

New York City Council Committee on Cultural Affairs, Libraries and International Intergroup Relations

Oversight Hearing - The Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New York City Public School and Enriching The Lives Of Students

Monday, April 29, 2019, 10:00AM

Testimony Presented by NYC Department of Cultural Affairs Commissioner Tom Finkelpearl

Good morning, Chair Van Bramer and members of the committee. I am Tom Finkelpearl, Commissioner of the NYC Department of Cultural Affairs. I am here today to testify in regards to the Cultural After School Adventures initiative – or CASA, as it's commonly known. I am joined today by a number of my colleagues from the agency.

Since it was established by the City Council more than a decade ago, CASA has become a crucial source of cultural programming for public school students across the city. In the current fiscal year, \$15.3 million in CASA funding from the Council is supporting 765 programs – 15 in each council district. This is more than triple the program's initial funding amount. The breadth and diversity of these programs reflects our remarkable cultural community. A few highlights include:

- The Bushwick Starr received 4 CASA designations in FY19 to work in after school programs in Brooklyn. Through their Big Green Theater program, students conceive and create new original plays centered on environmental concerns. The plays are based on knowledge gained through visits from scientists and other ecology experts. Student plays are performed during the Big Green Theater Festival; professional performers bring the work to life, and students take field trips to see the work being done at others schools as they explore the intersection between art and the environment.
- The Corona Youth Music Project received a designation to work in PS110Q, providing orchestra-focused music education to 15 first graders based on the El Sistema model. Another 25 2nd and 3rd grade students who participated in the CASA program in 2017 and 2018 will move on to join the group's "No Frontiers" Children's Orchestra in Corona. Students participating in these programs do small scale performances for family and friends.
- Hook Arts Media is receiving a CASA to partner with PS15K in Brooklyn where it has worked for over 7 years. The school requested instruction in African dance and drumming and Salsa dancing. The students, many of whom live in nearby NYCHA housing, meet a few days a week. Along with guest performers, students present a culminating performance in the Spring.
- Sundog Theatre on Staten Island has multiple CASA designations supporting activities in dance, theater, choral music, the visual arts, mural making, and puppetry for children in K through 5th grades at various schools. Programs begin in January and run through June, engaging students in a variety of genres and building their confidence as young art makers.
- The Museum of the Moving Image received a CASA designation to conduct an after school animation course for students from PS 150Q. Student participants learn how to create their

own animated movies. In the process they develop their critical, analytical, and creative skills. At the end of the program, MOMI hosts a screening and reception of the student's work.

- Multicultural Music Group, with three designations in FY19, is providing group instrumental music classes to beginner students in brass, woodwinds, percussion and strings in the Bronx and Staten Island. The students will also take part in performances at evening assemblies and take field trips to Lincoln Center, to experimental and folkloric music performances at area colleges and universities, and to performances by the Multicultural Music Group Orchestra.

To reiterate something I said in testimony earlier this year, when I was working at cultural institutions I saw firsthand the impact CASA can have on both students and organizations. It's an opportunity to provide in-depth afterschool programming for kids in public schools. And it also forges connections between cultural organizations and schools, as well as talented teaching artists.

Overall, the City has made major strides in bringing arts programming to our students, both during and after school. Arts education has been a top priority for Mayor de Blasio since day one. In 2014, Chair Van Bramer and I stood alongside the Mayor at the Bronx Museum as he announced a \$23 million increase in arts education funding. The results have been transformative. The number of certified arts teachers in NYCDOE schools has increased by 444 over the last 5 years, an 18.5% increase over the 2013-2014 school year. Also, especially relevant as we discuss a program focused on partnering cultural groups with public schools: in the most recent Arts in Schools report, all responding schools (100 percent) reported partnering with at least one cultural organization over the course of the 2017-18 school year. That's up from 84% five years ago.

With such a champion of arts education in Chancellor Carranza, we have seen this commitment to our students grow. Last year saw a record \$433 million citywide investment in arts education, up from \$336 million at the start of this Administration. That's a \$97 million increase in annual citywide arts education spending over five years.

In the extensive public engagement we conducted for CreateNYC, we heard over and over again that arts education was a top priority for New Yorkers from all backgrounds across the city. CASA, which taps into the unparalleled asset represented by our city's cultural organizations, is an incredibly effective way to connect youth with culture. But as a public servant and government administrator, I'm always looking for ways to improve programming and service delivery. For CASA, in particular, we would like to work with you to make designations earlier and streamline bureaucratic hurdles - all of which would make this great program even better. Now is the time to meet and discuss ways of achieving this for FY20. So let's get something on the books.

I'm incredibly optimistic that the message many of us in this room have been delivering for years has sunk in: arts education and cultural experiences are not "extras." They are critical components of a young person's education, and provide a tremendous return on investment in terms of creative, emotional, and intellectual benefits for students. We are lucky to have such dedicated partners on the City Council who understand the tremendous value of cultural engagement for students. Since CASA was established in 2005, nearly an entire generation of students have cycled through (a second grader in 2005 might well be graduating from college this spring). It remains a particularly impressive and inspiring collaboration, and a major investment in cultural programming that exceeds many U.S. cities' entire cultural budgets. We look forward to sustaining it and making it even better for future generations of NYC students.

Thank you for the opportunity to highlight on this extraordinary partnership. I am happy to answer any questions you may have.



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Lewis Latimer House Museum

CASA Initiative Testimony

04/29/2019

Good morning Chairman Van Bramer, and Members of the Council Committee on Cultural Affairs, Libraries and International Intergroup Relations. Thank you for inviting my testimony today.

My name is Ran Yan, and I am the Executive Director of Lewis Latimer House Museum, the historic home of African American inventor Lewis Howard Latimer. The Museum was founded in 1989, when the historic home was saved and moved to its current site. A New York City Landmark, the building's roof restoration recently won the Lucy Moses Award from the New York Landmarks Conservancy. The site is owned by the Department of Parks & Recreation, operated by the Lewis H. Latimer Fund, Inc., and is a member of the Historic House Trust.

Over the past few years the Latimer House's programs have grown exponentially. Inspired by Lewis Latimer's skills across multiple disciplines, the Tinker Lab was established as the Museum's key program focusing on preK-12 S.T.E.A.M. (Science, Technology, Engineering, Art and Math) education to reach under-privileged children and families in New York City. Thanks to New York City Council's generous CASA designations in 2018 and 2019, we were able to bring high-quality Tinker Lab projects to local public schools such as PS242 and PS24Q.

During the period of 18-20 weeks, a class of 5th Graders immerse themselves in designing and building electronic instruments and robotics, in addition to learning about the African American inventor who was instrumental in the development of telephone and light bulb. These projects are long-term, in-depth, and fun, because they combine arts and technologies in seamless fashions, by incorporating arts & craft, design thinking, coding, and hands-on building.



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The program serves a majority of Asian students, as well as children with Latin American background, most of whose parents have limited English language skills. Latimer House and its partner schools actively collaborate to produce tri-lingual materials to communicate with the family members of the participants. Our favorite experience was to see students proudly showcase their projects during the culminating event, and the surprise and smiles on their parents' faces.

The Lewis Latimer House Museum is grateful for and committed to the City Council's CASA Initiative to provide accessible S.T.E.A.M. after-school activities to populations traditionally under-represented in these fields. Thank you for listening to my testimony on behalf of the Museum, for supporting the cultural after-school education, and the partnership between public schools and cultural institutions in New York City!

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American Airlines Theatre • Stephen Sondheim Theatre • Studio 54 • Black Box Theatre and Laura Pels Theatre at the Harold and Miriam Steinberg Center for Theatre

- P35/Manhattan High School (operating out of Beacon High School) in Manhattan
- Port Richmond High School in Staten Island
- Totten Intermediate School (IS 34) in Staten Island

Number of new partnerships acquired: 5

Number of current partnerships enhanced: 5

COLLEGE AND CAREER READINESS

Number of additional participants in Hidden Career Paths: 250 each year

CASA is also an opportunity for students to engage with other transformative Roundabout programs. CASA schools are invited to attend our Hidden Career Path Days, offered in partnership with IATSE, the stagehands union. After being exposed to careers backstage, students may be inspired to hone their creativity and professional skills as a Fellow in our Theatrical Workforce Development Program (TWDP), a paid workforce training program supported in part by the Mayor's Office for Media & Entertainment and the NYC Council through the Speaker's Initiative. In its first three years, TWDP has served 54 New York City young adults ages 18-24. Or, a student may decide to become a member of the Roundabout Youth Ensemble (RYE). First launched in 2007 with a federal grant from the Juvenile Justice Bill appropriated by Congressman Jerrold Nadler, RYE is our after-school, student-led theatre company, and 100% of participating students have graduated from high school. Recognizing that there are barriers to access the Theatre District, Roundabout believes CASA could be instrumental in our plans to scale this Manhattan-based program into the outer boroughs. If a school in your district would like to host RYE, please let us know!

In closing, thank you to the City Council for generously funding CASA each year. We ask that the Council continues to offer this invaluable program, which provides much-needed access to arts education. In fact, there are just over 200 certified theatre teachers to serve 1,800 NYC public schools. As such, we also recommend that the Council increases the dollar amount of grants offered to \$25 or even \$30,000 in order to cover the growing expenses necessary to operate such successful programs. I would be happy to speak with you further and answer any questions.

Thank you and good afternoon. For more information, please visit www.roundabouttheatre.org/education.

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Monday, April 29, 2019

Re: Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture to New York City Public School and Enriching the Lives of Students

To: NYC City Council's Committee on Cultural Affairs, Libraries and International Intergroup Relations,

Honored Committee Members of the New York City Council,

My name is Mitch Mattson, I'm the Director of Career Training for Roundabout Theatre Company, a nonprofit organization that spotlights classic plays and musicals from the past, cultivates new works of the present, and educates minds for the future.

On behalf of our leadership, staff, and the theatre communities we serve, it is an honor to address you today. This year, Education at Roundabout is investing \$4.1 million in arts education services in NYC public schools. Over 85% of that funding comes from the private sector. In partnership with the NYC DOE, our initiatives serve over 10,000 students and educators across the five boroughs each year. We are proud to be making such bold investments in our City.

We've participated in CASA since its inception. The program has encouraged over 2,500 students to take ownership of their learning and give them pathways for success in their early careers. With a CASA grant, a middle school or high school receives individualized, hands-on support from Roundabout's professional Teaching Artists in the form of mentorship sessions and workshops. All students attend a Roundabout production, and each CASA program culminates in a performance or event for the school and surrounding community. On average, a Roundabout CASA program costs over \$30,000 per school, and we must cover 1/3 of this cost annually.

Here are the facts:

STUDENTS & TEACHERS

In 10 Years of CASA programming Roundabout has served 2,585 students and 72 teachers

SCHOOLS

Roundabout has partnered with seven schools through the CASA programming:

- Adolph S. Ochs School (IS 111) in Manhattan
- Curtis High School in Staten Island
- Frank D. Paulo Intermediate School (IS075)
- James Madison High School in Brooklyn

Turn over >>

Lucy Sexton, New Yorkers for Culture & Arts,
NY4CA.org

Thank you Council Members for allowing me to speak and for holding this hearing on the critical issue of arts education in the public schools. My name is Lucy Sexton and I am Executive Director of New Yorkers for Culture & Arts working for a city in which every citizen in every neighborhood can engage with the life enhancing, community strengthening power of culture.

I want to reference yet another article citing yet another study proving the positive impact of arts and culture classes on students. A NY Times piece in early March** reported on several studies showing that integrating arts helped children retain information in nearly every core subject, from science to history.

Paul Snowden, a professor of psychology in Great Britain stressed the importance of arts education being available to everyone, citing arts ability to build resilience and

determination in children, and helping them to master complex skills. We have known this for many decades yet we still face a system that cuts the arts first.

A remarkable new series of studies was done by Mariale Hardiman at Johns Hopkins' neuro-education initiative. It addressed how children do — and don't — retain what they learn in school. It showed that children who had learned the material in the curriculum that made use of the arts remembered more, and the effect was largest among the children who were less strong academically, the "lower performers."

In another study they did with 5th graders, The researchers again saw an effect on the students with more limited reading skills; they remembered more science if they had learned with the integrated arts methods. Dr. Hardiman said. "Could this be at least one lever for closing an achievement gap?"

When the city is struggling to find ways to improve failing schools, why are we not investing more in making arts

available to those schools? It's not just the right thing to do, it's proven to be one of the most effective things to do.

CASA is one way of getting arts to underserved schools--- which really need those classes during the school day! So I encourage the City Council to increase funding to CASA, to expand the schools it reaches, and to consider more ways of giving every child in NYC access to the culture and arts programs that have proven to help them in all of their learning. We need to give every child the chance to succeed, and the arts are critical to that goal.

****Using Arts Education to Help Other Lessons Stick**

New York Times

By Perri Klass, M.D.

• March 4, 2019

BINDLESTIFF FAMILY CIRKUS



Bindlestiff's Cirkus After School
Children's Workshop School
Circus Arts Instructor Polly Solomon Presenting

Good Morning to the Committee on Cultural Affairs, Libraries and International Intergroup Relations and fellow participating Cultural After School Adventures members. My name is Polly Solomon, Circus Arts Instructor from Bindlestiff Family Cirkus, representing Bindlestiff's Cirkus After School programming at Children's Workshop School in the East Village.

Our after-school programming brings a wide range of skills to its students. At Children's Workshop we teach juggling, spinning plates and carpets, balancing feathers, stilt walking, daibolo, flower sticks, lasso, hula hoops, tumbling, and human pyramids. There are some obvious physical benefits to having a child participate in circus arts; they will build strength, coordination, flexibility, balance, and stamina through their practice. These, however, are not the primary goal of our time with our students. Bindlestiff's Cirkus After School is modeled on Social Circus theory and follows best practices developed by academics and circus educators in alignment with Social Emotional Learning and Physical Literacy theory. Through the circus arts our students learn how to show respect to each other and themselves, how to communicate with one another, and the value of collaboration. They learn to trust their peers and earn that trust in return. As students build towards their final performance, they experience the importance of practice, commitment both to the study of their art and to showing up and being present for each other as members of a troupe, and build skills to aid in life-long learning. When it is time to take the stage, each student will have experienced creative expression and in supporting each other, compassion. We do all of this through values-based learning in out-of-school-time while engaging in a healthy, non-competitive physical activity.

This year, Bindlestiff's Cirkus After School program was able to serve 46 students in kindergarten through fifth grade at Children's Workshop School. Classes were held twice a week, serving grades K-2 on Mondays and grades 3-5 on Thursdays, for 19 weeks of the school year. 35 of our students worked together at the end of our programming to present a full-length circus show for their school community and families. This was our second year working with students at Children's Workshop, and our classes contained a mix of returning students, who brought the culture developed the prior year back to the programming, and new students. We were able to include a Peer Mentor-In-Training (PMIT) program for the first time this year, inviting fifth graders who had returned to

Cirkus After School and exhibited leadership skills in their own class to assist with the younger students, helping guide them through their learning and performance. Students were also given leadership opportunities in building acts for their performance, helping peers learn skills they had already mastered themselves, and being responsible for cuing each other in the show.

As a part of our programming we ask the students to engage in both self-reflection and reflection on the group. Each class starts with an opening circle in which a value for the day is presented and discussed. At the end of class, we return to the same circle, and students offer examples of how they experience that value within their practice. Students are also asked to fill out a self-assessment regularly, determining if their experience with their circus skills and values that day was Blue - Easy! I get it! I can do this by myself! I can help others!, Red- Okay. I need a little more help. I need a reminder. I can try again, Green - Hard. I still need a lot of help. I don't understand yet. This is frustrating, or Yellow- Not happening. I'm out of patience. I need a break. But I will try again later! At the end of our time together, we ask our students to reflect on their experience of performing, and on the class as a whole. This year students were asked to share a moment that they remembered from class. The answers we received spoke volumes of their experiences, and included:

"I remember when I first made [a] Hershey's kiss with the lasso"

- Pride in developing a new skill

"Not being respectful"

- Learning how to be a part of a group and how our actions affect those around us

"I remember when we had the first day of circus and it was really fun"

- Looking back at the start of a journey together.

"Me going [on] stilts and everybody was clapping"

- Success and acknowledgement from an audience

"I remember when I had a feather on my finger for 20 seconds"

- Pushing a skill to mastery

"playing a pirate game!"

- Having fun learning together through play

The moments I most remember are when a student tells me at snack time what's on their mind from their school day, when someone tunes out the rest of the world and works on a new skill without stopping until they can get it, when in the show, with the audience cheering them on, a first time performer accomplishes a trick that had never quite worked for them before, and the pride on the troupe member's faces as they tell of their friends, teachers, and parents congratulating them on their success.

Thank you for your time today and your support of the students at Children's Workshop School as they learn and grow through Circus Arts.

Polly Solomon

Bindlestiff's Cirkus After School Instructor

**New York City Council Hearing: Cultural After-School Adventures Initiative
April 29, 2019**

Testimony provided by: Philip Alexander, Arts in Education Director, Brooklyn Arts Council

palexander@brooklynartscouncil.org; 718-625-0080, x 234

My name is Phil Alexander, and I am the Arts in Ed Director at Brooklyn Arts Council, which as you probably know, provides cultural services to every council district in Brooklyn.

Thank you for allowing me to speak to you today, about the CASA program, which has allowed Brooklyn Arts Council to provide vibrant and vital arts education for more than 13 years.

BAC has participated in CASA since 2006, partnering with dozens of schools each year to provide artist residencies, assembly performances, and tickets to professional productions. At many of our partner schools, CASA is the only opportunity for students to engage in the arts in any art form.

This year, we're proud to partner with 34 schools, providing artist residencies that respond to each school's needs and interests. These include (to list but a few):

- Puppetry for 2nd & 3rd graders at PS 24 in Sunset Park
- Theatre and social justice at Nelson Mandela High School in Bedford Stuyvesant
- Tap Dance for 4th & 5th graders at PS 99 in Midwood
- Mural painting for 6, 7 & 8th graders at IS 96 in Bensonhurst
- Beginning piano for 4th & 5th graders at PS 399 in East Flatbush
- Stop motion animation for 5th graders at PS 192 in Boro Park

As part of our evaluation and assessment, we receive many comments that attest to the impact of the program, such as:

- From students: "[Our mosaic project] was challenging and hard, but we did it, and I'm proud of it." "We turned our mistakes into something beautiful."
- From teachers: "Throughout the program, the BAC Teaching Artist made sure to engage each child. The children felt special for their individual abilities. They've been provided with a great deal of material and instruction which will impact them as they grow. Working with the Teaching Artist has been a wonderful and educational experience for me as well." "This mural project really made students work together to create something that was original as well as enhance our environment with student created work. The work is connected to ... a program that is reaching the social/emotional connection to children. I believe this creative process is a great way to have students work together."

- From an artist: “When discussing self-portraits, we reflected on why they weren’t happy with the results. I talked about my experience as an artist; that the mental vision of what you expect your project to look like doesn’t always translate into the physical creation. We talked about perseverance and not giving up on your ideas. We talked about ... that in art there is no such thing as mistakes because we can always transform our ideas.”

As someone who interfaces with Teaching Artists, principals, teachers, parents and students, I hear about the program’s impact, and receive requests to strengthen and expand the programming. BAC’s administration and teaching artists would love to do this, and we need some assistance from the council to do so, and we respectfully offer the following suggestions:

- Process Contracts Sooner. Many of our long-term partners would prefer to start programs in the fall. However, because CASA is dependent on several layers of communication and organization across the City Council, the schools, the DCLA and the arts organizations, we often receive our contract as late as the end of December, which can significantly delay our CASA programming.
- Return individual CASA award amounts to \$25K. BAC’s CASA-related expenses increase every year, but the award amount has remained stagnant for the last 5 years (at least). If the Council is able to increase funding for the CASA, we respectfully request that, instead of expanding the number of awards (which has been done the past several years), increase the amount of each individual CASA award to \$25K, as they were at the start of the program.

Thanks again for this chance to share my perspective on a program that has a vital impact on the students and schools of Brooklyn and NYC.

**TESTIMONY PRESENTED TO THE
NEW YORK CITY COUNCIL
COMMITTEE ON CULTURAL AFFAIRS, LIBRARIES
AND INTERNATIONAL INTERGROUP RELATIONS
Monday, April 29, 2019**

Testimony presented by Patrick Rowe, Director of Education, The Bronx Museum of the Arts

Good afternoon, Chairman Van Bramer and members of the Committee. My name is Patrick Rowe and I am the Director of Education at The Bronx Museum of the Arts. The Museum is a member of the Cultural Institutions Group (CIG) – a coalition of 33 cultural, performing, history and science organizations who share a public-private partnership with the City, and are located in all five boroughs. We are grateful for the continued support of the Mayor and the City Council of our organizations. I am here to provide testimony on the impact of the Bronx Museum's Cultural After School Adventures (CASA) program with fifth grade students from P.S. 73, an elementary school located in the Highbridge neighborhood of the South Bronx.

The Bronx Museum's Education Department focuses on arts programs that empower students to express themselves, develop and deepen their career-enhancing skills, and see themselves as agents of change in their immediate communities and the world around them. We envision and work toward the Museum as a more equitable space where marginalized voices, particularly those of youth, can be heard. Our CASA program with P.S. 73 is a fundamental part of this vision.

Our partnership with P.S. 73 began in 2009 and after two years of in-school programming for 2nd, 3rd, and 4th graders, we were fortunate to receive our first CASA grant which allowed us to expand our work by developing a stand-alone after school program for fifth graders who were not served by the Museum. This CASA partnership has been running strong for 8 consecutive years, and over that time we have engaged over 250 students and seen alumni return as members of our Teen Council and as college interns.

Each year, approximately 30 fifth graders meet at the Museum for 28 2-hour sessions where they view exhibitions featuring culturally diverse artists, engage in critical dialogue about exhibition themes and connect them to their own experiences through close looking and object interpretation. Through hands-on art making projects led by Teaching Artists, accompanied by reading and writing exercises, students are exposed to key concepts in art, literature and history, and learn how to translate their ideas through diverse artistic media, such as drawing, painting, mixed media and sculpture. At the end of the program, students work collaboratively to synthesize their experiences through papier-mâché puppet-making and other smaller sculptural projects inspired by themes and imagery studied in their sessions. CASA culminates in an outdoor puppet parade in Highbridge, accompanied by live musicians and parents, where participating students publicly share their artworks and are recognized by their fellow students, teachers, family members, and the greater Bronx community. During the parade, young people gain visibility as important members of their community and claim public space as artists and active change agents. The parade also extends CASA's effects outside the walls of our Museum.

In recent years, we have reached capacity, and have done our best to welcome additional students, exceeding our capacity of 30. Next year, we hope to deepen this partnership by serving an additional group of fifth graders in response to program demand, growing our CASA arts engagement from 30 to 60 annual students.

Through CASA and the critical support provided by the City, our fifth graders are developing a healthy and creative working environment where their creative choices and interests are nurtured, developed, and celebrated. Over the course of the program, our students become familiar with and invested in the arts and the Museum. As a result, the Museum becomes a more equitable, fun, creative, and inclusive place.

We thank the City Council for championing this important and impactful program. On behalf of the Bronx Museum, thank you for hearing my testimony today.

**Ballet Hispanico
City Council Testimony
Committee on Cultural Affairs, Libraries and International Intergroup Relations
April 29, 2019**

Good morning. I'm David Chase, Associate Director of Institutional Relations at Ballet Hispanico. Thank you Chair Van Bramer and members of the committee for calling this hearing and for your support of the New York City cultural community and the Cultural After School Adventures program.

Ballet Hispanico was founded in 1970 by National Medal of Arts winner Tina Ramirez when she sought to give voice to the Hispanic experience and break through stereotypes. She identified a need to provide Latino children on the Upper West Side with a more meaningful direction, a more certain future, and she would do that by giving them a safe place to go and teaching them to dance. From its grassroots origins as a dance school and community-based performing arts troupe, the organization has grown into a world-class institution and is now America's leading Latino dance organization.

Today, Ballet Hispanico is led by Eduardo Vilario, an acclaimed choreographer and former member of the Ballet Hispanico Company, whose vision of social equity, cultural identity, and quality arts education for all drives its programs.

Ballet Hispanico is known for three areas of programming: 1) the professional dance Company with an annual schedule of live performances at the Joyce and Apollo theaters as well as a national tour that travels to approximately 25 cities; 2) the Ballet Hispanico School of Dance annually training nearly 1,000 students of all ages and ethnicities and levels of experience in multiple dance forms at our headquarters on West 89th Street and; 3) the Community Arts Partnerships, or CAP, program reaching diverse communities in New York City and across the country with educational residencies and performances. On an annual basis, Ballet Hispanico provides approximately 55,000 constituents, from diverse cultures and socio-economic levels, with an understanding of Latino culture through dance.

Ballet Hispanico's CAP program has been bringing arts education residencies to New York City Public Schools nearly since its founding. And the CASA program, in many ways, represents a continuation of our founder's legacy of providing after-school arts education to New York City school children. These after-school residencies are designed to improve student access to quality arts learning experiences through collaboration and coordination with school principals, arts educators, and members of the wider community. The residencies use dance, choreography, and performance as the starting point, and expand out to integrate these art forms with the classroom curriculum and related subjects including creative writing, cultural studies, history, and literature. The curriculum also draws from the New York City Blueprint for Teaching and Learning in the Arts. Ballet Hispanico residencies aim to provide more access and better arts education to children, thereby improving their overall academic performance and success.



Ballet Hispanico re-entered the program in fiscal 2018 and implemented CASA in 9 schools and grew this year to 12 schools. Our CASA programs offer students a rich, multi-week exploration of dance forms from Spain and Latin America, interactive performances by our teaching artists, and excerpts of Ballet Hispanico's repertory in our Performances for Young People, performed in schools by our second company BHdos. The contrast of dance styles and genres within our CASA program allows the students to widen their perspectives of dance and culture while celebrating the rich diversity in our community's heritage.

Ballet Hispanico's CASA programs provide a structured, nurturing environment of after-school programming for students, some of whom are critically underserved and, thus, might not otherwise have the opportunity to engage in focused and monitored dance activities. This committee is very familiar with the benefits of an arts education which this program provides. Activities that support healthy physical, emotional, and academic growth and that instill greater discipline and self-confidence. Our program managers and teaching artists also reflect the diversity of New York, and many students see themselves in our staff and view them as role models. Our teaching artists are sensitive to the needs of bi-cultural and diverse students, they give all students a voice and they embrace all students regardless of their ability to dance.

Partnerships with schools are also beneficial to students insofar as they expand Ballet Hispanico's access to children who seek to continue their dance education. Ballet Hispanico Teaching Artists closely observe students in every CASA class and identify those who show a desire and ability to dance. Selected students are then recommended for tuition scholarships to attend the Ballet Hispanico School of Dance.

As Ballet Hispanico approaches its 50th Anniversary in 2020, it is deeply gratifying for us to participate in CASA, an invaluable program that extends the organization's founding mission of service, engagement, education, and access to dance and arts experiences for New York City public school children.

Thank you for the opportunity to speak to you today.



NYC COUNCIL FUNDING IMPACT (FULL SCHOOLS LIST ON REVERSE)

Founded in 1874, **92nd Street Y** is a leading cultural and community center that promotes social development and participation in civic life, connecting over **300,000 people** of diverse backgrounds to the worlds of the arts, education, health, and spiritual growth. 92Y provides **\$1 million+ in scholarship funding** each year.

92Y's Center for Arts Learning & Leadership reaches **16,000 NYC public school children and teachers each year**. Our programs serve **74 schools** throughout NYC. **51 of those schools, along with Union Settlement Association and three senior centers, receive free programs supported by NYC Council funding. These programs include:**

MUSIC

- **Concerts Schools Project:** Enhances music programs for **800 students** in **11 NYC public high schools** through in-school workshops, live performances at 92Y and Q+A's over dinner with the performing artists.

LITERATURE

- **Christopher Lightfoot Walker Literature Project:** **1,500 high school students** from **16 NYC public schools** study and engage with prominent authors through in-school writing workshops and attending a reading and Q+A dinner at 92Y.
- **Discover Literature:** **1,200 students** from **22 schools** attend interactive readings by award-winning authors at 92Y.
- **Literacy Program:** **100 adult low-income, immigrant students** at Union Settlement Association are introduced to international authors through free reading and writing workshops.



92Y's Teen Producers at Teens Take The Met

TEENS

- **Teen Producers: A two-year paid apprenticeship for NYC public high school students that prepares them for careers in Arts and Cultural Organizations.**
 - **NEW Teen Arts Week** - a free weeklong city-wide celebration of youth arts engagement in collaboration with arts organizations in all 5 boroughs (**May 13-19, 2019**)

CASA

- 92Y serves **200 students at 10 schools** with music, visual arts, and more—tailored to schools' needs.

PS 116 Mary Lindley Murray School	District 2, Carlina Rivera
Eleanor Roosevelt High School	District 5, Ben Kallos
PS 151 Yorkville Community School	District 5, Ben Kallos
PS 527 East Side School for Social Action	District 5, Ben Kallos
PS 36 Margaret Douglas	District 7, Mark Levine
Future Leaders Institute	District 9, Bill Perkins
TAPCo	District 15, Ritchie Torres
Mott Hall V	District 18, Ruben Diaz Sr.
Bronx Charter School for Excellence	District 18, Ruben Diaz Sr.
PS 23 Carter G Woodson School	District 36, Robert Cornegy

SU-CASA: Exploring Arts for Older Adults

- 92Y brings programs from its renowned **Gilda and Henry Block School of the Arts** – including visual arts and chorus – to three NYC senior centers, tailored to the centers' needs.

Program	School Name	CM District & Name	Address	Borough	Zip
DM	PS 130 Hernando De Soto	District 1, Margaret S. Chin	143 Baxter Street	Manhattan	10013
DL	IS 289 Hudson River Middle School	District 1, Margaret S. Chin	201 Warren Street	Manhattan	10282
WLP	Richard Green High School of Teaching	District 1, Margaret S. Chin	7 Beaver Street	Manhattan	10004
DL	Tomkins Square Middle School	District 2, Carlina Rivera	600 E 6th Street	Manhattan	10009
WLP	East Side Community High School	District 2, Carlina Rivera	420 E 12th Street	Manhattan	10009
CASA	PS 116 Mary Lindley Murray School	District 2, Carlina Rivera	210 E 33rd Street	Manhattan	10016
DL	Humanities Preparatory Academy	District 3, Corey Johnson	351 W 18th Street	Manhattan	10011
DD	PS 56	District 4, Keith Powers	233 E 56th Street	Manhattan	10022
CASA CSP	Eleanor Roosevelt High School	District 5, Ben Kallos	411 East 76th Street	Manhattan	10021
DM DVD CASA DD	PS 151 Yorkville Community School	District 5, Ben Kallos	421 East 88th Street	Manhattan	10128
DL	PS 183M Robert Louis Stevenson	District 5, Ben Kallos	419 E 66th Street	Manhattan	10065
DL	PS 198 The Straus School	District 5, Ben Kallos	1700 3rd Ave	Manhattan	10128
DM DVD CASA DL DD	PS 527 East Side School for Social Action	District 5, Ben Kallos	323 East 91st Street	Manhattan	10128
DM	PS 84 Lillian Weber	District 6, Helen Rosenthal	32 West 92nd Street	Manhattan	10025
WLP	Edward A. Reynolds West Side High School	District 7, Mark Levine	140 West 102nd Street	Manhattan	10025
DL	Hamilton Grange Middle School	District 7, Mark Levine	500 West 138th Street	Manhattan	10031
CASA	PS 36 Margaret Douglas	District 7, Mark Levine	123 Morningside Drive	Manhattan	10027
CSP WLP	Young Women's Leadership School (East Harlem)	District 8, Diana Ayala	105 East 106th Street	Manhattan	10029
DL	PS 102 Jacques Cartier	District 8, Diana Ayala	315 E 113th Street	Manhattan	10029
DD DL	PS 83 Luis Munoz Rivera School	District 8, Diana Ayala	219 E 109th Street	Manhattan	10029
DM	Central Park East II	District 8, Diana Ayala	443 E 100th Street	Manhattan	10029
DM DVD	River East Elementary	District 8, Diana Ayala	508 East 120th Street	Manhattan	10035
DM	PS 57 James Weldon Johnson School	District 8, Diana Ayala	176 East 115th Street	Manhattan	10029
DL	Esperanza Preparatory Academy	District 8, Diana Ayala	240 E 109th Street	Manhattan	10029
DL	Mosaic Preparatory Academy PS 375	District 8, Diana Ayala	141 East 111 Street	Manhattan	10029
DM DVD	PS 146 Ann M Short	District 8, Diana Ayala	421 East 106th Street	Manhattan	10029
DL	Harriet Tubman Learning Center PS 154	District 9, Bill Perkins	250 West 127th Street	Manhattan	10027
CSP	Wadleigh Secondary School	District 9, Bill Perkins	215 W 114th Street	Manhattan	10026
DM CASA DL	Future Leaders Institute	District 9, Bill Perkins	134 West 122nd Street	Manhattan	10027
DM DL	Sisulu Walker Charter	District 9, Bill Perkins	125 West 115th Street	Manhattan	10026
DM DD	PS 278 Paula Hedsbavny School	District 10, Ydanis Rodriguez	421 West 219th Street	Manhattan	10034
Total Number of Manhattan Schools:				31	
TP	The Laboratory School of Finance and Technology	District 8, Diana Ayala	360 E 145th Street	Bronx	10454
CSP TP	DeWitt Clinton High School	District 11, Andrew Cohen	100 W. Mosholu Pkwy S	Bronx	10468
WLP	Riverdale Kingsbridge Academy	District 11, Andrew Cohen	660 W 237th Street	Bronx	10463
CSP TP	Celia Cruz Bronx High School of Music	District 11, Andrew Cohen	2780 Reservoir Avenue	Bronx	10468
DD DM DVD	PS 41 Gun Hill Road	District 12, Andy King	3352 Olinville Avenue	Bronx	10467
DM	PS 111 Seton Falls	District 12, Andy King	3640 Baychester Avenue	Bronx	10466
DL	Herbert Lehman High School	District 13, Mark Gjonaj	3000 E Tremont Avenue	Bronx	10461
CSP WLP TP CASA	TAPCo	District 15, Ritchie Torres	2225 Webster Avenue	Bronx	10457
DL	The Highbridge Green School	District 16, Vanessa Gibson	200 West 167th Street	Bronx	10452
DM	PS 114X Luis Lorens Torres School	District 16, Vanessa L. Gibson	1155 Cromwell Ave	Bronx	10452
CSP TP CASA	Mott Hall V	District 18, Ruben Diaz Sr.	1551 E 172nd Street	Bronx	10472
CASA	Bronx Charter School for Excellence	District 18, Ruben Diaz Sr.	1960 Benedict Avenue	Bronx	10462
Total Number of Bronx Schools:				12	
WLP	Boerum Hill HS for International Studies	District 33, Stephen T. Levin	284 Baltic Street	Brooklyn	11201
DL	PS 318 Eugenio	District 33, Stephen T. Levin	101 Walton Street	Brooklyn	11206
WLP	Lyons Community School	District 34, Antonio Reynoso	223 Graham Ave	Brooklyn	11206
CSP WLP	Young Women's Leadership School of Boroklyn	District 34, Antonio Reynoso	325 Bushwick Avenue	Brooklyn	11206
DL	Gotham Professional Arts Academy	District 35, Laurie A. Cumbo	561 Grand Avenue	Brooklyn	11238
DM	PS 3 The Bedford Village	District 36, Robert Cornegy	50 Jefferson Avenue	Brooklyn	11216
DM DVD CASA DD	PS 23 Carter G Woodson School	District 36, Robert Cornegy	545 Willoughby Avenue	Brooklyn	11206
DL	Brooklyn Prospect High School	District 39, Brad Lander	3002 Fort Hamilton Pkwy	Brooklyn	11218
CSP	High School for Public Service	District 40, Mathieu Eugene	600 Kingston Avenue	Brooklyn	11203
WLP	Acadmey for Young Writers	District 42, Inez Barron	1065 Elton Street	Brooklyn	11239
CSP WLP	Edward R. Murrow	District 44, Kalman Yeger	1600 Avenue L	Brooklyn	11230
DM DD DVD	PS 115K Daniel Mucatel School	District 46, Alan N. Maisel	1500 E 92nd Street	Brooklyn	11236
DD DM	PS 276K Louis Marshall	District 46, Alan N. Maisel	1070 E 83rd Street	Brooklyn	11236

DM	PS 114K Ryder Elementary	District 46, Alan N. Maisel	1077 Remsen Avenue	Brooklyn	11236
DM	PS 90K The Magnet School for Environmental Studies	District 47, Mark Treyger	2840 W 12 Street	Brooklyn	11224
DL	PS 206 Joseph F Lamb	District 48, Chaim M. Deutsch	2200 Gravesend Neck Rd	Brooklyn	11229
DD	PS 153 Homecrest	District 48, Chaim M. Deutsch	1970 Homecrest Ave	Brooklyn	11229
CSP	James Madison	District 48, Chaim M. Deutsch	3787 Bedford Avenue	Brooklyn	11229
Total Number of Brooklyn Schools:				18	
DM	PS 16Q Nancy Debeneditis School	District 21, Francisco Moya	41- 15 104th Street	Queens	11368
DM	PS 228 Early Childhood Magnet School for the Arts	District 21, Francisco Moya	32-65 93rd Street	Queens	11369
DM	PS 35 Nathaniel Woodhull School	District 23, Barry Grodenchik	90-11 191st Avenue	Queens	11423
DD	PS 82Q The Hammond School	District 24, Rory I. Lancman	88-2 114h Street	Queens	11435
WLP	Townsend Harris High School	District 24, Rory I. Lancman	149 Melbourne Ave	Queens	11367
WLP	Newcomers High School	District 26, Jimmy Van Bramer	28-01 41st Ave	Queens	11101
WLP	Academy of American Studies	District 26, Jimmy Van Bramer	28-04 41st Ave	Queens	11101
DL	Forest Hills High School	District 29, Karen Koslowitz	67 110th Street	Queens	11375
DM	PS 303 Academy for Excellence through the Arts	District 29, Karen Koslowitz	108-55 69th Avenue	Queens	11375
DL	IS 93 Ridgewood	District 30, Robert Holden	66-56 Forest Avenue	Queens	11385
DM	PS 38 Rosedale	District 31, Donovan Richards, Jr.	135-21 241st Street	Queens	11422
Total Number of Queens Schools:				11	
WLP	College of Staten Island High School for International Studies	District 51, Joseph C. Borelli	100 Essex Drive	Staten Island	10314
CSP	Wagner High School	District 50, Steven Matteo	1200 Manor Road	Staten Island	10314
Total Number of Staten Island Schools:				2	
Total Number of 92Y Schools:				74	
KEY:		Total Number of Schools with programs supported by Council funding:		51	
DM =	Discover Music				
DVD=	Discover Visual Arts & Digital Design				
DD=	Discover Dance				
DL=	Discover Literature				
CASA=	Cultural After School Adventures				
WLP	Walker Literature Project				
TP=	Teen Producers				
CSP=	Concerts Schools Project				



Statement to the New York City Council Committee on Cultural Affairs, Libraries and International Intergroup Relations

By: Ashley Hodge, Assistant Principal, P94M

Oversight Hearing:
Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New York City Public School and Enriching the Lives of Students

April 29, 2019

Good morning, my name is Ashley Hodge and I am an assistant principal at P94M. On behalf of Principal Dr. Jeanne Bradley and P94M, I would like to thank the members of the City Council Committee on Cultural Affairs, Libraries, and International Intergroup Relations for providing P94M with funding through the Cultural After School Adventures initiative and I appreciate the opportunity to testify at this morning's oversight hearing.

P94M provides an enriched and diverse learning environment for our students. As part of District 75, the citywide district for special education - P94M has 8 (eight) school sites co-located in community schools. The schools programs are located in the following neighborhoods: Battery Park, Financial District, Chelsea, Lower East Side, Murray Hill, Hell's Kitchen. We have over 430 students spread across these sites between the ages of 5 - 21.

P94M places high expectations on collaborative efforts to support students in achieving academic, communication and social skills. To that end, it has been and continues to be our goal to infuse arts into our common-core aligned curricula, as it provides additional entry points to support increased engagement, achievement, and self-confidence. The arts has allowed our students to meet the goals within their Individualized Education Programs while showcasing their varying abilities. Parents are afforded an opportunity to see what their child has learned when they attend final performances. It gives us great joy to hear our parents and guardians express gratitude for the life-long skills their children have learned.

As a pARTnership school, P94M has a decades long relationship with Marquis Studios. Marquis Studios is committed to enriching the lives of students through its wide array of programs focused on students with disabilities. The relationship P94M has with Marquis Studios has provided our students with access to least restrictive environments by fostering collaboration through inclusive 10-week residencies with neuro-typical peers, increased communication and social skills. Through high-quality residencies such as Circus Arts, Visual Arts, and Percussion Music, our students have learned about other cultures, rhythm, and fashion design through teamwork and creativity. Research shows that children with disabilities improve their social skills and self-esteem while also advancing fine and gross motor skills when participating in inclusive programming with children without disabilities. CASA funding has helped teach students powerful lessons about diversity, communication, collaboration and empathy. CASA funding has helped us build and maintain strong community

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Jeanne Bradley, Ed.D, Principal
Julia Dolan, Assistant Principal
Jasmin Maldonado, Assistant Principal
Ashley Hodge, Assistant Principal
Gabrielle Marks, Assistant Principal

ties with our co-located schools as we share art residencies and work together to help children creatively achieve learning goals.

Thanks to City Council Members' generosity, we were the recipient of three CASA grants for the 2018-2019 school year. We hope that our school and other schools across New York City continue to receive funding through the CASA initiative. I thank you for your time.

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Good morning Chairman Van Bremer, and members of the Committee on Cultural Affairs, Libraries and Intergroup Relations. My name is David Nussenbaum, and I am Executive Director of Bronx Arts Ensemble, and with me today is one of our senior teaching artists, Moses McCarter, who has taught movement courses with us for many years in both in-school and after-school, CASA programs. I have asked Mr. McCarter to provide first-hand testimony of the value of the CASA program.

First off, let me thank the Committee and the entire City Council for the generous CASA support they provide Bronx Arts Ensemble and our many peers across the City. These programs are vital to the development of public school students, aiding them in art making, which builds self-esteem, expression, collaboration, and innovation, among other life skills.

The impact of our many CASA programs can be communicated both in terms of numbers and stories. Let me briefly state the numbers: Bronx Arts Ensemble teaches the arts in over 40 NYC public schools, the overwhelming majority of the schools are zoned public schools in the Bronx. Through CASA we teach roughly 850 students a year and provide meaningful employment to 40 talented artists. Both our student and artist populations are predominantly of color. We teach all four arts disciplines during school hours and in some of those schools, we are fortunate enough to receive CASA funding to teach after school. Some of our CASA students are lucky enough to study the arts with us both in school and after school; most get no access to the arts other than their CASA programs. In this respect, CASA fills a major curricular gap.

We thought it would be most impactful to have one of our teaching artists, Moses McCarter, talk about some of the students he has taught through Bronx Arts Ensemble CASA programs. Moses is a specialist in Brazilian Capoeira a cross between dance and martial arts.

- Amina, from Togo, found expression in dance, particularly because in her country, women are discouraged from engaging in movement. She recently graduated from SUNY Purchase.
- Carlos, recently arrived from Mexico, was quite shy and lacking in confidence. He studied the arts with us for four years, during which time our teaching artist observed tremendous growth in his own abilities. Carlos is now in his second year of college, studying computer science.
- Grace, a very shy elementary school student with no background in movement/dance. Now in her second year, she is excelling at Capoeira. She is unusually tall and quite self-conscious of her height. Through movement, she is discovering herself and her body.
- An international high school had among its student body members of three rival gangs -- Bloods, Crypts, and Trinitarios. There was a serious fight during school hours which had to be broken up by faculty and security. Faculty and BAE teaching artists planned the following semester to proactively address this conflict through martial arts programs, building understanding and bonds between members of the three gangs. Members of all three gangs happened to sign up for Capoeira class. During the course of the year, they collaborated with rival gang members. That June in a season-ending performance presentation the gang members joined forces for a very moving performance.

These are one teacher's recollections of the positive effects of CASA programs. We have 40 other teachers responsible for our programs and each teacher has observed similar success stories.

We are so grateful to the Committee and the City Council for their ongoing support of CASA. We urge you to continue and grow your investment in these vital educational services. The return on investment is clearly demonstrated on a daily basis. (April 29, 2019)

April 26, 2019

Testimony to the New York City Council
CASA Program
Presented by Juan Carlos Salinas, Director of Education

JCAL was founded in 1972 as part of a large effort to revitalize Downtown Jamaica. Since then, JCAL has become the cultural destination for local residents and a magnet for local economic growth.

As a CIG and the one and only multi-disciplinary arts center in Southeast Queens, JCAL serves as an arts oasis in a neighborhood of New York City where cultural opportunities are limited for one of its largest communities of color.

There are many education programs out there, but JCAL is unique. Our students grow with us. Elementary, Middle, High School, college, and adults, our education programs cover the depth and breadth of a lifetime education in the arts.

It is often said that the arts have the power to change lives. I'm sure the arts have impacted many of you in different ways. Though for many of us, the arts were the turning point in our lives. And many times that turning point begins in the after school programs such as CASA, especially for children from Southeast Queens.

As the director of the education programs, I witness every day how the arts transform into opportunity and possibility, while restoring the creativity that is so often stifled in our students in a traditional classroom setting.

Our Casa programs service over 300 students directly and over 1000 students indirectly in the South East, Queens community, often listed as a "arts poor district". Over 98% of our participants are students of color, and for most of our students, we are the only arts education they receive. Through CASA we employ over 20 teaching artist and provide them a living wage for their work.

As Ms. Christine Guzman parent coordinator at PS 160 Q says, "I don't know what we would do without JCAL. When our federal funding for the arts was cut, JCAL was there to fill the void. Whether it was dance, drama or visual arts, our students were able to explore their artistic talents under the tutelage of dynamic teaching artists. What makes JCAL such a great partner is that they not only bring the casa programs to our school, but they welcome us into their facilities for endless opportunities for our students and their parents." Or to put it best in the words of one of our students, Santana Thompson, "I love JCAL because I get to create, without fear or judgment."

In addition to our education program, JCAL has a full menu of annual festivals and monthly series like the **Making Moves Dance Festival**, featuring emerging contemporary performances by NYC's local-born and immigrant artists; **Thursday Night Jazz**, in partnership with The Jazz Gallery presents the

most dynamic emerging jazz performers from around the world; **First Friday**, where performing artists can debut new work across disciplines; **Queens International Children's Festival**, a festival designed to promote creative and critical thinking and expand children's love for learning by having live and engaging performances in different expressions of creativity, cultures and disciplines. This Summer, we are launching our first **Downtown International Jazz Festival**, which aims to make Downtown Jamaica a jazz destination for local and international tourism.

Our comprehensive array of **in-school**, **after-school**, and **summer arts** programs are the most popular in the community. Our **Saturday School of the Arts**, serves more than 300 students every year, and offers students of all ages the opportunity to pursue their creative expression at the most affordable rate.

Each year, JCAL mounts multiple exhibitions that explore issues in community and in contemporary art. Additionally, our WORKSPACE residency program has consistently supported artists for more than 30 years. Our **Co-Work space** program supports local artists and local organizations for the operation of their small businesses.

JCAL has a long history of supporting both established and up-and-coming artists through **residencies and professional development** programs. Last year, JCAL offered more than 14,400 free studio hours to artists for dedicated work-space to develop new work.

Our **Thursday Night Jazz program**, not only provided performance opportunities for emerging jazz musicians, but also brought in local homeless shelter residents and addicted patients to experience live jazz for the first time in their lives.

Our newly launched **College Access Program** last fall, had an inaugural class of 18 local students, by the end of this past February, six of them have already been admitted through the Early Action process to Columbia, Cornell, Johns Hopkins, University of Chicago, and Vanderbilt, all with full financial aid packages.

Everything we do is only possible because of your financial support. So I ask you today, please continue to help us create the turning point for our students.



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ANNUAL REPORT 2017-2018



THE PUBLIC.

**EXPLORING THE
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FUN, FITNESS & FANCY FOOTWORK

**Statement to
Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture
to New York City Public School and Enriching The Lives Of Students**

Monday, April 29, 2019 10:00 a.m.

Good morning Chair Van Bramer and CASA Initiative Committee Members:

It is a pleasure to be making an appearance at today's hearing as an arts organization that is a first-time CASA recipient. My name is Sidney Grant, although all our partner schools, their students and many of the City Council members and staff whom I've had the pleasure of meeting during our decade of service to the schoolchildren of New York City, know me as Dr. Dance. I am the Founder and Artistic Director of BALLROOM BASIX, the only large-scale, non-competitive partner dancing program in the DOE vendor system, and the only Ballroom & Latin dancing arts-in-education initiative that, as the name implies, serves the 6th grade — the first year of middle school, a time of pivotal transition in the lives of young people.

As a project that was formally fiscally sponsored by NYFA (New York Foundation for the Arts), we were ineligible for initiative and CASA funding, and are proud to announce that since attaining our 501(c)3 designation in May of last year, we received both Cultural Immigrant Initiative funding as well as two CASA awards from our long-time discretionary funding supporter, the Honorable City Council Member Donovan Richards: one for Middle School 53 and another for Preparatory Academy for Writers. And while his students were unable to appear in person this morning as they're preparing for this week's State Math Exams, we are happy to present a few brief video clips of their progress in our program. Their Program Director, Carolyn "Candy" Johnson, was kind enough to write a glowing letter on this CASA-partner school's letterhead which has been included in our testimony materials. Take a look:

BALLROOM BASIX™ began in a single Harlem school in 2008 with a few dozen 6th graders. We spent 2 years refining our non-competitive syllabus and methodology, which is based on a country-western dance called The Barn Dance which rotates person to person as the music plays, similar to a Rueda in Salsa. We crafted a transition step into every dance we teach in order to ensure that no two students get stuck with one another and, more importantly, that every student gets a chance to dance with all of his or her classmates — regardless of ability, popularity, ethnicity or identity.

In addition to the uniqueness of the Barn Dance, Chair Van Bramer and the CASA committee may find it of particular interest how our program encourages gender-neutrality in the partner dancing roles, liberating the dance from the confines of who leads leads and who follows. We have "lady leaders" and "fella followers" in all our classes, reminding students not only to respect each classmate in whichever role they prefer to dance, but also emphasizing that learning both parts makes every student a more well-rounded dancer, in the same way learning offense and defense makes someone a more well-rounded athlete. It is one thing to promote inclusivity theoretically; it is quite another for it to be a programmatic paradigm in an arts-in-education initiative, and we are especially proud of this facet of our philosophy/methodology.

In fact, bringing arts & culture to schoolchildren in this unique way achieves far-reaching impact that parents and educators continue to praise us for. They are thrilled that we integrate learning about the countries and cultures of origin, spelling, math, geography and Spanish. But what's especially meaningful is how BALLROOM BASIX™ serves as a deterrent to two (2) significant problems that are particularly prevalent at the middle school level: bullying & device addiction.

By consistently using verbal and physical courtesies, our program harmonizes peer relations as students rotate one to the next. Furthermore, by getting students arm-in-arm, hand-in-hand and eye-to-eye, they interact — with poise and politeness — in real time, thereby combatting the isolating effects of today's technology wherein many kids are often addicted to their cell phone, tablets and/or gaming devices.

So when it comes to "Enriching The Lives of Students," we do so not only through the dances themselves (and an appreciation for their origins), but layer this meaningful, non-competitive experience with the added value of social and emotional learning, bringing an addition dimension to our dance program that educators and parents tell us contributes significantly to character, conduct and camaraderie among classmates. It's the kind of demonstrable difference that gets attention for its lasting impact..

Just last year, when a group of our students appeared at the delegation hearing in his borough, Chair Van Bramer was kind enough to comment that our kids' presentation was the most entertaining presentation he'd ever seen. And while the CASA kids were unable to appear, I would be remiss in my duties as an arts educator and entertainer not to leave you all with one of the other devices I use to capture the children's attention and imagination, my BALLROOM BASIX rap. "Dr. Dance can rap?" You ask yourselves. The kids think the same thing. Here ya go: [Dr. Dance recites his rap]

Finally, I would like to remind you all what a tumultuous time it can be for young people as they matriculate from elementary school into middle school, trying hard to fit in and grappling with the challenges of puberty and popularity. BALLROOM BASIX™ levels the social playing field by enabling each and every student to engage respectfully and rotationally with their peers. I can think of few better ways to instill courteous conduct among classmates, and hope you and your colleagues will encourage your constituent schools to seek us out as CASA cultural partner in FY20 and future years. Thank you very much for your time and attention.



THE CHILD CENTER OF NY

Strengthening Family. Building Community.

Play After Work - PAW
Preparatory Academy for Writers
Charles Anderson, Principal
143-10 Springfield Boulevard | Springfield Gardens, NY
11413 |

Carolyn Johnson -Program Director
Vanessa Hazzard-Thomas - Assistant Program Director
718-949-8405 Ext. 1321

April 29, 2019

Sidney "Dr. Dance" Grant
Ballroom Basix USA Inc.
178 E. 117th St. Suite 1B
New York, NY 10035

Subject: **CASA Testimony**

Dear Sidney;

On behalf of The Child Center of NY, Inc. @PAW and Preparatory Academy for Writers, I would like to commend you and your team on an outstanding program. We have enjoyed partnering with you this year and look forward to being awarded this gift again in the 2020 Fiscal Year.

Our youth have not only grown socially by engaging in Ballroom Basix, but have also become great performance dancers and knowledgeable in the demographics of the countries from which these ballroom & Latin dance styles emerged. Our male participation has also increased due to the fun the students in class have shared with others.

I am honored that our after-school program was considered by the Honorable City Council Member Donovan Richards and his Community Liaison Jordon Bishop for this Cultural After School Adventures award. We have enjoyed being invited to dance for the Holiday Tree Lighting Ceremony, the College Access 4 All & 113th Precinct Community Affairs 2nd Annual Valentine Dance and being well-received at each.

We wanted to accommodate the students' appearance at the CASA hearing as well, but due to the upcoming Math State Exam we could not. Please feel free to share photos and videos of these performances and classroom work.

It has been my honor and duty to share praises your this incredible program, and the City Council for making it possible to offer this to our youth. We look forward to future awards and we hope to share this experience with another Child Center of NY after-school site next year.

Sincerely,

Carolyn Johnson

Carolyn Johnson
Program Director
Play After Work



ballroom basix

FUN, FITNESS & FANCY FOOTWORK

OUR MISSION:

physical, social, emotional and cultural engagement

BALLROOM BASIX is an arts-in-education initiative contributing to the health & wellness of schoolchildren through non-competitive partner dance instruction. Our rotational syllabus & methodology puts classmates hand-in-hand, arm-in-arm and eye-to-eye, a creative antidote to the isolating effects of today's technology, as well as an effective deterrent to bullying by enhancing self-worth, respect and civility among ALL the students we serve.

OUR MOTTO:

"making manners matter... every move we make!"

Schoolchildren benefit from the inherent etiquette of Ballroom and Latin dancing. By reinforcing each child's "Best BALLROOM BASIX Behavior" every class, our Teaching Artists improve peer relations, manners and camaraderie among classmates, instilling values and behaviors that shape students' character and conduct as they transition from adolescence to young adulthood — in their classrooms and, ultimately, their homes and communities.

Goals

Physical Fitness: To provide "leading" and "following" skills/aptitude in different Ballroom and Latin dances while improving balance, agility, coordination and aerobic conditioning in a fun, exciting and engaging way.

Social & Emotional Wellness: To foster greater tolerance/acceptance among the diversity of students we serve by instilling self-esteem & resilience while also promoting respect and tolerance for others, regardless of differences.

Educational Enrichment: To enhance the BBX arts-in-education experience with math, spelling, geography, and Spanish, so that kids gain an appreciation for not only the Ballroom & Latin dances themselves, but their countries and cultures of origin.

Accomplishments since our inception in 2008

- ! A decade of service to **over 18,000 children** in **more than 75 schools** in all 5 boroughs of NYC
- ! Regional pilot programs launched in **Hudson** and **Newburgh**, NY with more planned for 2018
- ! Professional development BBX dance workshops provided to Physical Education teachers citywide
- ! Partnerships with other arts organizations including the Sports & Arts in Schools Foundation (SASF)
- ! Press coverage on WPIX and NY1 (NYer of the Week), the *Daily News* and *Manhattan Bride Magazine*

Our "WOW" Factor — The BALLROOM BASIX BASH!

At the conclusion of each BBX teaching cycle (Fall, Winter & Spring), same-grade students from different schools meet for a "social" dance. In most cases, these students have never met before. This culminating community event further enhances the courtesies developed among peers during the program by enabling them to meet for the first time with positivity, poise and politeness. This is a critical life skill they will take with them beyond the dance floor.

The **BALLROOM BASIX BASH** truly embodies our inclusive, NON-competitive organizational philosophy:

*"We don't **beat** the other school, we **meet** the other school!"*

To build upon our decade-long track record and broaden our programmatic reach to include a diversity of demographics across all five boroughs of NYC!

**NEXT
STEPS**



**Testimony to the Committee on Cultural Affairs, Libraries & International Intergroup Relations
Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New York City
Public School and Enriching The Lives Of Students**

Tom Hurtubise, Curator of Education— Queens Zoo, Wildlife Conservation Society

April 29, 2019

Good morning, Chairman Van Bramer and members of the Committee. I am Tom Hurtubise, Curator of Education for the Queens Zoo at the Wildlife Conservation Society (WCS). I am here today to provide testimony on behalf of the WCS and the Queens Zoo. WCS is a member of the Cultural Institutions Group (CIG), a coalition of 33 cultural organizations who share a public-private partnership with the City of New York and are located in all five boroughs. We are a proud recipient of CASA funding; it is worth noting that not all CIGs are currently funded to do this work.

Let me begin by stating how grateful we are for the Council's vital support for culture and the arts in New York City throughout the years. Your support yields a monumental return on investment for all New Yorkers regardless of age, background, or status. And CASA is an excellent example of this investment.

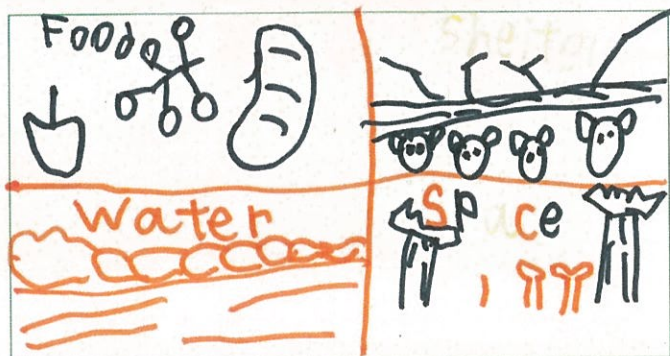


The Wildlife Conservation Society's Queens Zoo delivers CASA programming to three schools throughout the borough of Queens, providing 140 students from PS 171, PS 186 and PS 79 with hands-on, science-based, afterschool enrichment. We are grateful to Council Members Constantanides, Grodenchik and Vallone for their support of these important programs.

The Queens Zoo CASA Program, *Wild About Our Community*, challenges students to become conservation scientists in their own neighborhoods. Students in grades 2-5 combine science, art, games, and written reflection to explore fundamental science concepts like animal adaptations, ecosystems, and habitat destruction. They then apply what they've learned to investigate their own local parks with a scientist's eye.



Name: Alex
 Date: 3/1/19
 Topic of the day: Ecosystems
 Today I learned: I learned that
living things need shelter,
food, water and SPACE.
Also, living things could
be trees or plants.



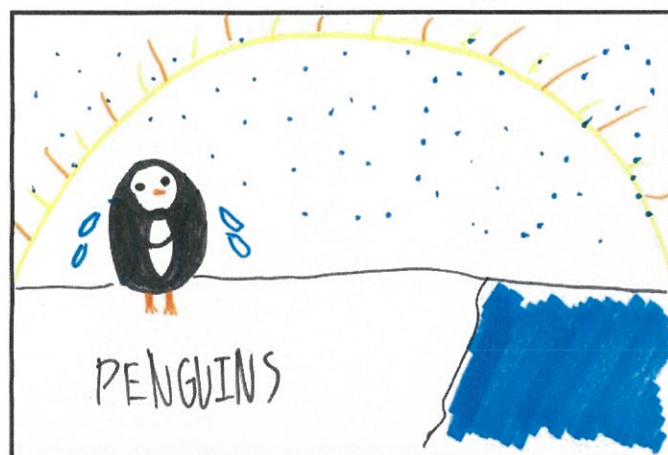
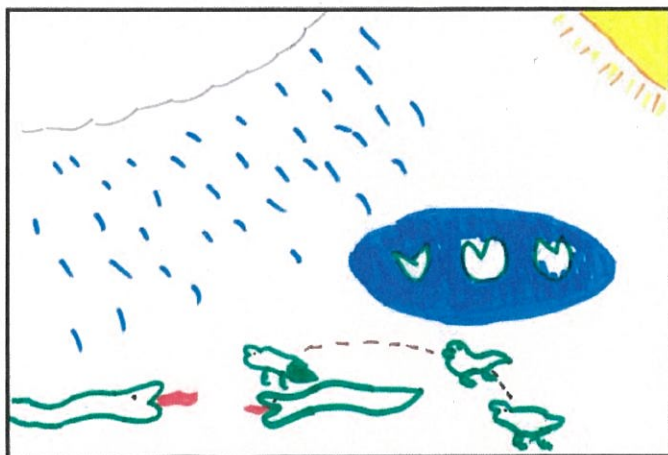
Through this program, students don't just reinforce science concepts from the classroom, they understand science in a whole new way as something that can be observed, felt and discovered all around us. As Daniel, one of our students at P.S. 86 put it:

“Learning about science is fun and I think about helping nature everywhere!”

By supporting CASA, Council Members are creating unique opportunities for out-of-the-box, on-the-ground science that sparks a love of learning in students who might not excel in the classroom. For example, a teacher at PS 79, Jin Yip, shared that after one of her English As A New Language (ENL) students took the New York State English as a Second Language Achievement Test (NYSESLAT) verbal exam:

“The ENL teacher came to me to express how blown away she was on the wealth of knowledge the student had on the rainforest because of the CASA program. The student knew the layers of the rainforests, many animals that lived in each layer, the role of the sun on the rainforest, food chain, etc. Keep in mind, this is an ENL/ESL student that retained all that language and science concept!”

What is more, CASA builds a bridge between children, families and local nature. Students become the guides, sharing what they know about animals and ecosystems with their caregivers. Ms. Yip also shared:



“Last week I ran into a 3rd grade student stopped in the middle of the sidewalk along with his mom and siblings, with his bird watching checklist out, trying to figure out the type of bird that was hidden in the tree. While his mother was trying to take a picture of the bird... trying to use her phone to look up the name. The excitement in his voice was truly amazing, *‘Look mom, I have to figure out what kind of bird that is, let me see if it's on the list the Zoo gave us!’*”

At Queens Zoo, we reinforce this shared learning by hosting each school for a Family Day where families join our students for a day of science activities at the Zoo. Through CASA, students develop a deeper understanding of school curriculum, a greater love for science learning, and a lifelong relationship to their local parks and zoo. As one teacher put it “They have been telling me about it all day. It's like they won the lottery with this program.” Jameal, a student at PS 171, agreed, declaring “I wish that we could have the zoo program every day.”

Thank you for this opportunity to testify today and share our work with CASA.. We deeply appreciate the Council's unwavering support and ask you once again to ensure that Culture remains viable in New York City.

 **Bronx Zoo**
New York Aquarium
Central Park Zoo
Queens Zoo
Prospect Park Zoo
 Wildlife Conservation Society Parks

NEW-YORK HISTORICAL SOCIETY MUSEUM & LIBRARY

TESTIMONY TO THE COMMITTEE ON CULTURAL AFFAIRS, LIBRARY AND INTERNATIONAL INTERGROUP RELATIONS

MONDAY, APRIL 29, 2019

Regarding the Committee's support for New-York Historical Society's

CULTURAL AFTER SCHOOL (CASA) INITIATIVE



Top left: Students at P.S. 84 learning about the significance of storytelling in New Amsterdam through examining Delft tiles and designing their own.

Top right: Student making a sketch of a hornbook artifact in an object inquiry lesson. **Bottom row:** Students making Lenni-Lenape homes out of paper.

I would like to thank Chair Van Bramer and the members of the Committee on Cultural Affairs, Libraries, and Intergroup Relations for your time this afternoon. For nine years, New-York Historical has partnered with public schools through the CASA program to provide more than 1,000 students with exciting educational opportunities that support creativity, history content learning, and critical thinking skills. **New-York Historical is grateful for the Committee's generous support of our efforts to provide this truly unique educational opportunity to students and families at partner schools in New York City.**

EDUCATION AT NEW-YORK HISTORICAL

Founded in 1804, the New-York Historical Society is New York's oldest museum and a nationally-renowned research library. Utilizing our rich collections of over fourteen million documents and objects, New-York Historical offers engaging exhibitions, public programs, and educational activities that create a

*For more information, please contact
Alice Stevenson, Director of the DiMenna Children's History Museum
at New-York Historical Society, at (212) 485-9276*

forum for debate and discussion of issues surrounding the making and meaning of history. **New-York Historical reaches over 200,000 young people every year; 75% of the students we serve live at or below the poverty line.** We offer Museum tours and hands-on workshops; school-based enrichment programs supporting social studies and visual arts learning through direct classroom instruction; teacher professional development programs serving thousands of educators annually; and social studies curricula available for free download on nyhistory.org. Our participants acquire historical literacy and critical thinking skills, preparing them to become active, engaged citizens.

CASA PARTNERSHIP

This year, New-York Historical has partnered with P.S. 84 in District 6, and West Prep Academy in District 7, to provide our CASA program. New-York Historical uses a dual approach in our CASA program design—including the Art of History and Family Gallery-Studio Workshops—to integrate social studies and the arts in a way that is completely supportive of the learning that happens during the school day. Art of History was designed to support the Common Core Learning Standards, the Social Studies Scope and Sequence, and the Blueprints for Teaching and Learning in the Arts. Family Workshops draw on the content and strategies used in the classroom and after school to create visual art activities that foster multigenerational learning. In each CASA program, students create meaningful works of art that showcase their mastery of new history content and art-making skills.

At West Prep, 15 middle school students studied Revolutionary War-era broadsides, and created hand-printed posters to champion causes they believed in. Students also explored the rich tradition of pictorial quilts and stitched their own fabric collages inspired by New Yorkers' fight for manumission. They are currently working in watercolor to consider how visual information was disseminated before the advent of photography.

Our cohort of 25 elementary school students at P.S. 84 have studied the Lenni-Lenape, Manhattan's first residents, created paper sculpture models of their homes, and considered how Manhattan's early environment inspired technological innovations. Students also studied life in New Amsterdam, and examined touch objects and replicas of historical artifacts to explore daily life for its residents. We have included photographs from these lessons at the top of our testimony. We welcome you to join our Family Day culminating program at New-York Historical on Thursday, June 20th from 4pm-6pm, where students and families will join in celebration of the work participants have created during the program.

FREE PROGRAMS FOR STUDENTS AND FAMILIES

New-York Historical offers a full suite of free educational programs at our Museum, including over 550 free family programs per year, serving 24,200 young learners and their families annually. We are delighted to welcome you and your constituents to upcoming free programs at our museum, including:

- Living History: Hudson River History Songs, Saturday, May 4 and Sunday, May 5 from 12-4pm, where visitors of all ages join historical musician Linda Russell for music celebrating our exhibition *Hudson Rising*, from melodies of the Industrial Revolution to folk ballads, Erie Canal ditties, and more; and
- A special Sunday Story Time reading on May 12 at 11:30 am with Meagan J. Meehan (author) and Meg Petrillo (illustrator) of the picture book *Abela's Adventure*, about a Brazilian macaw in New York City.

*For more information, please contact
Alice Stevenson, Director of the DiMenna Children's History Museum
at New-York Historical Society, at (212) 485-9276*

NEW-YORK HISTORICAL SOCIETY MUSEUM & LIBRARY

TESTIMONY TO THE COMMITTEE ON CULTURAL AFFAIRS, LIBRARY AND INTERNATIONAL INTERGROUP RELATIONS
MONDAY, APRIL 29, 2019

*Regarding the Committee's support for New-York Historical Society's
CULTURAL AFTER SCHOOL (CASA) INITIATIVE*



Lenni-Lenape homes and village created out of paper.

*For more information, please contact
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New York City Council

Committee on Cultural Affairs, Libraries, and International Intergroup Relations

Oversight Hearing on Cultural After School Adventures (CASA) Initiative

April 29, 2019



Good morning Chairman Van Bramer, members of the Committee, and guests. My name is Juli Schroeger and I am the Youth Programs Coordinator at the Rockaway Waterfront Alliance, and I am joined by my colleague Ana Fisyak, Deputy Director of Planning and Development. We appreciate the opportunity to testify and share stories about our programs that have been supported through the CASA Initiative.

Our organization, the Rockaway Waterfront Alliance, is situated on the eastern end of the Rockaway Peninsula, in one of the most diverse and underserved areas of New York City. Established in 2005, RWA is a community-based organization with a mission to inspire all generations of Rockaway residents to care for their environment and community. We provide civic engagement and youth development programs that advance social equity and the physical well-being of our vibrant urban coastal community. CASA has been a vital support for this work, specifically for our Living Classroom program—a school-day program that merges art and science to engage local youth in hands-on learning about their environment.

- With CASA funding allocated by Councilman Richards, since FY 2017 we have collaborated with three schools in our area: PS 183Q, PS 105Q, and PS 197Q. Each has high-needs and struggles with test scores, which unfortunately, are well below the New York City average. These schools serve mostly students of color from low to very-low income households and have many students who need additional resources due to special needs. According to NYC Dept. of Education:
 - At PS 183Q, 88% of students are Black or Hispanic. The Economic Need Index is 91% and 37% of students have special needs. (Source: www.schools.nyc.gov/schools/Q183)
 - At PS 105Q, 95% of students are Black or Hispanic. The Economic Need Index is 94% and 32% of students have special needs. (Source: www.schools.nyc.gov/schools/Q105)
 - At PS 197Q, 91% of students are Black or Hispanic. The Economic Need Index is 89% and 26% of students have special needs. (Source: www.schools.nyc.gov/schools/Q197)

For comparison, Economic Need Index for the City overall is 71% and 19% of students have special needs.

- Consistent CASA funding has allowed us to partner with each school for multiple years, to build strong partnerships with teachers, to serve as a resource and inspiration for students, and to give students opportunities for experiential learning—an opportunity that is deeply needed, yet rare in our community.
- Since FY 2017, with CASA funding we have served 531 unique (or 2163 repeat) students spanning grades Kindergarten through 5th grade through a series of workshops, with more to come.
- Curriculum content has included Rockaway ecology and local species, climate change, marine debris and recycling, gardening, sustainable energy, indoor farming, healthy cooking, and more. Students are engaged in hour-long workshops either at their school or at our headquarters, meeting on a weekly or monthly basis. Students go outside, engage with their local environment, and go on field trips to the beach, Jamaica Bay, and local farms, allowing them to learn in a different way.

Not only has funding from the CASA Initiative enabled us to expand our Living Classroom program to reach more K-5 students in our neighborhood, but these students often matriculate into our other youth programs as well. Students that participate in our Living Classroom program throughout the school year sign up for our summer camp, and upon reaching high school, participate in our internship programs for all four years. We believe that this continuity is vital in creating a culture of support for our students and fostering the future leaders of our community.

As Heather Russo, a participating teacher wrote to us: “The Living Classroom is a true asset to our community. The program is well-constructed and provides hands-on experiences for our students. They are able to learn about the community in which they live in a way that classroom teachers cannot normally accommodate. The students love attending the monthly workshops. They look forward to every single one! We learned about beach erosion, constructed physical barriers (in teams), and participated in beach clean-ups. My students have developed a deeper understanding of the neighborhood in which they live. We label this opportunity a hidden treasure. I hope funding will always be available to keep this program running. Lastly, Juli, and all other personnel are so creative and accommodating. They relate well to the kids and have always provided rich units that allow our students to think on a deeper level. We love them!”

As a coordinator, teacher, and observer of this program for the past four years, I have seen first-hand the transformation and progress that occurs when youth actively engage with their environment. Whether it's exploring fish seined from Jamaica Bay, collecting data about shoreline debris as citizen scientists, or creating bird masks to learn about local wildlife, I believe that this type of experiential learning is vital in the development of mindful and happy children—most especially for those growing up in a highly urbanized and underserved area. We thank the New York City Council for their continued support of CASA, and by extension Living Classroom and the students of PS 183Q, PS 105Q, and PS 197Q. We look forward to continuing our work under this initiative in the future. We provided a few photos for your enjoyment. Thank you so much for your time.



5th grade students from PS 105q dissect flowers and make diagrams with labeled parts. Students were surprised to learn that flowers have eggs and pollen is sticky. 2019.



Pre-K students from PS 105q make turtle hats while learning about the diamondback terrapins that live in Jamaica Bay. 2018.



Students from PS 197q spent a semester studying the shorebirds of Rockaway Beach. They met with a National Parks ranger and did independent research projects on a bird species of their choice. Students artwork was transformed into holiday cards for the community.

April 29, 2019

FOR THE RECORD

NYC City Council's Committee on Cultural Affairs, Libraries and International Intergroup Relations

Oversight Hearing - Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New York City Public School and Enriching the Lives of Students

Testimony of NIA Community Services Network, provided by Annette Velez, Director of Program Operations

Good morning – My name is Annette Velez, and I am the Director of Program Operations with the NIA Community Services Network. We are a multi-service not-for-profit organization based out of Brooklyn and currently serving more than 40 school partners throughout the city through after-school and summer enrichment programs. We have been grateful CASA recipients for several years and were pleased to have the opportunity to share our positive experience at today's hearing.

CASA funds have afforded NIA the opportunity to further enrich cultural arts offerings at several of our longstanding program locations, and they have also allowed us to begin entirely new partnerships with schools in dire need of after school services and arts enrichments that they otherwise would not have been able to provide through their own school budgets.

NIA recognizes and appreciates that CASA funding, having few specific mandates or requirements for program design, gives organizations like ours the freedom to develop thoughtful and impactful programs that target the specific needs and unique goals of the communities we serve. It is refreshing to have the opportunity to focus more on personal experiences than on a quantifiable outcome. The benefits of cultural arts programming – self exploration and expression, confidence-building, cultural education and awareness – simply cannot be measured in the way that so many other funders require but are so vital to a child's positive development and the work that NIA strives to do.

In addition to the benefits our participants experience, it is important to also note the opportunities that CASA presents to our staff of incredible teaching artists. NIA is proud to employ nearly 750 people throughout all of our program locations. Many of those people are professional dancers, actors, and musicians with a passion for their craft and for sharing it with others. CASA funds support our capacity as an organization to provide a place for those teaching artists on our team.

Included with the copies of my remarks today are just a few photos of NIA's CASA programs in action. Throughout the years, CASA funds have given hundreds of NIA participants the opportunity to explore dance, visual arts, various cultural institutions throughout New York City, and instrumental music instruction, including chamber band, African drumming, and violin. This year alone, we are pleased to have mounted



NIA Community Services Network

6614 11 Avenue • Brooklyn, New York 11219 • Phone 718-236-5266 • Fax 718-236-0971

Michael A. Bové, President • **Mary Anne Cino**, CEO • **Rosa Casella**, Executive Director

The NIA is a 501(c)(3) not-for-profit corporation. Visit the NIA on the web at www.niabklyn.org.

musical theater productions at five schools throughout Brooklyn and Staten Island through CASA. Those productions have not only provided children with the opportunity to perform, but also to design costumes, construct sets, and manage the technical aspects of production. Many of these experiences are no longer available to children during their busy and demanding school day, and we are so appreciative of the opportunity to have a role in providing them.

We are proud CASA recipients and grateful to the City Council Members who consider us each year. Thank you for inviting us this morning to celebrate the invaluable experiences this initiative provides to so many throughout our community and New York City.



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BROOKLYN
BALLET

Brooklyn Ballet's CASA Program

Elevate

Elevate, Brooklyn Ballet's dance residency in under-resourced public schools reached more than 13,300 Brooklyn children since 2005. Elevate uses the innovative "Language of Dance" (LOD) system to teach children ballet vocabulary and achieve a physical and intellectual understanding of dance. Ballet training combined with LOD provides children from under-resourced public schools a way to develop self-confidence, self-discipline and critical thinking. At the conclusion of the residency, Brooklyn Ballet offers talented Elevate students 50 – 100% scholarships to attend Brooklyn Ballet School in Downtown Brooklyn. In this way we stay connected to our public school students and see their continued growth over time. Indeed, Elevate has brought us some of our most talented students— one of our first Elevate graduates now has a professional contract with Sofia National Opera Ballet - Bulgaria, another dances with Norwegian National Ballet, and a third has joined Houston Ballet.



Danielle Martinez, MS 8 CASA student dances through the school hallway

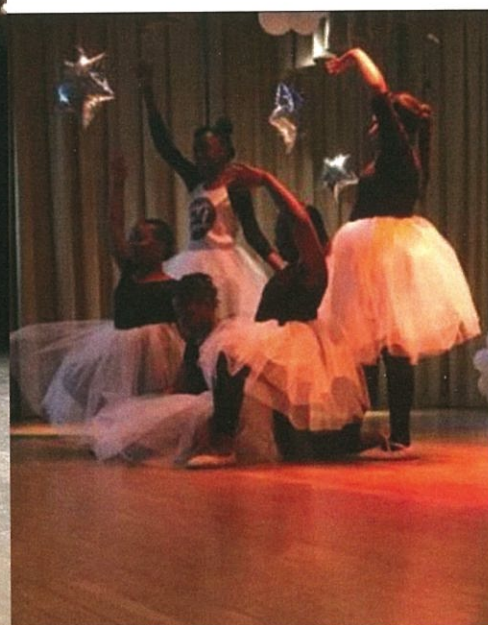
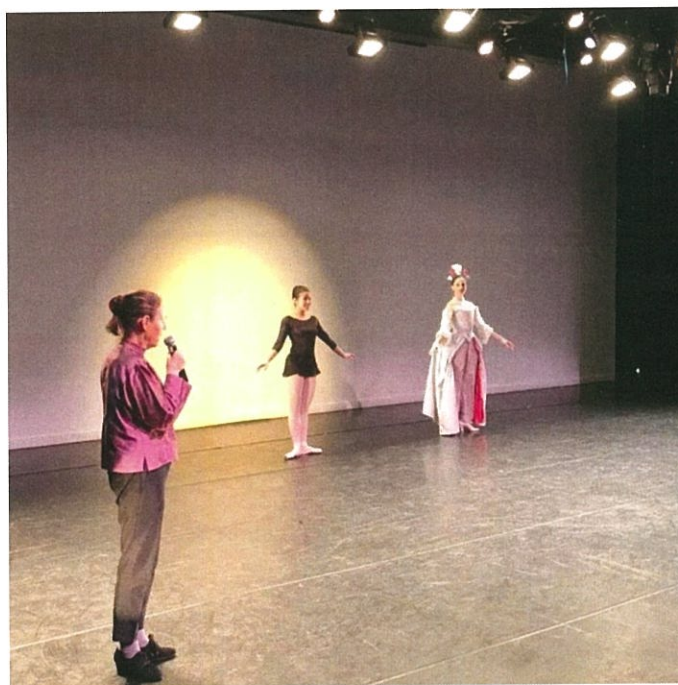
Brooklyn Ballet currently runs *Elevate* CASA programs at PS 276 in Canarsie, PS 251 in Flatlands, and MS 8 in Downtown Brooklyn.

Studying at Brooklyn Ballet has enriched my life. I believe Brooklyn Ballet will set me up for studying dance at a performing arts high school and in college. Dance motivates me to work hard and do my best in school. Brooklyn Ballet has helped me improve my technique and increased my love for dance. My experience and participation in The Brooklyn Nutcracker was amazing. It was my first big production. It made me want to dance more than ever. It showed me that if you work at dance you can do anything.

-Danielle Martinez, Current Elevate Student at MS 8

The CASA program offers us the opportunity to meet the needs of students' varied interests, learning styles and ongoing need for exposure to new experiences. Arts programming provides

important opportunities of creative outlet for young people, developing personally through self-expression, while learning the values to focus, persistence, communication and teamwork. – Leslyn Ward, Assistant Principal of PS 276



Video Links:

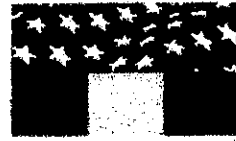
Elevate at PS 251 <https://vimeo.com/67726689>

PS 276 in performance: <https://youtu.be/MvH4YiTrzWY>

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Funding for Culture in New York City Makes Good Sense and Good Business

Assetou Sy

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Greetings ladies and gentlemen.

I thank you for this invitation to address you on the need for robust funding for cultural programming in New York City.

My name is Mrs. Assetou Sy, president and co-founder along with my husband Mr. Mamadou Sy, of the US Mali Charitable Association of New York (UMACA) and the Malian Cultural Center.

Since 2007 a mission of UMACA has been to bring diversity of after school cultural programming to primary school students of New York City during evenings and Saturdays. Our African dance and drumming classes have been widely received and successful. Earlier this year forty of our participating students performed at the United Nations (UN) before an audience of approximately four hundred people which included a diverse audience of UN staff; personnel of NGOs operating at the UN; personnel and diplomats of permanent missions to the UN.

New York City is the cultural capital of the world. Our classes and performances are how we contribute to this legacy of our City.



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New York City is the cultural capital of the world. Our classes and performances are how we contribute to this legacy of our City.

It is well known that Malian music consistently dominates at the top of the World Music scene. Scholars recently have gone so far as to suggest that Malian music is the roots of the American Blues, the forerunner of the Jazz Age. What would the Broadway stage be without the latter?

I would like to share with you something that is **not** so well known. The first Lion King was Sundiata Keita, a Mali emperor or Mansa. The current Broadway musical is loosely based upon the life story of this monarch who founded the Mali Empire which dates from 1235 until 1400.

"The Lion King" the musical has been on Broadway since 1997. It is the highest grossing cultural asset of all time with home theater ticket sales at \$1.6 billion as of 2018 and worldwide ticket sales including its touring companies grossing over \$8.2 billion with a global audience of over 90 million.

There is no secret that the investment in cultural programs in our City enhances the quality of life of all New Yorkers and creates a talent pool for jobs and commerce. The mission of UMACA is to create the next generation of such talent for our entertainment sector, the Broadway stage and beyond. To achieve these goals, it is an absolute imperative that robust funding and support for the City's cultural assets be properly allocated and managed. The return on investment should be quite obvious. I am proud to play a role in this noble effort. Thank you.

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380 Lexington Ave 17th Floor New York, New York 10168

Phone/Text: (646) 504-3383 Email: admin@tropicalfete.com Website: tropicalfete.com

MISSION

“Developing the community in the area of arts and social services with the focus on educating the community on Caribbean culture”

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Stilt Walkers /Moko Jumbies

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Special thanks to Commissioner Tom Finkelpearl, Committee on Cultural Affairs, Libraries and International Intergroup Relations. Chair, James G. Van Bramer, Council Members: Joseph C. Borelli, Laurie A. Cumbo, Karen Koslowitz and Francisco P. Moya for having this hearing today on Cultural After-School Adventure (CASA). We would like to acknowledge council member Alicka Ampy-Samuel, Brad Lander and Majority Leader Laurie A. Cumbo for supporting our programs.

Tropicalfete, Inc. has been part of Cultural After-School Adventure (CASA) since FY17. We brought cultural programming such as steel pan music, stilts dancing, art & craft/masquerade and computer music production to IS-392 and PS-135. This was a rewarding experience engaging students with meaningful activities that connect them to cultural history. We can become a stronger community by learning about each other's cultures and participating in different cultural expressions. Tropicalfete can proudly say we have achieved, this goal through our cultural programs.

Communication with the schools is vital to execute a successful program. We asked for the principal recommendation to hire a teacher that is already part of the school to be the liaison for the program to communicate with parents, enroll students and set up room for programming. This allows Tropicalfete to focus on programming. Ms. Maryann Gaston is the rep at IS 392 and Ms. Jean Leon is the rep at PS 135. They have served us very well in this capacity.

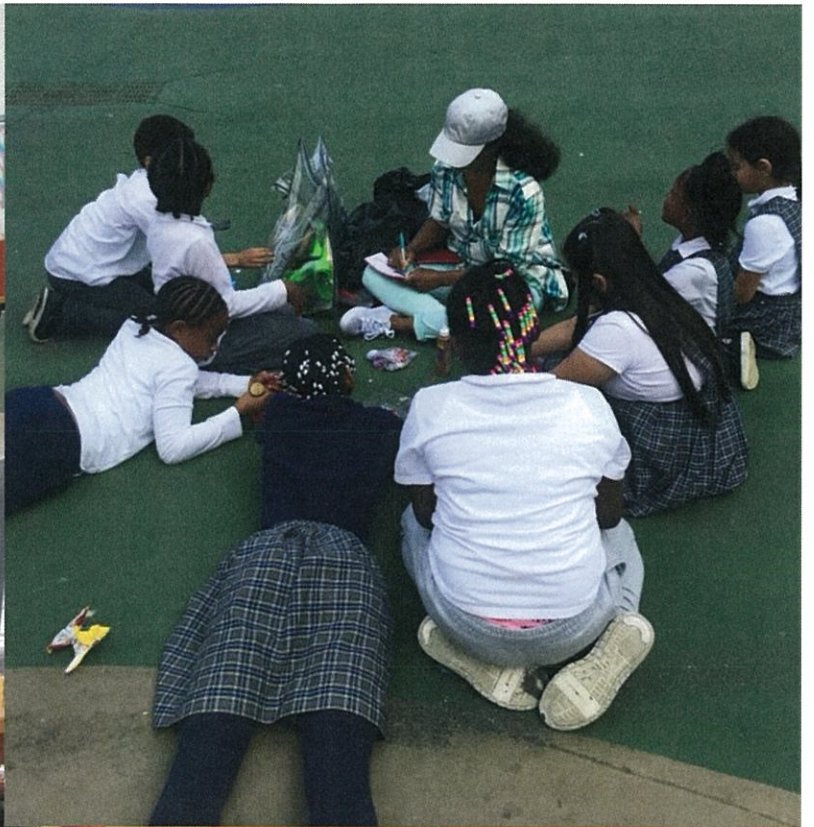
One major issue Tropicalfete faces and other organizations is the timeliness of payment. DCLA staff have a high volume of work and need time to process documents. We recommend in future DCLA use NYSCA model by expanding all current contract to 6 months or a year. All future contracts and initial payment be done before the contract period starts or just after it starts. Currently the situation is as follows - final reports are due in early August for contracts that close June 30th. DCLA rightfully do not notify vendors of new contracts or process document for any new contracts for the fiscal year that starts July 1st till the prior year contract has been satisfied. For Tropicalfete, this normally happens around October/November. The current year contracts documents and initial payment is normally process around November, December or January. This is deep into the fiscal/contract year and puts a lot of organizations in limbo even for organizations like us that have all the paper work together – charity registration with the Attorney General Charities Bureau, taxes, insurance, doing business form, lobbying certificate, capacity building certificate with the Mayor's office, conflict of interest form, etc.

Enclose in this package are:

- Cover Letter
- Brochures
- Pictures from the programs
- CASA Final Report FY2018 for IS-392 and PS-135
- CASA Synopsis Form FY2019 for IS135
- Thank you letters from two parents























Submit one Final Report for each Initiative Grant Agreement;
each Report must include all City Council Designations under that Initiative.
BE SURE TO READ AND FOLLOW THE INSTRUCTIONS BEGINNING ON PAGE 5

The Final Report form is only compatible with Adobe Reader; when it is opened with any other PDF software (such as Preview for Macs), the form will not work properly. You must open the form with Adobe Reader version 11, 10, or 9. To download this free software, visit <https://get.adobe.com/reader/> before opening the form.

Note: if you are currently reviewing this form in Preview or another PDF software, you will need to delete the file, re-download, and re-open in Adobe Reader version 11 ONLY.

Legal Name of Cultural Organization: Tropicalfete, Inc.

AKA:

Tax ID: 45-2940435
(00-0000000)

City Council Initiative: Cultural After-School Adventures (CASA)

Borough(s) where
activities occurred: Bronx
NOTE: To multi-select, hold
down "Ctrl" (PC users) or
"⌘" (Mac users): **Brooklyn**
Manhattan
Queens
Staten Island

Final Report Contact Name: Alton Aimable

Contact Email: admin@tropicalfete.com

Contact Phone: 646-504-3383

Supplemental Documentation

Provide links to web-based documentation of activities under each Designation. Any online portal (such as a web-based photo album, Google document, DropBox folder, or Facebook page) must be unlocked, without password protection or other login requirement. See Instructions on page 6.

Link #1: <http://tropicalfete.com/wp-content/uploads/2018/07/list-IS392.pdf>

Link #2: <http://tropicalfete.com/wp-content/uploads/2018/07/list-PS135.pdf>

Link #3: <http://tropicalfete.com/wp-content/uploads/2018/07/tropicalfete-pictures-school-2018.pdf>

Certification and Release

By checking the box below, you certify that you are an authorized signatory of the above named organization with the authority to obligate it and having knowledge of the information contained here; the information presented within or as any material that supplements this Report is accurate and is free of misrepresentations; and that the funded organization releases the City of New York, including its officials and employees, with respect to damages to property or materials submitted in connection herewith.

☒ **Yes, I certify that the information entered in this final Report is correct and complete to the best of my knowledge.**

Name: Allton Aimable

Title: President and Founder

FY18 Total Final Award: 40,000

For Agency Use ONLY: FY18 Payments Received: 32,000

FY18 Payments Due: 8,000

Final Reports are due NO LATER THAN TUESDAY, AUGUST 1, 2018

Project Description [3,500 characters]

Review Instructions on Page 7 before completing.

Steel Pan Music: We taught the C major scale to the students. The students learn and performed one song as a unit at the culmination of the program - PS135 did Twinkle, Twinkle, Little Star and IS392 did Star Spangled Banner. Watching documentary which part of the class, this gave the student a historical perspective of the instrument. This was followed by a question and answer session. The documentary were New York's J'ouvert, PAN! Our Music Odyssey and How to make Steel Drums.

Studio Music production: Students in both schools were introduce to FL Music Studio software. They Created Beats. This was added to the program because of interest in this activity and to address issues of capacity since more students signed up to the after school program than originaive planned.

Stilt Walking Classes: The goal was for students to be on stilts walking and dancing for 30 minutes. They were able to achieve that goal. We choreograph a dance for 2 songs - Silentó - Watch Me (Whip/Nae Nae) and Showtime - Machel Montano. We also show them how to fall safely on the stilts. This was demonstrated by the instructor - if falling forward the stilts should cushion the fall before your hands. if falling backward try to fall your side and bend your head. The Students at P.S 135 told part in street parade around the school block and also dance for their multicultural day event on the stilts. At. IS 392 the student were ushers on their stilts at the school art exhibition and did a dance performance at their recital.

Masquerade/arts & craft: We work on carnival head pieces using feathers, fabric, rings-tones, trims and glow. Watching documentaries were which part of the classes. This gave the students a historical perspective of the carnival culture. This was followed by a question and answer session. The films were Trinidad Carnival from the season "Caribbean Moments", Exploring Cuba and Rio. The works displayed at various exhibitions at the schools and district schools art fair. There was also a mini carnival style parade around the school grounds.

Partnership Description [1500 characters]

Required for CASA, Anti-Gun, and SU-CASA programs. CTC and Immigrant programs, please indicate N/A.

Review Instructions on Page 7 before completing.

P.S. 135 Sheldon A. Brookner - 684 LINDEN BOULEVARD BROOKLYN, NY 11203.

I.S. 392 School for the Gifted and Talented 104 Sutter Ave, Brooklyn, NY 11212.

We asked for the principal recommendation to hired a teacher to be the liaison for the program to communicate with parents, enroll students and set up room for programming. It was Ms. Marry Ann Gaston was the rep at IS 392 and Ms. Jean Leon was the rep at PS 135. This was our second year using the staff at the schools with our teaching artist to run the program sucessfully.

Achievements and Challenges [800 characters]
Review Instructions on Page 7 before completing.

We were able to exceed our goals in the number of hours of cultural after school program and the the number of students we serve. From workign with the two schools we got recommendations to work in other schools. Some students also enrolled in our cultural program outside of the school. Also one of the students the parents volunteer with us. She is a soical worker at other school and agree to help us in the capacity.

Charllege - Some students were some time busy getting ready for state test.

Budget

Provide a detailed budget, combining expenses for all relevant Designations, that reflects the complete and final expenses and income for all activities supported with the Initiative funds outlined in this Report. Briefly itemize each category by source and amount in the corresponding Notes section. See Instructions on Pages 7-8 for complete detail.

Expenses	Amount	Notes (itemize <u>ALL</u> fields)
Administrative Personnel	1,205	Communicating with school officials, parents, data entry work
Teaching Artists	19,638	Educators: N. Modeste, A. Murray, A. Aimable, O. Gonsalves, C. Pierre etc
Other Artistic Personnel		
Tech./Production Personnel		
Space Rentals/Utilities		
Equipment Rentals/Supplies	9,864	Supplies for Costumes. / Rent more equipment.
Travel/Transportation	3,051	Moving steel pan music equipment and stilts to the schools
Advertising/Marketing	786	flyers and ads in the school journal
Other (including School Personnel / or SU-CASA Senior Center Stipend)	5,456	Personnel from School Ms. Gaston/ Ms. Leon , Insurance and Food for program
TOTALEXPENSES	\$ 40,000	<i>This field must match the Total Project Costs at the bottom of Page 2</i>

Income	Amount	Notes
Initiative Award Total	\$ 40,000	<i>This field must match the Total Designation Amounts at the bottom of Page 2</i>
Other (required if the project costs exceed the award amount)		
TOTAL This field must match the Total Expenses noted above, and must match Total Project Cost at the bottom of Page 2	\$ 40,000	<i>This field must match the Total Expenses noted above, and must match Total Project Cost at the bottom of Page 2</i>

INITIATIVE FINAL REPORT FORM INSTRUCTIONS

Note: The Final Report form is only compatible with Adobe Reader; when it is opened with any other PDF software (such as Preview for Macs), the form will not work properly. You must open the form with Adobe Reader version 11, 10, or 9. To download this free software, visit <https://get.adobe.com/reader/> before opening the form.

If you are currently reviewing this form in Preview or another PDF software, you will need to delete the file, re-download, and re-open in Adobe Reader (version 11 is optimized, though versions 10 and 9 will work).

In FY18, the Department of Cultural Affairs (DCA) administered support through five (5) different discretionary Initiatives on behalf of the City Council:

- Cultural After-School Adventures (CASA)
- Cultural Immigrant Initiative
- Coalition of Theaters of Color (CTC)
- SU-CASA
- Anti-Gun Violence Initiative - Art a Catalyst for Change

Below are instructions to complete the required Final Report for each of these FY18 City Council Initiatives. DCA is requiring each organization receiving FY18 Initiative funding to complete **one Final Report per Initiative**. Use this form for all FY18 Initiative reporting.

Some of these Initiatives allowed for more than one Designation. If your organization received multiple Initiative Designations, you are required to **complete a separate Final Report for each Initiative** that includes information on all Designations under that Initiative's Grant Agreement. Please refer to your organization's Initiative Final Report notification e-mail "FY18 DCA Final Report: City Council Initiative" for a specific list of all awards made to your organization in FY18.

To complete the Final Report, please follow the directions below. Each field in the Report is identified with details for completion.

Failure to provide a detailed, timely and accurate Final Report will result in required revisions and delayed receipt of funds.

Organization Information

Provide the Legal Name, AKA (if applicable), and Tax ID for your organization.

City Council Initiative

Select the applicable Initiative from the dropdown list. Refer to your organization's Final Report notification e-mail for complete information.

Borough(s)

Select all boroughs where activities occurred for the relevant Initiative. This should *not* represent the boroughs from which you drew your participants, but rather the boroughs where the funded activities took place. To select multiple boroughs, hold down "Ctrl" (PC users) or "⌘" (Mac users).

Contact Information

Provide the full name, email, and phone number for the primary person at your organization whom DCA should contact with questions regarding this Report, or to request any necessary revisions.

Supplemental Materials

Provide links to web-based documentation for each Designation on which you are reporting; if you are reporting on multiple Designations, make sure to include documentation for each Designation. Supplemental links are a required part of this Report.

Each organization is required to provide **at least one link to a webpage** that provides proof of the program(s) that took place under each Designation. Within the content of each link, clearly label each piece of documentation with its corresponding Designation. Some examples include:

- Letters of support from teachers, students, seniors, or other participants
- Photographs or online photo albums showing the activity taking place
- Digital files of flyers or other print collateral
- Lesson plans or curricular materials for educational programs

Any online portal (such as a web-based photo album, Google document, DropBox folder, or Facebook page) must be unlocked, without password protection or other login requirement. If you don't already have a portion of your website dedicated to this Initiative, you may create a page on your website and provide that link in your Final Report.

Certification and Release

The Executive Director or an authorized signatory of the cultural organization must certify that the information in the Final Report is correct and complete.

Initiative Designation List

Itemize each Designation within this Initiative. For the columns with an asterisk (*), replicate the information provided in the Final Report announcement e-mail "FY18 DCA Final Report: City Council Initiative". Example: If your organization was awarded one CASA Designation, you will complete one row in your CASA Report. If your organization received 12 CASA Designations, you will complete 12 rows in your CASA Report.

- #^{*}
 - Enter the Designation Number from your notification e-mail into this column. It refers to the number of Designations your organization received under this Initiative, and will also align with the number in your Grant Agreement. Be sure to retain the order of Designations from your organization's Final Report notification e-mail.
- Name of School or Senior Center partner (for CASA, Anti-Gun, and SU-CASA only)^{*}
 - Enter the institutional partner for CASA, Anti-Gun, and SU-CASA awards from your notification e-mail, and ensure that it matches your organization's records. If this information is inaccurate, contact your Program Officer immediately.
 - CASA: Provide the full name of the New York City school that partnered with your organization.
 - Anti-Gun: Provide the full name of the New York City school that partnered with your organization.
 - SU-CASA: Provide the full name of the Senior Center that partnered with your organization.
 - CTC and Immigrant Initiative recipients: Leave this field blank.
- Designating Council Member (if applicable)^{*}
 - Enter the name of the Council member who allocated each Designation. Refer to your organization's Final Report notification e-mail for this information.
 - CTC and Anti-Gun Violence recipients: leave this field blank.
- Designation Amount^{*}
 - Enter the total award amount for each Designation received. Refer to your organization's Final Report notification e-mail for the amount of each Designation, and ensure that it matches your organization's records.
- Project Cost Per Designation
 - Enter your organization's expenditures under each Designation. This may be equal to or greater than the Designation Amount.
- Contact Hours
 - Specify the total number of program hours provided as part of this Initiative. The number of program

hours refers to the number of hours the organization provided cultural content to the participants or attendees of the program. A group of students participating in an hour-long dance rehearsal is considered one contact hour. Contact hours do not include planning/preparation time or travel/transportation time, but may include final performances, celebrations, or other culminating events.

- Direct Recipients
 - Enter the number of people who were served directly by each Designation. Direct recipients include either audience members or participants for each activity depending upon the focus of the activity. For example, if you offered a public performance, the focus is on the audience, so include the number of audience members. If your project's focus is on instruction or professional development, estimate the number of participants (students, artists, etc.) who received training in the class or workshop.
- Indirect Recipients
 - Enter the number of people who participated indirectly in activities for each Designation. Indirect recipients might include audience members who attended a culminating event, but should not include the individuals who received services under the program.

Project Description

Describe in detail the funded activities as they actually occurred. Describe the program structure and include information about artistic discipline/s, artists, participants, and any culminating activities that took place. **Do not cut and paste from the Project Synopsis you submitted as part of your original Grant Agreement.** This narrative must describe in detail what actually happened in the program.

The program activities **must not overlap with any project supported through the Cultural Development Fund (CDF)**. An exception may be made if the service is a discrete portion/expansion of the CDF project that is excluded from the CDF project's budget. For example, if you were funded through CDF for a mainstage season of three productions, Initiative funds may be directed to a fourth production but not to the original three productions funded by CDF. If your program is an expansion of a CDF-funded project, please explain in this section how this project is distinct from CDF-funded activity.

Partnership Description

This section is required for CASA, Anti-Gun, and SU-CASA programs to provide a description of your organization's work with each designated School or Senior Center partner. Describe any hindrances to successful collaboration with your partner institution and/or any factors that made the partnership particularly strong. Define roles and responsibilities for each entity, and any tangible results of your partnership. Your description must fit within the 1,500 character space provided. For CTC and Cultural Immigrant Initiatives, indicate N/A here.

Achievements and Challenges

Provide a summary of specific program achievements and/or challenges. Identify what could have improved your programming, and what elements were particularly successful. Your description must fit within the 800 character space provided.

Project Budget

Provide detail on your organization's expenditures under this Initiative. Refer to your Final Report notification e-mail for the specific amount of each Designation; your overall Initiative budget must include the total of all Designations for that Initiative.

Your program must not overlap with a CDF-funded project. An exception may be made if it is a discrete expansion of the CDF project that is excluded from the CDF project's budget. If your project falls into this category, ensure that CDF-funded activities are not included in the scope of this project budget.

Apportion project expenses according to the categories specified on the Report form. Use the Notes fields to explain what the budget numbers represent in each of the fields listed. For example, if you hired a choreographer as part of the program, you might enter \$2,000 on the "Other Artistic Personnel" line and include the detail "\$2,000 choreographer fee" in the corresponding notes field.

- **Administrative Personnel:** Itemize all expenses included for Administrative Personnel, including staff paid on a W2 and independent contractors paid on a 1099.

- **Teaching Artists:** Itemize all expenses included for Teaching Artists, including staff paid on a W2 and independent contractors paid on a 1099. CASA and Anti-Gun Initiatives: do not include DoE teachers, who should be itemized under "Other" as noted below.
- **Other Artistic Personnel:** Itemize all expenses included for Artistic Personnel. Costs on this line should include any artistic staff or contractors (e.g., artistic directors, performers), but *not* Teaching Artists, who have a separate category. Include staff paid on a W2 and independent contractors paid on a 1099.
- **Tech./Production Personnel:** Itemize all expenses included for Technical and Production Personnel, including staff paid on a W2 and independent contractors paid on a 1099.
- **Space Rentals/Utilities:** Itemize all expenses included. Separate out fees incurred for venue rentals and those incurred for utilities if paid directly.
- **Equipment Rentals/Supplies:** Itemize all expenses included for supplies and equipment rental. Note that DCA funds cannot be used to purchase equipment. Consumable goods and art supplies are allowed.
- **Travel/Transportation:** Itemize all expenses included for Travel or Transportation.
 - For CASA: If the program includes field trips or other activities outside the partner school site, transportation for students must be provided at no cost to the students.
- **Advertising/Marketing:** Itemize all expenses included for Advertising or Marketing.
- **Other:** Itemize all remaining expenses. Include any regular school staff who were paid with Initiative funds. Specify in the note if this was required by the Department of Education. If SU-CASA, include here the \$2,000 stipend to be paid to each partner senior center as part of the program expense incurred as a result of administration of your program.
 - If the Total Expenses are higher than the Initiative Award Total, indicate sources and amounts of additional income in the corresponding note. It is not necessary that the project cost more than the Initiative Award Total.

Upload Your Final Report

Ensure that the following are complete before submitting your Final Report:

- Your Initiative Designation List is accurate per the Final Report notification e-mail, and all relevant fields are completed.
- Your Project Description is detailed, reflects actual activities that happened in FY18, and describes the participants who were served by the activities.
- Your Partnership Description, if applicable, makes clear the roles and responsibilities of each partner.
- The Summary of Achievements and Challenges is detailed and constructive.
- All line items in the budget are detailed in the Notes column
- The Certification box has been checked by an authorized signatory at your organization
- You have provided links to web-based documentation of the programming as it occurred.

After confirming that your Report is complete and ready for DCA review, re-visit <http://www1.nyc.gov/site/dcla/about/initiative-final-report.page> to upload the form to our secure server. You will receive a confirmation webpage when the submission has been accepted.



City Council Initiative

Designation Amount

Designation Number

Cultural After-School Adventures (CASA)

\$ 20,000

1 of 1

Council Member who made this designation

Name of School (if Applicable)

Alicka Ampry-Samuel, Brooklyn Council District #41

PS-135-K

Legal Name of Cultural Organization

AKA

Tax ID / EIN (xx-xxxxxx)

Tropicalfete, Inc.

45-2940435

Contact Name for Program

Contact Email

Contact Phone

45-2940435

admin@tropicalfete.com

646-504-3383

If you received multiple Initiative designations, submit one Project Synopsis Form for each designation. Use the space below to provide a fully detailed description of the cultural program that will be supported by funds from this particular designation. Your description must fit within the space provided; do not attach additional pages. [2000 characters]

We are proposing two hours of cultural programming per week that will consist of steel pan music, stilt and arts/craft masquerade at various times during the school year. At the end of the school year in June 2019, we will have a school cultural day to exhibit our accomplishments.

We will be producing steel pan classes. Students will be taught the C and D major scales. They also are expected to play the scales on steel pan forward and backwards. We plan to work towards performing one song for the end of the school year. The students will also get an education on the history of the Steel drum instrument as well as general music theory.

Our stilt walking classes gives students a comprehensive insight to this unique art form. The class focuses on learning stilt tricks and strengthening fundamentals such as balance, how to fall safely, and performance skills. Dance choreography, acrobatics and showmanship are explored in a group setting.

Masquerade/arts & craft will be offered as part of the after school program. Every student will be designing and building their own Mardi Gras face mask. Will also teach the students about paper-marcher and have them create various arts and craft projects using the paper-marcher technique.

Teaching Artist: Stilts -Caitlyn Pierre plus one assistant TBD, Steel Pan - Makada Daniel & Ashley Murray, asquerade Makada Daniel and one assistant TBD. They are to be supervised by A. Aimable.

Timing of the Program

Start date of activity (mm/dd/yyyy)
(not before 07/01/2018)

End date of activity (mm/dd/yyyy)
(not after 06/30/2019)

Total number of program hours
(Not including planning or transport)

11/01/2018

06/30/2019

50

Location of the Program

Specific location(s) where activities will occur: [250 characters]
(e.g., classes held at PS 227 in Flushing; exhibit at Bronx Museum)

Borough(s) where activities will occur:
(press CTRL to select multiple)

P.S. 135 Sheldon A. Brookner
684 LINDEN BOULEVARD
BROOKLYN, NY 11203

Bronx
Brooklyn
Manhattan
Queens
Staten Island

Audience

of people served directly

of people served indirectly

25

300

Fiscal 2019 New York City Council Initiative Project Synopsis Form

Provide a detailed budget that reflects the expenses and income for this project, and briefly itemize each category by source and amount in the corresponding Notes section. It is not necessary that the project cost more than the designation amount, but if so, please detail additional sources of income. Failure to provide a detailed itemized budget will require a revised project synopsis and will delay receipt of funds.

Expenses	Amount	Notes (itemize all fields)
Administrative Personnel	500	Communicating with school officials, parents, data entry work
Teaching Artists	9,500	Educators: M. Daneil, A. Murray, A. Aimable, C. Pierre etc
Other Artistic Personnel		
Tech./Production Personnel		
School Personnel	1,500	H Leon for recruitment and setting of classes for after school cultural programs
Space Rentals/Utilities	5,000	Renting steel pan instruments / masquerade supplies
Equipment Rentals/Supplies	1,500	Moving steel pan music equipment around and stilt
Travel/Transportation	500	Print out Material for parents.
Advertising/Marketing	1,500	Food and insurance for programs
Other		
TOTAL	20,000	

Income	Amount	Notes
Initiative Designation Amount		
Other		
TOTAL	0	

Certification and Release

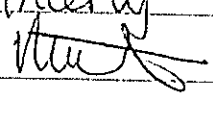
By checking the box below, you certify that you are an authorized signatory of the above named organization with the authority to obligate it and having knowledge of the information contained here; the information presented within or as any material that supplements this proposal is accurate or represents a reasonable estimate of future operations and is free of misrepresentations; the organization releases the City of New York, including its officials and employees, with respect to damages to property or materials submitted in connection herewith.

☒ Yes, I certify that the information entered in this synopsis is correct and complete to the best of my knowledge.

**Completed Project Synopsis forms must be submitted in TWO formats, online and in hard copy.
Refer to the following pages for full instructions on how to complete this form.**

To whom it may concern,

There's many good things about TropicalFete that's on my list. I joined my daughter in this group the time she was acting out started to be a little rebellious due to the passing of her grandmother. I knew she loves the arts, dance and music. I thought TropicalFete would be a great fit for her. Since joining I have seen the greatest improvement in her. Now she looks forward to going to class every Saturday. I also seen her matured within her school work. She's willing to learn which as a parent I'm very proud of her. TropicalFete opened new doors for my daughter in terms of since she would be heading to college soon. They have sponsored groups of kids to look at colleges, open doors within the community for her. My list can go on and on because I'm so happy I chose TropicalFete for her because it's a family base organization.

Yours Sincerely
Stacy 

January 18, 2019

Dear Tropicalfete;

Thank you for providing opportunities for families to explore and participate in the diverse culture of the Caribbean through your organization. My children enjoyed learning to walk on stilts and they have become fascinated with the Steel-pan. Their love for music has grown, and shows as they practice at home with enjoyment. I am particularly impressed when I see my older daughter searching for music notes for songs from various genres, in an effort to apply what she has learned; including playing 'Happy Birthday' song for her sister's birthday. I believe that their training and participation in TropicalFete activities helps them to built social relationships and strengthen their character and confidence. Thank you for giving them this opportunity.

Regards,

Genevieve Farrell

(347) 213-2564 | gimcaf@yahoo.com



Testimony Presented to the
Committee on Cultural Affairs, Libraries, & International Intergroup Relations
New York City Council
April 29, 2019

Alanna Pittard, BRIC Development Associate:

Good morning. Thank you for the opportunity to address the Committee today. My name is Alanna Pittard, Development Associate at BRIC.

BRIC is a leading New York City cultural institution that provides year-round, high-quality, accessible arts and media programming. We present programs in contemporary art, performing arts, and video that reflect the creativity and diversity of our great city.

Each year, we serve over 10,000 students and families through our youth education and family programs at BRIC House in Downtown Brooklyn; local public libraries and community centers; and—thanks in part to the CASA program—public schools in neighborhoods from Marine Park to Bed-Stuy, Canarsie to Bushwick, Brownsville to Kensington, and everywhere in between.

As I'm sure the Committee is aware, a 2014 report by the Comptroller's office found that 28% of public schools in New York City lack even one full-time arts teacher, a problem that is particularly pronounced in schools located in low-income areas.

BRIC is committed to working to close this gap in access to arts and media education, benefitting the next generation of creative thinkers. Since 1988, BRIC has been a crucial provider of arts and media education programming in public schools, and has been participating in the CASA Initiative since 2007.

Funding from the City Council through the CASA Initiative not only supports exciting and highly visible programming in the city's public schools, but also helps BRIC achieve our mission of making the arts available and accessible to all. We are very grateful for that support.

I am pleased to introduce my colleague, Keith Kaminski, Director of Education to testify about the impact of the CASA Initiative.

647 Fulton Street
Brooklyn, NY 11217
718.683.5600

BRICartsmedia.org

Keith Kaminski, BRIC Director of Education:

Thank you, Alanna. And, thank you to the New York City Council and the Department of Cultural Affairs for your commitment to BRIC through the CASA program, which has made a special year of after-school programming possible.

This year, BRIC has had the privilege of partnering with eight public schools and six NYC Council Members through CASA to engage nearly 300 students in after-school arts and culture programming.

BRIC's programs include rigorous, hands-on visual arts and media instruction, including stop-motion animation, painting and mural-making, mosaic and clay modeling, digital photography, textile and fiber arts, and much more.

Our programs are project-based, youth-centered, and professional artist-led. We encourage youth to celebrate their authentic identities, cultures, and experiences through art- and media-making in a safe and supportive environment in their own schools and communities.

In addition to providing crucial arts instruction to public school students, CASA funds allow BRIC to bring much-needed resources to schools and families, including free, safe, and productive space for children to spend after-school time. These opportunities would not exist without CASA.

I'm pleased to share some of the student work that was produced last semester as a part of BRIC's CASA program at PS 284. Forty third grade students from PS 284 participated over the course of 60 after-school contact hours. This is one of their stop motion animation projects about NASA scientist Katherine Johnson as part of their exploration of Black History Month and women in STEM fields—Enjoy!

CUE VIDEO*

Next month, BRIC will open our 31st annual student art exhibition, *WINDOWS: Framing the Future*, which will run from May 24 - June 16, 2019. I hope you all will join us to celebrate the student artists, ages 5 to 18, from 34 public schools and 5 community centers across 16 Brooklyn neighborhoods, including the 8 school partnerships supported through the CASA program. I hope you will join us.

Thank you for your time this morning. I would now like to open the floor for questions.

*Link:

http://bit.ly/BRIC_CASA



The Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New York City Public School and Enriching The Lives Of Students

Presented by Laura Mercer, Director of Outreach and Community Engagement, Dancewave

Thank you Chairman and Council members of the Committee for Cultural Affairs, Libraries, and International Intergroup Relations. We sincerely appreciate your consideration in inviting us to speak to you today. I am Laura Mercer, Director of Outreach and Community Engagement at Dancewave, here today with School and Community Programs Coordinator Maleni Cruz to celebrate our significant impact, thanks to the support of many Council Members, on NYC schools and communities through the Cultural After School Adventures (CASA) Initiative.

Dancewave is the dance education non-profit providing **access to a community dance experience that encourages individuality and whole person development through NYC and beyond. Dancewave's unique culture model creates an inclusive environment for all ages, abilities, sexual orientations, racial and socio-economic backgrounds.** Through innovative programming we use Dance as an expressive vehicle for transformation. Through our school and community programs, Dancewave provides dance programs to a large number of NYC public schools, senior centers and District 75 schools as well as providing dance workshops for community festivals across the city as part of our Moving Together - Free Family Dance series. Dancewave is proud to reach youth in all five boroughs and this spring alone, we are providing 42 residencies to 35 schools, providing high quality dance programs to over 3000 students.

Through Dancewave's Strategies for Young Artist Citizens (SYAC) teacher training program, Dancewave's teaching artists facilitate a unique learning experience to the students through the 'Dancewave Culture Model'. The Dancewave Culture Model not only focuses on teaching a dance technique or choreography to a high level but youth development practices are emphasized through regroups and restorative practices. This means that all dancers in the room whether they are aged 4 through 18 years, are seen, heard and respected as individuals. Their voices are heard and values are celebrated creating a unique respectful and collaborative dance experience between teaching artists and students.

Our passion for arts education, youth development and commitment to providing high quality programs means that our programs are highly recognized and continue to grow each year. This year we were awarded six CASA awards, two SUCASAs from and two Cultural Immigrant Initiative grants as well as Discretionary funding from Councilmembers Stephen Levin and Brad Lander.



For today's testimony, we thank you for your support through the CASA initiative. The CASA initiative allows Dancewave to provide a rich cultural experiences to K-12 students across NYC public schools by teaching a diverse range of dance styles. This includes West African, Afro-Haitian, Chinese Dance, Hip Hop and Latin Dance Styles such as Salsa, Merengue and Bachata. Through the CASA program, the students cultural experience is further embedded by the opportunity to make costumes, learn African drumming, receive presentations about the history of the dance style and have a large culminating event celebrating their final performance with the whole community. This year our CASA initiatives were generously awarded by Councilmembers Rafael Espinal for PS108 , Mathieu Eugene for MS61, Jumaane Williams for PS 152, Stephen Levin for MS447, Mark Levine for PS 368 Hamilton Heights Schools and Keith Powers for Jacqueline Kennedy Onasis High School. Thanks to the generous support of Council members, funding for the arts is resulting in a better well rounded education for our young people in the public schools.

Lastly, Dancewave is very proud to be opening our new dance center this year through a city-funded capital project. With support from DCLA and DDC, Dancewave has renovated an industrial space in Gowanus, Brooklyn, to create an arts and culture center, extending the cultural district down 4th Avenue. We are excited to announce that they new Dancewave Center will open this year on **June 8th** with a large Grand Opening event and we would welcome you all to attend.

Once again, thank you for inviting us to address you today. We thank you for your continued support for the arts at a time when our city's population needs arts more than ever, to provide nurturing, safe communities that inspire confidence, trust and inclusion. We encourage and trust that the Committee will continue to support arts education in schools and thank you once again for your time.



Multicultural Music Group



Good morning. My name is Priscilla Jimenez and I am a student at the Mott Hall School.

On a sunny school afternoon at The Mott Hall School, I stepped into the band room for the first time. Clad in a school skirt, multicolored headband, and with no confidence in my musical ability, I hesitantly took a seat, instantly regretting my decision to come. 6th grade me had no idea how to read notes on a sheet or tell whether a note was sharp or flat. I also had no idea that music would later become both a liberation and a gift, as school, high school admissions, and life seemed to suddenly become more real, and as my mom would assure me, “adult-like.”

As the oblivious 11-year-old that I was at the beginning of my journey with the Multicultural Music Group, I was not particularly well informed on the imperfections of our world. See, I knew that Christopher Columbus, “discovered” America on October 12, 1492, and that the mitochondria is the powerhouse of the cell, but what the public school system failed to teach me was that there is history, culture, pain, and stories of

Final Copy

Elite Learners Inc. is a non-profit Community-Based Organization providing holistic family enrichment programming (athletic, educational, and mentorship) to youth and their families in the Brooklyn communities of Brownsville, Bedford Stuyvesant, Canarsie, East Flatbush, and East New York. Elite's goal is to build a community support system that will positively impact our future generations. We envision a community of mentors who partner with our youth, improve the neighborhood, and create socially, emotionally, and mentally prepared leaders. The organization has developed diverse programs to positively impact our young people and their families.

Cultural Arts, and specifically CASA has been instrumental in Elite's program design. As you will see from the brochure in front of you, Elite Learners designs programs for elementary, middle and high schools students that couple cultural arts (dance, drama, movement, performance, art, and robotics {STEM & STEAM}) as well as highlight creative expression. These programs are a joy to deliver as they provide exposure to the diversity of the arts in a fun and approachable manner for young people. Their smiles, increased confidence, teamwork, and the social and emotional growth of our young people speak wonders to the programs. Parents and school administrators also see the change in program participants and are thankful for the value of Elite's cultural arts programs.

Elite Learners, would love the opportunity to continue to deliver cultural arts programming in schools, so we look forward to your continued and hopefully increased funding support to do so for FY2020.

Thank you for your time and attention today, and thank you for the support you have provided to Elite to deliver cultural arts programming to students in schools and local communities.



ELITE LEARNERS INC.



WWW.ELITELEARNERS.ORG
(347) 221-0188



EliteLearnersInc



Elite_Learners



elitelearnersinc

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CULTURAL EXPOSURE

Elite Learners, Inc. attempts to infuse cultural elements into almost all of its programming. It is part of our mission to expose our youth from culturally underserved populations to new perspectives of

life in Brooklyn such as positive image movie nights, creative Galantine Sip & Paint Parties celebrating self-love, cooking classes and art filled summer camps.



MENTORSHIP THROUGH MOVEMENT

Mentorship through Movement is a program that guides students in exploring self-expression through different movement styles.

Students are introduced to various techniques within different dance styles including African, Hip Hop and Modern dance.



STRONGER

DANCE/PLAY ABOUT THE IMPORTANCE OF STANDING UP FOR YOURSELF
DESPITE THE CROWD

**March 28, 2018
4:30 PM
P.S. 279**

1070 E 104TH STREET, BROOKLYN, NY 11236



Beyond The Vision Board

A Goal Setting and Wellness Event

SATURDAY, JANUARY 26TH 2019

2:00 - 5:00 PM - 45 Belmont Ave Brooklyn, NY

Theme:

Mental blocks and barriers that make achieving goals difficult

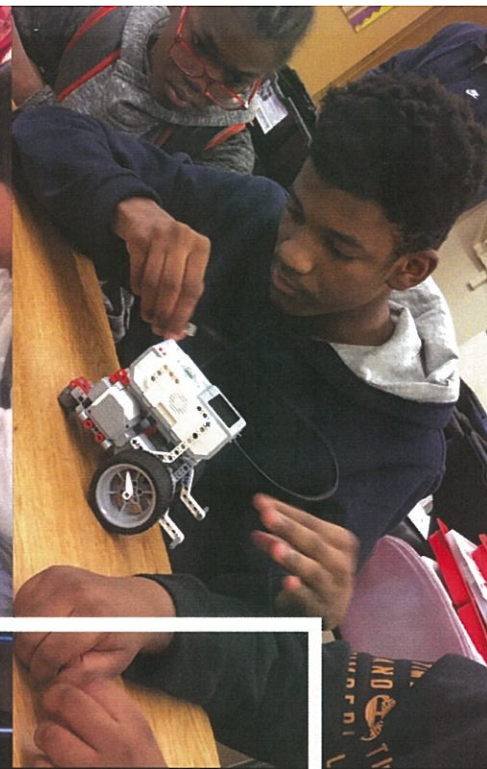
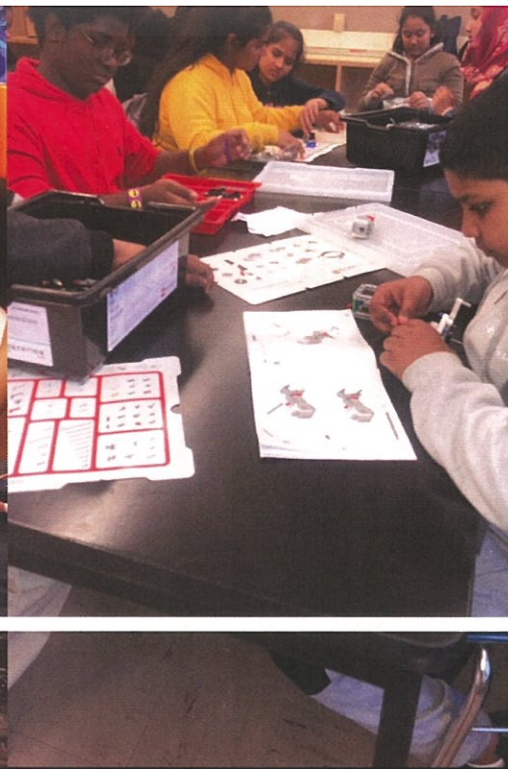
Licensed Professionals:

Mac Cazeau, MHC-LP
Adisha Richards, LMHC
Ebony Smalls, LMSW

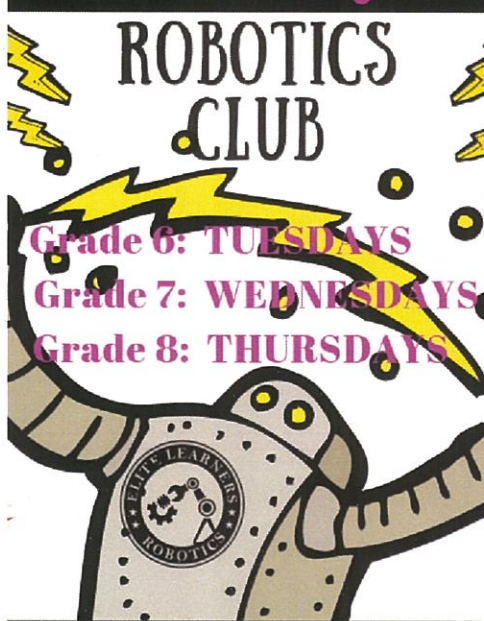


VISION BOARDING

We use vision boarding in many of our programs to encourage our youth to connect with themselves and their plans for their future in a tactile, creative way. We now use this activity with adults within the community as well to support wellness and life-planning skills work.



SEVENTH PERIOD
ROOM 323
ELITE LEARNERS, INC. • JHS 21



Grade 6: TUESDAYS
Grade 7: WEDNESDAYS
Grade 8: THURSDAYS

MENTORSHIP THROUGH ROBOTICS

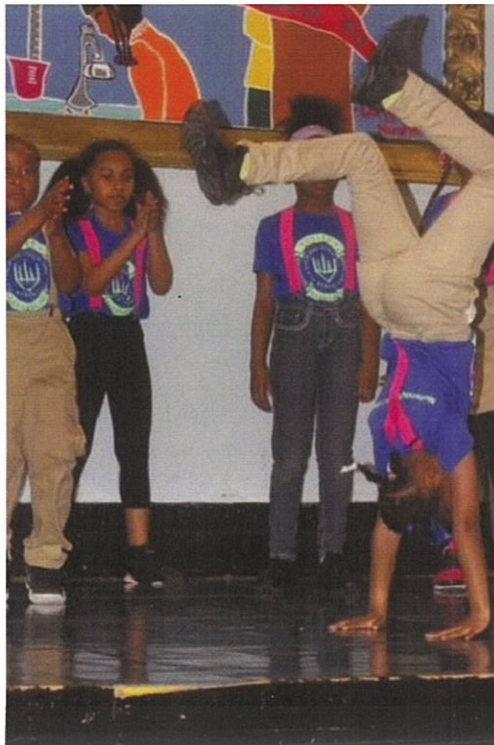
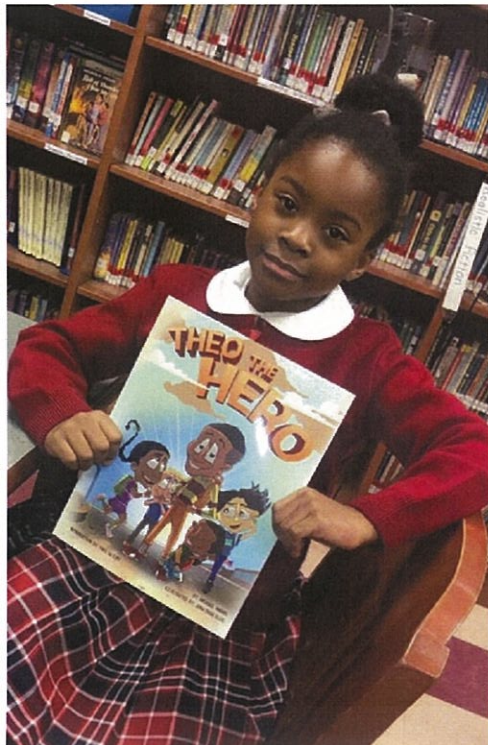
Our robotics program serves to broaden the scope of who will be included in defining the tech culture of the future

by introducing the underrepresented communities to robotics today in a fun and accessible way.

Through performance art, and exposure to voice-over work, this program helps participants to express their emotions, build confidence, and learn the value of teamwork. Because the program is typically paired with our Learning through

Literacy program, it has the added benefit of increasing literacy and thematically continues to build on our Anti-Bullying campaign efforts.

MENTORSHIP THROUGH DRAMA







Testimony before the New York City Council Committee on Cultural Affairs, Libraries and
International Intergroup Relations

The Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture to New York
City Public Schools and Enriching the Lives of Students

Good morning Chair Van Bramer and other Members of the New York City Council Committee on Cultural Affairs, Libraries and International Intergroup Relations. And a special thank you to one of our greatest champions on the Committee, Council Member Koslowitz. My name is Suzanne Wilson and I am the Executive Director of the Midori Foundation, also known as Midori & Friends.

First and foremost, on behalf of our entire community, particularly the students and schools that we serve, Midori & Friends thanks you and extends our appreciation to the Council for its vision, leadership and commitment to promote equal access to the riches of a cultural education for all NYC students. Together, because of you and the CASA initiative, Midori & Friends delivers customized musical experiences that celebrate the students' and the school's cultures, engenders school pride, and strengthens the community. Also, our thanks to DCLA for, as always, managing and overseeing the CASA process in a seamless, effective and collegial way.

I am proud to be here today to testify about the transformative and critical role that the CASA initiative plays to enhance our students' education and enrich their lives, as well as to ensure the sustainability and success of small non-profits, like Midori & Friends.

Some quick background on our organization:

World-renowned violinist Midori first began performing in NYC schools to bring great music to students in underserved communities. Inspired to do more, in 1992, she founded M&F with a goal to spark students' creativity and cultivate them into lifelong music lovers. Today, M&F annually reaches over 17,000 students and partners with 81 public schools and community centers in ethnically diverse neighborhoods throughout Brooklyn, the Bronx, Manhattan and Queens, many of which are socio-economically challenged.

Focusing on children with little or no access to the arts, our comprehensive music programs are offered at no cost to students and available to all children regardless of skill, ability or background. Our objective is not to create virtuosos; rather our mission is to honor the artistry in every child while nurturing beginner musicians into well-rounded young people by instilling core life values.

The CASA initiative empowers Midori & Friends to connect more students to high quality music education, cultivate longstanding collaborations with our public schools, engage parents in their child's education and deepen our relationship with communities throughout NYC.

With the CASA support, across the city, we employ 58 freelance musicians as Teaching Artists and 16 professional ensembles comprised of 65 musicians to lead high-quality, sequential, standards-based programs for young people in Grades PreK-12. Our students learn to develop core musical skills, play instruments or sing, appreciate and understand a diverse range of musical genres and traditions, collaborate in ensembles, and perform for their community.

Recognized for our two flagship programs, “12 Notes” and “Signature Series,” when creating their residency, schools can pursue either one of the programs or a combination of both depending on their existing musical offerings and overall objectives.

Honed over 2 decades of implementation in NYC schools, 12 Notes programs teach Grade 3-12 students to play guitar, violin, cello, flute, clarinet, saxophone, trombone, trumpet, ukulele, percussion, or to sing, both during school and after-school. 12 Notes for Early Learners provides our youngest students in PreK-2nd grade with a foundation of musical knowledge and beginning skills while cultivating their joy in music-making.

The Signature Series cultivates music appreciation and knowledge by introducing students to such styles as classical, jazz, blues, gospel, bossa nova and global music traditions. Through live in-school performances and classroom workshops, world-class ensembles present a comprehensive residency that meets the very highest standards of artistry and engagement while connecting to classroom curricula to strengthen the educational impact.

One of the hallmarks of M&F is the customization of our music education offerings, which is achieved by continuous consultation with principals and teachers at our partner schools on behalf of the program beneficiaries, our students. Each program is tailored so that it is accessible and relevant to the specific student population and supports the school’s vision for students’ arts participation. This careful customization comes with many benefits, including the strong and vibrant relationships cultivated with our schools. Thanks to our City Council Members many of our CASA school partners have been with Midori & Friends for years and consider us an expected and valued part of their culture.

Through our long-term residencies sustained by CASA support, our programs become an anticipated part of a school’s offerings: younger students watch their older peers perform in culminating concerts and look forward to their own participation, and parents regularly express their desire for their children to be enrolled in an upcoming music program. Additionally, many of our Artists have worked for Midori & Friends for well over a decade and during their tenure continue to teach at the same school year after year, truly embedding them in the community.

The CASA initiative has also afforded Midori & Friends the invaluable opportunity to launch our strategic vision, MusicINC. MusicINC (Music in Neighborhood Collaboration) is designed to ensure and offer long-term musical learning for our students in elementary schools as they transfer to

secondary schools within NYC. In working with City Council Members and the NYC Department of Education, M&F identifies middle and high schools that are natural feeders of our current elementary school partners. Through dedicated, sequential CASA funding that connects schools to each other within the district, City Council Members can create a pathway for their students to pursue music throughout the course of their entire public school education.

In closing, CASA funding represents so much more than just teaching students music, dance, theater or visual art. CASAs are an investment into NYC students and their future and sends a message that the New York City Council seeks innovative and smart ideas, strategies and collaborations to set young people up for success.

For Midori & Friends, the CASA initiative represents a treasured collective of diverse partners unified by a shared commitment to providing equitable access to a rich cultural education for all NYC young people. From the City Council Members, the students and their parents, to DCLA, non-profit organizations and the public schools, the CASA program is a shining example of galvanizing people and communities and bringing together the necessary resources to address a critical issue and subsequently make systematic change. This initiative has established a road map that now serves as a model to exemplify the power, strength and value of public/private partnerships.

Thank you very much.

BINDLESTIFF'S CIRKUS AFTER SCHOOL

MISSION:

Bindlestiff's Cirkus After School uses skills like juggling, stilt walking, tumbling, partner acrobatics, prop manipulation and physical comedy to help youth to become stronger learners, community members, and leaders by encouraging them to express themselves creatively, challenge themselves physically, and work inventively with others.

VISION:

Bindlestiff's Cirkus After School and related programs are attracting youth who have an interest in the intersection of creative arts and physical discipline. The broad skill families of Cirkus speak to varied interests, and each youth finds a place. Cirkus After School provides a path for advancement as older students progress into serving as junior counselors and mentors for younger children. If interested in administrative skills or production, they become interns with Bindlestiff, learning how an entrepreneurial arts business is run, and how events and shows are created. Parents and community members are involved as creative and cultural mentors, volunteers, and co-teachers. College students, former Cirkus After School participants, return on semester breaks to work with Cirkus After School or as BFC interns. Cirkus After School participants perform in local and regional festivals and shows, volunteer as juggling teachers for other youth programs, and are active in community service. Partnerships and creative collaborations between Cirkus After School and other regional youth circus programs culminate in public skill shares and performances. Cirkus After School participants travel to regional and national youth circus events, and report back via blogs and video news feeds on community social media sites. Cirkus After School shares data and program experience with other local and regional youth development organizations and agencies to enhance impact and reach. Cirkus After School becomes a model for other youth circus programs in Columbia County school districts, and generates job opportunities for teaching artists and community members.

VALUES:

Life-long learning

Commitment

Practice

Collaboration

Compassion

Respect



Remarks to NYC City Council's
Committee on Cultural Affairs, Libraries and International Intergroup Relations
**Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture to
New York City Public Schools and Enriching the Lives Of Students**
April 29, 2019

Good morning. My name is Karen Jolicoeur. I'm the Deputy Director of Creative Art Works, and it's my pleasure to be here today to talk about our Cultural After School Adventures programming.

Creative Art Works is a 33-year-old creative youth development organization working in the visual and multimedia arts. Our CASA programs are provided in direct alignment with our mission to equip NYC youth who would otherwise lack access with essential creative tools and skills, to connect them to their communities and academic life, and to inspire new possibilities for the future.

It's to the City's credit that this critical initiative has not only been sustained but has also grown in recent years. With our schools being squeezed as they are for time, space, materials, and personnel, the CASA Initiative provides vital resources -- valuing our students holistically, and amplifying the artistic experience as central to a robust learning environment.

This is discerning as well as inspired: The Americans for the Arts 2017 Social Impact of the Arts report states that after-school arts programs save cities money. "For every \$1 spent on after-school programs, \$9 is saved by reducing [other costs], improving academic performance, and increasing kids' earning potential."

It further states that students who are excited by school stay in school. Low-income students who participate in the arts, both in school and after school, have a dropout rate five times lower than their peers.

It's worth mentioning that the CASA initiative also allows organizations such as ours to provide meaningful, sustaining work for some of New York's fine teaching artists.

We have just a few slides to share with you today. *(Cue PowerPoint slideshow -- play from start. PDF provided as a back-up but will need to be advanced manually.)*

This year alone, Creative Art Works is providing approximately 200 kids in grades 1-8 with first-hand, in-depth experiences in multiple media and curricula. These include cartooning and anatomy, Claymation/stop-motion animation, book arts, sculpture, set design, and a mixed media curriculum called Art Around the World. Students are exploring myriad materials, learning numerous techniques, and are being exposed to a variety of work and artists ranging from the self-portraits of Frida Khalo to the sculpture of Claes Oldenburg.

Along the way, through an iterative process, they try and try again, explore, ask questions, collaborate with their peers, and reflect on process -- as much more so than on product. They learn that you don't have to find something instantly easy to get better at it, and find fulfillment in it. Their work is exhibited and celebrated at culminating events with family and friends -- a real point of pride as well as an opportunity to practice some public speaking. They notice art in the world around them, and learn that the arts can be for them.

In a recent assessment, a Creative Art Works student was asked "What is one thing you want us to know about your experience?" He responded by saying, "It was exciting, and I want everyone to experience this!"

Thank you for championing these essential experiences for NYC youth so that more students can.



Testimony on the CASA Program by Brooklyn Music School

Dear Chairman Van Bramer, Majority Leader Cumbo, and Council Members Borelli, Koslowitz, and Moya:

Thank you for this opportunity to address to Council about the Cultural After School Adventures Initiative. We would also like to thank Commissioner Finkelpearl and the staff of the Department of Cultural Affairs for the tremendous work they do in supporting the administration of the CASA program.

I am Piruz Partow the Executive Director of the Brooklyn Music School. For those who don't know BMS, we were founded 110 years ago with the mission of bringing the joy of music and performing arts to all residents of NYC. From the very beginning, we had a particular focus on serving recent immigrants and the disadvantaged. Our founders believed that music and arts were just as important to a sustainable democracy as were access to decent housing, healthcare, and employment training.

We are very honored to have the opportunity to participate in the CASA program in recent years. As most of the people in this room already know, participation in regular, high-quality arts education can have a positive impact on the life of every child. But those benefits are particularly dramatic for at-risk youth.

Longitudinal studies compiled by the NEH shows that disadvantaged youth who have high levels of engagement with the arts are 4 times less likely to drop out of high school, 2.4 times more likely to go on to earn a bachelor's degree, and 50% more likely to vote, as compared to their peers who little or no arts education.

As many of you also know, the overwhelming focus on core academic skills and test results, combined with the restructuring and resizing of many of our city's public schools, has led to a shrinking of music, dance and dramatic arts as part of the curricula at many of our schools. This is particularly true in those in neighborhoods where parents lack the resources to fund supplemental programming. While the downsizing of arts education has been partially reversed under the current administration, the fact remains that music and performing arts education is grossly inequitable for many of our lower income and minority communities.

We support the Council's initiative to begin to address this situation through the CASA program and encourage you to continue to support vital arts enrichment for our children.



BMS received our first CASA grant in 2014 at PS 20, thanks to Majority Leader Cumbo's support. This year we will provide after-school music and dance programming to nearly 500 K-5 students, including a school band, a strings ensemble, urban moves dancing, early music, and buckets & beats style drumming. 78% of the students at this school identify as minority and 63% come from families below the poverty line. Both teachers and parents at PS 20 have commented on how the programs are well loved by the students and contribute to a higher level of focus, collaboration and self-esteem.

We have a second CASA grant at PS 245 which is a Title 1 school that has no daytime music programming at all. With the support of Councilmember Eugene, we are able to offer classes including music fundamentals, violin, urban moves dance, and Borough Beats performance series to 300 students there this school year. 98% of the students at PS 245 come from families living in poverty and 96% are minority, exactly the type of young people we know receive the greatest positive benefit from frequent, high quality arts instruction.

BMS believes strongly in the importance of taking music and performing arts directly to those schools where the need is greatest. Over the past five years we have grown the student population served by our BMS Outreach program from under 100 to nearly 6,500. In addition, another 4,600 members of the community indirectly participate by attending concerts and school events. We work closely with school administrators, arts teachers, and parents to assemble programs that will be engaging and culturally appropriate to each of the communities that we serve. Quality of the faculty, relevance of the material, and consistency of instructional methods are all essential ingredients of success.

In recent years, we have sought to integrate our CASA programs with activities that take place within the four walls of BMS's facility in Fort Greene. We have offered full scholarships for private lessons and ensembles for a number of talented and dedicated CASA students as part of our Music Mentor program. As part of Music Mentors, we provide assistance with applications to performing arts high schools, and 100% of our high school mentors have gone onto college, many with music scholarships. We have brought groups from CASA programs in to perform in front of the broader BMS community in our historic BMS Playhouse. And we have provided free tickets to lower income families from CASA schools at concerts with our Grammy-award winning Artist Advisory Board members.

While not a fix-all, we believe that CASA is making a valuable contribution to furthering equity and excellence in music and performing arts education in our city. It is a flexible and cost-efficient mechanism to bring quality instruction to large numbers of students.



We would make two modest suggestions as to enable CASA to have an even greater impact.

First, would be to consider some mechanism for longer-range funding of programs that have proven to be successful. Pedagogically, we would like to design programs that build sequentially year-on-year, so that we can truly assess the impact on artistic competence, cultural literacy, and academic, social and other secondary outcomes on participating students. Knowing that a program, once it has been validated, will be sustained also provides a higher level of motivation and commitment for students taking part in these programs. It encourages them to put in the practice and rehearsal hours and visualize longer term goals.

Second, the Council, working with DCLA, might consider developing some sort of “heat map” to identify the schools that are most under-resourced in terms of arts education and that serve communities where these activities are likely to have an outsized impact. This would enable non-profits such as BMS to develop customized programs and enter into dialogue with schools where the need is greatest.

Again, we would like to thank this Committee and the Council for the opportunity to be heard today and for all the good work you are doing to build a city of opportunity for all our young people. We hope to be able to sustain and expand our work with you in future years.

If you haven’t come visited us, I encourage you to contact me and we will arrange for a tour. We are located right behind the BAM opera house and half a block from the Barclays subway, so you have no excuse to avoid us. On any given afternoon, you will see families from every imaginable country, every income group, and every ethnic background enjoying the unique community that is formed by music and performance.

Thanks again.



THE POWER OF DREAMS TO CHANGE LIVES

Jeanne Houck, Ph.D.
Executive Director

Chris Vine
Artistic & Education Advisor
Assistant Director
CLUNY MA in Applied Theatre

Advisory Council

Stephen B. Aiello
Lisa Amend
Oliver Boxerman
Charlotte Frank
Jeanne Houck
David R. Jones
Steven L. Krause
Sandra A. Lamb
Jack Lock
Nancy Walker
Lynda Zimmerman
Emma Zimmerman
Nancy F. Szwartzell
Meredith

4/29/19 | Testimony - CUNY Creative Arts Team, Shamilia McBean, CASA Project Director

Delivered to: Committee on Cultural Affairs, Libraries and International Intergroup Relations

Good Morning Everyone,

My name is Shamilia McBean and I am the Project Director for the CASA programming housed at CUNY's Creative Arts Team. I'm excited to tell you about our work, but before I do, I'll need you to join me in a bit of an experiment.

[brief seated exercise]

CASA at the CUNY Creative Arts Team

In the Creative Arts Team's CASA sessions, we build worlds with theatre but more importantly, we use play and creativity to build connections and community among our participants.

What ideas spring to mind when you hear the words "No Filter"?

What about *Make Space//Take Space*?

Are there any phrases, songs, images that arise when you consider *Time Travel* (or your own relationships to the *Past, Present & Future*)?

I can imagine any of those themes may conjure up an array of memories, sounds, words and bits of knowledge rooted in your own experiences. Our CASA programs invite young people to use one of these three themes as starting points to muse about the world around them and what they would like to say about it through theatre. Young people have created songs, community poems, soundscapes, masks, scripts and performances that speak to these themes and beyond. They create alternate realities, declare their origin stories, and use their platforms to exercise agency within the world we've already shaped. With each creation, the participants define and challenge how society looks now and build it in all of the ways they imagine it could exist.

Our program is facilitated by a brilliant troupe of teaching artists with deep roots in performance art, acting, directing, playwriting, dance, improvisation, comedy, poetry and music. These phenomenal artists bring their expertise and passion to residencies that begin with play, connection and ensemble building and evolve into opportunities to devise original works that speak to the participants' interests.

This year the Creative Arts Team is delivering 19 CASA residencies, serving approximately 643 students from first grade through high school. With 8 years of experience in delivering the CASA program, this has been one of our most impactful initiatives. Funding from the Council makes it possible to deliver arts integration programming with NYC's Blueprint for Teaching & Learning in the Arts at its core (theatre making; theatre literacy; making connections; working with community resources; exploring careers and & lifelong learning). We are especially excited that the sessions incorporate these strands of learning while building skills for success in life: collaboration,

cultivating a cycle of action informed by reflection, self awareness, literacy (both academic and emotional) and of course, confidence, speaking and presentation.

About CUNY Creative Arts Team

To offer a bit more background - The Creative Arts Team at the City University of New York is the one of oldest arts-in-education organizations in New York City. Founded in 1974, CAT uses theatre and interactive drama to create innovative pathways for young New Yorkers to envision and achieve success by engaging strategic partners in confronting systemic educational inequities.

CAT serves more than 19,000 New Yorkers at 180 schools and community sites annually, and has a staff of seventy educators and teaching artists who deliver programs to promote the education, growth, and well-being of pre-K through 12th grade students, college students, teachers, parents and adults. We have over 40 years of experience working with the New York City Department of Education and its network of over 1,500 schools serving children from pre-Kindergarten through high school. We provide a broad range of programs in schools, including year-long, in-school residencies focused on using drama to improve literacy. We also have shorter term residencies that use drama to address issues such as violence prevention and conflict resolution. All of CAT's programs develop competencies in social emotional skills.

Reflections From 2018-19 CAT CASA Programs

This year, we have seen young people discussing what it means to create and define their own spaces, exploring what full self acceptance looks like and imagining how the world might be beyond this particular moment in time. An essential part of our practice with CASA, is centering our participants' experiences - instead of performing the scripts of other artists, all of the art we create is based on the ideas of the young people. We know that lifting up their ideas plants an important seed that says "your voice is important, your ideas are worth seeing and hearing". In keeping with that, I'll close with an experience and some of the words from the young people themselves:

One student, a second grader, started the residency almost completely non-verbal. She was not interested in speaking or contributing her ideas. Over the course of the residency, she started sharing in small ways (whispering an idea in our ears or to a fellow young person). Eventually, she would speak up if we asked her to say something short (one number in a number game, one word in a one word at a time story exercise, etc). She did participate in other activities such as tableaux [frozen pictures on stage] and we tried to figure out how best to encourage her voice.

Towards the end of the residency, this student blew us away with her reading skills when we were writing a script for our story. And on one day when our group was significantly smaller due to a snow storm, she was suddenly sharing lots of brilliant ideas for our final project. She and another student essentially wrote the entire second half of the script we ended up using for the final presentation. And on the last day, she took on a big speaking role and performed in front of her peers and an audience of parents. -
CASA Teaching Artists, Ankita Raturi & Jillian Hyland

Reflections From Students

- "we learned to say yes to and accept everyone's ideas."
- "It's so cool that we get to make our own play and perform our own idea."
- "Writing helps me be calm when im nervous."
- "I wish I could take this class again."
- "I learned about yes and..."
- "*Make Space/Take Space* helped me learn how to work with other people."
- "I wish we could sleep at school and do CASA every day."

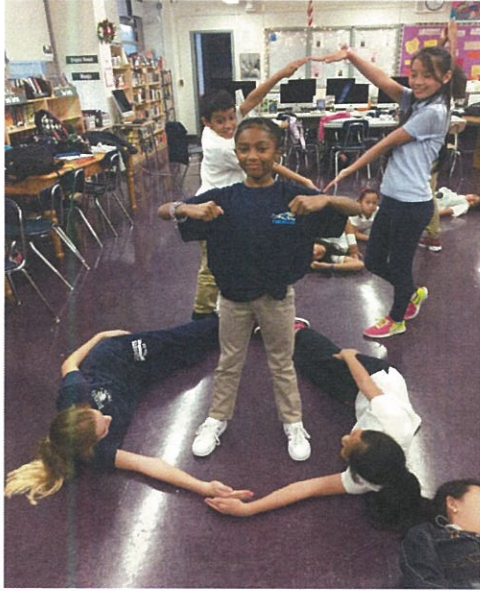
Thank you all for the opportunity to share briefly about CASA programming at the CUNY Creative Arts Team. We look forward to a continued collaboration with the City Council and our fantastic partners at New York City's schools.

Shamilia McBean

CASA Project Director

CUNY Creative Arts Team

212.652.2836



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Frederick A. Jacobi*

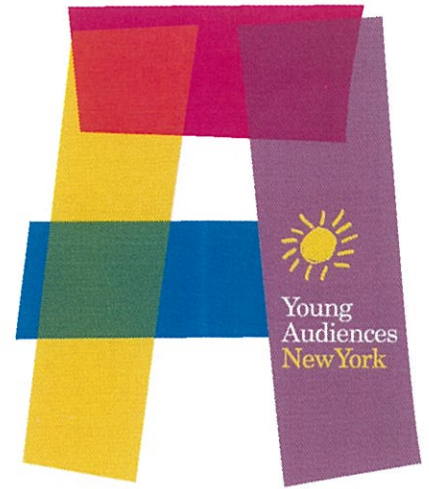
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**In Memorium*



April 29, 2019

Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New York City Public School and Enriching The Lives Of Students

Statement by Eileen Doyle, Executive Director, Young Audiences New York:

I am Eileen Doyle, Executive Director of Young Audiences New York.

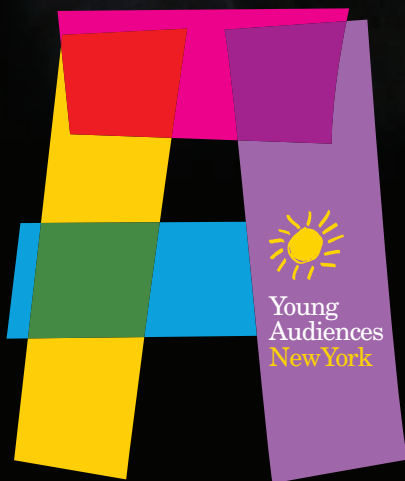
Our organization has successfully participated in the Cultural After-School Adventures program since its inception in 2007. Children and teens in our CASA programs develop their artistic skills and gain life skills they will take with them as they grow.

Participation in the arts is proven to educate the whole child, leading to improved academic achievement and development of key social and emotional skills, that put individuals on paths to success in work and life. Opportunity gaps persist for children from communities without access to the arts. CASA helps us close those gaps.

The important lessons of perseverance are so clearly present when you watch third graders mastering a dance routine. So too is the emerging confidence of young English Language learners proudly singing for their families. CASA is a critical program for supporting our children. Together we are arming them for success in school, work, and life.

Thank you.

1 East 53rd Street
New York, NY 10022
yany.org
(212) 319-9269



*Art
Creates
Opportunity*

2018 ANNUAL REPORT



OUR MISSION AND HISTORY

Our mission has always been to provide arts education for the students of New York.

Young Audiences New York was founded in 1952 to give young people living in poverty access to performances—specifically chamber music concerts in their own neighborhoods. Since the 1970s, we have expanded to focus on the artistry of children, giving them opportunities to create alongside professional artists. Nearly 70 years since we began, we remain committed to our cause: using the arts to level the playing field for New York City’s children in under-resourced schools and communities.

We are proud to be a member of Young Audiences Arts for Learning, the nation’s largest arts-in-education network. This partnership ensures our work is informed by evidence-based research and best practice.



FROM OUR EXECUTIVE DIRECTOR

HELLO!

This past year, I had the great privilege of experiencing how children thrive thanks to the opportunities our wonderful community of supporters and partners makes possible.

Among our many accomplishments, I am so proud of our team for a successful first year leading one of the City’s Community Schools. We provided nearly 900 children at P.S. 205 in the Belmont neighborhood in the Bronx with exceptional arts programming — in school, during afterschool, and at family events. Your support makes this possible.

Our children also gained life skills they will take with them as they grow.

Our children also gained life skills they will take with them as they grow. The important lessons of perseverance are so clearly present when you watch third graders mastering a dance routine. So too is the emerging confidence of young English Language Learners proudly singing for their families. I know that together we are arming our children for success in school, work, and life.

As Young Audiences New York enters its 67th year of service, I look forward to creating a future of opportunities together, for children. They need us all, and we need what they will go on to do for all of us!

Eileen Doyle

Executive Director, Young Audiences New York

ART CREATES OPPORTUNITY.

Participation in the arts is proven to educate the whole child, leading to improved academic achievement and development of key social and emotional skills that put individuals on paths to success in work and life. Opportunity gaps persist for children from communities without access to the arts. Because of this, we commit to providing arts experiences of the highest possible quality.

A key part of our high-quality arts experiences is our Teaching Artists, like recording artist Carole Sylvan, who led our musical program at P.S. 205. She received her Teaching Artist Certificate this year through our program at Teachers College, Columbia University, and then later in the spring she and a cast of 60 kids held a tribute to the Music of Motown.



The principal of P.S. 205 said she was thrilled to have her students participate in the musical as it got them “out of their comfort zone, but also building self-confidence as creative thinkers and performers, better able to communicate their needs.”

What are Social and Emotional Skills?

Social and emotional skills are the abilities needed to manage emotions, achieve positive goals, feel empathy for others, maintain good relationships, and make responsible decisions, among other competencies necessary for a productive, happy life.



CHILDREN, FAMILY, COMMUNITY

Since the 1990s, we have been a part of the Bronx's Belmont neighborhood. This area includes Fordham University, the Bronx Zoo, and Arthur Avenue's famous Italian Market, but the average family lives well below the poverty line and faces challenges like high rent burdens¹ and rising opioid addiction².

Young Audiences New York has supported the children, families, and community as it always has – with art and understanding.

CHILDREN

We initiated afterschool programming at P.S. 205 in Belmont, in the 2017-18 school year, as a leader of one of the Mayor's Community Schools. We are proud to be one of the few Arts organizations selected by the NYC Department of Education for this ambitious vision.

Young Audiences New York also seeks to be a leader of school communities. In December 2017, there was a devastating apartment fire that took the lives of 12 people, including one little girl from our afterschool program. When the families of our afterschool children came to see the first semester's culminating event with dances, drumming, portraits, sculptures, and more, they were able to feel a sense of relief and optimism—greatly needed on the heels of this tragedy.

January through May of this year, we supported a series of arts workshops for families at the Sojourner Truth House, a local transitional housing shelter, as well as at the New Settlement Apartments.

FAMILY

Family engagement is essential to socially and emotionally healthy children; so, from **January through May of 2018, we hosted a series of arts workshops for families at the Sojourner Truth House, a local transitional housing shelter, as well as New Settlement Apartments.** In these evening and weekend classes, parents, grandparents, and children worked together on different projects, in disciplines like storytelling, dance, or photography.

COMMUNITY

We believe children's art can forge connections among neighbors and make an impact on a whole community. In June, we partnered with **St. Barnabas Hospital on their Health Fair, so our children and Teaching Artists could share their art with the larger Belmont community.**

The glee club sang for families, friends, and neighbors - who wouldn't have otherwise made the trek out to the fair that Saturday. Two of

our bilingual Teaching Artists created pop-up books and animal masks with dozens of children from around the neighborhood.

Later that summer, we helped sponsor a backpack drive that was organized by Council Member Ritchie Torres's office in response to a violent murder of local teen Lesandro "Junior" Guzman-Feliz. Teaching Artists Fatima Logan and David Alston and their dance company VashtiDance performed for the families that arrived to receive backpacks full of art supplies to ready them for the new school year. It was another great moment of healing for the community that we were honored to facilitate.

In recognition of all the work we had done in the Belmont neighborhood, not just for this past year, but all 20 years, **we were honored with a special proclamation from Council Member Ritchie Torres in September.**



¹ Institute for Children, Poverty, and Homeless. *On the Map: The Atlas of Student Homelessness in New York City*, 2017.

² Del Ray, J. A. "The Bronx's Quiet, Brutal War with Opioids", *The New York Times*, October 2017.



Learning something new, like how to throw clay on a wheel and craft a bowl, can seem a little daunting but when young people follow the steps of artmaking – **Plan, Create, Produce, Present, and Reflect** — alongside an artist who uses these steps in his/her own practice, they strengthen important social and emotional skills such as perseverance.



Why call it a Residency?

When an artist is “in-residence” it refers to them being attached to a school or organization for a fixed amount of time.

Using an art-appropriate word like “residency” instead of “class” is one of the many ways our children learn to think like artists.



ARTS RESIDENCIES

Residencies are the foundation of our programming. We provide Residencies in many art forms including music, dance, theater, visual and digital art.

During the 2017-18 school year, our Teaching Artists led more than **300 residencies in 47 schools across New York City**, teaching

thousands of children everything from Musical Theater to Japanese Calligraphy to African drumming and dance.

This spring, master sculptor Jo-Ann Brody taught a residency on clay techniques to teens at Urban Assembly for Applied Math and Science.

5 STEPS OF ARTMAKING

Young Audiences New York employs a framework to guide every one of our Residencies: **Plan, Create, Produce, Present, and Reflect.** We know, based on Dr. Shirley Brice Heath's research, that when these steps are led by a professional artist, social and emotional skill development for children is maximized.

Here we can see how children utilize the process in a Clay Residency:

PLAN

Children give input into the creative process, thinking critically about the steps along the way .

Children are shown examples of clay objects from around the world and are asked about who uses these items and why. Then they begin sketching the design of their own on paper.

CREATE

Children engage in hands on activities to build their art skills and promote curiosity, exploration and making choices as they develop their ideas.

The children work over a series of sessions alongside a Teaching Artist to learn how to use clay. They are free to make mistakes and begin again until getting an object that looks the way they want.

PRODUCE

Children combine their plans and ideas to make their work of art.

Once children have decided on the final look of their project, the Teaching Artist instructs the children on how they will finish their work in the oven to achieve a finished product. The class learns about the process of firing and glazing and why these steps are important in the practice of clay.



PRESENT

Children perform or showcase their works of art in front of an audience of their peers, teachers and community.

Presenting happens any time a child shows his/her work, to the Teaching Artist or to classmates. However, finished products can be displayed at the end of the residency for a special gallery show. All the children get to see the other clay masks, mugs, or bowls, and pick them up and handle them.

REFLECT

Children process the experience both as individuals and as members of the group. Children identify highlights, lessons learned, and ideas for the future. (This practice is common and ongoing.)

Children have practiced reflecting throughout the residency. Assessing how the choices they make affect their creations helps them think about what they might do differently or expect the next time. This is the process all artists go through to better themselves, and so our children learn it as well!



LINKNYC CLASS OF 2018

CONNECTING TO THEIR FUTURE

New York City is the media capital of the country, and a growing tech hub. Careers in these sectors offer young people a true path out of poverty, but many are without access to the skills and networks needed, and so miss these opportunities. In addition, the tech and media companies in NYC are looking for a pipeline for talent from under-represented communities.

Our Digital Arts Residency, LinkNYC, bridges this gap through an 8-month afterschool program at five high schools across the city.

Teens from one of our program sites, **Manhattan Academy for Arts and Language (MAAL)**, a high school that integrates arts with academics for English Language Learners,



learned photography and storytelling skills while developing promotional videos for a local animal shelter. A team from Facebook's Creative Shop guided their work into a professional-standard advertising campaign that would run on the social media channel. Along the way, students received help from marketing experts at NBCUniversal. In addition to technical guidance, our corporate volunteers shared their “insider” take on creative tech and media careers and their own stories of going to college and finding success.

MAAL's series of video advertisements, along with projects from the other four LinkNYC schools, were shown at a culminating event hosted by Facebook at the company's New York headquarters in May.

We work every day with people in the industry but to work with a group of young people with no experience and see how engaged and creative they are. It's inspiring. — Tatiana, Facebook Mentor

All the teens were excited to present the projects they had worked on with their Teaching Artists and mentors from LinkNYC's corporate partners for 2017-18, Facebook and AMC Networks.

One young woman said that participating in LinkNYC was “a total confidence booster.”

SCHOOL AND COMMUNITY PARTNERS

Young Audiences New York’s service area is New York City. We emphasize service to schools and community partners where there are high percentages of children and teens growing up in poverty with a scarcity of resources.

We are proud to have been able to create alongside all of these school and community partners from our 2017-18 program year.

ACADEMY FOR SOCIAL ACTION	NEW YORK PUBLIC LIBRARY	P.S. 771K
ACADEMY OF PUBLIC RELATIONS	NORTH BROOKLYN DEVELOPMENT CORPORATION	QUEENS COMMUNITY HOUSE
BOYS & GIRLS HARBOR	NORTH BROOKLYN YMCA	SCHOOL SETTLEMENT ASSOCIATION
BROOKLYN PUBLIC LIBRARY	NYC DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT	SOJOURNER TRUTH HOUSE
CAPITOL CENTER FOR THE ARTS	P.S. 15, PATRICK F. DALY	SPORTS AND ARTS IN SCHOOLS FOUNDATION
CENTRAL PARK EAST HIGH SCHOOL	P.S. 96Q	ST. BARNABAS HOSPITAL
CYPRESS HILLS COMMUNITY SCHOOL	P.S. 110, THE MONITOR	SUCCESS ACADEMY BED-STUY MIDDLE SCHOOL
EDUCATIONAL ALLIANCE	P.S. 163, ALFRED E. SMITH	SUCCESS ACADEMY HARLEM WEST
EL PUENTE DE WILLIAMSBURG	P.S. 176X	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY
GOOD SHEPHERD SERVICES	P.S. 182, SAMANTHA SMITH	THE BROTHERHOOD / SISTER SOL
GREATER RIDGEWOOD YOUTH COUNCIL	P.S. 187, HUDSON CLIFFS	OFFICE OF COUNCIL MEMBER RITCHIE TORRES
HARLEM YMCA	P.S. 194, COUNTÉE CULLEN	THE SALVATION ARMY BROWNSVILLE COMMUNITY CENTER
HENRY STREET SETTLEMENT	P.S. 205, FIORELLO LAGUARDIA	URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE
JHS 218, JAMES P. SINNOTT	P.S. 209, CLEARVIEW GARDENS	URBAN ASSEMBLY SCHOOL FOR COLLABORATIVE HEALTHCARE
KIPS BAY BOYS & GIRLS CLUB	P.S. 226X	WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING AND VISUAL ARTS
LEAP	P.S. 231K	
LOWER MANHATTAN ARTS ACADEMY	P.S. 233Q	
MANHATTAN ACADEMY FOR ARTS AND LANGUAGE	P.S. 261, PHILIP LIVINGSTON	
NEW SETTLEMENT APARTMENTS	P.S. 399, STANLEY EUGENE CLARK	

OUR TEACHING ARTISTS

Our diverse team of Teaching Artists are professional New York City musicians, dancers, actors, visual and digital artists, and writers. They share a passion for guiding children to create.

AMIR BEY*	MAUREEN FLEMING	NEIL OCHOA*	TARANTINO SMITH
KAARON BRISCOE MINEFEE*	MTUME GANT	CHRIS ODO	CHRISTOPHER SNOCK
JO-ANN BRODY*	PRESTON GRAHAM	RICH ORLOW	NAVIDA STEIN
PAT CANNON	KELVIN GRULLON	VALENTINA ORTIZ*	LISA STRUM
DOMINIC COLON	MELISSA HOUSE	ELIZABETH (LIZ) PARKER	CAROLE SYLVAN*
ESPERANZA CORTES	CHERYL HOWARD	ANNE PASQUALE*	LING TANG*
MIGUEL COSSIO*	ALASTAIR KING	GREG PAUL	AUREA TOMESKI
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VANESSA DAVIS COHEN	ELYSE KNOBLOCH	BRAD RAIMONDO	SORAB WADIA
HELEYA DE BARROS*	IRENE KOLOSEUS*	ALDA REUTER*	CHANNIE WAITES
DONNA MARIA DE CREEFT*	FATIMA LOGAN*	JORGE ALEXEIS REYES*	BRIAN WILLIAM (WOJO) WOMACK*
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ROBERT DURKSON	CHRIS NEUNER	ALEXANDER SHAPIRO	
	CARLO NICOLAU*		

*Indicates Teaching Artist has received Teachers College, Columbia University Teaching Artist Professional Development certification





TEACHING ARTISTS GO TO TEACHERS COLLEGE

Teaching the wide diversity of children in New York’s public schools requires our Teaching Artists to continually expand their skills. Since 2016, our unique professional development program through Teachers College, Columbia University

has equipped our Teaching Artists with the best possible pedagogical and practical skills.

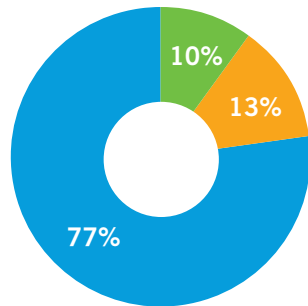
The year-long program is provided to our Teaching Artists through generous scholarships from Board Chair Kim Greenberg and Board Member Douglas Morse, along with Teachers College supporters Leslie Nelson and Andrew Morse.

This year’s Seminar on Cultural Responsiveness, which highlighted ways to be more attuned to cultural differences, was cited by many participants as particularly relevant. Claudia Cali of Teachers College said, “they appreciated learning how to reach children they couldn’t otherwise interpret, like learning a new language.”

This certificate had previously only been available to Young Audiences New York Teaching Artists, but this year was expanded to include Teaching Artists from around the country, including Indiana’s Arts for Learning and Young Audiences New Jersey/Eastern Pennsylvania. Through online courses, other Teaching Artists from our national colleagues benefit from our Teaching Artists professional development program.

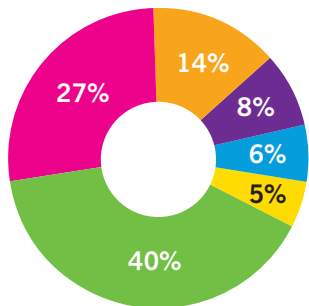
FINANCIAL REPORT

FY18 AUDITED FINANCIALS



- PROGRAMS: 77%
\$1,700,348
- FUNDRAISING: 13%
\$289,132
- MANAGEMENT & GENERAL: 10%
\$231,858
- TOTAL EXPENSES**
\$2,221,338

REVENUE CATEGORIES



- PROGRAM SERVICES: 40%
- SPECIAL EVENTS (NET): 27%
- FOUNDATIONS AND CORPORATIONS: 14%
- GOVERNMENT GRANTS: 8%
- OTHER: 6%
- INDIVIDUALS: 5%



2018 ART FOR ALL CHILDREN BENEFIT

The Art for All Children Benefit is an annual opportunity for titans of the media and business industries to support more opportunities for children to learn and grow through the creation of art. We thank our corporate supporters who understand that children who know how to Plan, Create, Produce, Present, and Reflect can apply those skills anywhere – and succeed!

Guests of the 2018 gala at Cipriani Wall Street, emceed by NBC News's Megyn Kelly, enjoyed a performance from Children's Arts Honoree and Soul music legend, Sam Moore, who was accompanied by jazz pianist and 2017 Honoree, Matthew Whitaker.

Our Children's Arts Award Honoree, Catherine Sullivan, President for U.S. Investment at Omnicom Media Group was proud to be a part of Young Audiences New York's work. "Knowing how important creative opportunities to learn and grow were to me and my children, makes me passionate about leveling the playing field for all children."

Rick Song, our benefit chair, closed out our pledge drive from the stage – and helped secure an additional \$55,000 in donations – a record for this event.



NBCUniversal has produced exceptional videos highlighting our work at our annual benefit. Our 2018 video "I Teach, I Create", which showcased three of our talented Teaching Artists, as well as other videos from previous years, can be found on our YouTube channel.

In total we raised more than \$700,000 for our children's art programming across New York City.

As our Executive Director Eileen Doyle said, "We all need the new possibilities and solutions a rich diversity of children will one day create for our communities, businesses, and city."

Special thanks to our Benefit Committee members Pamela Awad, Thomas Bartholomew, Michael Buccella, Andrew Budkofsky, Scott Collins, Kim Greenberg, Gary Reisman, Robert Riesenber, Rick Song (Chair), Neil Vendetti, and Linda Yaccarino.



FROM OUR BOARD CHAIR

DEAR FRIENDS,

Young Audiences New York is dedicated to fostering opportunities for the children of New York City to experience and create art. In our multi-disciplinary programs children develop lasting relationships with their creative voices.

Along with my fellow board members and our other committed donors, Young Audiences New York has provided tens of thousands of children with these vital artistic experiences.

This investment in children benefits us all. Exposing children to art expands their horizons and sparks in them the ability to see things not only as they are, but as they could be. These young minds become our future, transforming their communities with innovative ideas and solutions.

Thank you for your support and commitment to the children of New York. You are critical to our success.

Best regards,

Kim Greenberg

OUR DONORS

*FOR DONATIONS MADE IN FISCAL YEAR 2018

\$50,000 AND UP

Kim & Jeff Greenberg
The Hearst Foundation
The Starr Foundation

\$25,000 TO \$49,999

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Young Audiences New York

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Cutural Afterschool Adventures Initiative: The Museum at Eldridge Street & P.S. 1

Good Morning Councilmembers,

My name is Rachel Serkin and I am the Manager of School Programs at the Museum at Eldridge Street in the Lower East Side. I am joined today by CASA Educator Anna Melo, P.S. 1 teacher Donna Yung, P.S. 1 Principal Amy Hom and five of the students in this year's program: Lucas Vasquez, Mavis Yang, Laura Vokits, Helena Mayo and Brendan Manigault.

For over 100 years P.S. 1 and the Museum at Eldridge Street have been fixtures in our Lower East Side community. Built in 1887 as the first great house of worship for Eastern European Jews in the United States, the Museum at Eldridge Street tells the story of how our landmarked synagogue served as a spiritual and communal fixture for its immigrant congregation. P.S. 1 has been educating generations of children for over a century. Since its beginnings over a century ago, P.S. 1 has welcomed students from all over the world. Today many of the children who attend the school are immigrants or the children of immigrants. They are the living embodiment of what makes our community a gateway to America.

Our community possesses many clues about New York's City's past and through our afterschool program *History Mystery! Puzzling Places, Perplexing Spaces* we show our youngest community members that history can be found on the facades of their buildings and the streets they walk on every day. By creatively documenting their observations through photography, printmaking and other art projects our young sleuths investigate how their community has changed over time.

For the past three years the second grade students at P.S. 1 have participated in neighborhood walking tour, visits to the Museum at Eldridge Street, a print making workshops and interactions with community elders. Today I have brought several examples of art work that our five students in attendance have created over the course of these past six weeks. In two more weeks their culminating project will be a Parent Night art show celebrating the projects they have worked on. As our detectives explore their neighborhood's puzzling places and perplexing spaces, they discover the mystery in history and the clues in their own backyard!

PortSide NewYork

Testimony to Committee on Cultural Affairs, Libraries and International Intergroup Relations

April 29, 2019

Re: **Cultural After School Adventures (CASA) Initiative**

Dear Councilmembers:

Thanks for funding the CASA program which means so much to so many students, and for the opportunity of this hearing.

PortSide NewYork is an award-winning, maritime non-profit located in Red Hook, Brooklyn founded in 2005.

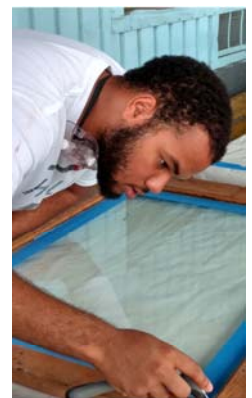
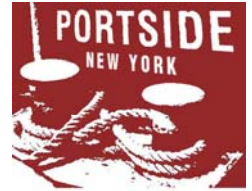
Our Councilman Carlos Menchaca secured CASA funds for PortSide to work with the Red Hook Neighborhood School (PS 676) this school year. This school is on the rebound after eight challenging years, and PortSide is deploying CASA funds as part of that effort, working directly with the new dynamic Principal Priscilla Figueroa and new staff.

The CASA funding and the matchmaking by Menchaca that brought PortSide and the school together are having a profound impact on the students who are all from public housing.

Many of them have limited experience of travel and visiting cultural institutions. Our WaterStories STEM and STEAM programs bring them to parts of their own neighborhood they don't know (the waterfront and ships, including our own) and outside the neighborhood. The students experience many "firsts" with us: the first time getting on a boat, travelling on the ferry, seeing a duck, using binoculars, learning about harbor wildlife. The students are excited to have these new experiences and eager for every trip with PortSide. These after-school programs powerfully fill a gap for students like these whose families often lack the resources of funds or time to provide cultural adventures for their children. We also brought one experience to the school, a rigging demonstration about simple machines, and all K-5 grades of the school experienced it.

Principal Figueroa wrote that PortSide programs have "allowed our students to experience, talk about and share experiences in their own backyard. The students are finally taking pride in who they are, where they are from, and the school they attend." She credits PortSide for helping to "engage our students in learning as well as strengthen school/community ties."

PortSide NewYork, aboard the tanker MARY A. WHALEN
**P.O. Box 195, Brooklyn, NY 11231, 917-414-0565, chiclet@portsidenewyork.org,
www.portsidenewyork.org. www.redhookwaterstories.org**



portsidenewyork.org
redhookwaterstories.org

Additionally, the CASA funds have jumped started a deep relationship. PortSide is already offering programs to PS 676 for during the school day.

A suggestion for improvement: Live up to the second A and emphasize adventure, eg do not mandate that the activities occur in the school building. For students whose horizons are limited, getting them out of their normal orbit, getting them out of the school building, is key. Our Councilman Carlos Menchaca negotiated for PortSide a special one-year, PS 676-only exception with the Department of Cultural Affairs that allows us to offer the programs on the waterfront we just described. We think such out-of-school adventures should be available to all schools during every year.

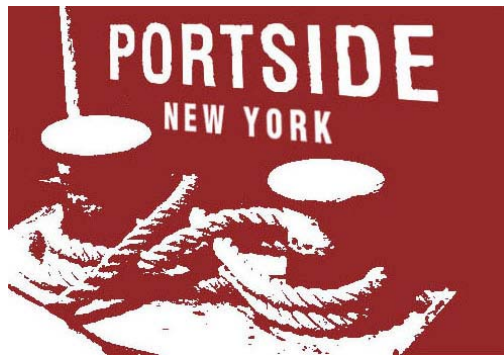
We attach a PDF with a support letter from Priscilla Figueroa and a photo album of PortSide CASA programs with PS 676. The latter is a stand-in for student presentations. Due to exams, no students were available to present to you.

Thanks again!

Sincerely,

A handwritten signature in black ink, appearing to read 'Carolina Salguero', with a long horizontal flourish extending to the right.

Carolina Salguero
President
PortSide NewYork



Selections from PortSide NewYork programs with

PS 676, the Red Hook Neighborhood School

December 2018 through February 2019

Sponsors include:

Hughes Marine
O'Connell Family Foundation
Red Hook Container Terminal

These programs are funded in part by the
“Cultural After-School Adventures” (CASA) program of the Department of Cultural
Affairs, secured by our Councilman Carlos Menchaca. He introduced the Principal of PS
676 to PortSide and jump-started this fruitful relationship.



THIS PROGRAM IS SUPPORTED, IN PART, BY
PUBLIC FUNDS FROM THE NEW YORK CITY
DEPARTMENT OF CULTURAL AFFAIRS IN
PARTNERSHIP WITH THE CITY COUNCIL.

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Red Hook Neighborhood School
P. S. 676
27 Huntington Street
Brooklyn, NY 11231
Phone: (718) 330-2238/Fax: (718) 596-6446



Priscilla Figueroa
Principal

Karin Miller
Assistant Principal

March 6, 2019

Dear Carolina,

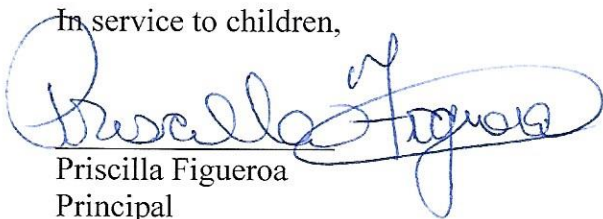
On behalf of the Red Hook Neighborhood School community, I would like to extend my thanks for all the hard work and dedication you and the Portside organization do to help engage our students in learning as well as strengthen school/community ties.

Since the beginning of our work together, there has been a dramatic improvement in the student engagement. Your infectious personality and passion for exposing young people to resources in their community has allowed our students to experience, talk about and share experiences in their own backyard. The students are finally taking pride in who they are, where they are from, and the school they attend.

Your loyalty to our school has been a key component in helping to change the view of our school as well as to help us achieve our school vision. By creating interactive presentations and facilitating innovative field trips, students are able to build background knowledge in many different academic disciplines.

On behalf of the students, teachers, administration, staff, and families I thank you for your continued support and look forward to our continued partnership.

In service to children,



Priscilla Figueroa
Principal

PortSide NewYork CASA Programs with Red Hook PS 676 December 2018 – February 2019

PS 676 is a small K-5 school for approximately 125 students serving Red Hook public housing residents. After eight troubled years, the school is on the rebound with a new Principal, Priscilla Figueroa, and staff as of midway through Spring semester last year. In October 2018, PortSide began working with the staff to develop programs that speak to the students' needs, interests and prior experience good and bad. Programs started in December and are evolving. In addition to teaching academic content, we focus on affirming and giving voice to students who in many ways live in the blind spot of our society. The students and teachers are responding enthusiastically. Here are some examples.



STEM: Simple Machines

We brought our Simple Machines expo to PS 676.

During two hours of after-school programming, all the school's students cycled through. First Kindergarten and 1st grade, then 2nd and 3rd, then 4th and 5th. This was a total hit with students and staff. We also stayed for the two hours of "Family Night."

To show how this set up works, here is a video of the Simple Machine Machine in use at another school

https://www.youtube.com/watch?v=tZn_VhEtle8

The student at left is still talking about the bosun's chair and wants to do it again on the Mary A. Whalen.

PortSide has a training program on our ship with Local 806 (Bridge Painters) of District Council 9. In photo below, four of their union members worked at this event (the three men in back at the left and far right).



Rigging is still predominantly men's work, so it was really noticeable, and positive, to see how much the girls felt comfortable with and excited by the idea of tools and moving heavy things.





“Green Team” Transportation Advocacy & Travel Experience

The Green Team is a select group of 3rd, 4th & 5th graders.

Green Team project #1:

The goals are to give the students the experience of travelling on the ferry, turning the ride itself at into an educational experience (we explained things on the route and arranged for them to meet crew of the boat) and have the destination be educational too. We travelled to Brooklyn Bridge Park and visited the waterfront exhibit at the Brooklyn Historical Society there. The next stages were to give them advocacy skills in an exercise of ferry advocacy

in their neighborhood, prioritizing places used by NYCHA residents, a sector of Red Hook that is not using NYC Ferry much.

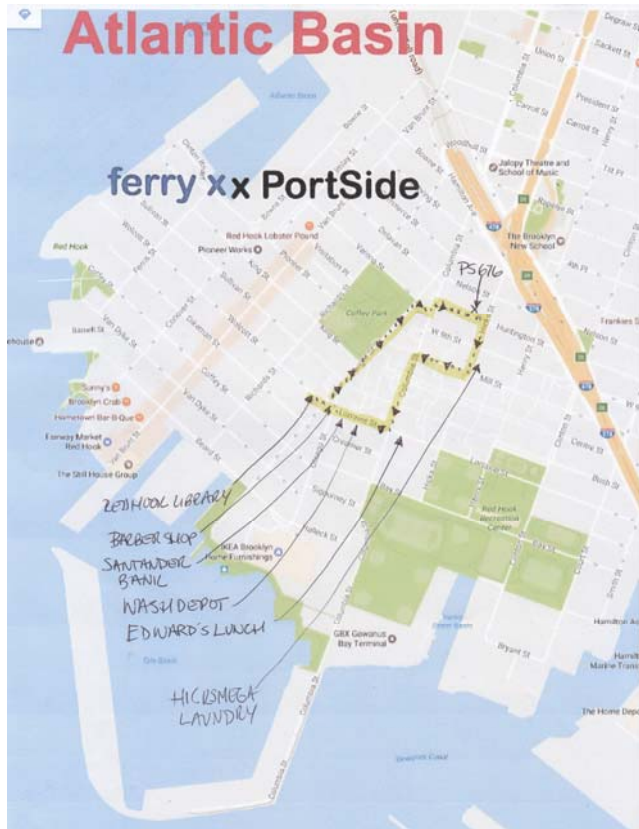


Next, the Green Team made art about riding the NYC Ferry

PortSide staff then turned the art into 2,000 outreach postcards. The students deliver some of these to local businesses and the library, and take surveys of adults. Next stage of the project, we will make banners with more student art and hang those around the community.

Outreach: survey and post card distribution:

PortSide and school staff accompanied the Green Team going to multiple sites in Red Hook to ask adults in English, Spanish and Chinese to take a survey. The questions covered topics such as: Do you know about the ferry? Have you ridden it? What kind of trip did you take? Would you be willing to help with outreach by sharing the postcards? Adults were overwhelmingly interested in answering and helping out and about half of them were not aware of the NYC Ferry in Red Hook.



PS 676 Green Team & PortSide NewYork

survey about NYC Ferry in Red Hook

Location survey taken: Washdepot

7. Do you know about NYC Ferry being in Red Hook? ☐ yes ☒ no (if no, go to question 5)
8. Have you ridden the NYC Ferry? ☐ yes ☐ no
9. Did you ride it to ☐ commute ☐ go somewhere fun ☐ just to ride the ferry?
10. We have outreach postcards. Do you want some? ☐ yes ☐ no
11. Do you want to help us share information about NYC Ferry? We will give you more postcards
☒ yes ☐ no
12. If you did not ride the NYC Ferry yet, do you think you will ride it now? ☒ yes ☐ no

THANK YOU FOR HELPING US WITH OUR SURVEY!

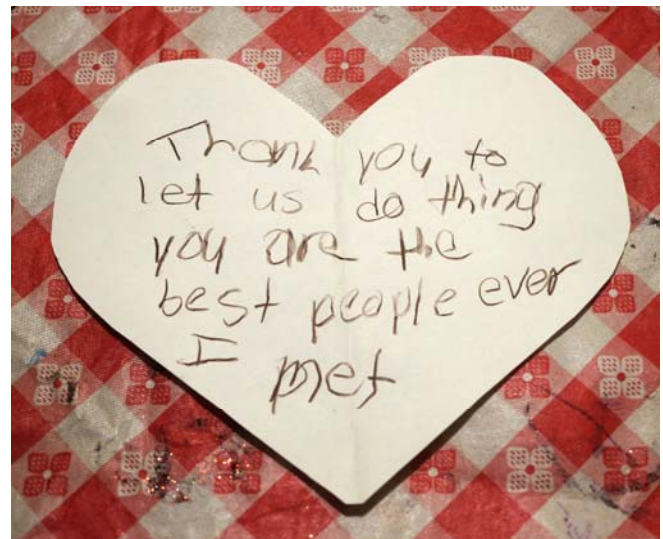
The outreach exercise rapidly and significantly increased the students' social and presentation skills. They went from close to terror at the first stop (a Laundromat near their school) to enthusiasm at the third stop (the Wash Depot).

Their confidence increased so much that the students were very comfortable presenting during the next installment – bringing the information to government – when they presented to the President of the NYC EDC and EDC staff in a room with a very imposing conference



Community spirit

In December, the Principal's Council came to our ship MARY A. WHALEN to make holiday decorations. We hung these inside our ship so that attendees of the Red Hook business holiday party would see them and become more aware of the school. We also spoke about PS 676 during our remarks as an effort to better connect the school to the Red Hook community and steer resources to the school.



Inculcating school pride: t-shirts & passports

To build pride in a school that is on the rebound, PortSide designed and produced Green Team t-shirts.

Broadening horizons

Many students rarely leave the neighborhood, so all 125 students in the school get a PortSide “Passport to the waterfront.” This heightens awareness of a larger world, makes them think of themselves as travelers, memorializes their travel experiences, and gives them a credential they are proud of.





The act of getting the passports stamped is a very popular ritual.



(Left) The passport stamp that represents meeting our ship cat Chiclet is a hit!

Chiclet is very popular as you can see from the photo below.





Good morning. My name is Priscilla Jimenez and I am a student at the Mott Hall School.

On a sunny school afternoon at The Mott Hall School, 6th grade me stepped into the band room for the first time. Clad in a school skirt, multicolored headband, and with no confidence in my musical ability, I hesitantly took a seat, instantly regretting my decision to come. 6th grade me had no idea how to read notes on a sheet or tell whether a note was sharp or flat. I also had no idea that music would later become both a liberation and a gift, as school, high school admissions, and life seemed to suddenly become more real, and as my mom would assure me, “adult-like.”

As the oblivious 11-year-old that I was at the beginning of my journey with the Multicultural Music Group, I was not particularly well informed on the imperfections of our world. See, I knew that Christopher Columbus, “discovered” America on October 12, 1492, and that the mitochondria is the powerhouse of the cell, but what the public school system failed to

teach me was that there is history, culture, pain, and stories of innovation and success beyond the borders of our country. To deny this fact would be naive and disrespectful on our part as a global society, even when we are told that walls and unconstitutional policies can seal all that away. Even the successful passing of these laws would affirm that people will always find a way to connect. Music was what allowed me to connect with my roots, my own taste, my story, and the stories others have to tell.

The Multicultural Music Group was established in 1996 to grant opportunities to underprivileged students in New York City through music instruction and informative trips beyond the classroom. In addition, themed performances addressing political, economic, and social issues are done multiple times annually to shine a light on conflicts occurring globally. The Multicultural Music Encounters series has tackled countless topics in my time with the group, and even more in its 22 years in schools. While these come plentifully, they are often overlooked as they are, unfortunately, deemed irrelevant to our society because we do not experience the effects of the injustices and genocide affecting under-developed countries.

Being a part of this organization, both as a violin student and a proud immigrant from the Dominican Republic has helped me to find myself and my identity in a world where we are drilled from a young age to follow the general crowd. Through the majestic performances of the Encounters series, I was able to feel represented and comfortable in my own skin after years of having crammed solely American history and culture into my life. Furthermore, the music we played encouraged me to resonate, understand, and sympathize with the struggles of others. The things I learned opened my eyes to worlds I had never been exposed to before and even sparked my interest in politics and current social issues.

I have so much to be thankful for after having been part of this program for only three, but rather eventful, years. I have met wise and talented people that I was able to learn alongside. I could share my passions for, music, and understand the hardships we naturally fail to honor and remember. Every student should get to have such an experience.

On behalf of the Multicultural Music Group and the hundreds of children who receive music instruction each year, I will like to express our gratitude to the following council members: Mark Levine for supporting the program at The Mott Hall School; Joe Borrelli for supporting the program at Elias Bernstein I.S. 7 and Rafael Salamanca for supporting the program at South Bronx Academy I.S. 296

We will like to encourage council members: Corey Johnson to support Manhattan Bridges High School; Bill Perkins to support Mott Hall High School and Mark Gjonaj to support Pelham Preparatory Academy at the Columbus Campus Schools. Those schools are eagerly waiting to start the program but they need your support.

Thank you for listening!





**TESTIMONY OF:
Tanya Turgeon, Teaching Artist
Marquis Studios, Ltd.**

**Presented before
The New York City Council
Committee on Cultural Affairs, Libraries and International Intergroup Relations**

**Oversight Hearing:
Cultural After School Adventures (CASA) Initiative: Bringing Arts & Culture To New
York City Public School and Enriching the Lives of Students**

April 29, 2019

Good morning, my name is Tanya Turgeon and I am a teaching artist at Marquis Studios. Thank you to the members of the City Council Committee on Cultural Affairs, Libraries, and International Intergroup Relations for holding today's oversight hearing on the Cultural After School Adventures (CASA) Initiative. I appreciate the opportunity to testify on behalf of Marquis Studios.

Marquis Studios is a non-profit arts-in-education organization founded in 1977 that directly serves 40,000 children each year. 80% of students served live below the poverty line and over half of our grant funded programming serves students with disabilities. We employ 90 fully trained teaching artists, who annually provide a spectrum of multi-cultural residencies to a diverse student population through an average of 580 residencies in 170 schools spanning all 5 boroughs of NYC.

In 2016, Marquis Studios accepted an offer from my previous employer, Big Apple Circus (BAC), to become the administrators of our Circus After School program. Marquis Studios' 40 years of experience allowed for a seamless transition so we could provide the same team of teaching artists, curriculum model, and standards we had developed over the years. Through Marquis Studios' evaluation and assessment practices we can continue to ensure quality and sustainability for this program that has been my dream job since 2008.

Thanks to funding through the CASA Initiative from Council Member Diana Ayala and Council Member Brad Lander we have been able to continue the Circus Arts program at PS 43X and expand it - providing 24-weeks of hands-on instruction to the students at PS 32K, some of whom you saw perform today!

Marquis Studios' mission is to inspire a passion for learning through programs integrating arts activities with academic core subjects and life skills.



Circus Arts, for example, utilizes clowning, tumbling, aerial skills, tightwire, stilt walking, and juggling to promote creativity, physical education, gross motor skills, improved hand/eye coordination, and responsible risk taking. Through juggling alone students can learn the importance of math (counting), science (gravity), and the invaluable life skills of self-discipline and teamwork. Circus offers something for everyone leading participants to gain confidence and become more engaged with their peers and communities.

In a 2017 survey, one teacher said, “I had children that were extremely shy and refused to participate - after participating in circus arts that changed. They became more outspoken, volunteered and simply happy to take part in other activities”.

Expected Student Learning Outcomes Include: Through our observations we documented these indicators of student learning in the arts

- Understanding the materials of art making (imitating actions modeled by the artists, inventing movements, understanding non-verbal signals, etc.)
- Understanding the processes of art making (counting and moving in rhythm, developing balance and timing, developing hand-eye coordination and fine motor skills, developing visual and muscle memory, learning and remembering a sequence of actions, making personal and aesthetic choices, moving in rhythm to music, etc.)
- Understanding of, and participating in, the social and interactive elements of art making (collaborating with peers and adults, developing aesthetic awareness and expressiveness, interacting verbally and nonverbally with peers and adults, performing for an audience, etc.)
- Development through the arts (cultural understanding, developing language and literacy skills, following a sequence of steps to reach a goal, using reasoning to make choices and decisions, etc.)

In 2017 Dr. Horowitz from Center for Arts Education Research at Teachers College, Columbia University determined significant impact of Marquis Studios programs on students in areas such as arts skills, related academic skills, and social and personal development. Additionally, the report found positive impact of the program on school environment, parent engagement, and teacher practice.

- 94% of teachers reported that students developed new skills in the arts,
- 82% of teachers reported that students developed academic skills through the program,
- 84% of teachers reported that isolated students opened up to other students through their arts experiences,
- 71% of teachers reported that the program increased parent participation, and
- 84% of teachers reported that the program improved school climate.



Thanks to City Council Members' generosity more students have access to high-quality after school programming that also benefits parents and guardians who are able to work while their children are enrolled. Additionally, the arts create an entry point for parent and community engagement through final performances celebrating the participants' achievements.

The CASA initiative is an investment in our students and communities. The 2016 report from Americans for the Arts found that students with an education rich in the arts have higher GPAs and standardized test scores, and lower drop-out rates.

We commend the City Council's leadership and commitment to youth services and we hope to see funding for the CASA Initiative continue in FY20. Thank you for your time and support for our students.



April 24, 2019

Committee on Cultural Affairs, Libraries and International Intergroup Relations
New York City Council
250 Broadway
New York, NY 10007

Dear Members of the Committee,

I am pleased to submit this letter in support of the Cultural After-School Adventures programming at my child's school, PS 111. My student is a musician in Youth Orchestra of St. Luke's (YOSL), a free after-school youth orchestra program at our school and I highly recommend this program. YOSL's impact on my child and the musical learnings afforded by YOSL are incredibly meaningful and an important part of my student's education.

After school ends on Tuesdays and Thursdays, my child rehearses with his YOSL friends, has a group cello lesson, meets composers and Grammy Award-winning musicians, and expresses his creativity in ways that transcend the regular school curriculum. Last week, my child and I attended Orchestra of St. Luke's Carnegie Hall performance – at no additional cost – and experienced the thrill of live performance by a full orchestra with internationally-acclaimed artists. This experience was a unique joy and memorable for me as a parent – and demonstrates the special opportunities that YOSL shares with our community.

Without funding from City Council, Youth Orchestra of St. Luke's would not be available at PS 111. As a parent and local neighborhood resident, I feel that would be a true loss for our community. Thank you for your support of CASA and arts programming in our schools. Please feel free to contact me at 917-304-8677 or Laura@LauraVoss.com with any questions.

Kind regards,

A handwritten signature in black ink that reads "Laura Voss". The signature is fluid and cursive, with the first letter of each name being capitalized and prominent.

Laura Voss
Co-President, PS111 PTA



April 26, 2019

Committee on Cultural Affairs, Libraries and International Intergroup Relations
New York City Council
250 Broadway
New York, NY 10007

Dear Members of the Committee,

In 2013, Orchestra of St. Luke's created a free after-school youth orchestra program for young people in our Hell's Kitchen community. Youth Orchestra of St. Luke's (YOSL) initially served twelve students and today, 150 young people and their families experience the joys, challenges, and pride of learning a musical instrument. Orchestra of St. Luke's is the only professional orchestra in our region offering a free youth orchestra program, and we are committed to serving the young people in our community.

Support from City Council's Cultural After-School Adventures program enables us to provide this meaningful instruction to students at PS 111 and PS 212 Midtown West; this year, more than 50 students access YOSL through the CASA program. Beyond after-school musical instruction, students and their families receive free tickets to the Orchestra's Carnegie Hall Series, coachings with our Grammy Award-winning musicians, and cultural opportunities throughout the year. Your support through CASA enables this and so much more.

Over the last five years, external evaluators have confirmed that YOSL achieves results beyond each child's musical proficiency. Last year, 86% of parents felt their child's communication skills had improved since joining YOSL, and 88% felt their child demonstrated greater persistence. These metrics demonstrate some of the tremendous value of YOSL and other programs that offer enriching after-school activities for students.

CASA is an extraordinary initiative and all of us at OSL, especially our youngest students, thank you for your leadership towards the arts in our community. Please feel free to contact Sarah Angello, Director of Development at sangello@OSLmusic.org or (212) 594-6100 ext. 110 if you have any questions regarding our programs. Thank you for your support.

Kind regards,


James Roe
President & Executive Director

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Kids Creative

Testimony to the New York City Council Committee on Cultural Affairs, Libraries and International Intergroup Relations oversight hearing on the Cultural After School Adventures Initiative April 29, 2019

Kids Creative has had the honor of working with PS 191 Manhattan in Council District 6 as a Cultural After School Adventures (CASA) provider for 15 years. Funding from the CASA initiative through Council Member Helen Rosenthal has allowed Kids Creative to provide hundreds of PS 191 students with free after school arts and peace education programming. Throughout this time, hundreds of youth, ages 5-14, have participated in Kids Creative after school music, theater, and art classes through the CASA initiative. Throughout the years, the students have created tens of original plays with Kids Creative after school when they often had only limited access to arts classes during the school day. During Kids Creative, participants work as a group, using their collective imaginations to explore new stories, ideas, and worlds—a play about their school in an alternate time, a family restaurant working hard to survive an economic downturn, or even a trip to outer space. Each spring, they have performed their original productions in front of audiences of their peers, friends, and families, taking pride in all what they created. Participants have built performance skills, learned instruments, and made art portfolios that helped them get into competitive high schools. As part of the Kids Creative curriculum, participants use creativity to resolve conflicts that arise in the stories they write, while also learning to resolve the conflicts that arise when working in community with others. In a recent survey of Kids Creative participants, 100% of students felt they have more confidence to participate in activities after attending the Kids Creative program, while 93% of students felt they are learning to communicate better and to be an active listener, and 92% of students felt they are learning to focus better through the program.

We hoped to have current participants from PS 191 perform at this morning's NY City Council *Committee on Cultural Affairs, Libraries and International Intergroup Relations* oversight hearing on the CASA initiative, but we were unable, so we hope that you will allow this written testimony, including the script of Act 1 of their Spring 2019 show, "Mission191," which they will perform for friends and family in two weeks' time.

Mission191

Opening Scene: Act 1

At 5 AM in the morning, one of the United States' biggest space missions was about to take place. The Government had built one of its biggest spaceships known to man. The spaceship could hold up to 30 Astronauts and was un-crushable...at least that's what they thought. Saturn was their destination. Finding life was the Mission.

X-Car: I can't believe we are about to actually do this. Space. Saturn.

Ashley: Well, we didn't do all that training and leave our families for nothing. I'm ready for this.

Coco: Of course you are Ashley, you love the adventure. I, on the other hand, have bills and a



New House in the near future.

Trid: Ok guys, they are calling us to the doc to load the ship. Everyone ready? This is going to change History!

(Sunshine and Ronald mc Donald high five each other)

Sunshine and Ronald mc Donald: This is going to be fun!!

Omnishoutmon: Yes it is guys. Ok, ok, calm down Trid, we know that you are a science expert *(they all laugh)*. Lets get this show on the Road!!

(Katie/Jayden, Jayda and Coco come in arguing about who is going to get the window seats. They've been friends since Kindergarten.)

Katie/Jayden: Ok, so since I'm the oldest, I get one of the window seats. You guys know that I get nervous when I don't see where I am going, Hello!!

Jayda: And I should get the other one because I am the smartest, and let's be honest. Ko Koo falls asleep during everything so she won't care.

Ko Koo: Wait, what? Oh sorry that I need my beauty sleep and I need to save my strength for when we land.

Jayda: Girl, you will fall asleep standing up. *(They laugh)*

Ko Koo: Girl you right *(laughing)*. I love to sleep. I don't know how I made this mission.

(DR. OKC meets everyone at the Ship's door.)

DR. OKC: Ok guys, lets get on, lets do this. 20 years of preparing, testing, training and we are finally going. Strap in everyone, I'll come by and check.

Stephen Curry: Who died and made you in charge, DR. OKC?

DR. OKC: *(sarcastically)* Ohhhh I don't know, maybe it's my Years of Experience and my Direct Promotion from the President Himself for this mission. You tell me.

Stephen Curry: Oh, ok, I'll let that slide. *(He copies DR. OKC.'s response under his breath while buckling up)*

(Once everyone is strapped in and secured, DR. OKC screams into the ear piece attached to his helmet)

DR. OKC: We are all strapped in and secure, Mission 191 we are ready for Blast Off!

EVERYONE: *(Screaming in excitement)* Take off in 5-4-3-2-1. Mission 191 Blast Off!

(As the spaceship has a successful blast off into space, they notice that one of the emergency lights is blinking nonstop.)

KoKoo: Ummmm Trid, the emergency light by you is blinking nonstop, could you hit it or something?

Trid: Ok. Sure. Wait, do you guys hear that?

KoKoo: Trid, stop playing, this is a serious matter.

Trid: No no, I'm serious. Listen.

(The sound gets louder and louder and the spaceship starts to shake out of control. Everyone starts to scream and shout "What's going on?!")

DR.OKC: *(in the speaker)* Can anyone hear me? Can anyone hear me?? We are going down! I repeat, we are going down! Guys, brace yourselves!! We are about to hit Saturn's ring full speed!!

(Everyone Screams!! Blackout.)



Since 2008, over 90,000 students from over 500 NYC schools and summer camps have come to Brooklyn Bridge Park for the Conservancy's classes in the environmental sciences and STEAM-related fields. The Education Program uses the park and dedicated Environmental Education Center for hands-on investigation, incorporating inquiry-based learning into lessons that meet Common Core, NYC and NYS learning standards.

For the past 3 consecutive school years, CASA funding has provided the Conservancy the opportunity to partner with the outstanding students, educators and administrative staff at Daniel Hale Williams (PS 307K). In that time, we have worked with the entire student body and delivered 57 classes, which served a total of 1,589 students. These classes cover topics such as East River ecology, Brooklyn Bridge history, sustainability, park ecology, estuary science, and history of the Brooklyn waterfront, to name a few. One of our central goals is to provide outstanding educational experiences within Brooklyn Bridge Park, particularly for students who are underserved.

In the classes we have provided for students at Daniel Hale Williams, they practiced data collection and use of scientific tools in the diverse habitats found within Brooklyn Bridge Park. A trend that we continually observe are the many students who are familiar with the park as a popular play destination in the neighborhood. Yet, when most students arrive for their first education program, they are amazed and delighted to discover that, aside from the soccer fields and playgrounds, there is also a living, thriving and fascinating ecosystem – right in their backyard.

As we have continued this partnership, students at Daniel Hale Williams have been able to return for consecutive years, building upon the knowledge they have developed in our charge. We have always found them to be excited to tell our educators that they've had classes with us before, or remember the educator from their last trip. With that connection, Conservancy educators have been able to scaffold upon the prior knowledge that students developed and gained from their previous visits. We often find that students express to their teachers a reluctance to leave our Environmental Education Center. We also see them on weekends and afternoons for our free public open hours, because they want to show their families and friends new discoveries of the natural world. These discoveries include their favorite spot to find shore crabs and sand worms, their favorite tree or the best place to spot birds.

The significance of what we provide for these students is demonstrated by their continued connection to the park, to our education center, to our classes, and to our educators. It is a valuable relationship, and we would love to continue connecting these students to the wonders of the natural world within NYC. A renewal of support from Council Member Cumbo is elemental in our success with this goal, and ensures our ability to connect with all students from Daniel Hale Williams in the coming school year.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jean Lee
Address: 112 W. 27th St., NY, NY 10001
I represent: The Asian American Writers' Workshop
Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: LUCY SEXTON
Address: 160 SIXTH AVE #2 10013
I represent: New Yorkers for Culture & Arts
Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Juan Carlos Salinas
Address: 161-04 Jamaica Avenue 11432
I represent: Jamaica Center for Arts & Learning
Address: 161-04 Jamaica Ave, Jamaica, Queens 11432

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Camara Jackson

Address: 45 Belmont Ave

I represent: Elite Learners, Inc.

Address: 45 Belmont Ave Brooklyn NY 11212

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Karen Jolicœur

Address: 520 Eighth Avenue NYC 10018

I represent: Creative Art Works

Address: Above

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: LAURA MERCER

Address: 45 4th AVENUE, BROOKLYN, NY 11217

I represent: DANCEWAVE

Address: _____

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Jamilla McBean

Address: 101 W 31st St 6th Fl

I represent: CUNY Creative Arts Team

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Juli Schroege

Address: 58-03 Rockaway Beach Blvd

I represent: Rockaway Waterfront Alliance

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Rachel Seiden

Address: _____

I represent: The CASA Program with P.S. 1 The Museum at Eldridge

Address: 12 Eldridge Street, New York, NY 10002 Street

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

28

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: ALICE STEVENSON

Address: 170 CENTRAL PARK WEST

I represent: NEW-YORK HISTORICAL SOCIETY

Address: 170 CENTRAL PARK WEST
NY 10024

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4-29-2019

(PLEASE PRINT)

Name: Eileen Doyle

Address: 1 East 53rd St.

I represent: Young Audiences New York

Address: 1 East 53rd St.

THE COUNCIL
THE CITY OF NEW YORK

26

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4.29.19

(PLEASE PRINT)

Name: Ashley Hodge

Address: 234 W. 114 Street #404 NY, NY 10026

I represent: P94M

Address: 55 Battery Place NY, NY 10280

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Ron Van

Address: 3441 137th St. Flushing

I represent: Levis Luther House Museum

Address: same as above

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: David Nussbaum

Address: 187 Kew-Forest Rd. NY 11450

I represent: BRONX ARTS ENSEMBLE

Address: 80 Van Cortlandt Pk So. BK, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Sidney "Dr. Dance" Grant

Address: 178 E. 117th St. NYC, NY 10035

I represent: BALLROOM BASIX

Address: (same)

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Vanessa Felix

Address: 207 Starr St #2-2 Bk IVY 11234

I represent: The Bushwick Starr

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Alice Stevenson

Address: _____

I represent: New York Historical Society

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4/29/91

(PLEASE PRINT)

Name: DAVID CHASE

Address: 167 W 89th

I represent: Ballet Hispanico

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: April 29

(PLEASE PRINT)

Name: Tanya Turgeon (Students PS32K)

Address: 20 Jay Street, Brooklyn, NY 11201

I represent: Marquis Studios Ltd.

Address: 20 Jay Street, Brooklyn, NY 11201

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 04/29/19

(PLEASE PRINT)

Name: KEITH KAMINSKI

Address: 647 FULTON STREET

I represent: BRIC

Address: 647 FULTON STREET BROOKLYN

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4/29/2019

(PLEASE PRINT)

Name: ALANNA PITTARD

Address: 647 FULTON ST, BROOKLYN, NY 11217

I represent: BRIC ARTS MEDIA

Address: 647 FULTON ST

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: April 29, 2019

(PLEASE PRINT)

Name: Elizabeth Costa

Address: _____

I represent: 92nd Street Y

Address: 1395 Lexington Ave, New York, NY
10128

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Patrick Rowe

Address: 1040 Grand Concourse

I represent: The Bronx Museum of the Arts

Address: 1040 Grand Concourse

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 04-29-19

(PLEASE PRINT)

Name: ASSETUSY USA-MALI CHARITABLE Association of NYC

Address: 151 W 128 St New York, NY 10024

I represent: U14ACA (ITALIAN Cultural Center)

Address: Same

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4/29

(PLEASE PRINT)

Name: Lynn Parkerson

Address: 160 Schermerhorn Street

I represent: Brooklyn Ballet

Address: 160 Schermerhorn Stree

Bklyn 11201

Would like to **THE COUNCIL**
go around **THE CITY OF NEW YORK**
11:15 am

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Sonny Willis

Address: 37 West 65th St. NY, 10023

I represent: Young Peoples Chorus of NYC

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Tom Aletubise

Address: _____

I represent: Wildlife Conservation Society

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 4.29.19

(PLEASE PRINT)

Name: PHILIP ALEXANDER

Address: 7

I represent: BROOKLYN ARTS COUNCIL

Address: 20 54 ST., BROOKLYN

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 4118 Res. No. _____

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Suzanne Wilson

Address: 352 7th Ave, Suite 301

I represent: Midori + Friends

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 04.29.19

(PLEASE PRINT)

Name: TROPICAL FETE INC.

Address: Annette Brocké H. Alton Amable

I represent: TROPICAL FETE INC. (Group)

Address: Performance & Testimony

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT) (video clip)

Name: Polly Solomon

Address: 39-44 59th St #2, Woodside, NY 11377

I represent: Birdlestaff Family Cichas After School

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Priscilla Jimenez

Address: The Mott Hall School

I represent: Multicultural Music Group

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 4/29/19

(PLEASE PRINT)

Name: Emily Pinkowitz + ~~Emily Pinkowitz~~

Address: _____

I represent: Wildlife Conservation Society-Queens Zoo

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: 04-29-2019

(PLEASE PRINT)

Name: P.S. 125 / U.S.A. Mali Foundation (Performance)

Address: 425 W 123rd Street New York, NY 10027

I represent: P.S. 125 The Ralph Bunche School 05M125

Address: 425 W 123rd ST New York, NY 10027

▶ Please complete this card and return to the Sergeant-at-Arms ◀

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: MITCH MATTSUN

Address: ROUNDAABOUT THEATER

I represent: _____

Address: _____

▶ Please complete this card and return to the Sergeant-at-Arms ◀

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: PIRUZ PARTOU

Address: Mt. Vernon

I represent: R.B. BROOKLYN MUSIC SCHOOL

Address: _____

▶ Please complete this card and return to the Sergeant-at-Arms ◀

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Tom Finkelpearl

Address: 31 Chambers St.

I represent: NYC Dept. of Cultural Affairs

Address: 4

▶ Please complete this card and return to the Sergeant-at-Arms ◀