

# OPENING YOUNG MINDS TO THE ARTS AND SCIENCES

Establishing an Information Baseline  
About Arts Education Service Delivery  
in New York City

2005

**Arts Education Committee  
Citywide Cultural Database Project**

Steven Tennen, *Chairman*, ArtsConnection; Theodore Berger, New York Foundation for the Arts; Thomas Cahill, Studio in a School; Sharon Dunn, New York City Department of Education; Hollis Headrick, Carnegie Hall; Richard Kessler, Center for Arts Education; Amy Duggins Pender, New York State Council on the Arts; David Shookhoff, Manhattan Theatre Club and Arts in Education Roundtable; Susan Rothschild, New York City Department of Cultural Affairs

Maps created by the Community Mapping Assistance Project,  
New York Public Interest Research Group

**Alliance for the Arts**

Randall Bourscheidt, President  
Anne Coates, Vice President  
Catherine Lanier, Director of Research  
Sara Loughlin, Project Manager: Citywide Cultural Database  
Johanna Arendt, Research Associate

330 West 42nd Street, Suite 1701  
New York, NY 10036  
(212) 947-6340  
Fax: (212) 947-6416  
[www.allianceforarts.org](http://www.allianceforarts.org)

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# TABLE OF CONTENTS

Introduction	3
Summary of Findings	4
Maps	8
Map Key	21
Appendices	30

# INTRODUCTION

The Alliance for the Arts is pleased to present the first survey of educational programs offered by New York City cultural organizations for students and other young people. Based on 2002–2003 data provided by the cultural groups themselves, this is a baseline of information about these programs.

The survey covers the range of cultural groups funded by the Cultural Affairs Department, including zoos and botanical gardens, theaters and concert halls, museums for art, science and children, and historic sites. It does not include the many teachers, unincorporated programs or commercial businesses offering instruction and participation in the arts.

This study quantifies arts education programs and funding, giving a picture of the way this fragmented system works. Both the qualitative value of these programs and the unique capacity of cultural organizations to bring young people into contact with works of art and living artists, and the discipline they follow, lie beyond the scope of this survey.

Based on information from a sample of 123 nonprofit organizations, it describes the strong commitment to education shared by a wide range of groups. It is clear that these organizations see themselves as partners of the Department of Education, which has in recent years reaffirmed the importance of arts education in the curriculum and life of the public schools. These cultural organizations strive to offer programs for young people that support the educational objectives of the schools. However, positive findings, such as the fact that these groups serve a million

schoolchildren, are offset by a pattern of unequal service delivery across the city. Our goal in future studies is to develop a clear picture of where these services are delivered.

This report marks a milestone in the establishment of the New York City Cultural Database, a growing repository of quantitative data that indicates both the programs and the educational and economic contribution of the city's nonprofit cultural community. A statement of purpose and outline of the New York City Cultural Database is available at [www.allianceforarts.org](http://www.allianceforarts.org).

This report is not an analysis of current activity. Its value is as a baseline against which future activity can be measured. Establishing a baseline is like planting a garden: With care and new material, it will eventually bear fruit.

Although a detailed analysis of the sources of funding for arts education programs also lies outside the range of this report, the findings suggest that sustained public funding from the City's Education and Cultural Affairs Departments and the New York State Council on the Arts helped cultural groups maintain these services in the aftermath of September 11. Future research will examine the public and private sources of funding for arts education programs in more detail.

Randall Bourscheidt  
President  
Alliance for the Arts

# SUMMARY OF FINDINGS

This survey was sent to 341 nonprofit cultural organizations active in the field of arts education that were identified through the Alliance for the Arts’ work in this field, supplemented by additional arts education providers supplied by the Department of Education. Responses were received from 123 organizations, for a response rate of 36 percent. Included in these respondents were most of the city’s major arts education suppliers.

The survey reveals a pattern of arts education provided by the cultural sector that is robust in its scale and intensity.

- About 1.1 million children were served in the schools by the 123 survey respondents.
- 1 million students were served in the facilities of the survey respondents.
- 148,000 more were served at other locations.
- Public school students in every school district<sup>1</sup> and at every grade level were served.
- The great majority of respondents reported that their arts education programming is closely related to established curricula and integrated with existing instruction and consists of participatory, sequenced educational activities.
- A large majority offer teacher training in the arts (75 percent).
- Three-quarters of the groups offer after-school programs and the same proportion have family programs.

The survey yielded data from the 2002–2003 school year. Although the report is written in the present tense, it refers to the particulars of that time.

## Types of Services Offered

The overwhelming emphasis among the responding organizations was on the K–12

population, usually involving their teachers or parents as well. Fully 91 percent of the organizations responding to this survey reported that they worked with students within a school-related context, and 78 percent served young people in after-school, weekend or summer programming. Teacher development is also an important component of arts education programming, with 77 percent of the organizations providing professional development programming for teachers. In addition, 68 percent of respondents indicated that they provide family-related programming for parents and their children, while a smaller group (22 percent) worked with other groups, including seniors and the homeless.

The types of arts education programs described in these responses were rich and varied. Workshops (75 percent), performances (69 percent) and classes (64 percent) were the most common services. But many other types of services were offered by many of these arts education providers. These include professional development services for teachers (offered by 50 percent); residencies (46 percent); internships (44 percent); and special education programs (37 percent).

**Table 1**

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## Percentage of Arts Education Providers Offering K–12 Services

SERVICE	PERCENT OFFERING
Workshops	75
Performances	69
Classes	64
Professional Development for Teachers	50
Residencies	46
Internships	44
Special Education	37
Lectures/Symposiums	36
Guided Tours	34
Panels/Discussions	27
Career Path in the Arts	26
Mentoring	26
Arts Job Training	20
Self-Guided Tours	14
Tutoring	4

Source: Alliance for the Arts

<sup>1</sup> The study predates the new cultural divisions established in the 2003–2004 school year. However, the old districts correspond in aggregate to the new administrative divisions.

The great majority of arts education providers (88 percent of respondents) reported that their programming relates to established curricula and classroom studies. Two-thirds (66 percent) describe their programming as being organized into sequenced series. Such programs develop over the course of an academic year, and sometimes extend from one year to the next. In one case, the respondent reported that the same students participate in its program for six years.

The disciplines offered encompass a broad range: theater, visual arts, music, dance, and writing and literature are all well represented. Media programming is provided by some groups, and other offerings include ceramics, design technology, folk arts, puppetry, architecture, storytelling, mime, circus arts, bookmaking and photography.

Two-thirds (66 percent) of responding organizations offer their services year-round, while one-third (34 percent) offer them only during the school year.

Virtually all organizations that work within a school-related context offer their programming during the school day. Additionally, three-quarters report providing after-school programming, two-thirds report offering programming on weekends, and more than three-quarters report offering family-related programming.

Programming is offered to a broad range of grade levels. There is somewhat less programming for the youngest students, but as Table 3 shows, all levels are well served. Fewer than half of the groups provide programming for preschool-aged children. By the fifth grade, that proportion increases to three-quarters, and then decreases to two-thirds by the end of high school.

Although the services are geared primarily to New York City public school students, others are provided for as well: 66 percent of the groups offer services to students from outside the city, 60 percent to independent school students and 69 percent to parochial school students.

**Table 2**

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### Artistic Disciplines Provided in Arts Education Programming

DISCIPLINE	PERCENT OF ORGANIZATIONS
Theater	54
Visual Arts	51
Music	49
Dance	48
Writing/Literature	42
Media	19
Other	18

Source: Alliance for the Arts

**Table 3**

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### Grade Levels for Which Programming Is Provided

GRADE	PERCENT OF ORGANIZATIONS
Preschool/Early Childhood	46
Kindergarten	62
First Grade	64
Second Grade	69
Third Grade	72
Fourth Grade	74
Fifth Grade	76
Sixth Grade	73
Seventh Grade	69
Eighth Grade	70
Ninth Grade	68
Tenth Grade	67
Eleventh Grade	66
Twelfth Grade	66

Source: Alliance for the Arts

### Geographic Distribution of Services

Arts education programs are widely spread throughout the city—in schools in every district, in the arts education providers’ facilities, and at other locations, including community centers, libraries and temporary housing facilities. A total of 87 percent of the organizations surveyed provide arts education programs and services in the schools; 69 percent provide these programs and services in their facilities; and 50 percent provide them in other locations.

### Arts Education Services and Programming in Schools

Services in the schools are provided by 87 percent of the arts education organizations

surveyed, touching on every school district. Well over one million schoolchildren are provided arts education in the schools by this group of organizations each year. Two-thirds of the respondents reported a school-age audience of 1.1 million.

Visits to the schools are most often ongoing and frequent. Although 21 percent offer programs in schools once a week, 56 percent reported a diversity of activity ranging from weekly to monthly visits or long-term programs.

**Table 4**

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### Typical Frequency of Visits by Arts Education Providers to Schools

FREQUENCY	PERCENT OF ORGANIZATIONS
Once a week	21
Once a month	1
Once per school year	4
1–5 times per school year	7
Long-term programming	10
Any combination of the above	56

Source: Alliance for the Arts

In virtually every case, the cultural organizations reported working with teachers (97 percent). Often they also worked with principals (67 percent), regional arts supervisors (40 percent) or others (46 percent) including assistant principals, school arts coordinators, librarians, parents and after-school coordinators.

A large proportion (93 percent) of the programming is “hands-on,” with the students included in a creative process. Within this framework, about half the time (48 percent) the students watch a performance or attend an exhibit, and about half the time (48 percent) the students are involved in a lecture or demonstration and discussion.

### Distribution of Services

A sampling of information about the school districts indicates that arts education services are not evenly distributed across the city, reflecting the concentration of provider headquarters in Manhattan and other areas.

Even though the responding groups are predominantly Manhattan-based, those respondents providing service delivery information reported serving more than three times as many grade school and middle school students outside Manhattan as inside. These accounted for about 20 percent of all students served by the total group of survey respondents. However, because of the far greater numbers of students in other boroughs, a middle or grade school student in Manhattan was almost twice as likely to be served by this sample of survey respondents as a student in the Bronx, Brooklyn, Queens or Staten Island. Visits to high school classrooms were less common overall than visits to middle and grade school students.

### Services Provided at Facilities

About one million students are served at the providers’ facilities. These programs are generally

less frequent than the in-class instruction, although they often involve multiple visits. A significant minority (15 percent) offers weekly visits at their facility.

**Table 5**

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### Typical Frequency of Visits by Students to Arts Education Provider Facilities

FREQUENCY	PERCENT OF ORGANIZATIONS
Once a week	15
Once a month	1
Once per school year	6
1–5 times per school year	22
Long-term programming	12
Any combination of the above	44

Source: Alliance for the Arts

In arts education programming in their facilities, most providers work with teachers (80 percent) and principals (85 percent), and less often with regional arts supervisors (28 percent) or others (33 percent) including librarians, parents and arts coordinators.

A total of 71 percent of the providers report that the students are actively involved in the creative process. Slightly fewer (64 percent) describe the programming at their facility as

students watching a performance or attending an exhibit, while 49 percent describe their programming as lecture-demonstrations in which students are spoken to and invited to discuss what they've learned.

### Services Provided at Other Locations

About half of the arts education providers surveyed offer their programs and services at locations other than schools or their own facilities. These “other locations” include other cultural facilities, community centers, temporary housing facilities or libraries. Some organizations report offering online services, but this is a limited practice. Survey participants served 148,270 students in these venues. In a majority of cases the arts education provider works with teachers (77 percent) and principals (62 percent). A total of 38 percent work with regional arts supervisors and 36 percent with others, most frequently parents and librarians. In some cases, the host venue at which the service is provided works with the teachers and principals.

These services tend to be offered less frequently than those given elsewhere, in many cases either once a school year, or only as often as five times a year.

**Table 6**

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### Typical Frequency of Visits by Students Provided at Other Locations

FREQUENCY	PERCENT OF ORGANIZATIONS
Once a week	9
Once a month	4
Once per school year	13
1–5 times per school year	34
Long-term programming	3
Any combination of the above	37

Source: Alliance for the Arts

Two-thirds (65 percent) of the cultural groups that offer their services at these other locations describe the programming as actively involving the students in the creative process. An equal percentage reports that the programming constitutes a performance or exhibition. In comparison, 41 percent describe the programming as lecture-

demonstrations in which the students are invited to participate.

Among those providers that offer services both in the schools and at their own or other facilities, 78 percent integrate the programming through preparatory activities such as lectures or workshops about what the students will see at the cultural organization or other facility.

### Public–Private Support

Funding for the organizations that offer these services is spread among a variety of sources. Most of the arts education service providers surveyed derive income from the City of New York, as well as state and federal governments, foundations, corporations and individuals.

**Table 7**

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### Pattern of Income Sources for Work with NYC Schools: 2002–2003

SOURCE OF INCOME	PERCENT OF ORGANIZATIONS FUNDED
<b>GOVERNMENT</b>	
NYC Department of Education	61
New York State Council on the Arts	59
National Endowment for the Arts/Other Federal	52
NYC Department of Cultural Affairs	47
NYC Department of Youth and Community Development	26
NYS Office of Children and Family Services/Other State	21
US Dept of Education	10
<b>PRIVATE</b>	
Foundations	72
Corporations	62
Individual Donors	57
Center for Arts Education	28
NY Foundation for the Arts	12
United Way/CAPS Program	9

Source: Alliance for the Arts

Looking at the respondents as a group, about 60 percent of the total funding to arts education providers comes from government agencies in the form of fees for services; 40 percent of the income is contributed from private sources. The fees for services are predominantly paid for by the New York City Department of Education—58 percent of all fee-for-service income.