



National Guild of Community Schools of the Arts / MetLife Foundation Partners in Arts Education Grant Program
Cover Sheet

Part 1: Contact Information

Name of Lead Applicant Organization (Community School of the Arts)

Federal Tax ID

#

City Lore, Inc.

11-274-0189

Street Address

72 E. First Street

City

New York

State

NY

Zip

10003

Main Phone Number

212-529-1955

Website Address

www.citylore.org/www.carts.org

Partnership Manager Name

Amanda Dargan

Partnership Manager Title

Director of Education

Partnership Manger Phone Number

212-529-1955, x 302

Partnership Manager E -mail Address

adargan@citylore.org

Name of Partner Organization (Public School)

PS 11

Street Address

54-25 Skillman Avenue

City

Queens

State

NY

Zip

11377

Main Phone Number

718-779-2090

Website Address

www.schools.nyc.gov/SchoolPortals/30/Q011

Partnership Manager Name

Joann Cassianos

Partnership Manager Title

Arts Coordinator

Partnership Manger Phone Number

718-779-2090

Partnership Manager E -mail Address

jcassianos@yahoo.com

Part 2: Program Information

Fall 2008 Semester

Number and Grade Levels of Students Served (K – 12 only)

175 3rd grade students

Number of CSA Teaching Artists Participating

2

Number of PS Teachers Participating

7

Number of Other Artists / Educators Participating

3

Number of Parents / Volunteers Participating

60

Number of Weeks Classes Will be Offered

7

Number of Classes per Week

2

Length of Class Sessions

One-45 min. period

Total Public School Student Contact Hours

1838

Total Professional Development Contact Hours

77

Spring 2009 Semester

Number and Grade Levels of Students Served (K – 12 only)

175 3rd grade students

Number of CSA Teaching Artists Participating

2

Number of PS Teachers Participating

8

Number of Other Artists / Educators Participating

6

Number of Parents / Volunteers Participating

60

Number of Weeks Classes Will be Offered

7

Number of Classes per Week

2

Length of Class Sessions

One-45 min. period

Total Public School Student Contact Hours

1838

Total Professional Development Contact Hours

14

“Total contact hours” are calculated using the following formula: total number of students per class multiplied by total number of class sessions multiplied by duration of class sessions:

5 students * 24 class sessions * .75 hours per session (45 minutes) = 90 student contact hours

Part 3: Amount Requested

\$20,000.00

Part 4: Project Summary (100 words maximum) Visit www.nationalguild.org/programs/grantees07 to view examples.

City Lore, Inc., in partnership with P.S. 11, Queens, respectfully requests funding for a school partnership program, *Telling Stories*. The program will provide a comprehensive arts education services to seven third grade classes in the art of storytelling through oral language, traditional dances of China and India, and dance-theater inspired by the students own investigations of the Chinese and Indian communities in Queens and Manhattan. This partnership aims 1) to Provide culturally responsive, differentiated arts instruction to a diverse group of students which includes many ELL, special education, and new immigrant students; 2) To build a stronger connection between the school and students’ families and local community; 3) To provide professional development that builds teachers’ capacity to integrate the arts and community resources into their teaching.

Part 5: Certification

I certify that the information contained in this application, including all attachments, is true and correct.

Community School CEO (Print Name & Title)

Community School CEO Signature

Date

PROJECT NARRATIVE

A major factor in effective education is the integration of what is learned in the school with the experiences children have in their homes and communities. An equal challenge is the integration of the culture of the community into the curriculum. While we want our children to be exposed to a variety of art forms and cultures, we do not want them to be alienated from their birthright, their own heritage. And their own heritage is valuable, not only because it is their own, but also because of the importance of a strong indigenous culture to the coherence of community life.

~ Dr. Barbara Kirshenblatt-Gimblett, New York University

City Lore, Inc., respectfully requests funding for a school partnership program, *Telling Stories*, with Public School 11 (P.S. 11) located in Woodside, Queens, New York City.

The program will provide a comprehensive arts education program to seven third grade classes in the art of storytelling through oral language, traditional dances of China and India, and dance-theater inspired by the students own investigations of the Chinese and Indian communities in Queens and Manhattan.

GOALS

City Lore's mission is to document, preserve and present the living cultural heritage of New York City. As cultural activists we are committed to the principles of cultural equity and democracy. We believe that cultural diversity is a positive social value to be protected and encouraged; that authentic democracy requires active participation in cultural life, not just passive consumption of cultural products; and that our cultural heritage is a resource for improving our quality of life. Education is central to our mission and informs all of our programs, both school and community-based. P.S. 11 also values the cultural diversity of its students and encourages a collaborative participation of teachers, parents, and children. Its mission states: "In our culturally diverse, child-centered school, we will promote a safe, nurturing and exciting learning environment.

Our commitment to excellence will be accomplished through the collaborative efforts of

involved parents, a supportive community, and a dedicated, caring staff.” Our goals for the *Telling Stories* program reflect the missions of both organizations: 1) To build an arts education program that draws on the rich cultural resources of the faculty, students, cultural partners, and local communities; 2) To use the arts both to engage students more fully in the life of the community and to engage parents and community members more fully in the life of the school; 3) To build teachers’ capacity to integrate the arts and community resources into their teaching; 4) To build students’ confidence, engagement, and skills in interpreting, reflecting, and expressing their ideas and understanding through the arts.

NEED

Telling Stories is designed to address the following needs:

1) To provide culturally responsive, differentiated arts instruction that addresses the special needs and different learning styles, interests, and abilities of a diverse group of students, which includes many ELL, special education, and new immigrant students from a variety of cultural backgrounds; 2) To build a stronger connection between the school and students’ families and local community; 3) To provide professional development and resources to build teachers’ capacity to integrate the arts and community resources into their teaching.

TARGET POPULATION

PS 11 serves the community of Woodside in Northern Queens, New York City, one of the most ethnically diverse areas of the country. PS 11 serves 1,200 students in grades K – 6. Over 55 languages are spoken in the homes of its students, with recent immigrants making up 11.4% of the student population. A large percentage of students are first and second generation immigrants. Most of the recent immigrants are from Bangladesh, Ecuador, and Mexico. 83% of students are eligible for free and reduced price lunch. Student demographics by ethnicity are: 41% Latino, 44% Asian, 1% Black, and 14% White. Our partnership program will provide in-depth arts residencies to all students in the 3rd grade (7 classes, approximately 175 students) and professional artist and student performances to all students in grades K – 6 (1,200 students). Three teaching artists will conduct the artist residency programs and an additional 6 musicians will perform with the teaching artists in their assembly program performances. Professional development workshops will target the seven 3rd grade teachers. Two parent workshops will be offered to parents of the 3rd grade students (30 participants maximum at each workshop)

CURRICULUM

Telling Stories focuses on the art of storytelling through oral language, traditional dance, and dance-theater. Our curriculum design supports student inquiry and community-based research to inform and inspire students' artistic expression. Central to the curriculum is the integration of folk arts. Embedded in the daily lives, celebrations, and ritual events of communities, they are a rich resource for student inquiry. They also express the cultural values and acknowledge the importance of informal learning that children bring to the school setting.

Telling Stories integrates these art forms with the 3rd grades social studies curriculum, “Communities Around the World,” by focusing on traditional stories and dances of China and India. The program is designed to support the New York City Blueprint for Teaching and Learning in the Arts, with a particular focus on these strands: Art Making (Dancing, Acting, Playwriting); Working with Community & Cultural Resources (Partnership with cultural organizations, fieldtrips to community sites, and use of local cultural resources), Developing Dance and Theater Literacy (Responding to dance and theater performances with guided questions and inquiry), and Making Connections through Theater and Dance (Recognizing the cultural contexts of traditional stories and dance and making personal connections to the traditions explored in the residency programs).

3rd grade students will participate in the arts program through 14-session artist residencies in the fall and spring, with each residency culminating in a student performance. Additional program components include professional development and planning time for teaching artists through City Lore’s 3-day fall seminar and artist meetings throughout the year, two professional development workshops for participating teachers, collaborative planning and curriculum development time for teachers and teaching artists (6 meetings for each residency program) , two parent workshops and opportunities to participate in the program, performances by the teaching artists’ professional groups, customized community fieldtrips, ongoing assessment, culminating student performances, and reflection sessions to conclude each residency. In the fall semester, three classes will participate in a Chinese dance residency with teaching artist Margaret Yuen. They will learn Chinese perform a traditional Chinese folktale based on the Monkey King cycle of stories through their own oral narrative retelling and through

Chinese folk dances. Four classes will work with Chinese theater artist, Lu Yu, to write and perform a dance play depicting a character based on the Monkey King set in New York. They will draw on their fieldtrip experience in Manhattan's Chinatown and their interviews with their teaching artist, who is a Chinese immigrant, and their own or their family's immigrant experiences. Reflection sessions with all the classes will focus on comparing and contrasting the stories, their settings and characters, the conflicts and the ways each art form was used to tell the story. In the spring, the classes who participated in the dance-theater will work with Malini Srinivasan, an Indian Bharatanatyam dancer, to tell an Indian folktale based on the monkey king character, Hanuman, culminating in a student performance, and students who participated in the Chinese dance residency will work with Lu Yu to create and perform a story based on the Hanuman character. Like the students in the fall dance-theater residency, they will draw on their fieldtrip experience in the Jackson Heights Indian community and interviews with their teaching artist, Indian parents, and their own or their family's immigrant experiences. Reflections sessions during these residencies will focus on comparing and contrasting how stories are told through these different art forms and the characteristics shared by the monkey king characters of both cultures.

Professional development will focus on designing culturally responsive curriculum that draws on students own cultural traditions and experiences while exploring the cultural traditions of others, using traditional and personal experience stories as examples. The professional development component was designed by City Lore staff and teaching artists in collaboration with P.S. 11's arts coordinator.

The *Telling Program* was designed by City Lore’s education staff and teaching artists in collaboration with P.S. 11’s arts coordinator and participating teaching staff. Each year the school’s Arts Committee selects a school-wide arts education theme supported by the school’s arts specialists and the City Lore program. Previous year’s themes include: “Journeys”, “What is Home?”, “Portraits”, and different world cultures. The school’s arts specialist who works with the third grade will support the Telling Stories theme through art projects inspired by narrative visual art, drawing on Chinese and South Asian folk art traditions.

OUTCOMES

The projected outcomes for our partnership program are: 1) Teacher/teaching artist teams will design, implement, and document units of study that integrate the arts, social studies, and literacy and that incorporate community resources; 2) Students will demonstrate understanding and skill in interpreting and conveying traditional and original narratives through oral language, traditional dance and dance-theater; 3) Family members will participate more actively in their children’s arts experiences both in school, in the community, and at home.

ASSESSMENT

Working with outside consultant, Nancy Gropper, City Lore staff and teaching artists and P.S. 11 staff will develop tools and strategies for documenting and assessing student learning, teacher capacity, and parent engagement in the arts program. Assessment will be both formative and summative and will include pre and post surveys of students, teachers, and parents; student journals; artist and teacher-facilitated discussions and

reflections with students; staff guided observations; co-teaching opportunities for parent participation and engagement in residency and parent workshops, fieldtrips, home assignments and culminating performances; and performance tasks during the residency workshops to assess student progress and understanding.

SUPPORT

“Telling Stories” draws on City Lore’s 22 years of providing arts education services to New York City’s public schools. It also draws on the organization’s work documenting the cultural traditions and stories of city residents and neighborhoods (see www.cityofmemory.org and www.placematters.net). City Lore’s staff, who hold graduate degrees in arts education, folklore, ethnomusicology, anthropology, and social history, have produced documentary films and videos, recordings, exhibitions, festivals, neighborhood maps and tours, and publications featuring the city’s folk artists, cultural traditions, and history. City Lore’s vast archive of documentary recordings and images, as well as our library of print resources developed for teachers and teaching artists, will be an invaluable resource for “Telling Stories”. City Lore’s education staff has extensive experience providing professional development in arts and history education for classroom teachers as well as training for teaching artists, both in New York and nationally through our Local Learning Program. P.S. 11 located in one of the most culturally diverse communities in the country, and the school views this diversity as a rich resource for teaching and learning. The school has a stable, committed staff, many of whom live in the neighborhood. The principal, Anna Efkarpidis, was Arts

Coordinator when City Lore began working with the school 12 years ago, and has maintained her enthusiastic commitment to the arts as Principal.

Both City Lore and P.S. 11 will provide matching funds and staff to support the program. P.S. 11 will provide space and time for teachers to plan and work with City Lore's teaching artists and will assume the responsibility for informing parents about the program and inviting their participation. City Lore will contract outside professionals to assist with the development and interpretation of the assessment and with documenting teaching and learning throughout the year. City Lore staff will also provide training for the teaching artists, identify community resources, and coordinate community fieldtrips. City Lore and P.S. 11 have sustained their 12-year partnership

City Lore's approach to arts education is rooted in a constructivist approach to teaching and learning, by crafting and facilitating: 1) authentic activities that have a strong connection to the real world, 2) active, hands-on learning, 3) use of students' prior knowledge and family experiences, 4) deep knowledge and sustained research in a topic or discipline, 5) collaborative work, and 6) access to experts. Our approach is also rooted in the teaching of Lucy Sprague Mitchell, founder of Bank Street College of Education. Mitchell believed in making experiences education for students by providing a rich and unified context for learning. Mitchell's philosophy is a natural tie-in to the model of place-based education in which students are provided with hands-on opportunities to connect with themselves, their community, and their local environment.

In 2007, City Lore was profiled in Harvard University's Project Zero study, "Qualities of Quality: Excellence in Arts Education and How to Achieve It." Anika Selhorst presented the work of our school and community-based education programs on a

panel, “The Emerging Field of Arts in Education,” as part of the John Landrum Bryant Lecture Series at Harvard.

CHALLENGES

A major challenge for PS 11, and for many urban schools with large and diverse new immigrant populations, is the integration of students’ home cultures and families into the life of the school and the community. New immigrant children often struggle with the challenges of finding their place in their new home and in maintaining a strong connection to the cultural traditions of their or their parents’ country of origin. Language and cultural barriers often discourage their parents from participating fully in their children’s education. With the growth and mobility of immigrant communities served by the school, P.S. 11 staff have seen evidence of increased stress on its student population and their families, as well as a decline in parent participation in their children’s education. Since City Lore’s arts education programs in the upper grades have been successful in engaging parent participation, a partnership seeks to address this challenge by extending the program to the early grades, beginning with 3rd grade, and making parent involvement a central focus. We plan to engage parents in a variety of ways throughout the program and to document their involvement.

Our partnership program seeks to address these challenges through culturally responsive teaching that acknowledges the value of cultural traditions and the important role that immigrants play in the life of the city. Our residency programs bring students into the local community to conduct research and explore residency themes and art forms for personal expression and cultural understanding. We also bring family and community members into the classroom to share cultural traditions and personal experiences. Parents

are invited to visit and assist with residency workshops and productions, to accompany students on community fieldtrips, to explore the cultures their children are studying by visiting neighborhood sites and city institutions, and to use the residency study to discuss their own cultural traditions. And we encourage students to use their study of other cultural traditions as an opportunity to learn more about their own traditional arts.

EVALUATION

We will evaluate the effectiveness of our program and assess changes in teaching and learning using several tools and strategies. We will work with a consultant, Bank Street College of Education faculty member, Dr. Nancy Gropper, to design and interpret our assessment tools and data. We will document and evaluate student learning in four areas: 1) dance and theater arts skills and understanding; 2) skill in telling traditional and original stories through dance and theater; 3) social and cooperative skills in collaborating with their peers, 4) self-image and confidence in performing for an audience. We will collect data through observations of performance tasks and analysis of student writing. We will also conduct exit interviews and open-ended surveys with participating students, educators, and staff. Members of the assessment team will code and analyze the data in these four areas to evaluate the effectiveness of the program and assess growth in students' learning.

City Lore in Partnership with PS 11

BUDGET

INCOME		
Request to MetLife		\$20,000
Government Grants		
National Endowment for the Arts	In hand	\$5,000
New York State Council on the Arts	In hand	\$10,000
Foundation Grants		
Hearst Foundations	Pending/Expected	\$5,000
TOTAL INCOME		\$40,000
EXPENSES		
Administrative Salaries		
Amanda Dargan, Director of Education	\$70,000/year @ 5%	\$3,500
Anika Selhorst, Director of School Programs	\$54,000/year @ 5%	\$2,700
Total Administrative Salaries		\$6,200
Benefits	22%	\$1,364
Teaching Artists and Performers		
Workshop Fees	\$75/period x 4 periods/day x 14 days x 4 arts residencies	\$16,800
Performance Fees	\$300/artist x 9 artists	\$2,700
Artist Fees for Teacher Planning	\$50/hr. x 20 hours	\$1,000
Artist Residency Planning	\$150/day x 8 days	\$1,200
Artist fees for Professional Development and Parent Workshop	\$600/workshops x 3 workshops	\$1,800
Total Teaching Artists and Performers Fees		\$23,500
Evaluation and Videography		
Nancy Groper, Evaluator	\$500/day x 4 days	\$2,000
Judy Loeff, Videographer/Editor	\$450/day x 6 days	\$2,700
Total Evaluation and Videography		\$4,700
Local Travel	Estimate	\$300
Supplies and Special Events		
Fieldtrips	\$150/class x 8 classes x 2 trips	\$2,400
Program and Office Supplies	Estimate	\$1,136
Total Supplies and Special Events		\$3,536
Administrative Costs	Only telephone claimed for this project	\$400
TOTAL EXPENSES		\$40,000

Project Work Plan for the 2008-2009 School Year

Objective/Activity	Deadline	Title & Affiliation of Person(s) Responsible
Plan Curriculum	September 5	Principal partnership managers, City Lore teaching artists, PS 11 third grade teachers
Develop Assessment Tool	September 19	Partnership evaluator, principal partnership managers, City Lore teaching artists, PS 11 third grade teachers
Professional Development for Classroom Teachers	September 30	City Lore teaching artists, principal partnership managers
China Study through Dance and Theater	December 12	PS 11 third grade students & teachers, City Lore teaching artists
Student Performances	December 19	PS 11 third grade students & teachers, City Lore teaching artists
Evaluation (mid-project and mid-year)	November 7 January 9 April 10	Project evaluator, City Lore teaching artists, PS 11 third grade teachers
India Study through Dance and Theater	May 22	City Lore teaching artists, PS 11 third grade teachers
Student Performances	May 29	PS 11 third grade students & teachers, City Lore teaching artists
Summative Project Assessment	June 5	Principal partnership managers, project evaluator, City Lore teaching artists, PS 11 third grade teachers
Share out partnership best practices	June 26	Principal partnership managers, project evaluator