



GOAL: *Universal access to quality, sequential arts learning opportunities (dance, music, media, theater, and visual arts) for ALL NYC students supported by dedicated, adequate, and equitable funding.*

Arts education must align with state standards and include a combination of in-school certified arts teachers and partnerships with NYC's arts and cultural organizations.

CERTIFIED ARTS TEACHERS

PROBLEM: Arts teachers have been reassigned to accommodate for remote learning and physical distancing. For this school year, 22% certified arts teachers are spending more than half their time teaching in other subject areas to accommodate remote learning.

STRATEGY: Certified arts teachers return to teach within their licensed arts content for the start of the 2021-2022 school year.

PROBLEM: More arts education teachers are needed to meet state mandated arts education requirements.

STRATEGY: Invest in the training and certification of arts teachers (visual art, dance, theater, film/media, and music), with a particular focus on engaging BIPOC teachers. In addition to new arts teacher hires, the Office of Arts and Special Projects has piloted a promising model for supplementary certification for existing elementary Common Branch cluster teachers to earn their arts content certification.

ARTS EDUCATION DEDICATED FUNDS

PROBLEM: Budget cuts have limited schools' capacity to deliver equitable, quality arts education and devastated partnerships with arts & cultural organizations.

- Under-investment in Arts Education has been recurrent → prior to COVID-19, 67% of principals noted funding for the arts is generally insufficient (*Annual Arts in Schools Report raw data*)

STRATEGIES:

- Investment in arts education is centered and prioritized as part of the city's recovery with dedicated funding.
 1. Increase investment in arts education by dedicating 1/7 of the stimulus funding.
 - We believe that a sequential, high quality arts education based on NY State standards requires at least \$800/student in arts-dedicated funding. Schools should be spending this amount to reach this goal.
 - The arts represent approximately 1/7 of schools' curriculum based upon ELA, Math, Science, Social Studies, PE/Health, Technology, and Arts.

2. Restore funding for arts education partnerships and afterschool programs through DCLA and DYCD that support teaching artists working for our city's arts and cultural organizations.
3. Restore and increase funding to the Office of Arts and Special Projects to equitably support schools and students' arts learning and administer city-wide arts education programs, including the following:
 - Direct services to students from 450+ arts organizations (community partners) working in every community across all five boroughs
 - Arts partnership grants through the Office of Arts and Special Projects (@ central DOE) that support arts learning for students with disabilities, multi-lingual Learners, and family engagement
 - School facility renovations to create safe dance studios and theaters
 - Student arts-making materials, equipment, and instruments and instructional resources for teachers
 - Direct student programs such as the Middle School Audition Boot Camp, Borough Arts Festivals, Summer Arts Institute, All-City High School Music Program, All-In Theater Ensemble, Salute to Music Program, P.S. Art
 - Ongoing, direct support to teachers and school leaders to promote social-emotional learning, equity, culturally responsive-sustaining education and excellence in arts learning.

INCREASED ACCOUNTABILITY

PROBLEM: There are deep inequities in access to high quality arts education, exacerbated by the pandemic. Schools are not meeting the New York State Education Department's requirements for arts education for all of their students.

STRATEGIES:

- Prioritize funding support for schools that are not meeting NYSED standards for arts education, prioritizing areas hardest hit by COVID-19.
- Prioritize funding and hiring for the multi-year implementation of DOE Office of Arts & Special Projects Strategic Arts Plan to close the equity gap and address high-quality arts instruction for all students.
- Include arts on the School Quality Snapshots, the central evaluation report for the DOE.
- Require arts education to be included in each school's Comprehensive Education Plan so that School Leadership Teams are actively setting goals for arts learning in their school community.
- Recommend that at least one arts teacher be on each School Leadership Team (SLT).

ARTS EDUCATION IS ESSENTIAL NOW

- Arts education prepares students to become a part of the New York arts and arts-related economy, which accounts for 13% of its economy. One out of every eight dollars of economic activity in New York City is from a creative industry.
- Arts Education employs a workforce of visual and performing artists as teachers, teaching artists, and arts administrators.
- Arts education increases social emotional learning competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- Arts education increases school attendance.
- Arts education increases college graduation rates.
- Arts education lowers drop-out rates for students participating in the arts (4% vs. 22%).
- Arts education teaches transferable skills of cooperation, communication, creativity, confidence, and critical analysis.