

presents

2018

face to face

LEARNING FROM EACH OTHER ABOUT ARTS IN EDUCATION

For Arts Administrators, Artists, Parents, Educators

Wednesday, April 4, 2018

8:30 AM – 7:30 PM

Thursday, April 5, 2018

8:30 AM – 4:00 PM

The City College of New York (CCNY)

Shepard Hall

West 138th St. and Convent Avenue

(Subways: 1 to 137 St/City College; A,B,C,D to 125th Street)

[Click here for Directions](#)



What is Face to Face?

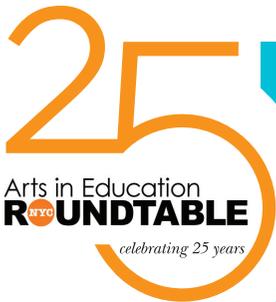
Through a wide variety of panels, workshops, reports, and other presentations, the annual Face to Face conference gives participants the opportunity to think deeply and learn more about arts in education. The conference offers something for everyone: arts administrators, teaching artists, school personnel, parents, and representatives of community-based organizations. An array of exciting presenters will share best practices; discuss local, state, national, and international policies; and address enduring issues such as quality, assessment, sustainability, professional development, equity and inclusion, and arts and social justice. In short, Face to Face 2018 will clarify current challenges and opportunities while framing key questions that will face us going forward.

For more information, visit our website: www.nycaieroundtable.org.

The **New York City Arts in Education Roundtable** is a service organization and a community of arts education practitioners sharing information, providing professional development, and communicating with the public to promote our work in schools and beyond.

NYC Arts in Education Roundtable
Times Square Station
P.O. Box 2094
New York, NY 10108-2094

Twitter: @nycaier #F2F2018 **Instagram:** @nycaieroundtable



During this, the Roundtable's 25th Anniversary, we honor the men and women who understood the need for our community to learn from and support one another.

In 1992, a small group of dedicated arts education practitioners convened in coffee shops and offices across New York City to create the Arts in Education Roundtable. To all of these individuals, we say thank you and bravo.

Madeline Cohen
Joanne Robinson Hill
Polly Kahn
Brenda Sale
Margie Salvante
David Shookhoff
Fran Van Horn



Wednesday, April 4

8:30 AM – 9:30 AM | **Registration, Breakfast, Networking, Materials Display**, 2nd floor

9:30 AM – 10:00 AM | **Welcome/Opening Remarks**

Dr. Jennifer Katona, Director, Graduate Program in Educational Theater at The City College of New York
Sobha Kavanakudiyil, Roundtable Co-Chair

Video: “The Founders’ Stories—Starting Small, Thinking Big”

Kati Koerner and **Gary Padmore**

Kyla Searle, Managing Director, New York City Arts in Education Roundtable

Although many of the panels and workshops listed below are rooted in specific arts disciplines, they will all address issues of general concern. Confirmed presenters are listed below each session. Additional presenters to be announced.

10:15 AM – 11:45 AM | **SESSION I**

A. MOVEMENT SPEAKS: A Dance Program for Older Adults

Naomi Goldberg Haas, Artistic Director, Dances for a Variable Population

Dances for a Variable Population’s Artistic Director Naomi Goldberg Haas will lead a sample MOVEMENT SPEAKS® session for adults of all ages and abilities, with a special focus on seniors. The workshop will discuss and demonstrate best practices and approaches for engaging and working with older adults of diverse experiences and backgrounds.

B. A Love Movement: Designing Social Justice Spaces for Youth

Robyne Walker Murphy, Executive Director, Groundswell; **Angela Fatou Gittens, Ph.D.**, Executive Artistic Director, Ifetayo Cultural Arts Academy; **Shy Richardson**, Membership Coordinator, El Puente; **Hatuey Ramos-Fermin**, Director of Programs and Community Engagement, The Laundromat Project

Community-based organizations create an ecosystem of support for young people and families. They serve as safe havens where youth can make art, learn leadership, and receive mentorship. But at the heart of a youth-centered community space is love. Join a conversation on the social justice legacy of community-based arts in NYC. Laundromat Project, Ifetayo Cultural Arts Academy, El Puente, and Groundswell will share their approaches to designing social justice spaces where young people can come to get free.

Wednesday, April 4 (CONTINUED)

C. Apply Here: Best Practices for Teaching Artist Applications and Auditions

Steven McIntosh, Director of Education and Family Programs, **Mikal Amin Lee**, Program Manager, Brooklyn Academy of Music

TA application mysteries debunked! Audition secrets revealed! This workshop is for anyone who wants to learn how to better communicate their value, expertise, and skills when applying and/or auditioning for teaching artist work based on feedback from the education directors and managers who review them.

D. Ideas for UPK Music and Movement Curriculum Integration

Dan Costello, Creative Director, **Rachel Costello**, Executive Director, Yo Re Mi

This session will explore arts education that delivers maximum benefits to Pre-K and Early Education classrooms. Yo Re Mi will demonstrate a signature approach to collaborative, investigation-based learning. Participants will incorporate music, creative movement, and mindfulness into classroom lessons, informed by the Pre-K for All units of study and the Pre-K Foundation for Common Core Standards.

E. Beyond the Bio: Making Connections

Jennifer Siepierski, Director of Education, **Kristin Brandt**, Teaching Artist, Young Audiences of Western New York

How can administrators and teaching artists better connect with each other to maximize the impact of their work? Using the elements of reflection and creation, this session will explore how to improve partnerships and outcomes. Participants will leave with a template they can use to explore their existing partnerships.

F. Integrating the Visual Arts and Technology into the Fourth- and Fifth-Grade Curriculum

Julia Healy, Project Manager, Expanding the Frame, **Jared Cardenas**, Project Coordinator, **Chris Williams**, Artist/Teacher, Studio Institute, **Otoniel Lopez**, Senior Research Associate, Metis Associates

Participants will learn how Expanding the Frame, under a four-year federal Arts in Education Model Development and Dissemination grant, has integrated visual arts and technology into the fourth- and fifth-grade math and ELA curricula. Panel members will share information and strategies, including a hands-on activity based on art and math. Session participants will be given a preview of a website on which the project's resources and materials will be made available for all to access.

G. Measuring Impact: Working with Outside Evaluators

Jennifer DiBella, Director of Education, Roundabout Theatre Company; **Gess LeBlanc, Ph.D.**, Associate Professor and Chair, Department of Educational Foundations and Counseling Programs, School of Education, Hunter College; **David Lavin**, Founder & Director, Spark Impact; **Aaron Siegel**, Assistant Director, Learning & Engagement Programs, Carnegie Hall

The number one question from board members and funders seems to be “How are you measuring impact?” Often program staff look to outside evaluators and other experts to help them better characterize the impact of their work with participants. Join a panel of program staff and evaluators for a conversation around best practices for working with consultants – from the RFP process, to developing outcomes, to collecting data, to sharing results – and most importantly, how evaluations inform our work.

H. Breaking through the Competitive Crossfire: A Hands-On Marketing Workshop

Robert Friend, Vice President of Business Development & Consulting, PatronManager

How do you get your organization noticed? How do you break through the noise in a cluttered digital landscape to ensure your programming message is embraced by educators and your core community audience? Robert Friend, adjunct lecturer in the Performing Arts Management Masters Program at Brooklyn College and Vice President of Business Development & Consulting for PatronManager, will lead an interactive workshop to help participants identify key challenges to marketing their programs and tools to reach new audiences.

I. Meet-Up: Emerging Leaders

Kathleen Dorman, and **Bryan Powell**, Facilitators

This group comprises those who have recently transitioned to a leadership position and are passionate about making a significant contribution to the field but are still learning what's required of them to succeed as leaders. Whether you are young in your career or a seasoned veteran in the field of arts in education, join us to discuss the exciting and challenging ways that increased responsibility and visibility shape your professional goals.

Wednesday, April 4 (CONTINUED)

→ 12:00 PM – 12:10 PM | **All-Conference Twenty-Fifth Anniversary Project**
AIE Time Capsule
Sara Guerrero and **Michelle López**

→ 12:10 PM – 1:00 PM | **Keynote Address:**
**Hearts & Hands: Creativity and Community
in Violent Times**
Luis J. Rodriguez
Author, Activist, Co-Founder, Tia Chucha's
Centro Cultural & Bookstore

1:00 PM – 2:00 PM | **Lunch**
Community Lunch for First-Time Attendees and
New Roundtable Members

2:15 PM – 3:45 PM | **SESSION II**

A. Activating Paraprofessionals and Educators in an Integrated Dance Class

Judith Nelson, Teaching Artist, **Sarah Marcus**, Director of Education,
Kelsey Ley, School Director, Mark Morris Dance Group

This interactive workshop will explore successful classroom structures, activities, and supports that lead caregivers to play an active role in both inclusive and special education classrooms. As participants move through a five-part creative dance class, they will gain resources and learn strategies applicable to multiple disciplines and classroom environments.

B. Advocacy and Government: Afterschool Programs in NYC

Keyla Espinal Antigua, Assistant Director of Public Policy, **Fabienne Pierre**,
Manager of Advocacy and Operations, Children's Aid

This session will provide a basic overview of current NYC government and advocacy strategies that can help participants better advocate for their programs. Participants will learn more about the COMPASS after-school system and connect their knowledge of the system with potential advocacy strategies.

C. Let's Play! Strategies for Integrating Art-Making and Literacy Through Play in Early Childhood Arts Education

Maggie Fishman, Director of Practitioner Research and Digital Documentation, **Kelly Donovan**, Program Manager, **Erin Orr**, Puppetry Mentor and Teaching Artist, ArtsConnection

Play and exploration are crucial to the artistic process as well as to language and social-emotional development in children. In recent years, public schools have seen the elimination of playful exploratory curricula, even in early childhood grades. Through a hands-on arts experience, analysis of videos of children engaged in puppet play, and open-ended discussion with participants, this workshop will explore specific teaching strategies that arts educators can use to foster playfulness in classrooms where product goals dominate.

D. Building Sustainable School Partnerships and Fostering Teaching Artist and Teacher Growth

Abby Case, Education Program Manager, Roundabout Theatre Company; **Heather Briere**, Manager, School Programs, New York Philharmonic; **Natalia Torres**, School Programs Coordinator, DreamYard Project

This session is for arts administrators who manage and coordinate partnerships between their arts organizations and NYC schools and classrooms. Participants will engage in conversations and gain tangible strategies for approaching goal-setting with school administration, supporting relationships between teaching artists and teachers, and sustaining the teaching artists who do the work in schools.

E. Including Everyone: Asset-Based Approaches to Facilitating Community Arts, Part I

Kirya Traber, Lead Community Artist-in-Residence, **K'idar Miller**, Senior Manager, Community Engagement Programs, Lincoln Center Education

Join cultural worker and Lincoln Center Education Artist-in-Residence Kirya Traber for a deep exploration of asset-based approaches to arts instruction in settings of high trauma. Our discussions and sharing of experiences will enable participants to learn more about community arts practice and how to create and to support culturally sensitive arts experiences that are responsive to environmental stressors.

F. The Power of Our Stories: Storytelling in Urban Culture

Renee K. Smith, Associate Executive Director, **Marilyn Worrell**, Community Engagement Liaison, **Johari Mayfield**, Teaching Artist, Ifetayo Cultural Arts Academy

This session will investigate the power of our stories as a vehicle to increase cultural competency within the classroom and create an open and nurturing learning environment for students of all ages.

Wednesday, April 4 (CONTINUED)

G. Paying for Professionalism

Heleya de Barros, Co-Chair Teaching Artist Affairs Committee, NYC Arts in Education Roundtable; **Jennifer Moore**, Deputy Director of Fund Development & Finance, Young Audiences New York; **Cathleen Carr**, Director of Programs, Opening Act; **Maura O'Malley**, CEO/Co-Founder, Lifetime Arts, Inc.

In a 2016 survey on Teaching Artist Compensation in New York City, the Roundtable's TA Affairs Committee found that half of teaching artists make an annual income of \$35,000 or less. In this session we will review three case studies of organizations of varying sizes that made TA compensation a priority. What can we, as administrators, learn from these organizations, and what action steps can we take to move toward a professional wage for TAs?

H. Meet-Up Parents

Lisa Mitchell and **Jennifer DiBella**, Facilitators

The NYC Arts in Education Roundtable parents' meet-up group is designed for arts educators who are also parents (prespective, new, and seasoned). This session will offer you a place to gather and discuss relevant issues and challenges. Share your child-care woes, stories of how you are managing a healthy work/life balance, secret parent resources, ideas for kid-friendly events, and more!

4:00 PM – 5:30 PM | **SESSION III**

A. Open-Ended Art-Making: Supporting Self-Direction for Students with Limited Verbal Abilities

Elise Reynard, Education Liaison, **Philip Berezney** and **Susan Gonzalez**, Teaching Artists, Marquis Studios

In this visual arts workshop, we will actively consider how to shape open-ended art-making activities to support students' authentic creative expression. We will create artworks using visual media, discuss the benefits and challenges of encouraging open-ended creativity for students with limited verbal abilities, and practice strategies for promoting student choice and self-direction within the creative process based on students' varied interests, abilities, and needs.

B. Stone Soup Remixed

Helen Wheelock, Director, Early Learning Program, CUNY Creative Arts Team

Using the traditional story "Stone Soup" as source material, participants will explore and reflect on how to use storytelling and interactive drama strategies to develop a performance with early childhood students. Particular attention will be paid to participant-centered practices that support casting, staging, memorization, and commitment. Throughout, attendees will be invited to consider the purpose and impact of performance for young people, as well as how to adapt the process for diverse populations.

C. Creative Aging: Transforming Memory into Art

Julie Kline, Program Director, Elders Share the Arts

Learn about – and experience for yourselves – the power of transforming memory into art from Elders Share the Arts, a pioneer in the dynamic and growing field of Creative Aging. From understanding current best practices to developing your own reminiscence-based arts curriculum, this experiential session will prepare you to lead older adults through fulfilling and exciting processes that develop their artistic mastery, increase their social engagement, and enable them to pass on their legacies.

D. Creating Self-Directed Learning Environments

Brenda Huggins, Learning and Leadership Manager, OPERA America

Discover how Student-Directed Learning transforms traditional high-school-level learning environments in an innovative and student-focused approach to arts curriculum development. When teens take responsibility for their own education by choosing learning goals and activities within frameworks created by an educator, they are able to access and explore self-identity, develop teamwork and leadership skills, and ignite a lifelong curiosity for arts learning.

E. Including Everyone: Asset-Based Approaches to Facilitating Community Arts, Part II

Kirya Traber, Lead Community Artist-in-Residence, **K'idar Miller**, Senior Manager, Community Engagement Programs, Lincoln Center Education

Join cultural worker and Lincoln Center Education Artist-in-Residence Kirya Traber for a deep exploration of asset-based approaches to arts instruction in settings of high trauma. Our discussions and sharing of experiences will enable participants to learn more about community arts practice and how to create and support culturally sensitive arts experiences that are responsive to environmental stressors.

F. Evaluation 101: Practical Strategies for Arts-in-Education Programs

Krista Fogle, Communications & Marketing Manager, **Kady Stockman**, Early Learning Program Manager, CUNY Creative Arts Team

Evaluation, feedback, quantitative data, qualitative anecdotal information... Who needs it? YOU DO! It tells you if your work is effective; your funders and partners want it; and the resulting data is great for marketing. Evaluating arts-in-education programs can feel like a huge ordeal – but it doesn't have to be one. In this session, teaching artists and administrators alike will gain useful evaluation strategies and resources and will build practical feedback tools for immediate use.

Wednesday, April 4 (CONTINUED)

G. Organizational Practices that Advance Equity and Inclusion

Gwen Cochran Hadden, Cochran Hadden Royston Associates

This workshop will help administrators and managers of organizations of any size develop and implement equitable and inclusive cultural and human resources practices. The focus will be on the more nuanced efforts that can make or break a successful initiative, with less focus on the better understood practices of recruitment sourcing and interviewing tactics.

H. Strategic Planning: Focus on your Mission without Sacrificing Sustainability

Celeste Frye, Principal & CEO, **Allison Quigney**, Director, Public Works Partners

As nonprofit consultants, we've seen the challenges organizations must navigate. Our strategic planning approach can help you plot a path to focus on what's important: delivering arts education. The Public Works method, informed by our work with Roundabout Theatre, Lincoln Center Education, and the National Urban League, will help you harness strengths and seamlessly move from planning to action. Our session covers the fundamentals of strategic planning, including assessing existing resources and prioritizing initiatives.

I. Meet-Up: Early Career Professional

Caryn Cooper, Facilitator

This meet-up group is aimed toward individuals who are in the first steps of their career. We will discuss our professional journeys, how to gain the skills needed for our current and future career goals, and other relevant and interesting topics in the arts-in-education field. This is a time to meet with arts education professionals to create a peer group who can be a resource and support as you navigate your career path.

→ 5:45 PM – 7:00 PM | **Reception at NAC Faculty Dining Room**

Relax, socialize, network



Thursday, April 5

2018

8:30 AM – 9:15 AM | **Registration and Breakfast**

9:30 AM – 11:00 AM | **SESSION IV**

A. Language in Motion: Animation for English Language Learning

Nelle Stokes, Founding Executive Director, **Nora Rodriguez**, Program and Development Associate, **Bart Atsin**, Teaching Artist, Magic Box Productions; **Anya Wislocki**, History and Social Studies Teacher, International High School for Health Sciences

In this workshop, we will explore animation as a tool for English Language Learning. How might students use design and movement to tell a story? How could hands-on engagement with text reframe our approach to language? Participants will gain experience with animation software and create their own animated projects.

B. Expand Techniques for Teaching Artists: Designing Culturally Responsive Pedagogy Across Arts Disciplines

Philip Alexander, Arts in Education Director, **Wema Harris**, Arts in Education Manager, Brooklyn Arts Council

In this interactive workshop, dig into effective, culturally responsive teaching practices with Brooklyn Arts Council teaching artists and administrators. Grapple with relevant issues and current classroom situations within the elementary and middle school curricula. Review best practices and learn specific strategies that can apply to teaching across arts disciplines.

C. Sustaining Lifelong Teaching Artist Careers: Talking Honestly About Age

Julie Kline, Director of Programs and Training, **Marsha Gildin**, Master Teaching Artist, Elders Share the Arts; **Penelope McCourty**, Master Teaching Artist, At Large; **Leigh Wells**, Deputy Director of Programs & Operations, Community-Word Project

The field of teaching artistry has been developed and shaped over the decades by our passion, joy, teaching skills, and commitment to the work of arts in education. Is our chosen profession a sustainable lifelong career? What is the value of our collective experience and how does it translate into shared knowledge in the field? Can a lifelong teaching artist's career stay vital? How do skills sharing and the need for capacity building in the field balance out? Is our primarily youth-based profession shadowed by ageism? How can we strategize together for the good of the whole?

Thursday, April 5 (CONTINUED)

D. Devised Theatre for the Inclusive Classroom, Part I

Cathleen Carr, Director of Programs, **Marcus Denard Johnson**, Associate Director of Programs & Student Development, Opening Act

Drawing on social science theory and classroom practice, participants will gain an understanding of how unconscious bias impacts a student's ability to learn, create, and feel safe in the workshop space. Through reflection, discussion, and practice, participants will gain knowledge and practical strategies to facilitate a workshop space where student identities are respected and challenging subject matter can be courageously explored to create original theater.

E. Seminar, Webinar, Workshop: Planning Effective Professional Development Trainings and Workshops for Accessibility and Inclusion

Barbara Cohen-Stratyner and **Miranda Hoffner**, Steering Committee Members, Museum Accessibility Consortium; **Cindy VandenBosch**, President, Turnstile Tours & Studio; **Meredith Wong**, Manager, connect2culture

"Everyone is welcome." Every art and education institution trains its staff to make this basic tenet true for the communities that we serve. But how is your institution training staff to realize this goal? Webinars, online trainings, role-playing, and lecture-demonstrations – which lifelong-learning format can best engage your staff to progress toward most inclusive practices?

F. Artistic Practice = Teaching Artist Practice. In What Specific Ways Is Your Studio Practice the Foundation of Your TA Practice?

Jean E. Taylor, Lead Teaching Artist, **Jose Velez**, Assistant Director – Teaching Artist Faculty, Lincoln Center Education; **Eric Booth**, Arts Learning Consultant

This experiential workshop explores our "Six Fundamentals of Teaching Artistry" that are a direct outgrowth of studio practice. Participants will 1) actively explore the six fundamentals, 2) identify specific examples of the fundamentals in their teaching artist practice, and 3) imagine new possibilities for intentionally bringing their artistry into classrooms and community settings.

G. Exploring the Process and Commitment of Becoming Better Social Justice Organizations

David King, Program Director of School Partnerships, **Patti Chilsen**, Artistic Director of Professional Development, Community-Word Project

A component of Community-Word Project's Teaching Artist Project (TAP), the TAP Cohort is a network of arts in education organizations collaborating on a series of teaching artist professional development seminars and internships. This session will address how TAP Cohort members learn from and contend with being engaged in social justice practice. Interactive activities will allow attendees to both view and participate in a conversation about our roles as AIE practitioners during a time when class and politics are largely and actively present in and around the communities we serve.

H. Art Therapy vs. the Therapeutic Aspects of Arts Engagement

Kathleen A. Christie, LCSW, Director of Arts & Humanities, Bethel Woods Center for the Arts

Arts engagement can involve therapeutic responses, but it is not the same as art therapy. How can we create safe spaces when our work invokes reactions from participants that are connected to traumatic experiences in their lives in or outside of school? This panel will examine what to look for, know, and understand about what to do and what to avoid when creating arts programming or encountering a fraught situation in the classroom.

I. Meet-Up: Early Senior Staff

Mitch Mattson and **Michelle López**, Facilitators

Designed for senior-level staff from the arts-in-education field, this session will give space to hear from one another about pain points and success stories. Topics such as leading courageously, supporting staff, and finding balance will guide our discussions. We'll use the knowledge in the room and connect with our colleagues from organizations across the city.

11:15 AM – 12:30 PM | **Keynote Address:
Self, Expression, and the Avatar Dream**

D. Fox Harrell, Ph.D.

Professor of Digital Media and Artificial Intelligence
Massachusetts Institute of Technology

12:30 PM – 1:30 PM | **Lunch**

Thursday, April 5 (CONTINUED)

1:45 PM – 3:15 PM | **SESSION V**

A. Using Visual Supports to Enhance Music Instruction

Rebecca Reynolds, SETTS Teacher, Harlem Children's Zone Promise Academy 1; **Pamela Pritzker-Ridley**, Arts Matter Program Coordinator, Office of Arts and Special Projects, NYC Department of Education

Visual supports can be a useful and effective tool to increase participation and understanding in the music classroom. Unsure how to incorporate these into your beginning instrumental music class? This workshop will explore effective strategies, and you will leave with concrete ideas about how to use them!

B. OMG, We're Dancing! Creating Dance that Sparks Joy

Erica Reinsch, Assistant Director of Education/School Engagement, **Siobhan Santini Pellot**, Education Programs Associate, The New Victory Theater

Let's dance! In this workshop, attendees will participate in activities that can be used to teach and create dance using nonconventional techniques and student-centered methods that foster the joy of dance and dancing. Inspired by the contemporary, diverse, and often nonconventional dance presented at The New Victory Theater, these activities are applicable to students of all ages, abilities, and experiences. Attendees will have the chance to reflect on how to extend, modify, and apply this work to their own practice.

C. Performing Arts and Memory Loss: Designing Meaningful Workshops for Individuals with Dementia and Their Caregivers

Miranda Hoffner, Assistant Director of Accessibility, Lincoln Center for the Performing Arts; **Emily Bruner**, **Linda Cholodenko**, and **Nancy Volante**, Freelance Teaching Artists

Dementia is a growing public health crisis that significantly impacts access to the arts at a time when creativity, sense of self, and community connections are most critical. This workshop presents one model of engaging people with dementia and their caregivers in a post-performance art-making workshop. Led by teaching artists who will demonstrate activities designed for varying levels of progression of the disease, participants will learn specific techniques to engage this audience.

D. Devised Theater for the Inclusive Classroom, Part II

Cathleen Carr, Director of Programs, **Marcus Denard Johnson**, Associate Director of Programs & Student Development, Opening Act

A continuation of Part I, this session will enable participants to put theory into practice by exploring a lesson plan for devised theater from both the teacher and student lens.

E. Cultivating the Community: Meeting the Needs of Teaching Artists Through Professional Development

Maya Turner Singh, Director of Professional Development, **Justin Daniel**, Professional Development Specialist, Marquis Studios; **Rajeeyah Finnie Myers**, Director of Professional Development, DreamYard; **Patti Chilsen**, Artistic Director of Professional Development, Community-Word Project

As the field of teaching artistry continues to professionalize and expand, the need for arts organizations to foster innovation among their staff and teaching artists is needed more than ever. An emerging trend is the creation of a Professional Development Specialist, a role that Marquis Studios, DreamYard, and Community-Word Project have all invested in recently. In this panel discussion, you will hear how each organization implements professional development, including how it makes budgetary space, how this impacts its staff and teaching artists, and how you may apply these practices within your own organizations.

F. Mapping Your Arts Education Ecosystem

Dan Berkowitz, Chief Strategy Officer, Neubauer Family Foundation; **Martin Ihrig**, MBS, Ph.D., Associate Dean and Clinical Professor, New York University

How can citywide arts education resources be aligned on behalf of students? The University of Pennsylvania, the School District of Philadelphia, and the Philadelphia Orchestra spent 18 months answering this question. Using Philadelphia as a case study, attendees will discover tools from the “ecosystem mapping” process and how they can be applied in their community. Learn how to move beyond simply mapping activities in order to maximize and bring together the education ecosystem’s knowledge, stakeholders, and other contributors for success.

G. Beyond the Pipeline: Eliminate Barriers to Leadership for Administrators of Color

Piper Anderson, Principal Consultant, Create Forward, with featured guests

Is your organizational culture creating unintended barriers to leadership advancement? Through story sharing and dialogue, participants will explore practical ways to create an inclusive culture that supports the leadership of professionals of color. Together we’ll identify best practices that clear the way for existing talent to emerge. The session will focus on ways to redefine supervisory relationships, establish peer mentorship and support networks, complete an internal audit of power and culture, and more.



Thursday, April 5 (CONTINUED)

H. Meet-Up: Teaching Artists

Renata Townsend, Katie Rainey, and Erika Atkins, Facilitators

Teaching artistry is a wonderful career! It can also leave you feeling frustrated, isolated and burnt out. Designed for teaching artists at every level in the arts-in-education field, this group will be an opportunity for teaching artists to meet across organizations and disciplines to discuss strategies to success and methods of overcoming obstacles within the field.



3:30 PM – 4:00 PM | **Closing Remarks**

Theodore Wiprud, Roundtable Co-Chair

Piper Anderson, Roundtable Program Manager for Equity and Inclusion

Other presenters TBD



The Roundtable is deeply grateful to the Graduate Program in Educational Theatre at The City College of New York for its sponsorship of the conference. Special thanks to **Vincent Boudreau**, President of City College; **Mary Erina Driscoll**, Interim Provost and Senior Vice President of Academic Affairs; **Gretchen Johnson**, Interim Dean - School of Education; **Edwin M. Lamboy**, Interim Associate Dean - School of Education; and **Dr. Jennifer Katona**, Director, Graduate Program in Educational Theatre. Thanks also to **David Covington**, Director of Events Management, CCNY.

Online Registration

To register, visit the Roundtable website at www.nycaieroundtable.org and click on “Face to Face”

Registration Deadline:

Last date to register online is **March 27, 2018 (6:00 PM)**

Registration Fees for Face to Face 2018:

Advance Registration

Early Bird Special (February 19 - March 11 at 6:00PM)

- **Roundtable Members:** **\$120 per person**
- **Roundtable Member Organization Contact Person:** **\$ 65**

Regular Registration (March 12 - March 27 at 6:00PM)

- **Roundtable Members:** **\$140 per person**
- **Roundtable Member Organization Contact Person:** **\$ 70**
- **Non-Member:** **\$180**
- **Presenters for full conference:** **\$ 80**
- **Presenters for own session only:** **\$ 40**
- **CCNY students:** **\$ 40**

Walk-up registration: **\$200**

- There are no shared registrations or single-day rates.
- Registrations are NOT TRANSFERABLE.
- You may register at the door for \$200 (check or credit card, please) if space is available. Pre-registration is strongly advised.

For more information about membership, visit our website:

www.nycaieroundtable.org

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