urban
arts
partnership

Introduction

DOE District Grants Team Structure
DOE/UAP Partnership Purpose
DOE/UAP Schools Partnership Process

Key Criteria That Informed Our process

Identify the specific population of students to be served, and any unique needs by sub-group such as students with disabilities, English language learners, and socioeconomic status.

Describe how the activities will be aligned and coordinated with the regular school day and school day teachers, New York State Learning Standards, including the Common Core, and how program activities will support school and district goals, and Regent's Reform priority for college and career readiness;

Describe how the NYS Guidelines for Social and Emotional Development and Learning will be reflected

Describe the plan to provide ongoing relevant professional development and collaborative planning time for teachers, program staff and community partners

Describe how the program will ensure equitable access to and meet the needs of special populations (e.g., students with disabilities, English language learners

Questions For Schools That Drove Our Process

Student Needs

- Re ELLs: what % of students are ELL, and which countries are they from/which languages do they speak? What % also have IEPs?
- What is your attendance rate, and what contributes to absenteeism? What would you want to put in place to reduce this absenteeism?
- What % of your school are SIFE, and what contributes to that? IEP?
- Is health or hunger an issue for your students?
- What are your Regents pass rates, and what review classes are in place to help students who fail?
- What gaps are there in community services not currently available?

Key Data That Informed Our process

Regents Re-takers

English Language Learners

Students showing patterns of Chronic Absenteeism

General Education Students

How Key Design Principles Informed Our Strategy

Presenter: David

21st Century Design Principles
Academic Achievement
Youth Development
Professional Development
Family Engagement
Social Emotional Learning

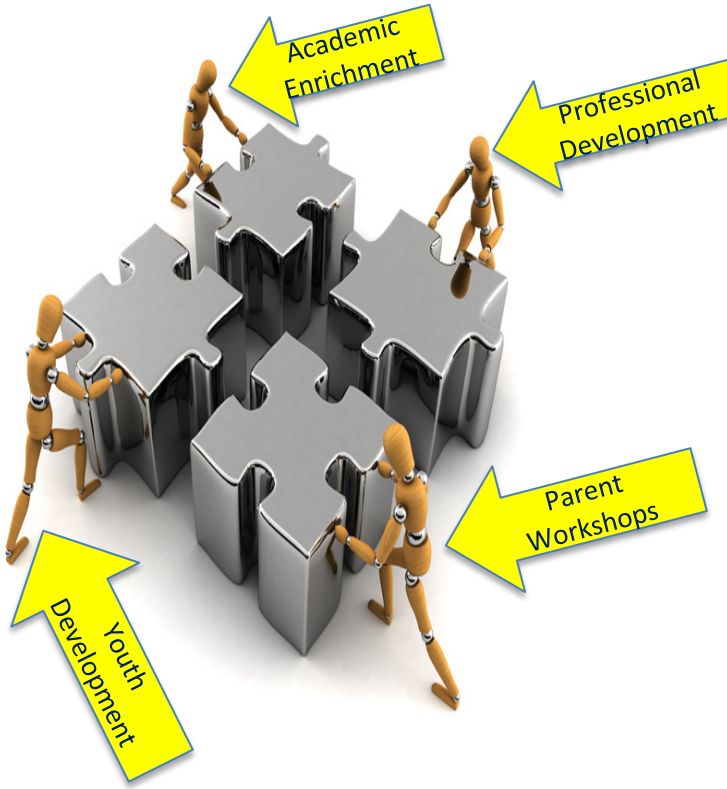
Recruitment & Retention
School Buy in
Arts integration
ELT
Etc…

Program Design

M468
Target Enrollment: 240
Fresh Prep 7 classes/40 sessions each
iConnect 57 sessions
Cornell Hydroponics
Opus Dance Theater
After School Music Production 1 class/60 sessions each
Parent Workshops 12 parent workshops
Professional Development 6 workshops

- Regents Prep Program – UAP Teaching Artists co-teache with English, US History and Global History teachers to prep for Regents Exams
- Urban Arts Alum mentor 30 students who were identified by the school of needing attendance support
- Cornell partners with Science teachers to build a Hydroponics program
- Students earn Physical Education credit taking the Opus Dance Theater class
- Fresh Prep Teaching Artists recruit students during the day to take part in the music production After School club
- Urban Arts co-teaches Story Studio with ESL teacher on Saturdays
- NY Hall of Science and UAP provide embedded PD for teachers

A model that Closes the Achievement Gap



Challenges and Plan of Action

CHALLENGES:

Proper Scheduling:
- *Schools already had schedules in place when the grant was rewarded*
- *Fresh Prep had to compromise the 90minute block schedule to fit into the school schedules*
- *60 hrs of content in half the time. Though scores jumped, we failed to reach our goal of 65% of re-takers passing.*

Teacher buy in and co-teaching training
- *Some teachers were unaware of the benefits of having Arts integration*
- *Teachers not trained on co-teaching*

TA Cohesion
UAP Teaching Artists were not collaborating with projects and goals in schools where there was not a UAP Site Coordinator.

Absentee Plan:
With TAs working multiple residencies, if a TA were to call out sick, we were not always successful with finding a sub.

WHAT'S THE PLAN:

Fresh ED!
- *More flexibility to serve first time takers*
- *Sessions will increase from 40 – 80 in order to cover all of the content areas*
- *Earlier planning in the summer*

- ***Presentation** for all teachers and only sign up teachers who elect to take on the program*
- ***PD** for all co-teachers on co-teaching and integration prior to the start of the program.*

Lead TAs Hired
- *Will pick up more responsibilities at their sites. They will be responsible for creating themes that all projects will tie into, support with program visibility and facilitate team meetings.*
- *In-school TAs will support with Recruitment/Retention for the after-school program*

Build a Bench!
- *Subs will be hired and trained in all curricula over the Summer*
- *Make TAs more available by lightening their loads*

Outcomes

Facing History High School

- 15 out of the 18 students passed their English regents
- Due to only 3 students not passing, Facing History cancelled their Summer Fresh Prep Program
- 8 students jumped 20 or more points

Student	Previous score	Fresh Prep Score	Jump!
Yenny B.	58	79	21
Asia B.	52	83	31
Timothy C	64	70	6
Djene C.	63	68	5
Madeleine C.	61	83	22
Joselin Eustate	61	62	1
Marycely G.	63	65	2
Reymon H.	34	70	36
Joaquinn M.	46	60	24
Brian M.	56	73	17
Robinson M.	51	68	17
Jiandro R.	63	77	14
William R.	42	83	41
Daniel R.	60	81	21
Jessica R.	51	53	2
Monica S.	63	70	7
Shianne S.	60	91	31
Rahim W.	60	68	8

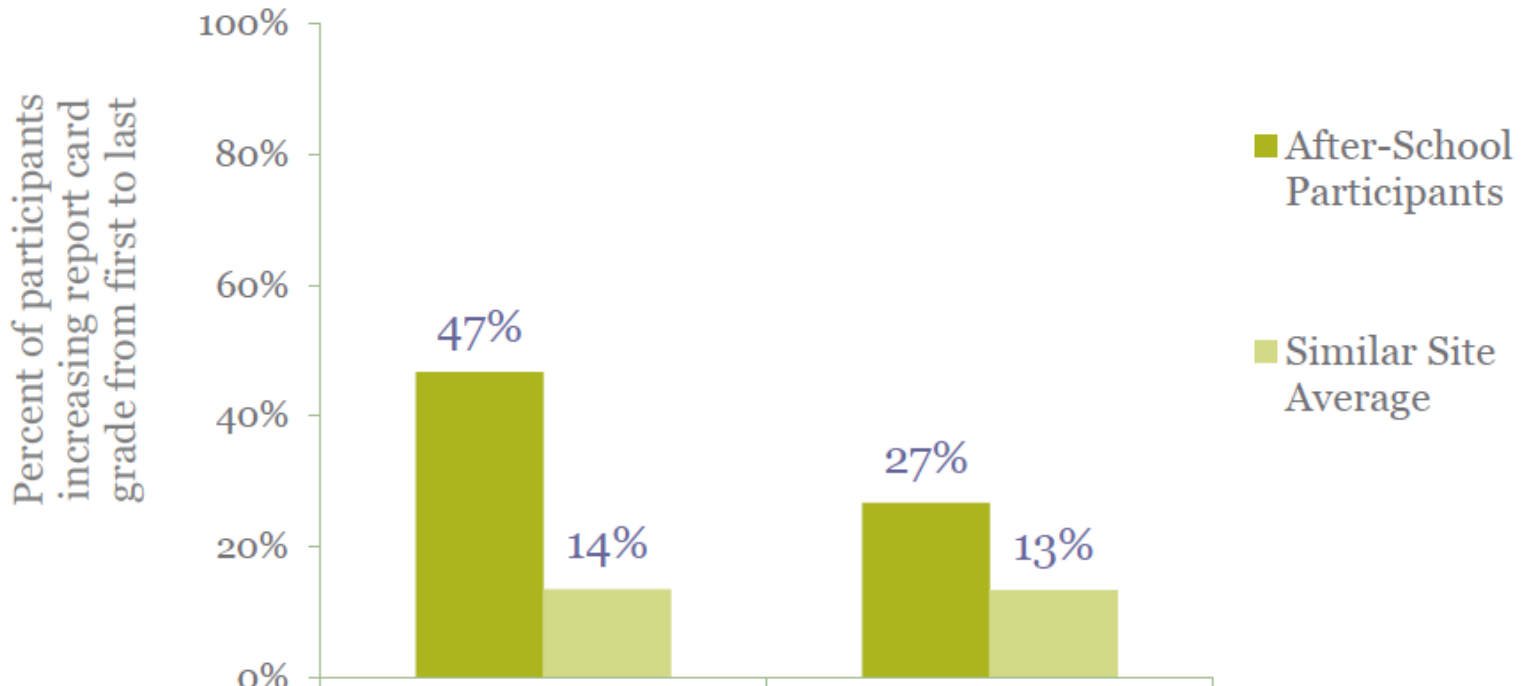
Graphics High School

- iConnect Program Results
- UAP Alum support students struggling with Attendance

STUDENT	MAX ABSENCES/MONTH	PRESENT ABSENCES/MONTH
Stephanie P	10	1
Adrianne V	11	5
Anton C	3	0
Bryant C	10	1
Christopher B	8	0
David V	8	3
Dominique F	12	0
Elizabeth P	0	0
Elizabeth S	7	0
Emily	0	0
Evelyce O	10	0
Jeff S	12	0
Jervon D	12	5
Jorge C	14	5
Kanesha M	12	0
Kayla D	16	9
Leronne A	6	0
Lexuis H	7	0
Linda A	9	5
Luis F	9	0
Marcus R	16	0
Mercedes C	7	1
Oseas P	8	0
Shamol P	8	2

Testimonials

Figure 3: Math and English Report Card Score Changes



	Math	English
After-School Participants	47%	27%
Similar Site Average	14%	13%

Activity

Presenter: PHILIP & DAVID

10 Ask participants to answer this: Are you in a high stakes environment if so tell us success, challenges, learnings or if you are not tell us what needs to happen to get there. PHILIP

- How did you define or do you define High stakes: Moving the needle.

Sharing