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About Community-Word Project

Community-Word Project is a New York City-based non-profit that facilitates culturally responsive, multidisciplinary art programs for students, Teaching Artists, and communities to develop and amplify their voices and creative skills.

We envision a world where all artists and learners work together to recognize and celebrate the power of their creative voices to manifest a more equitable future.

Youth Programs
Multidisciplinary Collaborative Arts Residencies in Title I* NYC public schools; public library workshops; and innovative youth development programs

Teaching Artist Project
Semester-long training program for Teaching Artists including classroom internships; summer workshops; customized training; and electives across more than 15 peer organizations in NYC and nationwide

Community Partnerships
Collaborative programming with NYC Department of Education, NYC public libraries, and community-based organizations in NYC and nationwide

*Title I is a federal program that provides funding to schools based on the percentage of their students’ households with low income.
Our Values

**Inclusion & Accessibility**
We respect and value the diversity of perspectives, learning styles, abilities, artforms, and cultural backgrounds.

**Intentional Collaboration**
We support collaborative exchanges of ideas through learning and teaching, honoring each others’ lived experiences, talents, and communities.

**Creative Expression**
We celebrate creativity in everything we do. We believe that no matter the age, ability or experience, we all have an innate capacity for creative expression.

**Power of Voice**
We believe in the power of individual and collective voice and the confidence and agency that grows through creative artistry.

**Radical Love**
Our work is a practice in love and joy, for ourselves and for one another. It is what motivates us to create.

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Our Approach to Evaluation

We believe evaluation is a creative practice.

We believe that evaluation is about celebration, accountability, and growth.

We believe meaning emerges from a range of voices, multiple forms of data, and collaborative analysis and reflection.

We believe evaluation creates opportunities to revise, enhance, and iterate.

In the 2021-22 program year, Community-Word Project’s evaluation process utilized pre- and post-surveys, focus groups, and written reflections.
Impact at a Glance

- **2,485** students in all five boroughs
- **72** schools, libraries, and other arts partners
- **63** Teaching Artist trainees
- **150+** NYC Department of Education arts educators trained through GIVE partnership
- **217** Teaching Artists reached by Community–Word Project programming
- **37** multi-week residencies
Youth Programs
A Note from the Program Director

In the 2021-22 school year, the majority of Community-Word Project Teaching Artists returned to school classrooms in-person for the first time since March 2020. As they did so, they collaborated with students, teachers, administrators and support staff to foster connection and creativity in a constantly changing environment.

Over and over, we saw how important our arts-integrated approach to building literacy can be in mitigating the ongoing effects of the pandemic on young people. Our residencies supported schools’ efforts to bridge pandemic-related learning gaps by energizing and motivating students’ literacy learning. And by exploring meaningful personal topics in their writing and artmaking, students had space to explore their emotions, express themselves, and strengthen their classroom communities.

Our students, school partners, Teaching Artists, and administrative staff are proud of what our collaboration made possible in the 2021-22 school year. In the pages that follow, you’ll see the perseverance, creativity, and growth at the heart of our Youth Programs this year.

Sincerely,

Autumn Tilson
Program Director, Arts Access for School and Community Partnerships

2nd grade class mural at P.S. 84 Jose De Diego
Collaborative Arts Residencies

Community-Word Project Collaborative Arts Residencies provide specialized arts-integrated experiences in classrooms and afterschool settings in Title I NYC public schools. Working with classroom teachers and out-of-school-time leaders, our Teaching Artists support literacy, creative and critical thinking skills, and social-emotional learning through writing, music, visual art, theater, dance, media arts, and more.

Community-Word Project also leads workshops in partnership with New York Public Library and Brooklyn Public Library that invite youth to read, write, create, and connect to their local libraries. Library programming is currently not evaluated. Learn more about our additional youth programming.
Student Demographics

According to the NYC Department of Education, students in our 21 partner schools identify as...

Note: According to recent research by the Williams Institute at UCLA School of Law, approximately 1.4% of young people ages 13-17 identify as transgender or non-binary. Though the NYC Department of Education does not currently report data for gender identities beyond “Female” and “Male,” we can assume our students’ identities reflect national trends.
Youth Programs Outcomes

Creative Thinking
Students explore their imagination through artistic creations, try new ideas, experience innovative problem solving, and refine and revise with new perspectives.

Critical Thinking
Students examine their work and the work of others. They ask questions, transfer knowledge, and make connections as part of their creative and learning processes.

Literacy
Students become stronger readers, writers, and speakers through creative expression.

Emotional Intelligence
Students articulate the emotions of self and others, manage the emotions of self and others, and apply emotions in their learning process.

Community
Students work together to build their classrooms into a strong community. They take on leadership roles that display confidence and inspire their peers. Students are culturally aware of the communities they inhabit and are sensitive to the needs of, and differences between, people of different backgrounds.
Literacy

Over the course of a Community-Word Project Collaborative Arts Residency, we see changes not only in students’ concrete writing skills (e.g., word choice, use of literary devices), but also in their perception of themselves as writers.

Students leave their Community-Word Project experience more confident in their writing as a way to engage in and create change in the world around them.

After their Community-Word Project residency...

100% of classroom teachers surveyed said students use a range of writing techniques (e.g., sensory detail, metaphor, simile), compared to 55.5% before.

86% of classroom teachers surveyed said students make deliberate word choices in their writing, compared to 60% before.

“Any ideas?”
The power of the creative mind, 
Isn’t very hard to find.
You can show everyone the power of creativity
You can make an original activity!
You can make a cool creature
And it can result in making a new feature!
The Darkness inside won’t need to hide.
You can learn to have it on your side!
The Non-create activists turned everyone crazy,
they turned the good people shady.
We don’t need any other inspiration.
All we need is our hearts to make a great creation.
Creativity won’t need to hide.
Let it rise and let it shine!
Now that we wrote it,
We can evoke it.

— 5th grade afterschool class poem at P.S. 85 Judge Charles Vallone
I am from a yellow pencil,
From Bounty paper and Dawn soap.
I am from the familia peluche with many noises.
I am from the plants that grow,
The Devil’s Ivy Golden Pothos.
I am from mean neighbors
That want to kick us out of the house because of my siblings.
I am from tamales, arroz con leche
And pozole and dia de los reyes
y dia de los muertos,
From Kevin, Yailin
And Eve and Luna.
From “echales ganas, ponte las pilas”
And “Eres pendeja”
“Esa es mi chingona”
“Eres mi princesas.”
I’m from Waldson, Hispanic,
From atole, cafe con galletas.
From what happened to my other family.
I am from Corona, Queens.

— 9th grade student at Long Island City High School

From pre- to post-residency, we saw...

- 91% increase in number of middle and high school students who feel comfortable sharing their writing with others.
- 75% increase in number of middle and high school students who imagine how their readers will respond to their writing.
- 67% increase in number of middle and high school students who use their writing to be heard and seen.
- 69% increase in number of middle and high school students who say their writing helps them think about new ideas.

12th grade student self-portrait at Bronx Envision Academy
Emotional Intelligence and Community

Students complete their Community-Word Project Collaborative Arts Residencies with an increased ability to express their emotions and an expanded sense of empathy. Students also grow their leadership skills and their understanding of how their identities, interests, and contributions can connect to and strengthen their community.

After their Community-Word Project residency...

100% of classroom teachers surveyed said students take on leadership roles in their classroom community, compared to 81.5% before.

100% of classroom teachers surveyed said students comfortably express their feelings through artistic forms compared to 74.7% before.
51% of elementary students demonstrated gains in their ability to take others’ perspectives into account, and to **develop a sense of caring and empathy.**

53% of middle school students demonstrated gains in their desire to engage with and **contribute to family, community, and society.**

68% of high school students demonstrated gains in their ability to regulate their emotions and behavior, take positive risks, and **persist through life’s challenges.**

“I gave everyone a chance to be a part of some sort of a community in their class, because my sixth graders, they’re kind of a bit different. The dynamic in the classroom is not so good, but when we had CWP, it was better and they were all working together as compared to how they usually work together. That’s the plus.”

— 6th grade teacher at The Young Women’s Leadership School of Queens during a focus group hosted by Community-Word Project

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I know that love costs you everything For Sure
I know that motherhood is the best hood For Sure
I know we all have an inner artist inside For Sure
I know no one likes hearing or seeing a baby cry For Sure
I know heart break, heart ache hurts more than physical pain For Sure
I know patience + answered prayers take time For Sure
I know laughter from the belly is pure For Sure
I know as humans our life goal is to achieve, accomplish, MORE For Sure

— 9th grade student at Bronx Community High School
Critical and Creative Thinking

Over the course of their time with Community-Word Project, students expand their ability to generate new ideas, experiment with creative techniques, and incorporate feedback. These critical and creative thinking skills fuel the kind of growth mindset that supports success in and beyond school.

After their Community-Word Project residency...

100% of classroom teachers surveyed said students use peer feedback to strengthen their work, compared to 66.7% before.

100% of classroom teachers surveyed said students create new and meaningful ideas by using a range of idea creation techniques such as brainstorming, adopting, adapting and researching, compared to 62.9% before.

I am from Haiti summers and drinking coconut water in the Caribbean, from spicy, sticky and yummy fried goat and finding and making Easter eggs. I am from the “God is Coming Back” song that feels like my Grandmother’s old, black shoes. I am from the reddish, purple sorrel. I am from my Grandmother’s Haitian accent, and from dancing with everybody.

— 1st grade student at P.S. 316
Elijah G. Stroud
75% of elementary students said they had the opportunity to try new things they had never done before.

67% of middle school students demonstrated gains in their motivation and perceived mastery over their own learning, school performance, and potential to attain academic success.

71% of high school students said when they shared their thoughts and opinions, Community-Word Project Teaching Artists let them know how much they valued their input.

“That was my first time making something that was by myself, because the other times, you’re just drawing from what the teacher does.... It was good because I wasn’t doing the same thing as everyone else. It was my own.”

- 11th grade student at Bronx Lab School during a focus group hosted by Community-Word Project
Areas for Growth in Collaborative Arts Residencies

Alongside the ways Community-Word Project supported students in their development in the 2021-22 school year, the data also revealed **areas for us to continue deepening and strengthening our programming.** The areas in which students may need support are all developmentally appropriate for each age group—and may be additionally influenced by the ongoing effects of the pandemic on education, mental health, and community well-being. As we note each area for growth, we also note questions we’re asking as we plan programming for our students and professional development for our staff.

| We discovered our elementary students may need **additional encouragement** to take positive risks. | How can we explore more ways for Teaching Artists to model, create opportunities for, and celebrate **creative risk-taking**? |
| We’re seeing room to grow in middle school students experiencing a **sense of group identity** and feeling part of a team. | How can we expand opportunities for students to **discover how their unique identities** and contributions fit within their classroom communities? |
| We found that high school students may need additional support in the process of **discovering who they are** and developing the confidence to explore multiple facets of their identities. | How can we **collaborate with young people** to deepen the ways our programming reflects their identities and interests? |
Young Adult Programs

CWP 2.0

In CWP 2.0, a college and career exposure program, students make **interactive public art**, **interface with innovative technology**, **lead curriculum design**, and **participate in networking events**. In 2021-22, 8 students from 3 high schools in Queens and the Bronx completed the program.

The majority of the students grew in their writing-related capacities and confidence or maintained already high capacity and confidence throughout the program.

In the subset of students who completed the pre- and post-program surveys, we saw positive shifts in:

- Their interest in and ability to combine visual art, code, and poetry
- Their knowledge of how to apply for college
Teaching Artist Project
Teaching Artist Project

Teaching Artist Project (TAP) is a collective of antiracist, diversely experienced emerging and working arts educators and Teaching Artists who are looking for a supportive community to engage in a self-reflective, justice-oriented learning practice to enhance their teaching. Learn more about TAP.

Note from the TAP Co-Directors

“How can we deepen our Teaching Artist practice to meet the needs of this transformative moment?”

This is the question we, the Co-Directors of the Teaching Artist Project, explored alongside over 217 Teaching Artists who engaged with our programming in 2021-22.

As the three of us grew our capacity for collaboration within TAP’s new shared leadership model, TAP trainees grew their capacity for using art as a vehicle for liberation, creating inclusive learning spaces, developing sustainable careers as Teaching Artists, and more.

Like the rest of the world, we’ve held each other through the tension, uncertainty, and grief of the pandemic and its ongoing impact on Teaching Artistry. But we’ve also been uplifted by the many ways TAP trainees and partners continue to orient themselves toward creativity, healing, and liberation. In the pages that follow, we hope you’re able to feel deeply the sense of growth, connection, and possibility that emerged from TAP this year.

Sincerely,
The TAP Co-Directors,
Adriana Guzmán–King, Dale Novella Anderson–Lee, and Javan Howard
Who is TAP?

A snapshot of trainee demographics, including participants of 2021 Summer Institute, 2021 Fall TAP Program, 2022 Spring TAP Program, and Teaching Artist Institute of Rochester.

Gender Identity

- WOMAN: 54%
- CISGENDER MAN: 10%
- CISGENDER WOMAN: 21%
- TRANSGENDER MAN: 1%
- TRANSGENDER MAN/GENDER QUEER: 1%
- QUEER: 1%
- QUEER/WOMAN: 1%
- ENBY, NONBINARY: 1%
- AGENDER: 1%
- GENDER VARIANT/NON-CONFORMING: 1%
- MAN: 7%

Racial or Ethnic Identity

- 21% Latinx and/or Hispanic
- 35% Black, Afro-Caribbean, and/or African
- 45% White and/or European
- 5% South Asian
- 4% Indigenous, Native, and/or First Nations
- 3% Middle Eastern or Western Asian
- 1% Mixed Race
- 1% Creole from Réunion Island (Multiracial)
- 1% Indo-Caribbean, South Asian
- 1% Central Asian
- 1% Biracial
- 1% American

(*) indicates a response given when a respondent chose to describe their gender identity.

Total percentage exceeds 100% because respondents could select multiple options. (* ) indicates a response given when a respondent chose to describe their racial or ethnic identity.
“This training has been a gift and saving grace for me. I came in unemployed, severely burned out, lost and experiencing a lot of imposter syndrome. I was also looking for a community of artists who also see themselves as educators and people committed to grounding their process and teaching in social justice and universal learning practices. I’ve been in a lot of workshops and classrooms where this would be talked about in a performative way, but never put into practice the way it’s been put into practice here.”

- 2022 Spring TAP trainee
TAP Semester Program

In the 2021-22 program year, TAP ran two 12-week virtual programs in Fall 2021 and Spring 2022. Trainees attended live online workshops and chose from one of three additional fieldwork tracks.

- **17** TAP trainees in Fall 2021
- **19** TAP trainees in Spring 2022

85% of TAP trainees were “Very Satisfied” with their overall experience with the program.

96% of TAP trainees reported receiving support, feedback, and guidance valuable to their development as Teaching Artists.

12% of TAP trainees received a job offer during the training because of TAP.

62% of TAP trainees learned about an organization they were interested in working with during the program.
TAP builds the power of Teaching Artists to meet the needs of this transformative moment.

When trainees leave the program, they feel more experienced in...

**Integrating reflection in the classroom**

<table>
<thead>
<tr>
<th>Not at all experienced</th>
<th>Slightly Experienced</th>
<th>Moderately Experienced</th>
<th>Exceptionally Experienced</th>
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<tbody>
<tr>
<td>Pre Teaching Artist Project</td>
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<tr>
<td>27%</td>
<td>36%</td>
<td>24%</td>
<td>6%</td>
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<tr>
<td>Post Teaching Artist Project</td>
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<tr>
<td>0%</td>
<td>31%</td>
<td>23%</td>
<td>27%</td>
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**Supporting Social-Emotional Learning in the classroom**

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<tr>
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<th>Exceptionally Experienced</th>
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<tr>
<td>Pre Teaching Artist Project</td>
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<tr>
<td>42%</td>
<td>12%</td>
<td>19%</td>
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<tr>
<td>Post Teaching Artist Project</td>
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<td></td>
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<tr>
<td>36%</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
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</table>

69% of TAP participants felt moderately or exceptionally experienced at supporting social and emotional learning in the classroom after completing the program.
“This program and cohort gave me the confidence I needed in honing my particular style of social-emotional, culturally relevant art teaching—and I left the program prepared and energized to use this work to create systemic change.”

- 2021 Fall TAP trainee

**Supporting activism in the classroom**

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<thead>
<tr>
<th></th>
<th>Pre Teaching Artist Project</th>
<th>Post Teaching Artist Project</th>
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<tbody>
<tr>
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<td>8%</td>
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<tr>
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<td>Moderately Experienced</td>
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<td>42%</td>
</tr>
<tr>
<td>Exceptionally Experienced</td>
<td>3%</td>
<td>15%</td>
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62% of TAP participants felt moderately or exceptionally experienced at supporting activism in the classroom after completing the program.
of TAP participants felt moderately or exceptionally experienced at supporting inclusivity and accessibility in the classroom after completing the program.

### Supporting inclusivity/accessibility in the classroom

<table>
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<tr>
<th>Experience Level</th>
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<td>Slightly Experienced</td>
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<td>19%</td>
</tr>
<tr>
<td>Moderately Experienced</td>
<td>39%</td>
<td>15%</td>
</tr>
<tr>
<td>Exceptionally Experienced</td>
<td>30%</td>
<td>9%</td>
</tr>
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</table>

69%
Summer Institute 2021: Art as Activism in the Classroom

Major areas of self-reported growth:
• Ability to use art as activism in the classroom
• Ability to use reflection in the classroom
• Ability to create a positive classroom culture

Key takeaways from participants:
“As a socially-engaged Teaching Artist my work requires me to put aside my discomfort and teach my students to look at our systems and our learning through a critical lens and be open to hard conversations.”

“The reminder to work towards decolonizing what success looks like in our classrooms and art practice.”

“Through a collaborative process, any number of people can work together to put forth an instructional path that will guide people into learning, exploring, finding their involvement in, and taking action on the issues in and around social justice, equity, land acknowledgement and all other associated, life-sustaining matters.”

We are also still alive
Steady standing, praying, dancing
A timeless celebration in the cycles of spirits
Bursting into a flock of birds, not past, but now
Soaring steady, bathed by sun, to give and share

— Poem excerpt from Summer Institute participants during workshop on creative ways to deepen Land Acknowledgements.
Teaching Artist Institute of Rochester (TAIR)

TAIR is a professional development series that supports emerging and advanced Teaching Artists in the Rochester, NY metropolitan area to expand their teaching practice and connect with a community of artists.

“Teaching Artist Institute of Rochester (TAIR)

I had never learned anything about creating a syllabus before, and my confidence on how to begin to develop a plan for every class or even private coaching has expanded greatly.”
- 2021-22 Teaching Artist Institute of Rochester trainee

Special thanks to steering committee members:
Annette Ramos, Founder & Executive Director of the Rochester Latino Theater Company; Daystar Rosalie Jones, Founder & Artistic Director of Daystar Dance; Jack Langerak; Reenah L. Golden, Founder & Artistic Director of The Avenue Blackbox Theatre; Sally Bittner Bonn, Director of Youth Education at Writers & Books.

100% of survey respondents agreed that the Institute was valuable to their development as Teaching Artists

86% of survey respondents reported feeling more prepared to pursue work as a Teaching Artist as a result of the program

“The program gave me so many skills to bring into my classroom and I felt it made me a greater asset to my students. I felt very confident in my ability to develop and reach students further and place more Justice or items learning in my lessons.”
- 2021-22 Teaching Artist Institute of Rochester trainee
TAP Cohort

The TAP Cohort is a network of 20 arts-in-education organizations collaborating annually on a series of professional development workshops, events, and other initiatives designed to support Teaching Artists as they learn and contribute to best practices, cultivate their professional networks, and build sustainable careers.

This year, the TAP Cohort welcomed five new organizations to the coalition, increasing its reach and capacity. The group offered 18 virtual elective workshops that reached 87 Teaching Artists

- ArtistYear
- Arts For All
- Arts for All Abilities Consortium
- Arts Ignite
- ArtWell
- Brooklyn Arts Council
- City Lore
- Community-Word Project
- DreamYard Project
- Flamenco Vivo Carlota Santana
- Marquis Studios
- National Dance Institute
- Opening Act
- Ping Chong + Company
- Radici Studios
- Teaching Artist Guild
- Teachers & Writers Collaborative
- The Town Hall
- Usdan Summer Camp For the Arts
2022 Arts in Education Job Fair

Back in person in 2022 for the first time since 2019, TAP hosted its annual Arts in Education Job Fair in partnership with Borough of Manhattan Community College to share employment opportunities with Teaching Artists from New York City and surrounding areas.

150 Teaching Artists, college students, and arts administrators at all career stages

35 arts education organizations attended
Community Partnerships
Community Partnerships

Leveraging the capacities and connections that exist at the intersection of our programming, Community-Word Project cultivates and sustains a range of partnerships throughout NYC and nationwide. These include but are not limited to...

Writing for Film course with Inner-City Arts and Epic Theatre Ensemble

This introductory film script-writing course is run with Los Angeles-based organization Inner-City Arts and New York City-based Epic Theatre Ensemble. High school students from Community-Word Project’s partner schools learn about and build skills for writing a short film script, connect with film industry professionals, and build relationships with students from across the country.

Youth INC Metrics Program and Agile Strategy Planning Lab

Through Youth INC, a venture philanthropy organization that works with youth-serving nonprofits in New York City, Community-Word Project participated in two cohort-based programs: the Metrics Program, which helped us refine our evaluation process, and the Agile Strategy Planning Lab, which guided us through developing a strategic plan that will lead the organization into 2025.

School-Based Partners

Community-Word Project collaborates with two school-based organizations in New York City: Zone 126 and Young Women’s Leadership Network. These partnerships allow us to extend the reach, sustainability, and impact of our programs.
In fall 2021, Community-Word Project celebrated the public launch of **GIVE: Growing Inclusivity for Vibrant Engagement**. This free online resource, created in collaboration with ArtsConnection and the New Victory Theater, shares tools and strategies for working with students with and without disabilities and Individualized Education Programs (IEPs). Available at [teachwithgive.org](http://teachwithgive.org), GIVE supports Teaching Artists, educators, and administrators in the creation of liberated learning environments and vibrant arts experiences in inclusion settings.

**In the 2021-22 school year, GIVE reached...**

- **231** Teaching Artists and arts administrators representing 115 arts organizations through live and recorded trainings in collaboration with the NYC Arts in Education Roundtable
- **150+** NYC Department of Education arts educators in partnership with the Office of Arts and Special Projects
- **18** Teaching Artists from within the three partner organizations who participated in a month long training to become GIVE Trainers
- **8,971** unique visitors to the GIVE website from July 1, 2021 - June 30, 2022
Our Thanks
2021-22 Administrative & Artistic Staff

Dale Novella Anderson-Lee  
Teaching Artist Project Co-Director

Joel Berrios  
Development Manager

Adriana Guzmán-King  
Teaching Artist Project Co-Director

Craig Hayes  
Deputy Director of External Affairs, Chief Experience Officer

Brandy Hill  
Office Manager, Executive Assistant

Javan Howard  
Teaching Artist Project Co-Director

David King  
Program Director of School and Community Partnerships

Michele Kotler  
Founder, Executive Director

Elizabeth Leonard  
Young Adult Program Manager

Amanda Newman  
Program Manager, Social Impact

Bethany Parker  
Managing Director of Development

Katie Rainey  
Director of Teaching Artist Project

Shokoofeh Rajabzadeh  
Program Manager, Teaching Artist Sustainability & Arts Access

Maria Schirmer  
Program Lead

Melissa Shaw  
Program Manager

Autumn Tilson  
Program Director, Arts Access for School and Community Partnerships

Leigh Wells  
Deputy Director of Programs and Operations

2021-22 Teaching Artist Staff

Mayele Alognon  
Phyllis Capello

Anu Annam  
Cornell Carelock

Dale Novella Anderson-Lee  
Ronald Chironna

Erin Anderson  
Mary Cinadr

Chelsea Asher  
Madeleine Cravens

Chaya Babu  
Trace DePass

Tatiana Barber  
Amanda Dettmann

Yael Ben-Zion  
Gary deVirgilio

Kym Boyce  
Emma Doyle

Phyllis Capello  
Tanya Everett

Cornell Carelock  
Samuel Floyd

Ronald Chironna  
Seanan Forbes

Mary Cinadr  
Imani Ford

Madeleine Cravens  
Felipe Galindo

Trace DePass  
Molly Goldman

Amanda Dettmann  
Valerie Hallier

Gary deVirgilio  
Reilly Horan

Emma Doyle  
Javan Howard

Tanya Everett  
Mary Kinney

Samuel Floyd  
Kathryn Lee

Seanan Forbes  
Elizabeth Leonard

Imani Ford  
T. Scott Lilly

Felipe Galindo  
Jenny Luna

Molly Goldman  
Meher Manda

Valerie Hallier  
Libby Mislav

Reilly Horan  
Amanda Newman

Javan Howard  
Katie Rainey

Mary Kinney  
Nichelle Ryan

Kathryn Lee  
Jashua Sa-Ra

Elizabeth Leonard  
Lily Sarosi

T. Scott Lilly  
Tahmina Sharmim

Jenny Luna  
Rachael Schefrin

Meher Manda  
Maria Schirmer

Libby Mislav  
Melissa Shaw

Amanda Newman  
Moira-Jo Trachtenberg-Thielking

Katie Rainey  
Alex Velozo

Nichelle Ryan  
Natalie Willens

Jashua Sa-Ra  
Jean Wong
### 2021-22 School Partners

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<td>P.S. 1 The Bergen Elementary School</td>
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<td>High School of Contemporary Arts</td>
<td>P.S. 84 Jose de Diego School</td>
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<td>P.S. 85 Judge Charles J. Vallone School</td>
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### 2021-22 Community Partners

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<tr>
<td>Arts Ignite</td>
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<td>Opening Act</td>
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<td>Partnership for After School Education</td>
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<td>Pentalog</td>
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<td>Ping Chong + Company</td>
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<td>Radici Studios</td>
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<td>Steinhardt School of Education</td>
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<td>The Town Hall</td>
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## 2021-22 Funders

### Foundation Support

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<tr>
<th>Altman Foundation</th>
<th>Henry E. Niles Foundation, Inc.</th>
<th>The Pierre and Tana Matisse Foundation</th>
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<td>Hillman Family Foundation, Inc.</td>
<td>Pinkerton Foundation</td>
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<td>Blessing Way Foundation</td>
<td>John N. Blackman Sr. Foundation</td>
<td>The Poetry Foundation</td>
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<td>Chloe Foundation/Barbara Forst Charitable Trust</td>
<td>The Literary Arts Emergency Fund</td>
<td>Rosenkranz Foundation</td>
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<td>Milton and Sally Avery Arts Foundation</td>
<td>Seth Sprague Educational and Charitable Trust</td>
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<td>Morgan Stanley Foundation</td>
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<td>The New York Community Trust</td>
<td>Youth INC</td>
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<td>Find Your Light Foundation</td>
<td>Nora Roberts Foundation</td>
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### Corporate Support

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<th>Amazon Literary Partnership</th>
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<th>The M&amp;T Charitable Foundation</th>
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2021-22 Funders

New York City Council Members

Councilmember Cabán
Councilmember Cabrera
Councilmember Diaz
Councilmember Genarro
Councilmember Gibson
Councilmember Reynoso

Government Support

National Endowment of the Arts
New York State Department of Cultural Affairs
New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature

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With ongoing research, reflection, and revision, our work will continue to evolve, grow, and better meet the needs and wishes of our stakeholders.