



DC Arts and Humanities Education Collaborative Comments and Recommendations to the DC Cultural Plan Working Draft February 28, 2018

Thank you for this opportunity to submit our recommendations to the DC Cultural Plan Working Draft. The DC Collaborative is appreciative of the DC Office of Planning, along with the DC Commission on Arts and Humanities and DC Office of Cable Television Film Music and Entertainment for their efforts to reach cultural stakeholders, including DC Collaborative members, who provided input for DC's first Cultural Plan.

As you know, along with ArtsAction DC, we first advocated for our first ever DC Cultural Plan and we thank the City Council for helping make that possible. Over the past two years, we have been happy to volunteer our support and outreach to hundreds of arts and humanities education stakeholders. We enjoyed volunteering at Cultural Plan community convenings, and bringing together students at the Kennedy Center so that the Office of Planning, DC Commission on Arts and Humanities and DC Office of Cable Television Film Music and Entertainment would hear directly from our youngest residents.

During the public review period of the Cultural Plan working draft, the DC Collaborative was especially appreciative to have Deputy Director Kahn present highlights of the working draft of the Plan to DC Collaborative members.

Members of the DC Collaborative's Collective Impact Committee, who represent over 100 cultural institutions, teaching artists and education practitioners in DC, thoughtfully spent the past couple of weeks reviewing and crafting comments and recommendations. Feedback which follows includes:

- Education must be the fourth pillar of DC's cultural ecosystem comprised of Creators, Consumers and Spaces.
- The DC Cultural Plan must benefit children of all ages and abilities.
- The DC Cultural Plan needs to represent and be inclusive of all DC arts and humanities educators and cultural organizations, large and small.
- Arts and Humanities Education needs to be further articulated in the "Vision and Goals" of the Cultural Plan.

The DC Collaborative appreciates inclusivity and being able to provide our feedback to the Office of Planning on the working draft to your project team. We look forward to working with you on next steps which we hope will be inclusive, diverse, equitable and accessible with more specific timelines and actionable steps, with delineated public and private resources, that ensures DC's Cultural Plan, our Cultural Plan supports and serves DC's creators, consumers and spaces, institutions, and most importantly our youngest residents, for years to come.

Once the Cultural Plan is finalized, how will the plan be incorporated in the Comprehensive Plan? How are we going to pay for Implementation of the Cultural Plan? How are we going to invest?

- While DC is currently making some of the nation's largest per capita public sector cultural investments, how will the Plan's recommendations help maximize impact from these investments to support arts and humanities education organizations right now?
- How do the recommendations provide a systematic framework to address critical short-term gaps in the cultural support systems, specifically for equitable access to arts and humanities education while introducing approaches to fulfill long-term needs.
- Utilizing the Plan is a unifying force; how will it facilitate existing resources, connecting artists to programs, and identify partnership approaches to fill gaps where additional resources are needed in arts and humanities education.
- This plan's recommendations are to create and leverage efficiencies in how the District invests in cultural facilities to increase investment in people and programs. Specifically, how will education, which we believe should be a fourth pillar of the Plan's framework be factored into Impact Investment.
- The Cultural Plan's investment framework introduces an innovative approach for building partnerships that will scale-up investments to inclusively fill the gaps between the city's existing programs and the cultural sector's unmet needs. Again, how will investments in arts and humanities education be developed, funded and implemented.

The DC Arts and Humanities Education Collaborative appreciates being recognized as DC's leading and neutral arts and humanities education anchor that fosters equitable collaboration across community and government agencies. Leading our community's arts and humanities education efforts through the *Any Given Child* DC program. We appreciate and enjoy having Director Shaw and Deputy Director Khan participate in any Given child DC. The Office of Planning is an important community stakeholder and their participation has been a cohesive step in ensuring that the voices of the arts and humanities education community are recognized and valued which broader cultural and District-wide planning are being developed and implemented.

Since the Cultural Plan working draft was developed a touchstone and major step was presented. The **"Sense of the Council Arts and Humanities in Education Resolution of 2017"** will create an arts education policy for the District of Columbia. Combined with outcomes and continued collective impact work of the *Any Given Child DC arts education initiative*, it will be an important piece of the fabric of implementation and community arts education planning. It can serve as an example for other cities and states for their own education planning.

We are appreciative of our private and public sector community exemplars who have worked tirelessly with us and to those who have championed equitable access to the arts humanities for our youngest residents. Together with can advance equitable access to high-quality learning experiences in the arts and humanities for all students and teachers in the DC public education system. We believe that every student and educator is entitled to equitable access to arts and humanities education programming.

How do we best ensure all children receive arts and humanities education as a key component of their education? The public sector needs to provide more dedicated resources help us expand partnerships that provide systemic learning in the arts and humanities. We know this work helps lead to student success and a more vibrant community that celebrates cultural diversity of our city. In order to ensure that our work can positively impact each student in every grade and across every ward, we need your support. The DC Collaborative is uniquely qualified as an exclusive provider of many of these services and our 100+ members who represent the leading cultural institutions of our nation's capital.

Together, we all know that DC is composed of unique national and local arts and humanities assets that should be utilized as an integral component of a comprehensive, well-rounded arts and humanities education. DC should be recognized as an **Arts and Humanities Education City**, leading the way how we invest in tomorrow's citizenry. How best should we match our cultural resources and the creativity of DC public and charter school students– in and out of school and ensure this is the forth pillar of our Cultural Plan that lives across agencies? Includes parental involvement? Is appropriately budgeted and funded by both the private and public sectors?

This Cultural Plan, with recommendations from DC Collaborative can do that. Collaboratively we can do that. This is our Collective Impact. Collaboratively, we already work with to provide equitable access to high quality arts and humanities education for DC public and public charter school students. Opportunities that spark their interest in their *future careers*. When a student steps out of their comfort zone and confidently relates to an experience on a *DC Collaborative Arts and Humanities for Every Student* field-trip, they learn about calculated risk. They see career paths that extend beyond being a painter or a historian, they ask about lighting exhibition design, about becoming a teacher, about becoming a member of a museum whose patronage will in turn support our future economy.

Collectively, we have unique and internationally-renowned strengths and assets in our District. This is our Collective Impact. Together, we have the power to make decisions to ensure an articulation of the arts and humanities as part of a well-rounded education. All children in the District of Columbia must have equitable access to the arts and humanities as an integral part of their education and utilize the cultural resources in the Nation's Capital as part of their growth and development.

The DC Collaborative, and its members, stand ready to continue to help shape and ultimately implement DC's Cultural Plan. We look forward to continuing this important work with you all at the Office of Planning, along with the DC Commission on Arts and Humanities and DC Office of Cable Television Film Music and Entertainment. Please help us identify more resources across all District government agencies that can help make that possible. **This can be our Collaborative Effect and arts and humanities education legacy for all DC residents, especially our children.**

We're happy to meet with you and your team to review our recommendations and suggestions-- and we look forward to our continued work together on next steps.

With thanks and best wishes,

Lissa Rosenthal-Yoffe, Executive Director
DC Arts and Humanities Education Collaborative

DC Collaborative Feedback on the DC Cultural Plan Working Draft

February 28, 2018

In efforts to remain transparent and inclusive, the DC Collaborative feedback includes but is not limited to the following recommendations:

- **Education must be the fourth pillar of DC's cultural ecosystem.** Arts Education is a unique creative process and experience, such that it would be beneficial and strategic to treat it as a separate and 4th pillar. The DC Cultural Plan must recognize the importance of arts and humanities education throughout a lifetime, from cradle to infinity. All DC children and life-long learners have the right to equitable access to high-quality arts and humanities education learning.

"Arts and Humanities Education" to be a robust component and forth pillar of the DC Cultural Plan that is fully articulated not only within the Creative, Consumer and Space pillars. While the Cultural Plan focuses on innovation through empowering individuals as both cultural creators and consumers while strengthening the systems that support cultural practitioners, it is imperative to foster opportunities for our youngest residents to become creators and consumers.

The consumption of an artistic experience is not the sole goal, but the goals of arts education ranges from the learning about and practicing of an artistic process to the generation of learning and synthesis of thoughts beyond the experience itself.

However, should a 4th pillar not be feasible to include in the Final Draft, here is how the current three columns can incorporate Arts Education.

Delineating between the product of art and the process of art. How that breaks down:

- Creators
 - Creators of the product of art are artists
 - Creators of the process of art are teaching artists
- Space
 - Space for the product of art are where art products are presented and experienced
 - Space for the process of art are where art processes are taught and learned
- Consumers
 - Consumers of the product of art are audience members
 - Consumers of the process of art are students (of any age)
- **The DC Cultural Plan must benefit all ages and abilities.** The Cultural Plan must benefit and facilitate equitable access to arts and humanities learning opportunities for lifelong learning. Individuals of all ages from infants, toddlers, and PreK-12 students and be inclusive of individuals of all abilities.

- **The DC Cultural Plan needs to represent and be inclusive of all DC arts and humanities educators from organizations, large and small.**

We know that large federal organizations that are mentioned in the Plan are serious about being partners in the District's cultural community. They want to be a stronger asset to DC residents as local cultural anchors. Federal institutions in Washington, DC are committed to their missions to not only serve national and international constituents, but to contribute meaningfully to the local community of which they are a part and from which they benefit.

Dually, local DC cultural institutions must be fully supported and provided the necessary resources to support our residents' ability to become cultural creators and consumers.

- **Arts and Humanities Education also needs to be articulated in the Vision and Goals of the Cultural Plan.**

While Impact Investing is mentioned in the Plan, with District partnership with impact investors, Investment in Youth Cultural Experiences needs to be further defined in monetary investment for assigned agencies/mechanisms.

- While calling to strengthen arts and culture education by leveraging DCPS participation in public/private initiatives such as the Kennedy Center's Any Given Child DC program, currently lead by the DC Collaborative, work with Any Given Child DC to expand to public charter schools and with the DC Collaborative's National Endowment for the Arts Collective Impact grant, secure matched resources to define shared measurements for the arts and humanities education community.

"Education" appears in multiple locations in the Cultural Plan. How arts and humanities education, equity and access are defined needs clarification and revision:

When stating education, "arts and humanities" education needs to be specified.
 "Arts and Humanities" Education:

- is a valuable intellectual resource in the District of Columbia
- is an economic driver
- promotes creativity
- enforces not only value of youth and their growth, but lifelong learning all from cradle to infinity

The DC Commission on the Arts and Humanities defines Arts Education as:

"An umbrella term that refers to (a) a comprehensive and sequential education in separate and distinct artistic disciplines; (b) participation in the arts experience i.e. attending a performance or an exhibit; and (c)

engagement in the arts using the tools and techniques of arts integration to learn across content areas.”

This definition was first created by the DC Collaborative programming committee as the “Arts Education Continuum” in 2004.

We are pleased to see there is focus in the Cultural Plan on preserving and making space for civic culture and identity/heritage. We see a missed opportunity to connect that priority with the work of cultural institutions and arts/humanities education nonprofits providing platforms for DC youth as Creators-- *especially since youth are a key driver of our city's current and future cultural identity*. Please include language to **make space more affordable to cultural creators, space is also offered more affordably to youth-serving arts and cultural organizations.**

DC Collaborative recommendations also include the recommendation to increase youth programming in the context of a pre-professional track, yet it is also the only place preK-12 arts programs are mentioned. Pre-professional education for some and general arts education for all are very different things. **We ask that in the final draft of the DC Cultural Plan, arts education programs for all students and pre-professional programs for some students are separated into two different recommendations.**

Some additional suggestions from the DC Collaborative includes:

Creators and Consumers:

- A youth council/advisory board for the Cultural Plan should be established for the District.
- Teaching Artists must be included as Creators.
- Concurrent to arts and humanities education for all, secondary training in the arts needs to be articulated to build a future creator workforce.
- The Cultural Plan must recommend more than just continuing to strengthen preK-12 arts programs. Arts and humanities education must be a concerted effort as an economic driver and force of creativity for youth both in and out of the classroom.
- More focus towards intergenerational and family programming given the growing population of young families in DC. For example, how might family festivals or “you and me” style classes gain traction. With the rise of new condo buildings in the cities, many families are staying in the city while their children are young rather than moving to the suburbs.
- DC's rich Latino culture especially in Columbia Heights and Mt. Pleasant should also be included in the plan. The plan places some emphasis on the city's African American population and history. But, not recognizing the

growing Latino communities, especially in Columbia Heights and Mt Pleasant is very important omission. Especially, given the rise in immigration from Central America. The DMV is the second highest (next to Los Angeles) in refugees from Central America.

- Immigrant population and international population should be considered as part of the cultural plan—beyond programming with the embassies. DC has a rich international community. How might other traditions be incorporated as we think of arts programming.

Space:

- We agree that students experiencing the arts and humanities in community centers and libraries is important. Experiences directly in a cultural center is even more important.
- Recognizing all cultural institutions large and small play a vital role in providing arts and humanities education. All cultural assets in the District of Columbia are local assets and are a benefit of being a DC resident, especially for our youngest residents, to learn and grow into arts creators and consumers.
- Please include the value of connecting DC's rich cultural institutions and arts and humanities education providers with students in a school setting-- providing students with platforms to be creators by integrating into their classroom learning such as the arts and humanities for Every Student program and by providing Out of School Time workshops both at schools and in community-based settings. We would like to see wider representation for community-based arts and humanities education providers in the Plan.
- New cultural spaces should include labs/classrooms for learning and audience engagement.

Education (Overall)

- **Inclusion of the New Arts Education Policy for the District of Columbia:** Since the Cultural Plan working draft was developed a touchstone and major step was presented. The “**Sense of the Council Arts and Humanities in Education Resolution of 2017**” will create an arts education policy for the District of Columbia. Combined with outcomes and continued collective impact work of the *Any Given Child DC arts education initiative*, it will be an important piece of the fabric of implementation and community arts education planning. It can serve as an example for other cities and states for their own education planning.
- **Public and private sectors** must work together to fairly distribute and monitor arts and humanities learning opportunities.

- Experiences going to the theatre or art museum matched with curricular connections to support student learning, such as through the DC Collaborative's **Arts and Humanities For Every Student** program and through cultural institutions receiving Field-Trip initiative grants from the DC Commission on the Arts and Humanities, are essential to student learning.
- **Literacy through the arts and humanities** must be integrated into the Cultural Plan. Promoting literacy through functional and relevant art can help address the prevailing gaps in cultural experiences across DC residents, and serve as a vehicle for deeper art appreciation. Working toward a baseline literacy in conjunction with arts and humanities experiential learning and education can strengthen resident engagement and sustain the impact and value of both exposure and resolve.
- **Inclusivity and Accessibility** for all must be better defined in the Cultural Plan. There are a few examples of how arts organizations are and could better work with and include this community. Besides using the word "inclusive" very little of the plan address accommodations for disabilities. For example: how might organizations connect with Gallaudet to provide sign language interpreted performances or partnerships with the deaf community? How can sensory friendly performances be encouraged as to welcome diverse audiences? In considering new arts spaces, how will physical disabilities be considered to make the space accessible to all?
- Include the recently launched **Learn 24** from Office of Out of School Time - launched earlier this month, it should be included in the Cultural Plan as a resource for students and families to locate additional arts and humanities learning opportunities.
- When defining "**Shared Stewardship**" include arts and humanities institutions, government agencies among stakeholders to collaboratively support our culture by finding ways to expand existing collaborations such as the DC Arts and Humanities Education Collaborative, which currently represents over 100 cultural institutions and practitioners.
- When stating the goal of "Leverage the *Any Given Child* DC and 'Turn Around Arts Programs', please recognize that *Any Given Child* DC is a community-wide initiative led by the DC Collaborative with facilitation support from the Kennedy Center. And "Turn Around Arts" is only in five DC Public schools (please confirm with Kennedy Center.) Perhaps Turn Around Arts should not be mentioned with a city-wide initiative like *Any Given Child* DC.
- When referring to the DC Arts and Humanities Education Collaborative, it is the "**DC Collaborative**" or the "**DC Arts and Humanities Education Collaborative**" the organization name appears multiple times and different ways and can be confusing.

DC Arts and Humanities Education Collaborative

Members FY18

newest member: National Museum of African American History and Culture

100 Reporters
Adventure Theatre-MTC
AFI Silver Theatre & Cultural Center
African American Civil War Museum
Anacostia Community Museum,
Smithsonian Institution
Arena Stage
Art Impact USA
Art Museum of the Americas-
Organization of American States
Atlas Performing Arts Center
Avalon Theatre
Cameroon American Council
Capitol Hill Arts Workshop
Center for Inspired Teaching
Choral Arts Society of Washington DC
Dancing Classrooms
DAR Museum
Day Eight
DC Fire & EMS Museum
DC Jazz Festival
DC Scores
Discovery Theater
DRANREF Foundation
Dumbarton Oaks
Educate to Create
Environmental Film Festival
Folger Shakespeare Library
Ford's Theatre
Freer|Sackler Gallery
GALA Hispanic Theatre
Gandhi Memorial Center
George Washington's Mount Vernon
Imagination Stage
Inner City Inner Child
Interact Story Theatre
Joy of Motion
KanKouran West African
Dance Company
Keegan Theatre
Kid Pan Alley
Kreeger Museum
Latin American Youth Center
Learning Life
Lenore Blank Kelner
Levine Music
Library of Congress

Links. Inc Washington, DC Chapter
Live It Learn It
Meridian Hill Pictures
The MusicianShip, Inc
National Building Museum
National Cherry Blossom Festival
National Gallery of Art
National Geographic Society
National Museum of African Art,
Smithsonian Institution
National Museum of American
History, Smithsonian Institution
National Museum of Natural History,
Smithsonian Institution
National Museum of the American
Indian, Smithsonian Institution
National Museum of Women in the Arts
National Symphony Orchestra
Numbers Alive!
O Street Museum Foundation
Only Make Believe
Opera NOVA
Perisphere Theatre
Post Classical Ensemble
President Lincoln's Cottage
Project Create
Pulitzer Center on Crisis Reporting
Shakespeare Theatre Co.
Shout Mouse Press
Sitar Arts Center
Smithsonian American Art Museum,
Smithsonian Institution
Solas Nua*
The George Washington University
and The Textile Museum
The In Series, Inc.
The Kennedy Center
The Phillips Collection
The Puppet Co.
THEARC
Virginia Chamber Orchestra
Washington Bach Consort
Washington Ballet
Washington Chorus
Washington Improv Theatre
Washington National Opera
Washington Performing Arts

Wolf Trap Foundation for
the Performing Arts
Young Playwrights' Theater
Zenith Community Arts Foundation

Individual Practitioner Membership

Annetta Dexter Sawyer
Carey Stipe
Carmen Boston
Charlotte Cameron
Diane Macklin
Educational Consulting Services
James Modrick
Joanna Lewton
Karen O. Brown
Lana Wong
Mahogany Bleu
Mow Design Studios
Sally Canzoneri

DID YOU KNOW?

The **DC Collaborative** was founded in 1998, by the **DC Commission on the Arts and Humanities**, **The John F. Kennedy Center for the Performing Arts**, and **Humanities Council of Washington DC** along with **DCPS** and other local cultural institutions and funders. Today, **DC Collaborative members represent more than 100** cultural institutions and individual practitioners in the DC region, working together to impact **arts and humanities education** in the District of Columbia.

The **DC Collaborative** has served more than half-a-million public and private charter school students through its **Arts and Humanities for Every Student** program, as well as thousands of teachers through its **Professional Development Initiatives**. Both programs are provided with DC Collaborative partners and members.