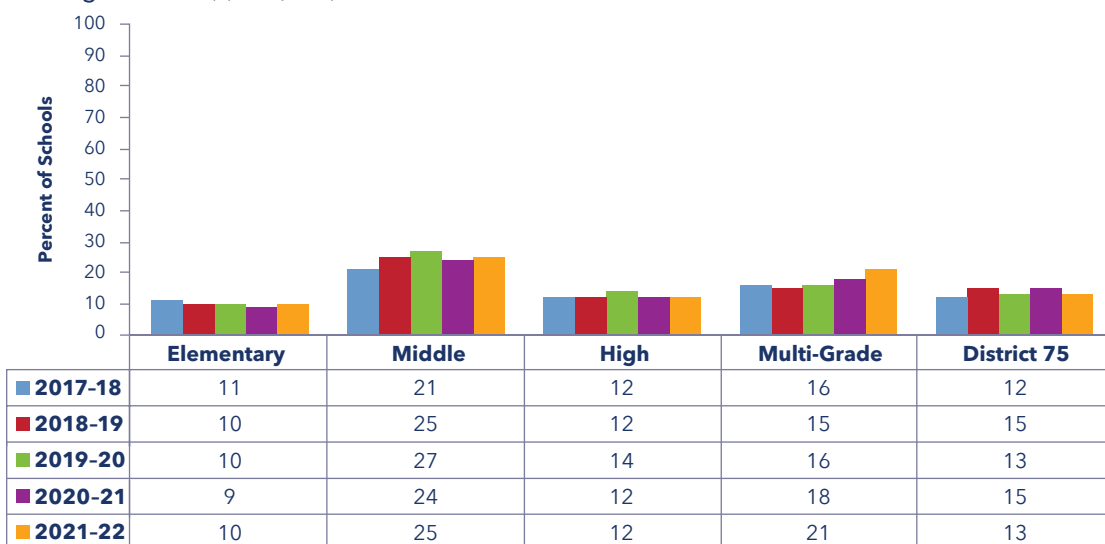


Figure 38. Percent of Schools with At Least One Full-Time Certified School-Based Dance Teacher (2017-18 through 2021-22) (N=1,584)



¹¹ Data on the number of part-time certified school-based arts teachers on staff were reported by schools through their *Annual Arts Education Survey* (N=1,358).

Figure 39. Percent of Schools with At Least One Full-Time Certified School-Based Music Teacher (2017-18 through 2021-22) (N=1,584)

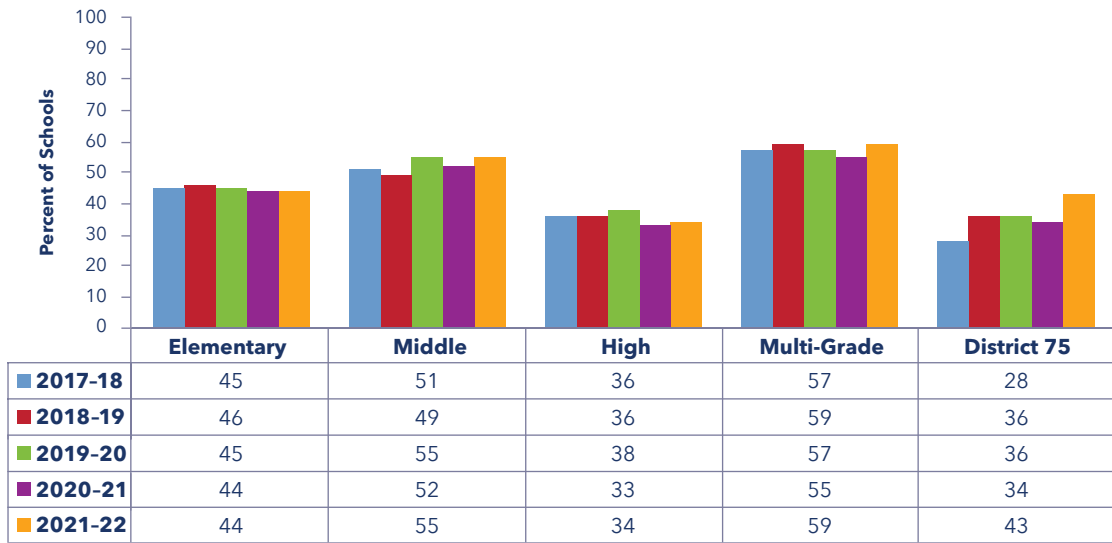


Figure 40. Percent of Schools with At Least One Full-Time Certified School-Based Theater Teacher (2017-18 through 2021-22) (N=1,584)

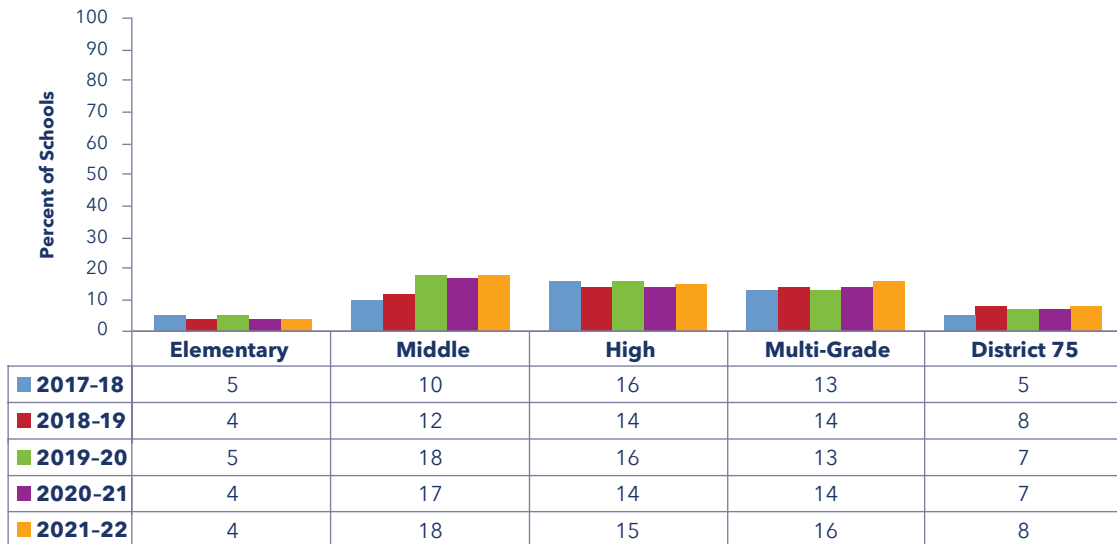
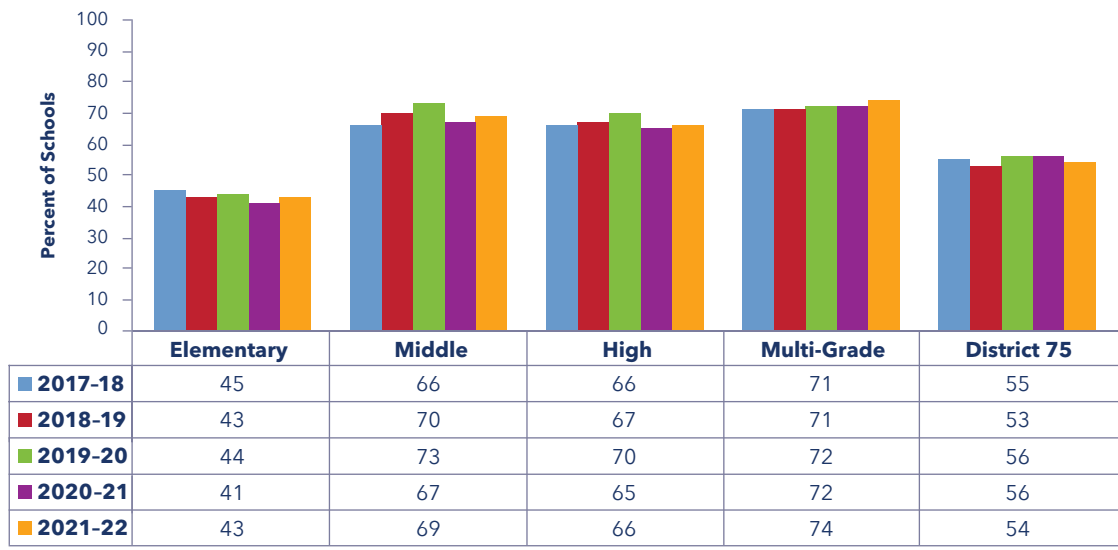


Figure 41. Percent of Schools with At Least One Full-Time Certified School-Based Visual Arts Teacher (2017-18 through 2021-22) (N=1,584)



Cultural Arts Organizations

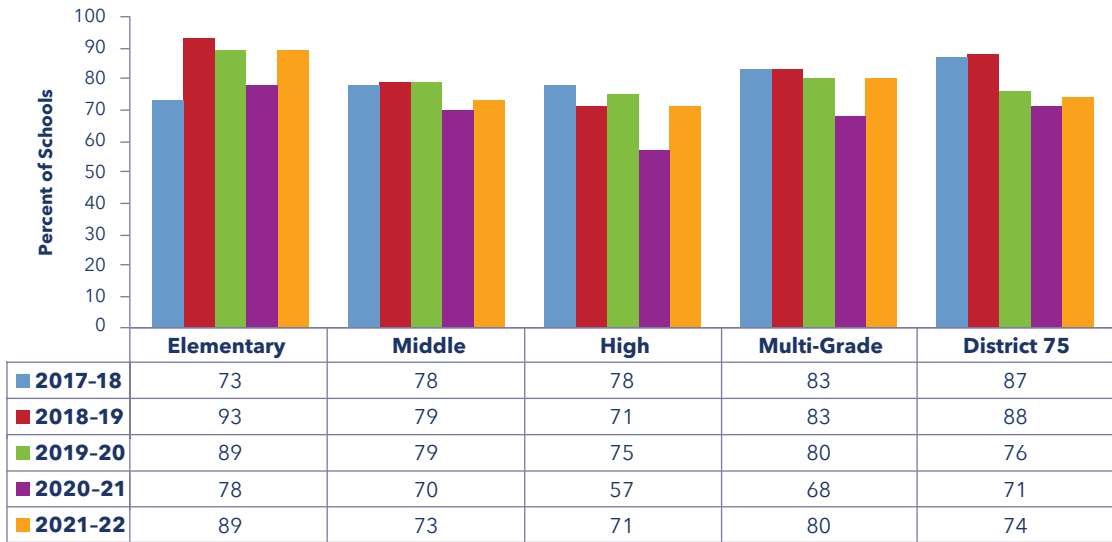
New York City’s cultural arts organizations are a tremendous asset to the public schools, providing students and teachers with access to quality arts instruction and world-class performances and exhibitions. Professional artists and performers work directly with schools to engage students in exciting and rigorous arts experiences, and to assist schools in reaching all the goals and benchmarks of the *Blueprints for Teaching and Learning in the Arts*. The dynamic of live performance in theaters, dance performance spaces, and concert halls, as well as firsthand interpretation of objects and collections in museums and galleries, enable an innovative exploration of ideas, understandings, and knowledge. These experiences directly support the goals for students who are college- and career-ready in speaking, writing, listening, and language.

On the 2021-22 *Annual Arts Education Survey*, school administrators were asked to report on all cultural arts organization partnerships. Data on the percent of all responding schools (N=1,358) that reported working with at least one cultural arts organization are shown for school years 2017-18 through 2021-22 in Table 8 of the Executive Summary. Table 31, below, presents these data by borough. The number of cultural arts organizations partnered with responding schools from 2017-18 through 2021-22 is displayed in Table 9 of the Executive Summary. Figure 42, below, presents data on the percent of responding schools that reported working with at least one cultural arts organization for the 2017-18 through 2021-22 school years. Data for this figure are shown by school level.

Table 31. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by Borough (2017-18 through 2021-22) (N=1,358)

Borough	2017-18	2018-19	2019-20	2020-21	2021-22
Bronx (N=290)	73%	83%	80%	66%	76%
Brooklyn (N=413)	78%	83%	81%	75%	82%
Manhattan (N=259)	78%	85%	87%	76%	83%
Queens (N=323)	83%	82%	81%	67%	79%
Staten Island (N=73)	87%	95%	84%	68%	84%

Figure 42. Percent of Schools Partnered with *At Least One* Cultural Arts Education Organization, by School Level (2017-18 through 2021-22) (N=1,358)



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Tables 32 and 33 show the type of cultural arts organization services provided and respondents' perceptions of the quality of service of their partner cultural arts organizations. Data for these tables are shown for the 2017-18 through 2021-22 school years, and are based on responses from the responding schools that reported working with at least one cultural arts organization on the *Annual Arts in Education Survey* (80%, or N=1,091, in 2021-22).

Table 32. Percent of Schools Reporting the Type of Services Provided by Cultural Arts Organizations (2017-18 through 2021-22) (N=1,091)

Type of Services	2017-18	2018-19	2019-20	2020-21	2021-22
Arts-Related Field Trips	35%	34%	32%	20%	12%
In-School Student Workshops	14%	14%	17%	18%	18%
Residency (direct instruction to students)	47%	48%	45%	54%	66%
Teacher Professional Development	5%	4%	6%	9%	4%

Table 33. Percent of Schools Reporting the Quality of Services Provided by Cultural Arts Organization (2017-18 through 2021-22) (N=1,091)

Quality of Services	2017-18	2018-19	2019-20	2020-21	2021-22
1 (Poor)	0.1%	0.2%	0.1%	0.1%	0.2%
2	0.4%	0.4%	0.3%	0.2%	0.6%
3	2%	3%	2%	2%	3%
4	12%	12%	10%	9%	11%
5 (Excellent)	85%	84%	88%	89%	86%



School administrators also reported whether they would continue to partner with their cultural arts organization(s). If they responded that they would not continue services, they were asked to provide a reason for discontinuing services. Table 34 shows schools' responses to whether they planned to continue, discontinue, or had not yet determined to continue services with at least one cultural arts organization.

Table 34. Schools' Expectations Regarding Continuation of Services with Cultural Arts Organizations (2017-18 through 2021-22) (N=1,091)

Responses	2017-18	2018-19	2019-20	2020-21	2021-22
School Will Continue Service with At Least One Cultural Arts Organization	88%	86%	77%	85%	83%
School Will Discontinue Service with At Least One Cultural Arts Organization	4%	5%	5%	2%	4%
School Is Uncertain about Continuation of Services with At Least One Cultural Arts Organization	24%	26%	36%	22%	28%

Table 35 provides the reasons reported for schools' plans to discontinue services with at least one cultural arts organization. Of the 45 schools that planned to discontinue services after the 2021-22 school year, 40 percent reported other reasons than those listed, primarily due to expiring grant funding.

Table 35. Reasons for Schools Reporting Discontinuation of Service from Cultural Arts Organizations (2017-18 through 2021-22) (N=45)

Responses	2017-18	2018-19	2019-20	2020-21	2021-22
High Cost of Services	14%	30%	1%	4%	11%
Limited Capacity of Provider	16%	3%	4%	0%	4%
Reduced School Budget	14%	30%	56%	4%	17%
Unsatisfactory Quality of Services	16%	21%	7%	4%	28%
Other Responses	41%	17%	31%	89%	40%

Participation in Performances, Exhibitions, or Productions Outside the School Site

Figure 43 displays the percent of responding schools that reported having students who participated in arts performances, exhibitions, and/or productions outside the school site, by school level during the 2021-22 school year. Figure 44 displays these data for all schools during the 2017-18 through 2021-22 school years.

Figure 43. Percent of Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Moving Image/Film Productions *Outside the School Site*, by School Level (2021-22) (N=1,358)

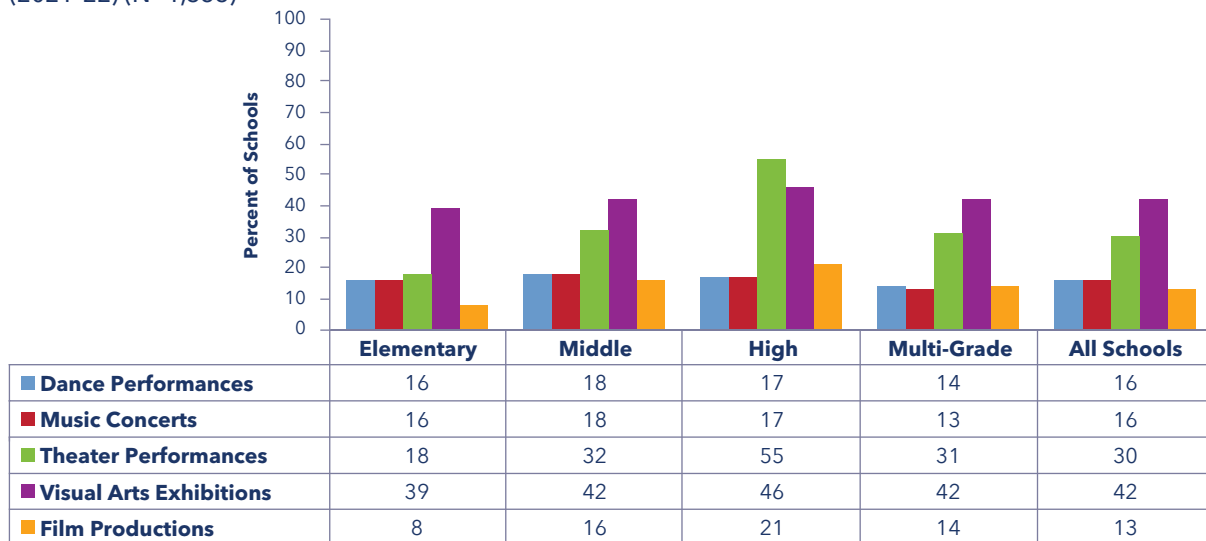
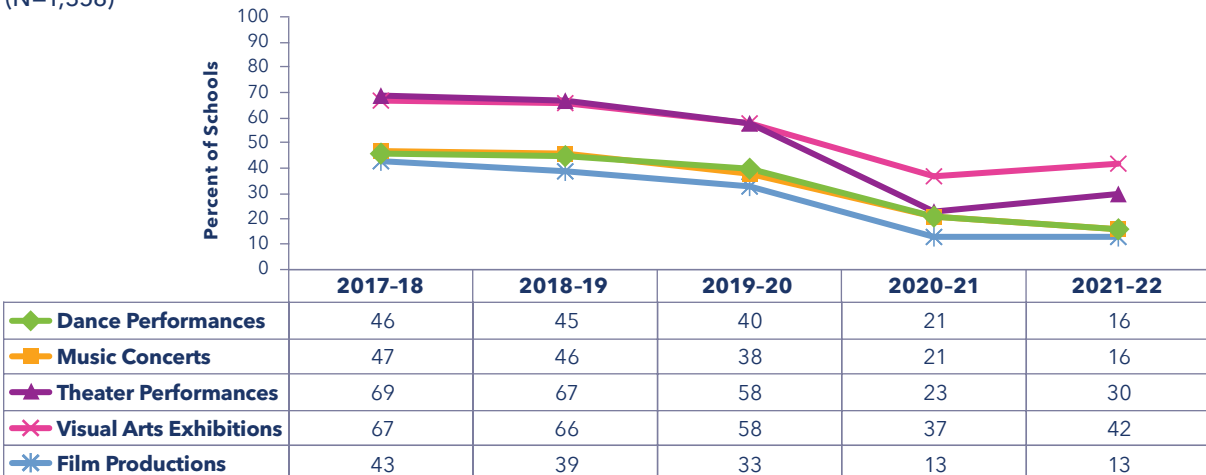


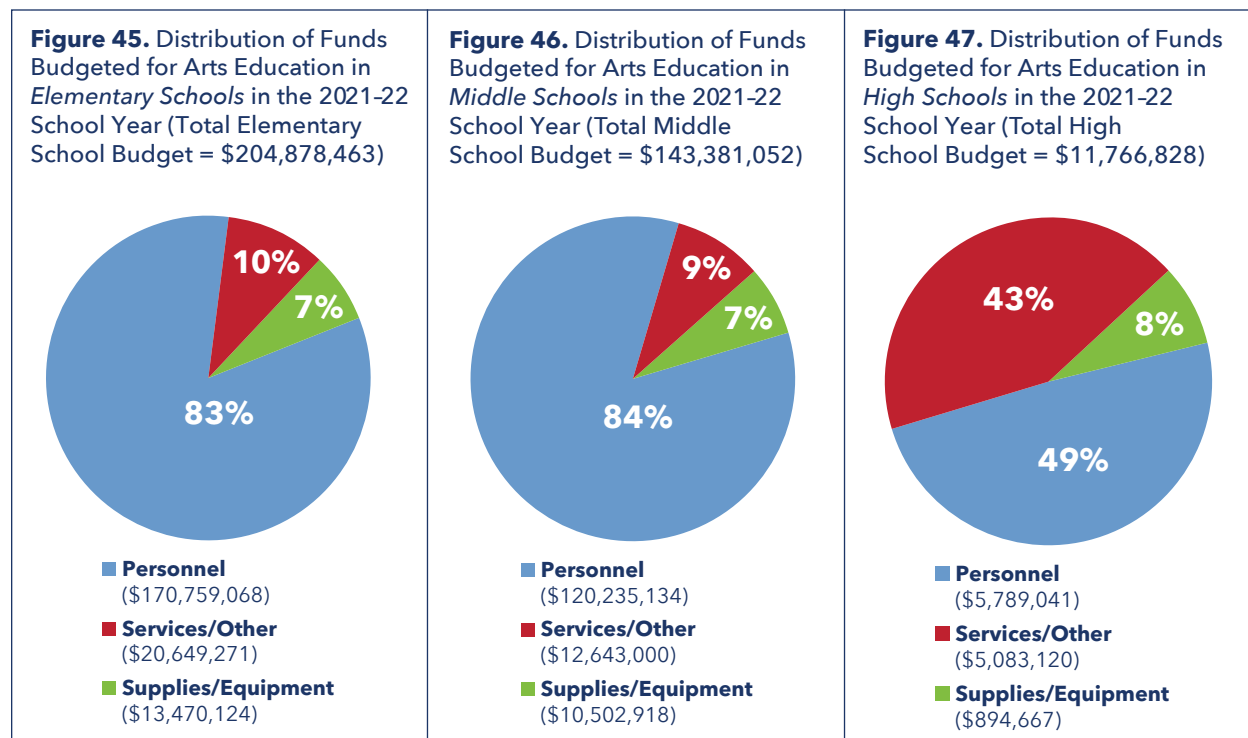
Figure 44. Percent of Schools with Students Participating in Dance, Music, Theater Performances; Visual Arts Exhibitions; and/or Moving Image/Film Productions *Outside the School Site* (2017-18 through 2021-22) (N=1,358)





Arts Budgeting by Schools

Schools' arts budgets include staff salaries, equipment/supplies, and services, such as cultural arts organization partnerships. The data in Figures 45 through 47 were gathered through the NYCDOE Division of Budget Operations and Review and the Division of Contracts and Purchasing Management databases. The total NYCDOE budget for arts education from the 2017-18 through 2021-22 fiscal years is shown in Figure 12 of the Executive Summary. Figures 45 through 47 display the arts education budgets for elementary, middle, and high schools, respectively, in the 2021-22 fiscal year.



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External Funding for Arts Education

On the 2021-22 *Annual Arts Education Survey* (N=1,358), school administrators were asked to report on the use of external funding for arts education. Table 36 shows the percent of schools that reported using external funding for arts education in the 2020-21 and 2021-22 school years. Data are according to the funding sources and the school levels.

Table 36. Percent of Schools Reporting Use of External Funding for Arts Education, by Sources and School Level (2020-21 and 2021-22) (N=1,358)

Funding Sources	Elementary		Middle		High		Multi-Grade		All Schools	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Private Foundation	8%	7%	9%	12%	10%	10%	11%	14%	9%	10%
Local Business or Corporation	4%	4%	3%	5%	4%	5%	7%	5%	5%	4%
PTA/PA	22%	27%	12%	15%	12%	11%	19%	23%	18%	20%
State, County, Local Arts Organization or Agencies	16%	23%	14%	14%	8%	16%	10%	16%	13%	19%
Federal, State, or City Grants	38%	57%	42%	50%	34%	46%	42%	50%	39%	52%
Cultural Arts Organizations	33%	36%	27%	36%	15%	22%	32%	29%	28%	32%



Arts Space

Classrooms or other school facilities designed and used solely for arts instruction are essential for teaching each arts discipline. On the 2021-22 *Annual Arts Education Survey* (N=1,358), school administrators reported the number of classrooms or other school facilities designed and used solely for arts instruction. Administrators were also asked to report on the number of classrooms or other school facilities that are multipurposed for the arts. Table 37 provides data on the percent of responding schools with at least one classroom or other school facility designed and used solely for arts instruction. The data are shown for the 2021-22 school year according to classroom type, school level or type, and arts discipline. Table 38 displays the percent of all responding schools with at least one classroom or other school facility that was used for arts and other purposes in the 2021-22 school year. Data are shown by school level or type and arts discipline.

Table 37. Percent of Schools with At Least One Classroom or Other School Facility Designed and Used Solely for the Arts (2021-22) (N=1,358)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	29%	46%	30%	36%	29%	33%
Music	59%	64%	41%	65%	45%	56%
Theater	31%	36%	26%	35%	31%	31%
Visual Arts	64%	76%	69%	76%	67%	69%
Media	36%	39%	38%	35%	34%	37%

Table 38. Percent of Schools with At Least One Classroom or Other School Facility Multi-Purposed for the Arts (2021-22) (N=1,358)

Classrooms or Other School Facilities Used for Arts Instruction	Elementary	Middle	High	Multi-Grade	District 75	All Schools
Dance	54%	27%	29%	39%	31%	41%
Music	59%	35%	34%	51%	47%	48%
Theater	52%	37%	41%	44%	45%	46%
Visual Arts	54%	36%	40%	49%	41%	47%
Media	39%	29%	44%	32%	28%	37%

Number of Arts Rooms

The NYCDOE School Construction Authority collects data on the number of arts rooms in school buildings. Table 39 shows the number of school buildings that have arts rooms, the number of arts rooms in these buildings, and the average number of arts rooms per building. Data are shown from 2017-18 through 2021-22.

Table 39. Number of Arts Rooms, as Reported by the NYCDOE School Construction Authority (2017-18 through 2021-22)

	2017-18	2018-19	2019-20	2020-21	2021-22
Number of School Buildings with Arts Rooms	1,170	1,175	1,174	1,174	1,176
Number of Arts Rooms	3,880	3,925	3,958	3,964	3,878
Average Number of Arts Rooms per Building	3.3	3.3	3.4	3.4	3.3

Parent Involvement

Table 40 shows the percent of all responding schools that reported various types of parental involvement in arts programs at their schools. These data were gathered through the *Annual Arts Education Survey* and are shown for the 2017-18 through 2021-22 school years.

Table 40. Percent of Schools That Reported Parent Involvement in Arts Programs (2017-18 through 2021-22) (N=1,358)

Parent Involvement	2017-18	2018-19	2019-20	2020-21	2021-22
Attending School Arts Events	92%	92%	89%	53%	72%
Volunteering in Arts Programs or Classrooms	44%	43%	44%	14%	20%
Donating Arts Materials or Supplies	42%	41%	43%	23%	23%







OASP Support for Arts Education 2021–22

Chancellor’s Four Pillars for Improving and Building Trust with Our Families

The Division of Teaching and Learning and the Office of Arts and Special Projects have aligned our efforts with the Chancellor’s four pillars: reimagining the student experience; scaling, sustaining, and restoring what works; prioritizing wellness and its link to student success; and engaging families to be our true partners.

Student Programs

The All-City High School Music Program and **Boroughwide Salute to Music Program** (grades 4–8) provided weekly in-person Saturday music instruction throughout the school year and produced in-person spring concerts for hundreds of students and their families across the five boroughs. Under the leadership of NYCDOE music teachers, students participated in a variety of vocal and instrumental ensembles: the All-City Chorus; All-City Concert Band; All-City Jazz Ensemble; All-City Latin Ensemble; All-City Marching Band; All-City Modern Music Project; All-City Orchestra; Salute to Music Bands; Salute to Music Orchestras; Salute to Music Choruses; and Salute to Music Citywide Jazz Ensemble.

Highlights included:

- As school music programs emerged from the pandemic, a brand-new All-City offering was launched: the **All-City Modern Music Project**. This project engages students in writing, recording, and performing original music, and cover songs in contemporary genres like pop, hip-hop, R&B, rock, and alternative, while highlighting New York City’s central role in giving birth to many of these genres.
- The All-City Modern Music Project welcomes students who identify as singers, songwriters, rappers, DJs, beat-makers, composers, instrumental soloists, drummers, bassists, guitarists, keyboardists, and percussionists.
- The All-City High School Jazz Ensemble performed at Dizzy’s Club at Jazz at Lincoln Center, playing side by side with professional musicians from Jazz at Lincoln Center and sharing a set with the JALC Youth Orchestra.
- The All-City High School Latin Ensemble performed at Birdland, sharing a set with the Afro Latin Jazz Alliance’s Fat Afro Latin Jazz Cats youth ensemble.
- The Salute to Music Choruses, joined by members of the All-City High School Chorus, performed on stage at Carnegie Hall with opera superstar Joyce DiDonato as part of DiDonato’s *Eden*, a new musical initiative focused on the current climate crisis and exploring our connection with the natural world. Joyce toured the project in 45 venues globally throughout spring 2022, and the Salute to Music and All-City Choruses were mentioned in the *New York Times*’ review of *Eden*’s New York City engagement. Choristers also participated in a series of workshops sponsored by Carnegie Hall in preparation for the performance.

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- The All-City High School Music Program and the Salute to Music Program partnered with several guest artists and cultural institutions through which students received coaching by artists affiliated with the Afro Latin Jazz Alliance, Chantel Wright/Songs of Solomon, Jazz at Lincoln Center, the New York Philharmonic, and the New York Pops.
- During 2021-22, the All-City High School Music Program partnered for the first time with Montclair State University's Cali School of Music. Through this partnership, Cali School of Music professors and conductors provided workshops and clinics, and offered audition assistance at no charge for students enrolled in the All-City High School Concert Band, Jazz Ensemble, Latin Ensemble, Marching Band, and/or Orchestra.
- The Performing Arts Camp at French Woods offered full scholarships to six students participating in the All-City High School Music Program. Students attended camp in person during summer 2022.
- Select graduating seniors in the All-City High School Music Program were awarded scholarships for outstanding accomplishments in music, including scholarships provided by the Peter J. Wilhousky Foundation and the Bernard Donovan Foundation.

The All IN(clusive) All-City Teen Theatre Ensemble for NYCDOE schools represents the true diversity of voices and creative contributions from our students. With support from **The Shubert Foundation**, and under the guidance of a team of theater artist-educators, Director of Theater Peter Avery produced the fourth annual All IN Theatre Ensemble, where 20 neuro-diverse NYCDOE high school students from different backgrounds, races, ethnicities, gender identities, abilities, and points of view composed original music, wrote scenes, and produced an original virtual performance. Breaking ground with a blended model of in-person or virtual rehearsal to accommodate those who were unable to travel or be in person due to health complications, the All IN Ensemble collaborated and produced a full virtual musical exploring themes generated by the students. With generous support from The Shubert Foundation, the All IN Ensemble Program has proven to be an invaluable and life-changing experience, not only for our students but also for their families. At a time when true equity, diversity, and inclusivity are most important in the theatrical world, and of course in life, this fantastic ensemble company of students embodies these core values in their work and how they work together.

The Art History Research Fellowship Project fostered research for high school students. In partnership with Studio Institute and the Museum of Modern Art (MoMA), virtual cross-school meetings were held for teachers during the school year. In March, nearly 40 high school students visited the Frick Madison for gallery discussions and a tour of the research library. Representing five high schools, the project gave students the opportunity to share the gallery's research in progress within their schools. On Tuesday, May 24, the scholars, along with their teachers, were honored during a celebration hosted by MoMA, at which seven students received monetary award for exemplary work, and all 38 students received an art history-related book. The top award was given in honor of Agnes Gund, President Emerita of MoMA and founder of Studio in a School, and one of the larger awards was presented in memory of Paul L. King, past Executive Director of the Office of Arts and Special Projects. Excerpts of all 38 students' research papers are posted on the Comprehensive Visual Arts website and on Studio Institute's website.

The annual **Ezra Jack Keats Bookmaking Competition** was done in collaboration with the **Ezra Jack Keats Foundation** and **Brooklyn Public Library**. Pre-pandemic in-person judging was reinstated in February. Nineteen students received either a citywide or boroughwide monetary award administered through The Fund for Public Schools. A catalogue was created

highlighting the work of the 19 students and noting the 40 honorable mentions. All 59 students received gift book collections donated by Penguin Random House.

The fourth annual **New York City Public School Film Festival**, produced by the **Mayor's Office of Media and Entertainment**, the OASP, and **Magic Box Productions**, premiered in person on May 21. Students submitted a record-breaking 152 films for adjudication. The Festival screened 38 student films from 26 different schools and programs as part of "Movies Under the Stars" at St. Nicholas Park in Harlem in collaboration with the NYC Department of Parks and Recreation. The films represent the talent and diversity of our students citywide and were chosen by a panel of NYC public school teachers, Adobe professionals, and media professionals in a variety of categories: Short Feature, Animation, Documentary, Experimental, and Public Service Announcement. In addition, students attended an industry leaders panel of New York City media professionals and information sessions about CUNY film and media programs in partnership with the Mayor's Office of Media and Entertainment. All of the Festival's films are available at nyc.gov/NYCPSFilmFestival.

The DOE/Broadway League Theater Management Teen Diversity Intensive (Shadowing Program) partnership, hosted by the Broadway League's Audience Engagement Department, welcomed 26 BIPOC junior and senior theater students from across the city during the mid-winter recess in February 2022. Usually held in person with students visiting nearly every Broadway production office, the program pivoted once again with three days/12 hours of significant live virtual learning about behind-the-scenes theater careers. This school year, we partnered with *Moulin Rouge! The Musical*, focusing on how industry professionals collaborate daily to produce a singular Broadway show. Broadway League board member Tammie Ward from **The Shubert Organization** also presented. The students then saw *Moulin Rouge!*, learning about the functions and responsibilities of house management, theatrical design, and other non-performing positions. Student feedback indicated high interest in learning more about and pursuing careers in producing, company management, stage management, house management, and design.

Broadway Bridges enhances theater education and literacy in our schools by providing dynamic, significant, and affordable access for NYC schools to bring tenth-graders to Broadway. In reaching out to an entire grade, the program strives to ensure that every student has the chance to experience live, professional theater through an annual trip to Broadway with their peers. Over 15,000 tenth-grade students and over 220 schools from all five boroughs experienced iconic Broadway shows such as: *American Utopia*; *Aladdin*; *Beetlejuice*; *Come From Away*; *Company*; *Dear Evan Hansen*; *Hadestown*; *Harry Potter and the Cursed Child*; *The Lion King*; *Moulin Rouge! The Musical*; *The Music Man*; *Paradise Square*; *The Phantom of the Opera*; *Six*; *The Skin of Our Teeth*; *Tina*; and *Wicked*. An additional five productions provided free filmed digital performances for those schools unable to make it to Broadway. All participating schools receive educational materials and study guides for the teachers to integrate into class curriculum and discussion. Schools reported that 38 percent of the students shared it was their first time seeing a Broadway show.

Comprehensive Arts Examinations in dance, music, theater, and the visual arts were designed, implemented, and administered for high school seniors who have completed a major arts sequence. The 1,966 students who successfully passed all appropriate coursework received either the Regents Endorsed Diploma with Advanced Designation in the Arts, or a Certificate of Arts Achievement. In lieu of a live commencement celebration, those students who received Chancellor's Arts Endorsed Diplomas were recognized for their academic performance on a website (<https://tinyurl.com/caed2021>) designed specifically to acknowledge their proficiency in the arts.

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The **Dedalus Foundation** awarded scholarships to seven graduating high school seniors who participated in an art portfolio competition. Exemplary artwork by these scholarship recipients was exhibited on the Dedalus Foundation website. Five high school seniors received Mark Rothko awards, and their portfolios were exhibited on the Dedalus Foundation website as well.

The **DiverCity Lens Project** supported the work of three middle schools and 12 high schools. Visual arts teachers from schools representing all five boroughs worked with a professional photographer and examined the rich diversity of our city through photographs and students' written reflections. Teachers resumed meeting in person to share and critique student work. The teachers selected the work of over 60 student photographers for an exhibition that was on view at the Tweed Courthouse from May 2022 through October 2022. All student photographs and accompanying writing around the school year's theme, "Emergence," appeared in the annual catalog. Participating visual arts teachers each had one of their own photographs in the catalog.

The **Citywide Honors High School Music Festival**, produced in conjunction with the **Music Educators Association of New York City**, marked the large-scale return of in-person concerts as it resumed operation for the first time since spring 2019, attracting nearly 400 student participants from all five boroughs and an audience of close to 1,000 family members, friends, and NYC music educators, including officers of the New York State School Music Association.

The spring 2022 Festival also debuted its first-ever Modern Band, joining the Festival's longstanding Chorus, Concert Band, Jazz Ensemble, and Orchestra. Each of the five ensembles was led by a recognized professional or university-level conductor, with celebrated conductors traveling from various locations across the United States.

PS Art 2022 provided teachers and students the opportunity to participate in a citywide juried competition, resulting in an exhibition at **The Metropolitan Museum of Art**. The PS Art exhibition had 122 works of art, representing 123 student artists, grades pre-K through 12, from all five boroughs, including District 75 schools. Student artwork was on exhibition at The Met from June through October 2022, and is on display at the Tweed Courthouse until spring 2023. The NYCDOE continues to partner with **Studio in a School NYC** in the PS Art initiative. The annual PS Art catalog was produced and sponsored by the OASP. Catalogs were presented to all student artists and their teachers at the in-person June 2022 ceremony at The Met. To encourage greater family viewing of the PS Art exhibition and attendance at The Met, teachers whose students' work was displayed in the 2022 exhibition were invited to create individualized museum guides to share with families. Each guide includes images of three museum works of art related to students' own artwork.

The School Art League and **The One Club for Creativity**, in collaboration with the Office of Arts and Special Projects, delivered three Saturday art-career workshops to 40 high school sophomores and juniors in the fall 2021 semester and the spring 2022 semester. High school students met designers and artists and built visual art portfolios.

The annual School Art League awards event returned in May to its traditional site, the Grace Rainey Rogers Auditorium of The Metropolitan Museum of Art. Ten awards, from \$1,000 to \$2,500, were presented to exemplary graduating seniors who will continue their art studies in colleges and universities. In addition, the School Art League, the **School of Visual Arts (SVA)**, **Parsons School of Design**, and **Pratt Institute** presented scholarships to graduating seniors who will continue their art studies at SVA, Parsons, and Pratt.

In spring 2022, over 200 students and 11 teachers representing seven high schools and two middle school participated in the fourth year of the **Judiciary and the Arts Program**, done in collaboration with the **Justice for All: Courts and Community Initiative** and the **Justice Resource Center**. Funded by **The Pierre and Tana Matisse Foundation**, visual arts teachers met virtually with judges and staff from the Second Circuit Court of Appeals, mapping out plans to engage students with the judiciary as a civic institution. Tours of the courthouse and work with research librarians and lawyers were done virtually. In June, an exhibition and celebration of student artwork was held at the High School of Art and Design and attended by over 250 students, teachers, and family members. Student artwork is displayed on the Justice for All website.

The Joe and Clara Tsai Foundation continued to fund **The Basquiat Project** in its second year. Developed in partnership with the NBA's Brooklyn Nets, the New York City Department of Education, and the Fund for Public Schools, the Office of Arts and Special Projects led a team of Brooklyn visual arts teachers in the creation and dissemination of the art unit that was taught to more than 1,400 middle and high school students across the city. Students studied various Basquiat works, learning how art can both serve as a vehicle for communication as well as to facilitate societal change, and Barclays Center hosted an art show featuring 150 pieces created by middle and high school students. In the 2022-23 school year, an additional Basquiat unit will be created so that upper elementary school students will have access to the project.

The DOE/Shubert High School Theatre Festival highlights the impact of a dedicated theater education in our schools, showcasing the diverse student theater produced in public high schools across the city. **The Shubert Foundation's** generous funding and support enabled the eighth annual Shubert High School Theatre Festival to return to the Broadway stage. Our first live and in-person Festival in two years was produced at the Winter Garden Theater (home to *The Music Man*, starring Hugh Jackman and Sutton Foster) on Monday, May 23, 2022. Tony Award-winning Broadway actors Shuler Hensley (*The Music Man*) and LaChanze (*Trouble In Mind*) offered a spirited and inspiring kick-off as hosts for the Festival. Additional guest presenters included Broadway artists Denee Benton, K. Todd Freeman, Jessica Hecht, Antwayn Hopper, Mateo Lizcano, and Nathaniel Stampley. Inspiring remarks made by Schools Chancellor David Banks focused on the impact of a theater program on all aspects of school culture and student learning.

Despite ongoing challenges related to COVID-19, over 20 high schools submitted productions and our guest-artist judges watched them with the same focus and generosity as in any other year. This school year, over 100 students from five schools make their Broadway debuts in the Shubert High School Theater Festival with *Into The Woods*; *Indecent*; *Guys and Dolls*; *Dontrell*, *Who Kissed The Sea*; and *Rent*. Chancellor Banks attended and spoke at length about the

power of theater to support our public school students, both creatively and academically. As anticipated, the High School Theatre Festival remained a high-profile opportunity to highlight students' theatrical experiences. These diverse skill sets are applicable to lifelong learning and are required to produce theater mastery at such a high level.

The Shubert/MTI Broadway Junior Musical Theater Program enables NYCDOE middle schools in need of arts education supports to create and produce their school's first musical. This partnership program with **The Shubert Foundation** and Music Theatre International (MTI) fosters a collaborative environment between the participating students and their teachers, and allows the arts to flourish in these underserved communities. In 2021-22, participating schools included 39 funded schools (16 Year One, 11 Year Two, and 12 Year Three) and an additional 50 students graduated schools that still participate in provided professional learning sessions and have access to waived MTI rights/royalties. Overall, this private-public partnership reaches over 250 teachers and approximately 1,300 middle school students across all five boroughs and D75. Required through our grant, teachers attended a series of monthly workshops in the winter on how to produce musicals and shared resources and best practices. Teacher feedback was overwhelmingly positive, and the new skills taught helped them move forward with confidence. While most schools were back fully in-person this school year, some of our schools serving students with disabilities opted for a hybrid model better suited to the unique needs of this community. Online support was provided for them for their virtual productions. In spring 2022, the OASP held its third virtual Broadway Junior Student Celebration online for students, families, friends, and the theater community. This event served not only as a showcase for the committed, diverse casts featured in the videos, but also as a celebration of their dedication, collaboration, and hard work amid the challenges of the ongoing pandemic.

The Summer Arts Institute (SAI) held its intensive, four-week summer program for over 230 middle and high school students virtually on account of the pandemic. The fully funded program—for students in dance, drama, film, instrumental band, string orchestra, vocal music, and visual arts—nurtures and challenges students as they move into the next phase of growth as young artists. Celebrating its 20th year, SAI provides opportunities for students to hone their skills, stretch socially and artistically, connect to peer student artists and professional partners, and explore potential careers in their chosen passionate field. The 2022 Summer Arts Institute finale was once again live and was streamed for the first time at <https://www.youtube.com/watch?v=QsQpfNPaf6g>.

This substantial and inspiring program was made possible through generous support from **Con Edison, The Fund for Public Schools, The Harkness Foundation for Dance, The Joel Foundation, the Mayor's Office of Media and Entertainment, the Producers of *The Music Man*, and Warner Bros. Discovery.**

The Virtual Teen Arts Audition Prep Series is a free significant resource supporting and guiding public middle school and high school student artists, their teachers, and families, as they navigate the audition/portfolio process in a chosen field (dance, the moving image, instrumental band, strings, theater, the visual arts, or vocal performance). Produced by our Director of Theater, this dynamic site of tutorial videos and coaching insights expansively supports our young artists to navigate the process and focus on what is in their control, with intention. First and foremost a valuable and equitable resource for many students who might not otherwise have access to audition support, this comprehensive site also provides arts educators with multiple entries to activate these resources for a truly blended and vibrant arts curriculum. Each arts discipline provides a series of videos expanding on core aspects of Audition/Portfolio, such as "Audition Preparation and Performance," "Master Class Coaching," and "Audition Next Steps & Careers in the Arts."



The Asylum/DOE NYC High School Improv Games provides teacher training and guest artists to engage high school students in the creativity, positive collaborative problem solving, and the fun of improvisation. In our inaugural kickoff year partnership, over 100 teens from eight schools across the city learned the skills and teamwork needed to improvise in a theater game format. The program culminated with a festival at the professional Asylum NYC stage where over 100 students shared their artistry, comedy, and ensemble skills with peers and invited guests. Beyond the art form, students developed skills for life, such as listening, thinking on your feet, focus, working together, and honing a clear point of view. Above all, teens from diverse neighborhoods and backgrounds were able to meet new peers and support one another's creativity and skills.

Parent and Family Support

Arts + Family Engagement Grants is a partnership initiative that expands arts opportunities for New York City public school students by boosting family participation and community engagement. The program showcases students' arts experiences, illuminates connections between student art and other academic learning, and engages students along with parents and family members, demonstrating the power and importance of the arts in the school setting. Sixty-five schools participated, with 33 different arts partners providing family-based residencies and workshops in the arts. Arts + Family Engagement Grants provide an opportunity for students to engage in arts-rich experiences with their families and school community.

Borough Art Festivals are a series of year-end events celebrating the talents and creativity of students and their teachers through arts exhibitions and public performances. This school year, the festivals were back in person, and over 6,000 teachers, school administrators, parents, community members, and students were able to celebrate student artists. The performances and visual arts exhibitions included 2,191 student artists representing 467 schools. Students celebrated at renowned cultural institutions across New York City:

- Bronx Performing Arts Showcase (Friday, June 10, 2022 - Lehman College Performing Arts Center)
- Bronx Visual Arts Exhibition (Friday, June 10, 2022 - Lehman College Art Gallery)
- Brooklyn Performing Arts Showcase (Friday, May 27, 2022 - Brooklyn Borough Hall)

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- Brooklyn Visual Arts Exhibition (Tuesday, May 24, 2022 - Brooklyn Children's Museum)
- Manhattan Performing Arts Showcase (Monday, June 6, 2022 - The World Famous Apollo Theater)
- Manhattan Visual Arts Exhibition (Wednesday, June 1, 2022 - Museum of Modern Art)
- Queens Performing Arts Showcase (Friday, June 3, 2022 - Kupferberg Center for the Arts at Queens College)
- Queens Visual Arts Exhibition (Tuesday, May 17, 2022 - Queens Museum)
- Staten Island Performing Arts Showcase (Sunday, May 22, 2022 - Snug Harbor, South Meadow)
- Staten Island Visual Arts Exhibition (Saturday, May 14, 2022 - Michael J. Petrides Complex)

A High School Fair served as a virtual forum for presentations and question-and-answer sessions on navigating the application and audition processes for screened arts high schools in each arts discipline.

High School Audition and Application Workshops were provided virtually in fall through spring 2021-22 for rising eighth-graders and their parents and guardians.

The District 75 Office of Arts Education provides opportunities for schools and families to increase student exposure to and engagement with the arts. Multiple times a year, the D75 Office of Arts Education partners with EPIC Players to host "District 75 Family Night at the Theater." This program offers opportunities for families to attend performances and have talkbacks with the cast to inform career trajectories in theater. This office also partnered with the Office Transition Services and Post-Secondary Planning Initiatives to create a weekend series for students and parents entitled "STEM for Girls." This program gives students an opportunity to engage in hands-on art and engineering experiences, while exposing students to females in career fields. During these sessions, families are given the option to attend specially designed workshops. The D75 Office of Arts Education also provides family workshops, in partnership with the D75 Office of Family Engagement, that occur both in person and virtually. Throughout the course of the school year, D75 Arts worked collaboratively with the **Guggenheim for All Program**, offering families the opportunity to visit the Solomon R. Guggenheim Museum in Manhattan on specific dates and times as a family day. Additionally, we extend invitations to families and design family events to accompany our student events.



Throughout the school year, the District 75 Office of Arts Education presented multiple student events, student workshops, and family events. These events include: the D75 Film Festival, D75 lobby gallery, All IN(clusive) All-City Teen Theater Ensemble partnership with the OASP, Art 75 visual art exhibition, Festival of the Arts, Imagining Abstraction Family Festival, Arts-inspired public art installations, “Under the Same Sky” visual art exhibition, career readiness programs, and family engagement opportunities.

During the 2021-22 school year, the District 75 Office of Arts Education worked to design family events that accompanied our student showcases, through both virtual platforms and in person.

- **Imagining Abstraction Showcase of Student Artists and Family Event**

D75 Arts and the Guggenheim for All Program closed East 88th Street (next to the Guggenheim Museum) to celebrate student artists! Prior to the event, students engaged in a multipart program exploring Kandinsky’s work and his inspirations. Students created artworks inspired by nature, music, and an inspiration of their choice. During the event, guests viewed 40 pieces of student artwork at an outdoor exhibition, and engaged in artmaking stations, sketching natural materials, and creating a mural. Guests also engaged in face painting and balloon sculptures activities at the outdoor festival. Additionally, guests were invited to explore Kandinsky’s work inside the museum. Over 450 people attended the event on June 11, 2022. The D75 community as well as the NYC community were mesmerized by the phenomenal artwork.

- **Under the Same Sky**

The Office of Arts Education, District 75 citywide programs, NYC Department of Education, Chinese General Chamber of Commerce USA (CGCC USA), and Positive Exposure united student artists from across the world to bring you “Under the Same Sky,” an art exhibition showcasing 60 student artists with disabilities from New York City and Beijing. Partnering with Positive Exposure and CGCC USA promoted global awareness and support of students with disabilities, showing the community their talents, creativity, and self-expression. It was our hope to empower the student artists, recognizing their identities as global citizens living *under the same sky*. We wanted to promote and elevate the lives of those around us, breaking down barriers to further support career trajectories in the arts. This exhibition was on display during July 2022 to celebrate disability pride. Families and the NYC community were invited to celebrate.

- **Art Inspired** is a public installation series where students learn from local artists during a student-attended professional learning session, after which they create artwork inspired by the artists’ themes and style. Student pieces are collected and joined together to create a large-scale mural that is publicly displayed across the city. Families and the NYC community were invited to view, be inspired, and create. Through this project we have been able to showcase over 1,200 pieces of student artwork across the city! There have been a total of four installations:

- “Light Up NYC with Love”: 238 luminaries
- “Fill NYC with Love”: Two installations: 550 pieces of 6’ x 40’ artwork at 751M and 79M
- “Illustrate Your World”: 450 pieces of 6’ x 65’ artwork at 751M

- **Art 75** is a juried exhibition where the artwork is created by students across District 75 (D75). We believe these students have incredible artistic talent and a powerful voice. This voice, through artistic expression, gives students another platform to express themselves, while

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celebrating human diversity. This school year over 50 students were showcased in this exhibition. The jury consists of NYC artists, advocates, D75 graduates, and members of the disability community. The exhibition was on display in June 2022 at the Positive Exposure gallery. During the family and community opening event, students shared artist statements and participated in a Q&A session. The 373K student band performed at the event.

- **Festival of the Arts District 75's Performing Arts Festival**

This event celebrates students' music, theater, and dance performances. Twenty-four student groups from across the district came together to perform virtually. Families, friends, and classmates attended the virtual performance.

Arts and Cultural Community Support

The Office of Arts and Special Projects' activities include:

- Evaluating and scoring Pre-Qualifying Solicitation Proposals from the arts and cultural communities for direct student services, parent services, and professional learning in the arts.
- Presenting the 35th Annual Arts and Cultural Services Fair, held virtually for a third year, as Arts and Cultural Education Services Week, where 58 arts organizations and cultural institutions interfaced with over 150 school leaders, arts education liaisons, and teachers over four consecutive days. Arts and Cultural Education Services Week offered information regarding programs and resources for students and schools.
- Showcasing students' musical achievements and the impact of effective partnerships in the All-City High School Music Program's seven ensembles (Chorus, Concert Band, Jazz Ensemble, Latin Ensemble, Marching Band, Modern Music Project, and Orchestra). Artist-in-residence coaching and side-by-side performances with All-City students resumed to full capacity in the 2021-22 school year. Our most recent partner organizations include **Afro Latin Jazz Alliance**, **Chantel Wright/Songs of Solomon**, **Jazz at Lincoln Center**, the **New York Philharmonic**, and the **New York Pops**.
- During the 2021-22 school year, the All-City High School Music Program partnered for the first time with **Montclair State University's Cali School of Music**. Through this partnership, Cali School of Music professors and conductors provided workshops and clinics, and offered audition assistance at no charge for students enrolled in the All-City High School Concert Band, Jazz Ensemble, Latin Ensemble, Marching Band, and/or Orchestra.



- Collaborating with **Carnegie Hall's Weill Music Institute** to offer **Ensemble Connect** in-school residencies to 14 NYCDOE schools as well as related programming for Ensemble Connect Fellows and partner teachers. During spring 2022, Ensemble Connect Fellows also produced a library totaling 108 solo repertoire recordings for nine different instruments to support student choice, participation, and preparation for solo adjudications through the New York State School Music Association (NYSSMA).
- Partnering with **BerkleeNYC** and the **Berklee College of Music** to support NYCDOE music teachers in the areas of music production and contemporary music performance/modern band. During Summer 2022, Berklee City Music at Berklee College of Music awarded one full scholarship to a NYCDOE student to attend the Aspire Five-Week Summer Performance Program in Boston on the Berklee Campus.
- Supporting the **Metropolitan Opera HD broadcasts** at five NYCDOE school sites (one per borough), accompanied by teacher professional learning and student learning opportunities, to introduce high-quality opera performances to communities across the city's five boroughs. There were five Met HD broadcasts during the 2021-22 school year. In addition, the Metropolitan Opera provided all NYCDOE music teachers with access to Metropolitan Opera on Demand (MOoD) accounts and presented a panel discussion focused on Terence Blanchard's *Fire Shut Up in My Bones*. The discussion included in-person appearances by Will Liverman and Walter Russell III.

Partnering with two museums—The Metropolitan Museum of Art and the Museum of Modern Art—and working with their curators and museum educators, the annual professional learning series “Ticket for Two” was developed for visual arts and social studies teachers. This school year the series was held in person in March at MoMA and in May at The Met. Teachers considered the theme “Current Events and Social Justice Issues: Art as the Spark for Discussions and Artmaking.”

- Related to PS Art 2022, the OASP collaborated with Studio in a School NYC to offer professional learning events with The Met. The virtual fall workshop centered on looking at student artwork. Participants assessed student work looking through the lens of the strands and benchmarks of the *Blueprint for Teaching and Learning in the Visual Arts*. The April event was in person and honored the teachers whose students' work was selected for PS Art 2022. Teachers created brochures for their students that connected student artwork to works in the collection to encourage families to visit PS Art and then visit the galleries of The Met.
- In what will become an annual series, in support of secondary visual arts teachers integrating careers in the arts into their instruction, the OASP collaborated with the Solomon R. Guggenheim Museum to offer art teachers “Career Pathways in the Arts,” a three-part series on the varied career opportunities in an art museum. An extension of this collaboration will be a joint presentation at NAEA's national conference in spring of 2023.
- The five-part series for visual arts educators, “Community Building Through Art Discussions and Art Making,” was developed in collaboration with five New York City art institutions. The OASP collaborated in the fall and early winter with the **Brooklyn Museum, Studio Museum in Harlem**, and the **Noguchi Museum** to offer virtual workshops, and in the spring partnered in person with **Poster House** and the **Whitney Museum of American Art**.
- The virtual five-part “Sketchbook Series,” culminating in teacher research presentations, was done in collaboration with the AI Held Foundation, the Dedalus Foundation, Studio Museum in Harlem, and guest teaching artists.

- Interdepartmental collaborations included working with the Office of Periodic Assessment to create assessments in visual arts for grades 4 and 8 and high school; working with the Office of Student Enrollment on the High Directory Cover Challenge; partnering with Library Services on the annual Ezra Jack Keats Bookmaking Competition; working with the Executive Director of the Justice Resource Center on the Judiciary and the Arts initiative; and collaborating with PS 69K and Edward R. Murrow High School to offer teachers and administrators a program on creating a ceramics studio in their schools.
- The OASP and Urban Bush Women entered into a partnership serving six high school communities with residencies and an Urban Bush Women concert was live streamed to selected high schools.

Teacher and School Leader Supports and Professional Learning in the Arts

The American Voices Project provides middle and high school teacher teams with co-curricular instructional units of study and resources to stimulate student learning about the social and cultural history of 20th-century America through the lens of theater. By pairing social studies teachers with a theater or English teacher to team-teach the curriculum, American Voices enhanced student learning as well as differentiated instruction. The project's units support teachers in exploring the cultural impact of these works, the parallels between theater and history, and how points of view inform how we communicate culturally and artistically. The new website allowed NYCDOE theater teachers remote and free access to all units, with an additional six units focusing on America in the 1960s through the end of the 1990s, including diverse voices such as Katori Hall's *The Mountaintop*, Jose Rivera's *The House of Ramon Iglesia*, and Moises Kaufman's *The Laramie Project*. American Voices now has a total of 13 free, full units of study covering diverse topics and plays spanning the 1920s-1990s.

Our Royal National Theatre/DOE Filmed Theatre Initiative, led by our Director of Theater, provides over 250 theater and English teachers and 25,000 students free access to the National Theatre's Filmed Theatrical Collection. To date, over 300 teachers from across 170 schools in all five boroughs, District 75, and District 79 participated in the program, reaching more than 26,000 students. The participants include teachers of theater, English, social studies, world languages, multilingual learners (MLLs), dance, and more. Now, with access to 50 high-quality and diverse productions, and additional learning resources and teaching pathways, the aim is to support the teaching of theater as well as to inspire classes to cultivate deep cultural and social literacy for participants and school communities. All elements of the project are free for the public schools involved, including access to high-quality ancillary curricular supports for these filmed theater productions. The work supports diverse, dynamic student engagement through relevant topics: Culturally Responsive Teaching and Diversity; Technical Theater; Cultural Context and Literacy; Physical Theater/Devising; Performance; Text to Stage to Film; and Working with Students with Special Needs/Disabilities. At the conclusion of year one, 50 teachers participated in a significant online professional learning session as peer teachers shared lessons they developed related to projects and aligning these to identified key framing lenses. Examples of teacher lessons include: (1) *Alice in Wonderland*, to explore the "rabbit hole" of social media and how to avoid being manipulated; (2) *Romeo and Juliet*, in contrast to the text and in comparison with the 2021 *West Side Story* film; (3) *Peter Pan*, in a District 75 school, to learn about plot and characters; (4) *Barber Shop*, culturally responsive monologue writing; and (5) *Othello*, to explore issues of race and perception evolving over time.



The Arts Education Liaison Professional Learning Series, 2021-22, focused on the role of socio-emotional learning in the arts by collaborating with arts therapists and wellness coaches, exploring partnerships, identifying resources, and seeking opportunities to increase equity, access, and excellence. Using data from the *Individual Arts in Schools Report*, the arts education liaisons identified gaps and associated resources for improving arts instruction at the school level. The workshop experiences were differentiated for newly assigned liaisons and veteran liaisons in addition to special audiences consisting of other constituents from the school communities.

The Arnhold Dance Teacher Support Program

The purpose of the Arnhold Dance Teacher Support Program is to provide direct support to teachers and elevate the teaching practice of NYCDOE dance educators across all grade levels while enhancing student achievement across New York City. Ultimately, this initiative serves to increase the number of New York City public school students with access to dedicated dance education, and to build high-quality, sustainable dance programs in schools throughout the city. The 2021-22 school year marked the 14th continuous year of the Arnhold Dance Teacher Support Program, which is made possible by the generous support of **Jody and John Arnhold | Arnhold Foundation**.

The Arnhold program includes two major initiatives:

- Support for new dance teachers (first-, second-, and third-year teachers), and
- Professional learning opportunities and resources for all dance teachers

Support for New Dance Teachers

A cohort of 43 first-year teachers, four second-year teachers, and 18 third-year teachers who opted into a third year of mentoring, for a total of 65 teachers assigned to all grade levels across the five boroughs, were provided support in 2021-22. A multifaceted approach to the program was expanded to address the new and challenging landscape of blended and remote learning. Highlights of the Arnhold Dance Teacher Program from the 2021-22 school year for our new dance teachers include the following:

- Mentorship was provided to all 65 educators by retired master teachers who provided in-depth personalized feedback and coaching.

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- Financial stipends of \$2,500 for first- and second-year educators were provided to enhance their programming with residencies, partnerships with cultural organizations, and field trips to dance performances.
- Six virtual intervisitations were offered to new dance educators: one high school dance major program, one high school class for students with disabilities, one middle school dance program, two elementary inclusion classes, and one elementary class for students with autism spectrum disorder.
- Dance toolkits, valued at \$1,000, were delivered to all first-year teachers.
- Dance libraries, valued at \$300, were delivered to all second-year teachers.
- Dance Education Laboratory (DEL) virtual courses were provided to dance educators free of charge.

Support for All Dance Educators

Guidance was provided on using stipends and purchasing supplies with tax levy funds, and extensive curricula were available on the Dance Education website.

Highlights of the Arnhold Dance Teacher program from the 2021-22 school year include the following supports for ALL dance teachers:

- “Tracing Footsteps: Honoring Diverse Voices Through Dance History in NYC” professional learning was provided over two citywide sessions:
 - November 2, 2021: “Tracing Footsteps: Salsa Stories” (210 participants), held virtually
 - January 31, 2022: “Join the Cypher - A Hip-Hop Experience” (168 participants), held virtually
- The third citywide session, June 9, 2022: “Re-Focus, Re-Energize, and Re-Flect” was held in person at Gibney Dance Studios as a day of reflection and year in review (96 participants).
- “Tracing Footsteps” curriculum was posted on the dance website in four grade bands: K-2, 3-5, 6-8, and 9-12, with units for the special needs population in grade band 3-5 for “Salsa Stories” and 9-12 for “Join the Cypher.”



- Films were created by Nel Shelby Productions from all three professional learning events to be used by dance educators as entry points to the curriculum.
- Sixteen dance teacher workshops were provided by consultants focusing on social-emotional learning, technology tools, virtual choreography, and culturally relevant teaching.
- Eight workshops were provided by our DOE dance educators sharing their best practices.
- Dance Units: *Honoring Diverse Voices* was published, including 12 dance units written by NYC dance educators, all with full lesson plans and resources.
- Lesson plan tutoring by master teachers was provided to six dance educators and included support for curriculum development and writing.
- The Dance Education website was used to post resources such as units, lesson plans, and video content.
- The Dance Educator's Collective Concert, held on May 21 at The Peggy, Hunter College, was dedicated to the memory of Master Dance Education assistant professor Kimberly Elliot. This hybrid event featured works by 11 dance educators, a premiere by guest choreographer Ayodele Casel, who worked with nine of our dance educators, and two of Ms. Elliott's dancers.
- The Annual Arnhold Alumni Event took place in person at the Joyce Theater on April 27. Thirty-three educators were in attendance for a concert by the Limon Dance Company.
- "Reimagining Education of a Racially Just Society," presented by Columbia University Teachers College, was attended by eight NYCDOE dance educators.
- The Accessibility Project Manager continued to work to ensure that all website-posted material meets accessibility guidelines.

The Arthur Miller Foundation Fellows Program, produced by the OASP Theater Program in partnership with the **Arthur Miller Foundation (AMF)**, provided impactful mentorship for 40 K-12 theater teachers (the Arthur Miller Fellows) in its eighth year of support. Fellows received mentoring from retired NYCDOE theater educators and seasoned teaching artists, as well as resources, a dedicated skills-based residency, funding to take students to theater, and professional learning sessions on theater instruction. With in-school programming dependent on each school's circumstances due to the COVID-19 pandemic, Arthur Miller Fellows gathered virtually throughout the school year for professional learning sessions on key aspects of the 360 degrees of being a theater teacher. By year's end, several in-person professional learning sessions included workshops on technical theater and cultural responsiveness. To date, 90 theater teachers continue to be impacted by the AMF's supports and several have become lead facilitators for our OASP citywide theater professional learning sessions. Direct student support included the AMF Theatre Lab, where teachers and students engaged in devising and then sharing original theater pieces. In 2021-22, The Arthur Miller Foundation continued to provide scholarships to graduate students committed to teaching theater in NYCDOE public schools through its **Arthur Miller Scholars Program**. Funded coursework was offered by the City College of New York's program in Educational Theatre for select teachers.

The Paul Simon Music Fellows Program was relaunched during fall 2021, providing its first cohort of early career music teachers with the full Fellows experience. The program welcomed its first Fellows (early career music teachers) from across the five boroughs in August 2019 and partnered each Fellow with a veteran music teacher for one-on-one mentorship and skills

training. (Teacher mentors received training through the NAFME-New Teacher Center Music Mentoring pilot program.) Each Fellow school also initiated expanded musical study with an artist-in-residence in a chosen musical genre outside the Western canon. Spring 2020 residencies were scheduled to meet twice a week for 11 weeks and comprised a diverse representation of the world's musical traditions, including several Latin American and Caribbean genres, traditional and contemporary Chinese music, jazz, and New Orleans second-line brass band music. Additionally, Fellow schools were scheduled to receive a series of three workshops/master classes by a roster of Paul Simon-curated artists. While mentoring continued throughout the 2019–20 school year, in-school residencies were paused in March 2020 and guest artist visits were postponed, as were culminating performances and the distribution of equipment and musical supplies to support Fellow school music programs. When in-person ensemble music making could safely be resumed, the Fellows enjoyed the full range of program offerings, including mentoring, residencies, guest artist visits, and culminating performances, and completed their Fellows experience in June 2022.

The Paul Simon Music Fellows program is made possible through the generosity of **Paul Simon and the Simon Family Foundation**.

The Blueprint for Teaching and Learning in the Moving Image Professional Learning Series offered media teachers and cultural partners a series of workshops focusing on “Developing Culturally Responsive and Sustaining Media Arts Education.” In collaboration with the **Museum of the City of New York**, the **Kunhardt Film Foundation**, **Filmmaker Tracy Heather Strain** (director of the Peabody-winning documentary *Lorraine Hansberry: Sighted Eyes/Feeling Heart*), teachers explored themes of culturally responsive classrooms through the work of Lorraine Hansberry, puppets, and Gordon Parks. Through talk-backs and hands-on work, teachers shared practices and approaches to learn from their students and each other. The workshops were led by **Magic Box Productions** in collaboration with the OASP.

Instrument Repair Series for Music Teachers included five two-hour Zoom sessions to equip instrumental music teachers with practical repair techniques to restore their instrument inventories as they began rebuilding their programs. Repair technician Melody Choplin joined us remotely to demonstrate a variety of instrument-specific repair procedures and assessments that teachers could conduct in their own music classrooms. Each session included live presentation and demonstration by Melody, as well as visuals and pre-recorded footage of specific procedures that teachers could access and replay as they executed particular repairs throughout the school year.

Building Choral Sound Through Community was led by Francisco J. Núñez, Founder and Artistic Director of the Young People's Chorus of New York City (YPC), and members of the YPC artistic team to provide elementary, middle, and high school chorus teachers with a fun and intensive two-day, in-person workshop through which participants explored techniques focused on inspiring singers, setting foundations and growth for independent musicianship, and empowering young people to find their voices, all as we work to build sound through community. Short course activities modeled the development of ensemble skills at all levels through vocal technique, warm-ups, ear training, literacy building, and conducting technique. Meanwhile, participants maintained a steadfast focus on intentional community building in every rehearsal, creating a diverse and inclusive culture that values and channels the assets brought to our spaces by each child.

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Create: 3K and Pre-K and the Arts offered virtual professional learning for 3K and pre-K teachers and site leaders in dance, music, theater, and visual arts. For the seventh consecutive year, the OASP and the Division of Early Childhood, in conjunction with partners **92nd Street Y's Dance Education Laboratory (DEL)**, **Third Street Music School**, **New Victory Theater**, and **Studio in a School NYC**, implemented a workshop series aligned with the New York State Prekindergarten Learning Standards and the *Blueprints for Teaching and Learning in the Arts*. The **Birth-2 initiative** continued, with partnerships in four early childhood sites. The OASP and Division of Early Childhood Education, in conjunction with the **Children's Museum of Manhattan** and **Spellbound Theatre**, offered arts-rich culminating events for infants and toddlers and Birth-2 teachers, site leaders, and families. These initiatives are supported by **Jody and John Arnhold | Arnhold Foundation**, **The New York Community Trust**, and the **AG Foundation**.

The Digital Theatre Project is an innovative international initiative in which students and teachers from schools across the city and around the globe explore the intersection of theater, social justice, student voice, digital technology, and education. Participating students generated original digital theater stories focused on individuals, families, and communities. In school year 2021-22, we expanded this deep and provocative work to capitalize on the return to in-person instruction with students, while incorporating virtual lessons learned. Thus, we launched a pilot effort for four select teachers to curate sets of interactive drama curriculum resources for NYCDOE theater teachers to access freely toward building a library of innovative lesson plans. Each teacher, across grade levels, reimagined their proven lessons (from acting to design to theater literacy) and made them digitally interactive for teacher peers and students to use in their own classrooms. The Shubert Foundation funding also enabled us to support students with multiple disabilities through our new cutting-edge program incorporating motion sensors to capture student artistic choice. Focused on students participating fully in a theater project, we successfully piloted an immersive interactive drama experience, digitally capturing the use of simple gestures, signs, and movements, rather than passive text or keyboards. This experience, designed in collaboration with the children, ensures students' creative voices and intentions are heard.

The Ensemble Connect Program from Carnegie Hall provided access to world-class professional musicians partnering with 14 elementary, middle, and high school instrumental music teachers for teaching and performance residencies. The program focused on developing creative approaches to student-centered musical skill building. Music students, their families, and teachers attended Ensemble Connect performances and events. Professional learning and administrative support were also provided jointly to the NYCDOE teachers and the Ensemble Connect musicians.

The Shubert Arts Leadership Series, supported by **The Shubert Foundation**, provided a cohort of principals and assistant principals with a 16-session workshop series. School leaders, who are responsible for programming, supporting, and evaluating teachers of the arts, were invited to participate in this workshop series. These administrators collaborated to address challenges of instruction practice, observations, and feedback, using tools like the *Blueprints for Teaching and Learning in the Arts* and the Instructional Leadership Framework, and discussing the challenges of returning to in-person instruction, trauma education, and socio-emotional learning in the arts.

Supporting Quality and Innovation

Connected Learning Communities: Supporting Teacher Effectiveness and Student Achievement in the Arts is a USDOE grant in collaboration with ArtsConnection. In its final year, the grant program is designed to provide arts teachers with blended professional learning focused on translating standards into learning targets, and using formative assessment to analyze learning and, accordingly, adjust teaching practice to improve learning. This grant was timely and assisted teachers as they transitioned to remote learning in spring 2020 and provided a cache of digital resources for teacher learning.

Connected Arts Networks (CAN): Leveraging Arts Learning Communities for Teacher Leadership and Student Achievement is a USDOE grant and a ground-breaking partnership between the National Art Education Association (NAEA), the National Dance Education Organization (NDEO), the National Association for Music Education (NAfME), the Educational Theatre Association (EdTA), and the New York City Department of Education's Office of Arts and Special Projects (OASP). CAN has been designed to leverage the success of OASP's strategy of teacher professional learning communities (PLCs) to discuss problems of practice and to engage in inquiry and action research to improve student arts learning.

CAN leverages the success of the OASP's approach and deepens this work on the most current and urgent needs for arts educators with regard to: (1) equity, diversity, and inclusion (ED&I), (2) social-emotional learning (SEL), and (3) teacher leadership.

Arts for ELLs and SWD Grants give schools the opportunity to participate in partnerships that provide tailored arts education programs to multilingual learners and students with disabilities. Partnership goals include increasing student achievement in and through the arts while addressing the particular needs of diverse student learners. Sixty-six arts and cultural organizations provided these services to 199 schools in 2021–22.

ArtSPACE (Supporting Performing Arts and Creative Education) Facilities Improvement and Resources supports schools in need of arts space renovations and equipment and resources necessary to support rigorous arts instruction. Through an application and grant-making process, schools were selected for substantial arts space renovations and equipment. ArtSPACE renovates and creates spaces for students to practice and perform the

arts rather than using a gymnasium, hallway, or other space that may not be appropriate. In 2021-22, eight schools received installations that included stage lighting, stage curtains, A/V, and/or a dance studio.

Joy of Giving Something Photography Equipment Grants: In partnership with the Fund for Public Schools and with generous support from **Joy of Giving Something, Inc.**, six schools serving students in grades 6 through 12 were awarded a grant to strengthen their existing photography programs.

The Woodwind and Brass Instrument Grant awarded new instruments to 20 schools across the city, selected from a pool of 138 applicants. With a budget allocation of \$300,000, 476 instruments were purchased and distributed to these schools between December 2021 and June 2022, providing essential support for schools that were rebuilding their concert band programs in the wake of the COVID-19 pandemic. With an infusion of new flutes, clarinets, alto saxophones, tenor saxophones, trumpets, and trombones, schools could resume instruction in accordance with health and safety guidelines and in many cases, expand their programs to serve more students. Grant awards were given to schools in all five boroughs (three Manhattan, three Bronx, five Brooklyn, seven Queens, two Staten Island) and across all grade levels (seven elementary schools, two K-8 schools, nine middle schools, one high school, and one 6-12 school).

Arts and Multilingual Learners Program: With ongoing support from the Division of Multilingual Learners (MLLs), the OASP is responding to low achievement among multilingual learners, lack of access to arts education among these same MLL students, and a lack of opportunities for both TESOL (Teaching English to Speakers of Other Languages) teachers and arts teachers to collaborate with their peers. The initial phase of the program (2018-20) targeted District 10 in the Bronx. This school year, we served schools throughout the city. **Studio in a School NYC** (visual arts) and **NYC Children's Theater** (music) teaching artists collaborated with classroom, TESOL, and visual arts/music teachers. These residencies were designed to maximize authentic language development by providing robust arts instruction. Program goals are twofold: (1) improve arts and academic achievement of MLLs by practicing and developing arts-appropriate Advanced Literacy instruction; (2) increase school and teacher capacity to develop and implement instruction that integrates visual arts/music and TESOL/ENL (English as a New Language) through a collaborative, integrated model of professional learning, co-planning, instruction, reflection, and documentation.

Open to K-12 visual arts/music teachers from all five boroughs, our professional learning offerings build on the practical approaches refined in our residency pilots. Teacher participants learn about English proficiency levels and how to build mindful practices for teaching language learners. They experience hands-on art-making activities that model the integration of language supports commonly practiced in TESOL/ENL settings. Teachers learn how to provide arts instruction with proven language supports so that all students grow creatively in addition to building visual arts/music and language skills. This school year, we hosted 15-credit short courses for visual arts and music, as well as two 2-credit citywide workshops in the visual arts. In the spring, we piloted a professional learning community (MLL Art Lab) for alumni of our visual arts professional learning series.

Arts & Students with Disabilities: This school year, we offered arts teachers working with inclusive, self-contained, and D75 classes tips and practical tools for teaching students with disabilities in arts settings. Workshops topics included "Accessing SESIS: The Basics and

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Unpacking Disability Classifications: Emotional Disturbance.” We also launched a partnership with **GIVE: Your Guide to Teaching Artistry in Inclusive Settings**, itself a collaboration between three arts education organizations: **Arts Connection**, **Community Word Project**, and **New Victory Theater**. Teachers took a deep dive into <https://teachwithgive.org/>, a website with free online resources developed by teaching artists with extensive experience working with Integrated Co-Teaching (ICT) classes in New York City and beyond. Session topics included: “Planning an Inclusive Lesson,” “An Intersectional Approach to Classroom Behavior and Culture,” and “Collaborative Goal Setting, Reflection, and Adjustments.”

The Arts Teacher Studio Funding supported 3,366 teachers of the arts at 1,339 schools by providing supplemental funding to schools for each full-time assigned teacher of the arts (elementary level) or full-time certified and assigned teacher of the arts (secondary level) to purchase studio materials, enriching teaching and learning in dance, music, theater, and the visual arts. The program is designed to enhance the quality of standards-based, *Blueprint*-aligned instruction in the arts, and each eligible teacher received \$1,135.

The District 75 Office of Arts Education provided meaningful, research-based professional learning, and created resources for teachers and organizations in order to target appropriate adaptations for individual students, as well as increasing opportunities for communication and independence. The office developed relationships with community partners and cultural institutions to support community integration and career readiness.

The OASP also supported family engagement, providing opportunities for schools and families to increase student exposure to and engagement with the arts.

The District 75 Office of Arts Education provides meaningful, research-based professional learning sessions for teachers to target appropriate adaptations and modifications for individual students, increasing opportunities for communication, independence, and SEL. The office creates curricular resources to support social communication, culturally responsive-sustaining education, and social-emotional learning. Teachers continue to receive support through professional learning opportunities, in school support, and a District 75 Arts Community Microsoft team. This team serves as a collaborative thinking space designed for teachers to work together and share ideas virtually.

The D75 Office of Arts Education partnered with MoMA, co-authoring two projects promoting arts, SEL and CRSE in schools.

Collaborative Murals is a multi-part program focused on diversifying repertoire, promoting student discussions, increasing text to self-connection and self-expression, as well as building community across District 75. Twenty-seven percent of D75 schools participated in the program, supporting 1,322 students. Students discussed artworks created by a diverse group of artists, using a structure of “Observe, Describe, Interpret, and Connect,” which was developed as a scaffold to increase classroom discussions and text to self-connections. Teachers engaged in a four-session PLC to develop skills to build communication among students and share ideas, successes, and adaptations. Students created pieces that were inspired by the artists’ style and/or medium to promote self-expression. The artworks were connected together to create murals that were displayed in school communities. Collected data showed increases in student engagement, participation in discussions, increased student facilitation of discussion, and increased confidence.

Sketching and SEL is a multifaceted program utilizing sketching and arts-based discussions to support internal processing, visual processing, and communication processing of SEL. Twenty-five percent of District 75 schools participated in the program, supporting 463 students. Using CASEL's SEL Framework, daily sketching prompts have been designed to support students' development of self-awareness, self-management, and responsible decision making. A discussion structure of "Ask, Comment, Acknowledge" was created to support student development of social awareness and relationship skills. During this 15-week program, students engage in independent sketching as a response to daily prompts, then engage in discussions around the prompt and student artwork to promote identification of self, identification of emotions, and student reflection. Data showed increases in student communication, peer-to-peer interactions, self-awareness, and independence.

D75 Office of Arts Education develops relationships with community partners and cultural institutions to support community integration. Partnering with several community-based organizations, District 75 works to bring classrooms into the community. The community integration initiative creates opportunities for students to engage in learning programs at several cultural institutions.

- Students engaged in multipart programs occurring in the classroom and at the **Solomon R. Guggenheim Museum** and the **Museum of Modern Art**.
- D75 partnered with **Lincoln Center** to expand the **Access Ambassador Program**. Students participated in a 10-week after-school program designed to introduce them to working in performing arts environments. Students had the opportunity to work in front-of-house positions, assisting guests before and during concerts on Lincoln Center's campus or virtually engaging in office-based tasks.
- D75 partnered with the **Museum Access Consortium**, where we were able to provide students with additional arts-focused internship programs at New York City cultural institutions. Students participated in a 10-week after-school program designed to introduce them to working in performing arts environments. During this 10-week period, students interned for **Dance NYC, New York Botanical Garden**, and **Emit Theater**.
- D75 previously worked in partnership with ALPHA Workshops, and 75 created a Decorative Design Micro-Enterprise. This program is an in-school work-based learning program focusing on textile creation. This program was created to expose students to potential careers related to the visual arts and provide real-world experience for their future jobs. Students make giftware items, including placemats, cards, and floor mats. Students also engage in preparation of materials and pattern making, as well as finishing and packaging the product at a professional level.

District 75 and the Center for Educational Innovation (CEI) have been awarded a USDOE Arts Education Dissemination (AED) grant, entitled CEI MERIDIAN. This program utilizes visual arts and music strategies to teach English language arts and math to students in grades K, 1, and 2 in District 75.

Additionally, D75 Office of Arts Education provides opportunities to increase student and family's exposure to and engagement with the arts through family events, community partnerships and family workshops.

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The Accelerated Arts Teacher Certification Pilot was launched in fall 2019 to support a cohort of elementary school-assigned cluster teachers with Common Branch certification to earn their Supplementary Certification in the arts. In collaboration with **District 31** (Staten Island), the **College of Staten Island, CUNY**, and the **NYCDOE Office of Teacher Recruitment and Quality**, these teachers took coursework in the arts studios to deepen content knowledge and instruction for their elementary student artists. By the end of 2021-22, five had been awarded their Supplementary Certification in the arts and one has achieved tenure under their new NYSED arts license.

Middle School Arts Audition Boot Camp is a two-week arts program for public school students from Title 1 schools entering eighth grade in the fall. The boot camp offers students who do not have access to audition and portfolio preparation concrete tools and training in preparation for screened NYCDOE high school arts schools/programs. This is an intensive program for up to 350 NYCDOE public school students, in partnership with **Lincoln Center Education, Lincoln Center Theater, Laconia Music Center, Studio in a School NYC, Carnegie Hall/Weill Institute of Music, New York Philharmonic, Jazz at Lincoln Center, New York Performing Arts Library at Lincoln Center, Harlem School of the Arts, School of the American Ballet, Metropolitan Guild**, and **The Juilliard School**. Eagerly awaiting the return to in-person boot camp, 350 students applied to the program.







2022 Arts Committee Report to the Panel for Education Policy (PEP)

As our city emerges from the worst of the pandemic, we understand that we cannot go back to education as usual. Now is our chance to commit to the socio-emotional needs of our children; to bring true equity of access to high-quality education opportunities; and to sustainably build the ability of our schools to deliver sequential, culturally responsive, and sustaining arts education for all students.

Chancellor David Banks has set forth four Pillars for the New York City school system: scaling, sustaining, and restoring what works; reimagining how our students learn; prioritizing wellness and its link to student success; and empowering parents and families to be our partners. Arts education is one of the most powerful levers and catalysts we possess to make our students whole, provide them with the skills and tools they need for success in school and beyond and to uplift and empower their unique voices in the world.

We applaud Chancellor David Banks and his exceptional commitment to arts education. We are energized by his dedication to becoming “the Champion for the Arts!” This is a great moment in the history of arts education in our NYC public schools. There is the will and the leadership to make equity and access to a sequential, quality arts education not merely a dream, but a reality for all students PreK to 12.

We all share common goals for our schools: creating a welcoming, safe, and affirming space; providing a clear space for culturally responsive, relevant, and inclusive curriculum; and strong supports for literacy, socio-emotional learning, students with disabilities, multilingual learners, and college and career readiness. The arts do so much. They are an essential part of education, helping students build relationships, connectedness, and hope.

To support this work, we have seen the Office of Arts and Special Projects (OASP) leading the implementation of equitable, quality, data-driven, and sequential arts education. OASP must continue to administer citywide student programs; offer school and local support for arts education; and provide professional learning for thousands of PreK-12 teachers.

In addition, our certified arts teachers are the cornerstone of arts education. Supported by professional learning and necessary arts supplies and instruments, our teachers are our children’s mentors, and each day they guide and support their creativity, imagination, and problem-solving skill development.

Finally, our arts and cultural organizations are key resources in our neighborhoods; they are community lifelines, they are the connection for students to each other, to their role models, to community centers, to food, to health, to housing. They are community anchors.

2020 Arts Committee

The momentum that stimulus funds have made possible must be sustained. While we may face challenging economic setbacks in the future, we must remain laser-focused on forward progress. We cannot for a single moment allow the hard-won progress around arts education in our schools to falter.

We stand with the Chancellor, our school leaders, arts educators, students, families, and arts and cultural partners to do all that is necessary to make the arts a sustainable and essential part of all students' excellent education. Clear policies that prioritize arts learning with adequate instructional resources, emphasis on the importance of certified arts teachers and their ongoing professional growth, and the critical partnerships with arts and community, these are the essential building blocks that will nurture our students and enable them to develop their full, joyful, and complete potential.



Report to the PEP

Arts Education Advisory Committee Members

Candace Anderson, Executive Director, Cool Culture

Jody Gottfried Arnhold, Founder, Dance Education Laboratory (DEL) 92nd Street Y/Arnhold Foundation

Sarah Calderon, Committee Co-Chair

Sharon Dunn, Vice President for Education Emerita/New-York Historical Society

Anita Gomez Palacio, Retired Executive Director of Operations/Council of School Supervisors and Administrators

Lane Harwell, Program Officer, Creativity and Free Expression/Ford Foundation

John Haworth, Senior Executive Emeritus/Smithsonian and Senior Director (Retired) National Museum of the American Indian

Sobha Kavanakudiyil, Chair, New York City Arts in Education Roundtable/Faculty Member in The Graduate Program in Educational Theatre at The City College of New York

Madaha Kinsey-Lamb, Founder and Executive Director, Mind Builders Creative Art Center

David Montgomery, Assistant Professor of Educational Theater/New York University

Kristena Newman-Scott, Arts and Cultural Strategist/Advisor, Curator

Zazel-Chava O'Garra, Dancer, Actress, and Arts Advocate

Kimberly Olsen, Executive Director, NYC Arts in Education Roundtable

Shani Perez, Visual Arts Teacher/PS 051 Elias Howe

Eric Pryor, President, Harlem School of the Arts

Alex Ruthman, Director of Music Education and Director of the NYU Music Experience Lab (MusED Lab/NYU Steinhardt)

Laura Jean Watters, Program Director/The Staten Island Foundation

Stephen Yaffe, Chairperson, Arts in Special Education Consortium

George Young, Retired Principal, Arthur Tappan School

Ex Officio:

Claudia Arzeno, Senior Program Officer/NYC Department of Cultural Affairs

Laurie Cumbo, Commissioner/NYC Department of Cultural Affairs

Shirley Levy, Chief of Staff/ New York Department of Cultural Affairs

Trenton Price, Senior Director of Operations/Office of Arts and Special Projects/NCYDOE

Juan Rosales, Chief of Staff to the Chancellor/Office of the Chancellor/NYCDOE

Paul Thompson, Executive Director/Office of Arts and Special Projects/NYCDOE



Next Steps For Arts Education

EQUITY & EXCELLENCE FOR ALL

Since the beginning of his administration, Chancellor David Banks has made his intention clear: Reimagining the student experience includes taking advantage of the rich cultural environment that surrounds us in New York City. This includes the arts and his intention of being the “Chancellor for the Arts.” It is among his highest priorities that arts education is infused throughout every school in a meaningful way that increases student access. Why? Because a good arts education and programming is not just about technical skills or about the product. It’s a means for students to access their community, to learn about their history, and to develop their own narrative, and more than anything, it’s about the process of learning. Centering student voice through the arts promotes literacy, the humanities, STEAM, access to pathways, and emotional and physical health. The Chancellor’s vision for the arts relates directly to two of his greatest priorities: ensuring all students have a high-quality academic experience, and that all students feel emotionally and physically safe.

To advance these priorities, the newly renamed NYC Public Schools Arts Office, under the leadership of Executive Director Paul Thompson, represents a dedicated central office of Certified Arts Educators who support schools’ capacity to deliver arts instruction and support students’ arts aspirations across the city. This Arts team has strong connections and partnerships with over a thousand premier arts organizations, as well as degree-granting education institutions that support the development of highly qualified arts teachers. The Arts Office is dedicated to ensuring that the arts are a vibrant and relevant core of a student’s academic experience.

The Arts Office is also dedicated to implementing a key part of Chancellor Banks’s vision, which is to expand access to rigorous arts programs for all students, promote increased engagement and improved academic outcomes, and support student and educator healing in the wake of the COVID pandemic. This vision for arts education includes expanding access to the arts via cultural arts partnerships, hiring more certified arts teachers, and expanding access to arts career pathways in early grades.

To achieve these goals, the Arts Office will engage in innovative approaches to urban arts education that will provide New York City students, artists, and educators the opportunity to collaborate, create, and broadcast the best we have to offer in arts education.

In order to meet these objectives, the Arts Office will take a three-prong approach:

- 1.** Offer significantly expanded access to the arts for students.
- 2.** Engage cultural and arts partners from all corners of the city in youth programs.
- 3.** Provide high-quality professional learning opportunities for educators that they can take back to their classrooms.

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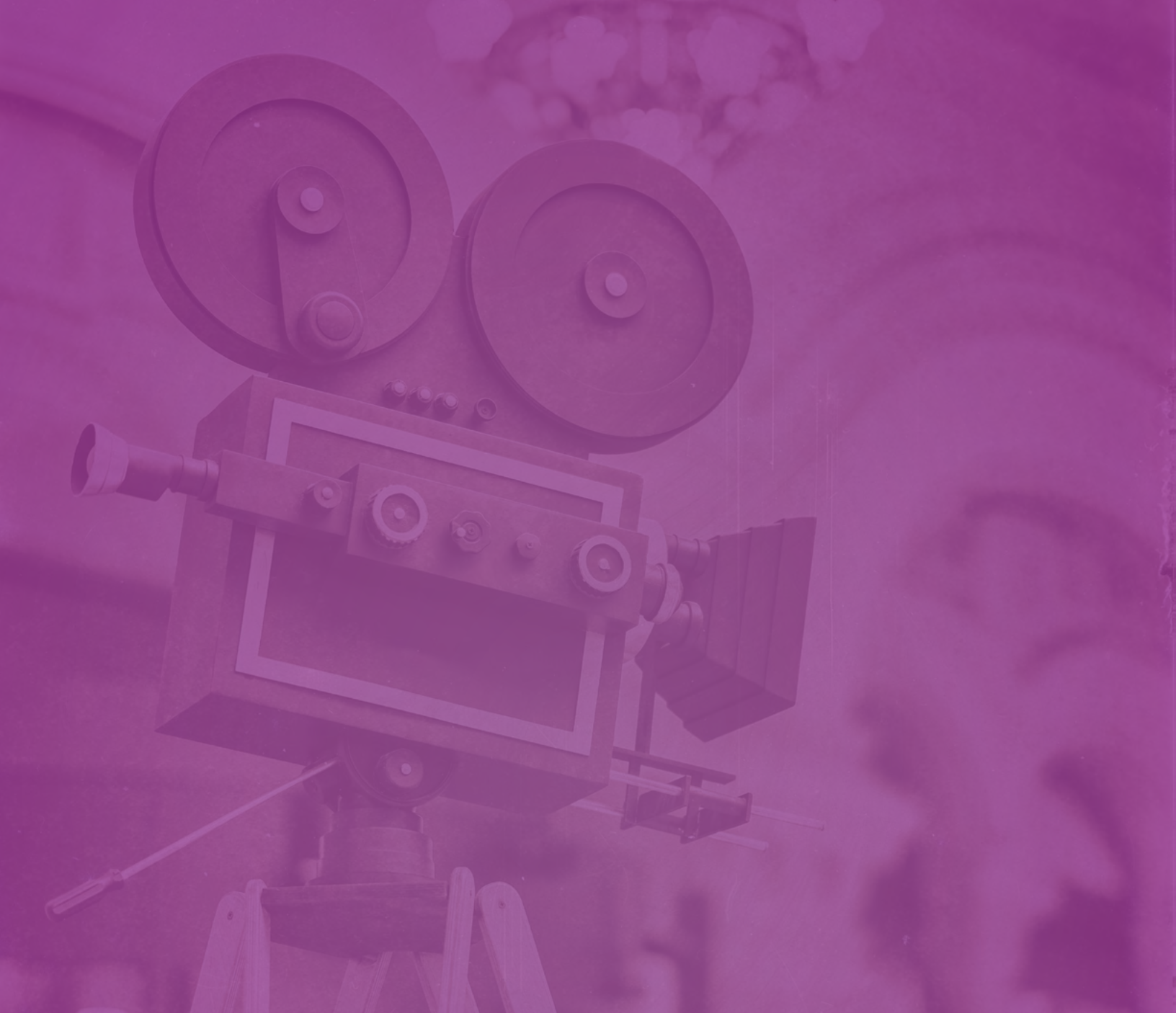
The Arts Office initiatives will both (1) build on what works by scaling successful New York City Department of Education programs, including the Middle School Summer Arts Boot Camp and Summer Arts Institute, and (2) pilot innovative approaches to engage young people in the arts through both interdisciplinary instruction and rigorous stand-alone art pathways.

Lastly, the Arts Office will launch a new model for providing professional development for school leaders that will inspire educators through performances and discussions with world-renowned artists who call our city home, and transform student learning through school-embedded technical assistance and coaching. During the darkest days of the pandemic, the arts brought our city together and offered joy, healing, and connection. This shift will harness that same creative energy to center the arts as an engine for student engagement and achievement, and a tool for equity and expression. This innovative approach will bring together our city's world-class educators and arts partners to advance arts education citywide.



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Methodology

The annual *Arts in Schools Report* uses a combination of data sources that includes the *Annual Arts Education Survey* and NYCDOE databases. These sources provide information on student participation in the arts and arts education resources, such as budgeting and human resources information, as described below.

2021-22 Annual Arts Education Survey

Each spring, all public schools are asked to complete the *Annual Arts Education Survey*. The survey includes questions about student participation in arts courses; students' activities in the arts; the number of part-time certified school-based arts teachers; staff participation in arts-focused professional development; parental involvement with the arts; arts spaces in schools; cultural arts organization partnerships; and the principal's vision for the school's arts program. As in previous years, the OASP staff conducted technical assistance seminars, including webcasts, to prepare school administrators and arts education liaisons to complete the survey.

The OASP contracted Metis Associates, an independent national research and evaluation firm headquartered in New York City, to administer the *Annual Arts Education Survey* and to conduct the analysis of the survey data for the aggregate report. Frequency tables were constructed to examine levels of arts implementation within and across schools as well as across school years, where applicable.

Response Rate

Table 41 shows the overall response rates for the survey for school years 2017-18 through 2021-22. Out of a total of 1,584 schools,¹² 86 percent (N=1,358) completed the *Annual Arts Education Survey* in spring 2022. Table 42 provides the response rate by school level and type. The response rate was lower than usual in both the 2019-20 and 2020-21 school years due to the pandemic and demands that schools faced in implementing a hybrid learning model. The response rate in 2021-22 is approaching the pre-pandemic levels.

Table 41. *Annual Arts Education Survey* Response Rates, by School Year (2017-18 through 2021 22)

School Year	Responding Schools	Total Schools	Response Rate
2017-18	1,491	1,613	92%
2018-19	1,546	1,593	97%
2019-20	1,240	1,583	78%
2020-21	1,176	1,578	75%
2021-22	1,358	1,584	86%

12 Accounts for schools not required to complete the survey, such as schools that were started in 2021-22 and District PK Centers.

Table 42. 2021-22 Annual Arts Education Survey Response Rate, by School Level

School Level	Responding Schools	Total Schools	Response Rate
Elementary	586	650	90%
Middle	208	258	81%
High	317	388	82%
Multi-Grade	189	227	83%
District 75	58	61	95%
All Schools	1,358	1,584	86%

Calculation of Mean Arts Instructional Hours

Arts instruction provided to students in first through fifth grades were reported through two sources: the NYCDOE STARS database and the *Annual Arts Education Survey*. In the STARS database, school administrators reported the number of minutes of arts instruction per week provided by classroom teachers and/or school-based arts teacher to students in each first-through fifth-grade class. On the *Annual Arts Education Survey*, school administrators were asked to indicate the number of arts instructional hours provided by a cultural arts organization to each first- through fifth-grade class over the course of the school year. To calculate the mean number of hours per grade across classroom teachers, school-based arts teachers, and cultural arts organizations, a multistep procedure was followed. First, the minutes per week reported in STARS were converted to annual hours. Assuming there are 36 weeks in the school year, the minutes per week were divided by 60 and then multiplied by 36. These values were then summed across all classes within each grade level and then divided by the total number of classes within that grade level. Finally, the mean was converted into the intervals of 10 hours (i.e., 0 hours, 1-10 hours, 11-20 hours, 21-30 hours, through 200 hours or more).

Calculation of Mean Arts Professional Development Hours

School administrators were asked to indicate the average number of arts professional development hours attended by school-based arts and non-arts teachers over the course of the school year. Administrators could indicate the number of professional development hours attended in each arts discipline in intervals of six (i.e., 1-6 hours, 7-12 hours, 13-18 hours, through 31 hours or more). To calculate the mean number of hours provided across arts discipline or school level, a three-step procedure was followed. First, the interval responses were converted to a continuous scale from 1 to 6 (e.g., 1-6 hours = 1; 7-12 hours = 2, etc.). Next, these values were summed across all responding schools and then divided by the total number of responding schools. Finally, this mean was converted back into the hours intervals as used on the survey by rounding to the closest whole number and multiplying by six (e.g., a mean of 3.0 = 13-18 hours, a mean of 4.6 = 24-30 hours).

Changes to the 2021-22 Annual Arts Education Survey

Typically, the OASP modifies the *Annual Arts Education Survey* each year to further align the data collection with NYSED arts requirements and reduce the number of survey questions. In 2022, several items were removed from the survey, including questions regarding the use of arts instruction in District 75 schools to advance students' IEP (individual education plan) goals and items related to the delivery of artist-in-residence programming in schools. In addition, one question was added to the survey in 2022 to collect information on music courses offered in responding schools.

NYCDOE Databases

The data presented in this report are based on a combination of data sources including NYCDOE databases. This section lists these data sources and the data collected in the 2021-22 school year.

Student Participation and Graduation Data

The STARS (Scheduling, Transcripts, and Academic Reporting System) database is a student-scheduling and grade-reporting application. This database provided the amount of arts instruction offered to students in each first- through fifth-grade class. Arts enrollment data for students in grades 6 through 12 were also retrieved from STARS. Furthermore, the STARS database provided data on the total number of middle and high school graduates, as well as the number of middle school students who graduated with one credit in two art forms and the number of high school students who graduated with two or more credits in the arts.

High School Screened Arts Programs

The NYCDOE Enrollment Office tracks high schools that screen students prior to admission and provided a list of screened schools for this report.

Human Resources Data

The Division of Human Resources of the NYCDOE, which tracks full-time licensed school-based arts teachers' annual school placements, provided data on dance, music, theater, and the visual arts teachers for this report.



Budget Data

The NYCDOE's Division of Budget Operations and Review collects information from schools on all budgeted dollars through the Galaxy data system. Schools input budgeted expenditures, including arts staffing, services, and supplies. Galaxy inputs do not capture actual spending and cannot be considered definitive expenditures. Moreover, the accuracy of aggregate and individual budget reporting within the Galaxy system depends upon the specificity of wording used by schools while entering items. Arts expenditures entered under general categories are not captured as budgeted arts expenses. Similarly, many school-level expenses do not have art-specific titles, but may contribute to arts programs.

Arts Education Vendor Data

The Division of Contracts and Purchasing Management of the NYCDOE provides data for spending on arts education service providers. Spending is tracked for vendors with approved arts contracts through the Request for Proposal (RFP) and listing application process for direct services to students and professional development. Spending on non-contracted vendors is not captured.

Arts Room Data

Data on the number of art rooms, as reported by the School Construction Authority (SCA), are compiled from the annual *Building Condition and Assessment Survey* and the *Building Capacity and Utilization Report*. The SCA builds new public schools and manages the upgrades and renovations of large capital construction projects.



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Appendix: City and State Requirements and Guidelines¹

The *Annual Arts Education Survey* tracks compliance with student participation in arts education according to New York State Instructional Requirements in the Arts. In support of these standards and arts requirements, ArtsCount was established in 2007.

Pre-Kindergarten-Kindergarten

City and State Requirements and Guidelines

Each school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning experiences in such programs shall include dance, music, theater, and visual arts.

Grades 1-3

NYSED Requirements Grades 1-3²

During grades 1 through 3, all students shall receive instruction that is designed to facilitate their attainment of the New York State elementary learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 1-3

In grades 1 through 3, 20 percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated among dance, music, theater, and visual arts.

Grades 4-6

NYSED Requirements Grades 4-6³

In grades 4, 5, and 6, all students shall receive instruction that is designed to facilitate their attainment of the New York State intermediate learning standards in the arts, including dance, music, theater, and visual arts.

NYSED Guidelines Grades 4-6

In grades 4, 5, and 6, 10 percent of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 93 hours throughout the entire school year, equally allocated among dance, music, theater, and visual arts.

1 The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education (C.R. 100.3). Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.

2, 3 Grades 1-6: 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year in grades 1-4. State guidelines recommend 20 percent of total instructional time to be equivalent of 93 hours per year; 186 instructional days/year; five instructional hours/day = 93 total instructional hours/year.

Grades 7-8

NYSED Requirements Grades 7-8⁴

Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve by the end of grade 8 New York State intermediate learning standards in the arts, including one half-unit of study in the visual arts and one half-unit of study in music. In New York City, one half-unit is the equivalent of approximately 55 hours of instruction by a certified arts teacher. In ongoing collaboration with the New York State Education Department, a variance for middle schools was approved, allowing New York City public schools to meet the arts instructional requirement through any two of the four art forms by certified arts teachers in grades 7 and 8. In addition to music and visual arts, middle school students may now fulfill the arts instructional requirements in any two of the four art forms.

Grades 9-12

NYSED Requirements Grades 9-12⁵

New York State graduation requirements for the arts include one unit in the arts (dance, theater, visual arts, and/or music). One unit is defined as 180 minutes per week throughout the school year, or the equivalent. In New York City, two credits are the equivalent of one unit.

Availability of Arts Sequences

A public school district shall offer students the opportunity to complete a three- or five-unit sequence in the arts (dance, music, theater, or visual arts).



4 Grades 7-8: 186 instructional days/year; one unit of study equals 180 minutes/week; one unit of study = 36 minutes/day for 93 days (year or semester), which equals 55.8 hours of instructional time/year or the equivalent.

5 Grades 9-12: One unit of instruction is the equivalent of 180 minutes of instruction per week; one half-unit is the equivalent of 90 minutes/week throughout the school year, which equals 18 minutes/day for 180 days, which equals 54 hours.



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“We know that when we are intentional in bringing art into the physical spaces of our communities, there is a positive impact on quality of life and an overall feeling of a safe, healthy, inclusive environment. And we know when our artists feel welcome and supported, their work soars to new heights.”

—Eric Adams, Mayor

