

# ANNUAL REPORT 2020-2021



The mission of Pratt's Center for Art, Design, and Community Engagement K-12 is to increase access to instruction in art and design for young people by leveraging the resources and expertise of the Institute to support school-age children, citywide public schools, and youth-serving organizations. The Center brings together art, design, and architecture to create meaningful educational exchanges between Pratt faculty and students, and schools and community-based organizations that benefit the learning goals of both, as well as advance academic research in K-12 art and design education.

The Carnegie Foundation for the Advancement of Teaching defines Community Engagement as the “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Images on cover:  
Ayanna Mitchell, Age 13; Angel Ortega, Age 16;  
Amanda Gomez, Age 17.

# Table of Contents

Funders..... 2

The Impact of Giving..... 2

Goals ..... 2

Why We’re Needed ..... 2

The Strategies We Use..... 2

Message From the Director ..... 3

Our Impact..... 5

Center K-12 Programs: Overview..... 6

**On-Campus Programs**

Saturday Art School..... 7

Design Initiative for Community Empowerment ..... 8

Pratt Young Scholars ..... 9

Summer Scholars ..... 10

Pratt Young Scholars Profiles..... 11-14

College-Bound Seniors..... 16

**Off-Campus Programs**

Overview ..... 17

Off-Campus Program Profile..... 18

Center K-12 Faculty Research Fellowship Program..... 19

Faculty Research Fellow Profile ..... 20

Center K-12 Student Fellowship Program ..... 21

Staff ..... 22

Contact ..... 22

Pratt Young Scholars Class of 2021..... 23

Center K-12 Timeline ..... 24-25

## FUNDERS

Pratt's K-12 programs are generously supported by the Con Edison Company of New York, Inc., Cornelia T. Bailey Foundation, Sara Little Turnbull Foundation, Walter K. Hoerning Endowment Fund, National Endowment for the Arts, New York State Council on the Arts, The Altman Foundation, The Hearst Foundations, The Pinkerton Foundation, The Selz Foundation, Turrell Fund, The Edward and Sally Van Lier Fund of the New York Community Trust, The Irma Holland Wolstein Endowed Scholarship Fund, individual donors, and Pratt Institute.

## THE IMPACT OF GIVING

By giving to Pratt, your donation, no matter the size or scope, has the potential to make a direct impact on the lives of students served by the Center K-12. Support Pratt in helping families enrich their children's education, improve their college readiness, and expand their life perspective.

To support Pratt Institute's Center K-12, visit [giving.pratt.edu/youth](https://giving.pratt.edu/youth).

## GOALS

- Coordinate existing programs K-12 and other related programs and initiatives.
- Provide leadership and support for faculty, staff, and community partners on the design, development, and implementation of K-12 community-based programs and initiatives.
- Develop and monitor the collection of data and analysis for longitudinal studies of center and program efficacy.
- Deepen the learning of undergraduate and graduate students through civic engagement in community-based programs.

## WHY WE'RE NEEDED

The Center for Art, Design, and Community Engagement K-12 was founded on the basic principle that all K-12 students deserve access to quality studio instruction in art and design. As we strive to ensure opportunities for all K-12 children, we offer funded programs in art and design that supplement instruction in public schools, where access is limited or does not exist, and to address the college access divide between rich and poor public schools.

## THE STRATEGIES WE USE

### Program Development

Develop programs, courses, and workshops in order to increase school-age children's access to studio instruction in art and design.

### Advocacy

Collaborate on on-campus and off-campus initiatives that offer resources and increase access to studio instruction in art and design in public schools and in youth-serving organizations.

### Research

Support and disseminate faculty research on issues that pertain to children and youth, K-12 art and design education, and K-12 schools and schooling.



Pratt Young Scholars Class of 2022  
Pratt Institute, Brooklyn

# Message from the Director

This year, much will be made about resilience in the worlds of education and the arts. And while I think we all are and should be amazed by the resilience we have seen this year—from our students who have persevered through the challenges of remote learning, and from our institutions that have created whole new paradigms of teaching and learning—I would like to reflect on success. Yes, getting through a pandemic year took grit and determination, but beyond merely getting through, The Center for Art and Design Education and Community Engagement K-12 and the youth we serve experienced real successes this year. In spite of all of the challenges, under the care of our faculty, teachers and guidance of our staff, our youth and our programs flourished this year.

This spring, the Pratt Young Scholars Program graduated 17 high school students. All 17 were admitted to multiple 4-year colleges and universities. 16 of the 17 were admitted to Pratt and 8 will be attending Pratt in the fall. Other Scholars will be attending Columbia University, Tufts and the School of the Museum of Fine Arts and FIT, among others.

Newly created surveys showed that youth in our Saturday Art School and DICE programs had real success as well. 92% of youth responded that they agreed or strongly agreed with the statements that they “learned new art making skills and techniques” and “learned to solve problems and make changes or corrections along the way”. 87% reported that they learned the values of patience and persistence and 88% agree or strongly agree with the statement that “I feel like I can accomplish things I set my mind to.”

To believe you can succeed, to understand patience and persistence, learning new skills and the habits needed to apply them isn’t just getting through the pandemic, it’s thriving.

If our youth grew in important ways, so did our faculty and participating student teachers. Not only did they shift to remote teaching, they also found ways to deepen student learning and build vibrant communities online. By integrating Miro boards or Milanote spaces into their classes, faculty created spaces that students felt they “owned”, to share their work and engage in meaningful ongoing conversations with one another about their work. Other faculty took advantage of the fact that students’ work was with them at home and welcomed participants to dig into projects beyond class time. 99% of our youth agreed or strongly agreed that their Center K-12 teachers encouraged everyone to do their best. Looking back on the program as a whole, youth enrolled with the Center K-12 rated their instructors an average of 4.44 on a 5 point scale.

Similarly, the Center K-12 itself had a successful year. Enrollment in all programs remained strong, nearly matching pre-pandemic levels, and attendance improved in every program. Moreover, this year saw the establishment of several

new partnerships and the launch of several new programs. In collaboration with the Creative Art Therapy department, the Center K-12 offered Creativity Development workshops for youth engaged with Graham Windham’s Family Preservation programs. Thanks to focused outreach, we deepened a relationship with St. Mary of Nazareth Parish, welcoming youth from the primarily immigrant community into Saturday Art School. Working with Pratt Alumna and Penn State University Ph.D. candidate Ilayda Altuntas, we successfully piloted a Sound Art curriculum for high school aged youth.

So amid all the challenges, loss, and sorrow of this past year, The Center K-12 and the youth we serve were able to grow and succeed in important ways. This is a feat to celebrate! Congratulations and thanks to all of the youth who participated in our programs and to their families. Additional congratulations and thanks to the Pratt faculty, students, and the dedicated staff of the Center K-12 who run our programs. Finally, a heartfelt “Thank you” to our myriad supporters throughout Pratt and beyond who made it all happen.

## **DANIEL BERGMAN**

Director

Center for Art, Design, and Community Engagement K-12



# Our Impact

In 2020, Dr. James Meier from Arete Consulting produced his third tri-annual study on the impact of Center K-12 programming. As has been the case in his two previous studies, dating back to 2014-15, the 2020 analysis details the robust impact of our programs.

## HIGHLIGHTS OF THE 2020 ANALYSIS:

- The Center continues to reach a wide range of K-12 students, enrolling the cross-section of youth it seeks, including participants who are more casually involved in art and design as well as more serious and avid K-12 art students.
- Between 2011 and 2020, nearly 3,000 students have enrolled in Center programs: 55% of these students have enrolled in at least two classes; 26% in three or more; 12% in at least 5 classes; 4.4% in 10 or more. For all children, the average enrolled number of program semesters is 2.63, up from an average of 2.3 semesters two years ago.
- The Center continues to make an impact on children's relationship to the fields of art and design. In alignment with past reports, the majority of young people participating in the K-12 programs consider the presence of art and design in their lives as important.
- The responses of Center K-12 participants who are high school graduates of one year or more looking back on their experience at the Center K-12 reinforce conclusions about the Center K-12's impact. They gave high rankings on the Center's influence on building their confidence, problem solving, developing their ability to think in new and innovative ways, and valuing practice and persistence—higher than the last set of responses to the survey in 2015-16.
- High school seniors who responded to pre- and post-questionnaires indicate that the Center K-12 programs have influenced their attitudes, concerns, and knowledge about college. The college access program has helped participants feel more confident about the challenges of going to college while simultaneously making them realistically aware of the financial implications.
- The Center K-12's mission of promoting community engagement and service on campus is reflected in the motivations of participating undergraduate and graduate students. The desire to make a positive social impact of those serving in the instructor/student-teacher/assistant roles has strengthened over the years.
- Pratt Institute students continue to feel they made an impact on children's artistic development, and the percentage of respondents who felt they were able to influence the children's knowledge of art and design "a great deal" has trended upwards over the years.



Abigail Oakes, Age 12  
*Flowers in a Vase*, 2019  
Watercolor and ink on paper

Middle School Portfolio Development taught by  
Professor Katherine Huala and Drue Schwartz  
(MA Art and Design Education '20)

# Center K-12 Programs

## Overview

The Center for Art, Design, and Community Engagement K-12 augments the Institute's historical mission to share the expertise of the faculty and students with the local community by offering programs that provide hands-on studio-based art and design instruction to all school-age children. The Center K-12 comprises the following on-campus programs: Saturday Art School (SAS), the Design Initiative for Community Empowerment (DICE), Pratt Young Scholars (PYS), and Summer Scholars, and an off-campus program, the Thom Mayne Young Architects Program (TMYAP). Instruction in all the Center K-12 programs is offered by faculty and undergraduate and graduate students. The goals of all Center K-12 programs are that children and teens are able to:

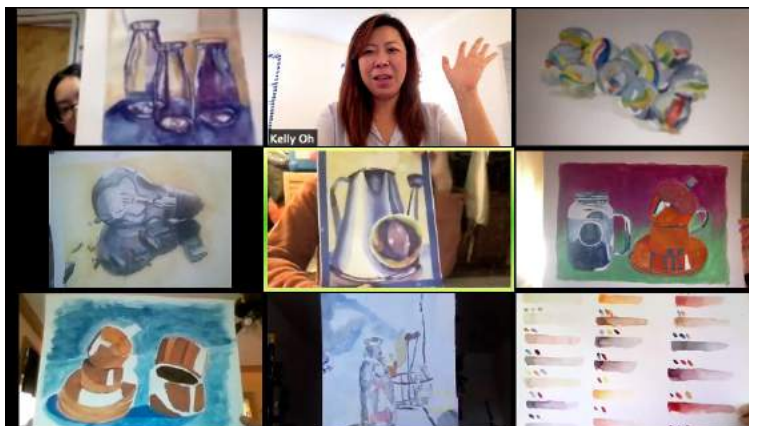
- Use the materials, techniques, and processes associated with a specific discipline or subject area.
- Apply their knowledge of practical and conceptual skills in studio projects that demonstrate originality and inventiveness.
- Critically engage with their own work and the work of others.
- Formulate ideas and concepts, and communicate them effectively.
- Work effectively alone or with others.
- Understand, identify, and pursue college and career opportunities in the creative fields.

### IN 2020-21:

Due to the Covid-19 pandemic, all Center K-12 programs were conducted remotely. Programs such as SAS and DICE, which would normally run in person, on campus, were delivered via live, synchronous remote instruction. Off-campus programs, such as the TMYAP and faculty research fellowships were also conducted remotely.

- Our programs served a total of 990 children (741 children, ages 6-18, in what had previously been considered 'on-campus' settings such as SAS, PYS and DICE, and 249 children, ages 5-18, in what had previously been considered 'off-campus' programs such as TMYAP).
- SAS, PYS and DICE programs reached a cross-section of children in the community: Female 70%, Male 30%, Non-binary or Gender non-conforming <1%; White (non-Hispanic) 33%; Black/African American (non-Hispanic) 18%; Hispanic/Latino 15%; Asian, Native Hawaiian, or other Pacific Islander (non-Hispanic) 13%; Bi-racial or Multiracial 11%; Other 5%; and 5% did not report.
- 56 undergraduate and graduate students worked in the Center K-12 programs as teaching assistants; students in the ADE department taking the class Student Teaching in the Saturday Art School; Creative Arts Therapy students; Writing students; off-campus fellows; and Center K-12 office assistants.
- 34 faculty members from 12 departments and 14 non-credit instructors were affiliated with the Center K-12 in on and off campus programs.

Elementary, middle, and high school students working in our virtual classrooms.



# Saturday Art School

Saturday Art School offers a broad range of classes for children and teens in art, design, and related fields. All classes meet on Saturdays from 10 AM to 12 PM for two 10-week semesters, fall and spring. Instructors explore new ideas and projects each semester and year, so participants may take classes many times. Saturday Art School is offered in collaboration with the Department of Art and Design Education in the School of Art.

Harriet Chessum, Age 15  
Portrait of Pratt Staff, 2019  
Oil on canvas

High School Drawing and Painting taught by  
DeAndra Craigman (MA Art and Design Education '19)  
and Danielle White (MA Art and Design Education '19)



## OVERVIEW

Enrollment	509 <sup>1</sup>
Ages	7–18
Duration	Two semesters, fall and spring
Instructional hours (per semester)	20
Instructional hours (per year)	40
Financial need-based scholarships	38% of program participants
Free/reduced lunches	40%
Attendance	90%
Retention	32% of students in Saturday Art School return for a second semester or more
Scholarship recipients attendance	92%
Race/ethnicity	Asian, Native Hawaiian, or other Pacific Islander (non-Hispanic) 10% Black/African American (non-Hispanic) 19% Hispanic/Latino 13% White (non-Hispanic) 37% Other identification 16% Does not report 5%
Highest education in household	High school 14% Some college 8% Associates 5% Bachelors 24% Masters 34% Doctorate 13% Currently enrolled <1% Does not report 2%

<sup>1</sup> In fall 2020, 231 children were registered in 19 classes, in spring 2021, 278 children were registered in 21 classes.



# Design Initiative for Community Empowerment (DICE)

DICE is an after-school program that introduces students to the challenges of creative thinking and problem-solving through studio classes in design. Students investigate their communities through various design disciplines such as fashion design, design and entrepreneurship, and architecture and graphic design. While increasing civic education and social responsibility, students also learn about educational opportunities and career possibilities in design. DICE classes are developed in collaboration with the Schools of Art, Design, and Architecture, and are taught by faculty members.

**Tissany Chen**, Age 15  
*Crystals*, 2019  
Oil on canvas

Drawn to Paint taught by Professor Kelly Oh



## OVERVIEW

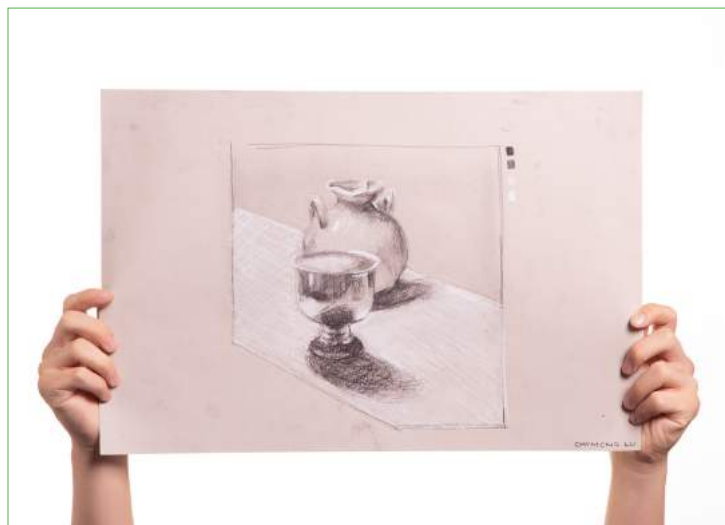
<b>Enrollment</b>	105
<b>Ages</b>	Grades 9–12
<b>Duration</b>	Yearlong, 20 weeks
<b>Instructional hours (per year)</b>	40
<b>Financial need-based scholarships</b>	100%
<b>Attendance</b>	88%
<b>Free/reduced lunches</b>	100%
<b>Race/ethnicity</b>	Asian, Native Hawaiian, or other Pacific Islander (non-Hispanic) 22% Black/African American (non-Hispanic) 24% Hispanic/Latino 30% White (non-Hispanic) 6% Other identification 12% Does not report 6%
<b>Highest education in household</b>	High school 39% Some college 22% Associates 9% Bachelors 22% Masters 6% Does not report 2%

# Pratt Young Scholars

Pratt Young Scholars is a need-based, three-year scholarship program providing instruction in art and design with college preparation to motivated high school students. Through innovative and challenging studio experiences in the Institute's youth programs, this scholarship provides students with the skills and knowledge necessary to pursue advanced studies in art and design. Scholars participate in three years of required studio classes and electives introducing students to higher educational opportunities and careers in the creative fields. This scholarship covers three years of studio instruction, all art materials for courses taken, Summer Scholars courses in July, a year-round college access program including SAT preparation, and one-on-one guidance throughout the college application and financial aid process. Additional scholarships may be awarded for summer studio programs, funding permitting.

**Bao Lu, Age 18**  
*Object Study*, 2019  
 Black and white charcoal on tan paper

Drawing the Object taught by Professor Jonathan Peck



## OVERVIEW

<b>Enrollment</b>	53
<b>Ages</b>	14–18 (Grades: 10–12)
<b>Duration</b>	Three years
<b>Instructional hours per year</b>	110 (80 during school year, 30 during summer)
<b>College preparation program hours per year</b>	60 (30 hours of college and career readiness workshops (fall/spring) and 30 hours of SAT prep/essay writing (summer)). An additional 10 hours of individual college advisement is available for seniors.
<b>Parent engagement hours per year</b>	8 hours (welcome reception, graduation event, common application and financial aid workshops, individual correspondence, and open studio exhibitions)
<b>Number of college credits received upon successful program completion</b>	2
<b>Financial need-based scholarships</b>	100%
<b>Attendance</b>	94%
<b>Free/reduced lunches</b>	100%
<b>Gender</b>	Female 65% Male 35%
<b>Race/ethnicity</b>	Asian, Native Hawaiian, or other Pacific Islander (non-Hispanic) 30% Black/African American (non-Hispanic) 18% Hispanic/Latino 30% White (non-Hispanic) 7% Other identification 9% Does not report 6%
<b>Highest education in household</b>	High school 41% Some college 20% Associates 11% Bachelors 22% Masters or Doctorate 4% Does not report 2%
<b>First generation to aspire to attend college</b>	40%
<b>Program retention</b>	98%

# Summer Scholars

Summer Scholars is a two-week program of studio classes taking place on the Brooklyn campus in July. The program introduces the strengths of an art and design education through a sequence of courses in art, design, and related fields. Classes are taught by faculty from the Schools of Art, Design, and Architecture. In summer 2021, the Summer Scholars program was remote, taught with live, synchronous instruction.

## OVERVIEW

Enrollment	127
Ages	11–18 (Grades: 7–12)
Duration	July, two weeks
Instructional hours per year	For-credit class offers 30 instructional hours, not-for-credit class offers 20.
Financial need-based scholarships	37%
Attendance	94%
Free/reduced lunches	39%
Race/ethnicity	Asian, Native Hawaiian, or other Pacific Islander (non-Hispanic) 17% Black/African American (non-Hispanic) 6% Hispanic/Latino 17% White (non-Hispanic) 41% Other identification 14% Does not report 5%
Highest education in household	High school 15% Some college 11% Associates 3% Bachelors 24% Masters 33% Doctorate 14% Does not report <1%

Architecture taught by Professor Jonathan Scelsa



# Bao Lu

## Class of 2021



**Bao Lu** is a graduate of Edward R. Murrow High School. He will be doing a dual degree program at Tufts University and the School of the Museum of Fine Arts.

"One of the best things about the program have been the friends and professors that I've met. Sharing, collaborating, and critiquing the works of my peers have been the most significant and rewarding experiences. I have not only grown as an artist but also as a friend and student. Whether I was creating work or collaborating with others, these experiences have kept my time at Pratt memorable."

**Bao Lu, Pratt Young Scholar, class of 2021**

### PORTFOLIO



Top: *Suburban Landscape*, 2020  
Charcoal on paper

Drawing the Object taught by  
Professor Jonathan Peck

Bottom: *Desk Clutter*, 2020  
Pencil on newsprint

Drawing the Figure taught by  
Professor Jonathan Peck



# Lia Santos

## Class of 2021

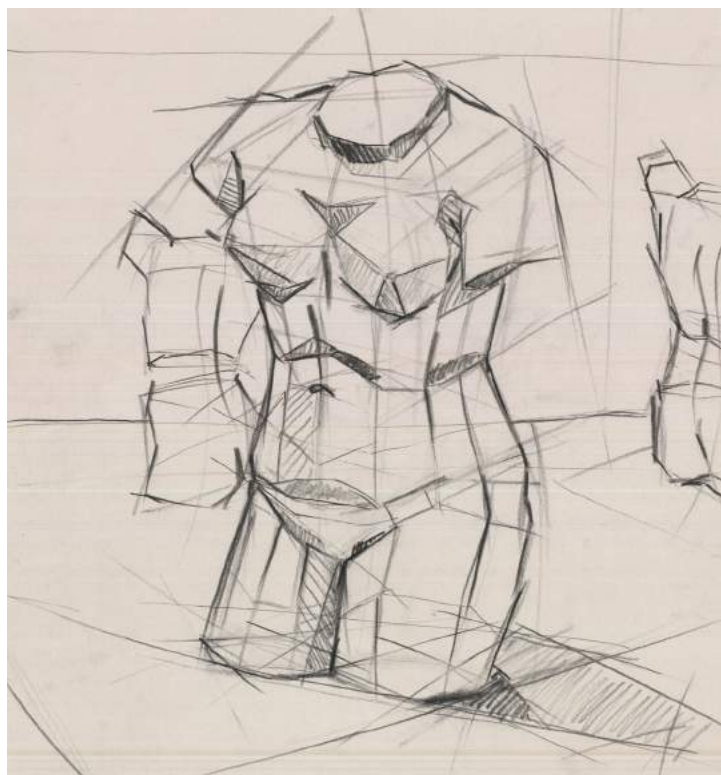


**Lia Santos** is a graduate of the High School of Art and Design. She will be doing an AAS degree in Fashion Business Management at Fashion Institute of Technology.

"Being a part of the Pratt Young Scholars program increased my knowledge of art and design careers and showed me how life would be during college. The Scholars experience taught me how wide the art world is, especially when I think about all the career opportunities and how everything involves some type of art and design."

**Lia Santos, Pratt Young Scholar, class of 2021**

### PORTFOLIO



Top: *Paper Crane*, 2019  
Oil on canvas

Drawn to Paint taught by  
Professor Kelly Oh

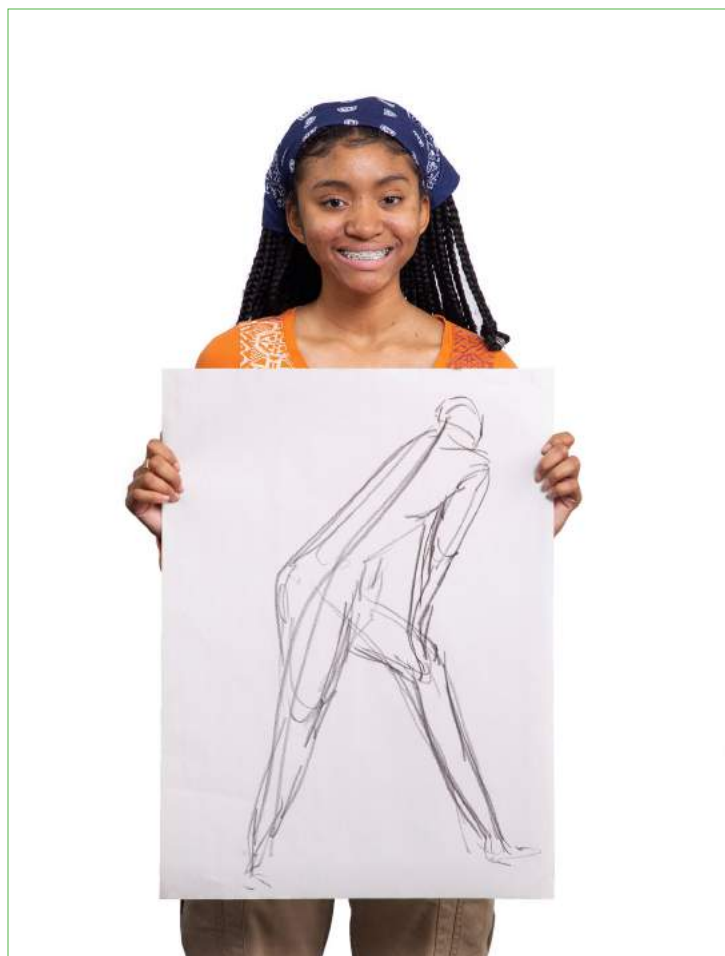
Bottom: *Sculpture Study*, 2018  
Charcoal on newsprint

Drawing the Object taught by  
Professor Jonathan Peck



# Queen Carrasco

## Class of 2022

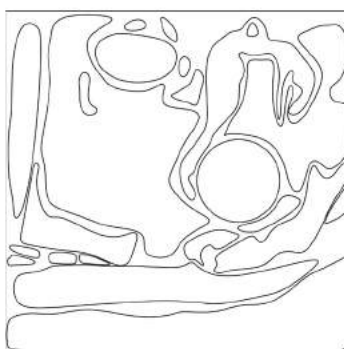


**Queen Carrasco** is a rising senior at Brooklyn Technical High School.

"My official art journey began in 4th grade at the age of 8. I remember that it was my first time walking into an art studio. The floor was messy and splattered in paint, the tables were rickety and easels were lined up against the walls. Students sat in a large circle, propping sketchbooks up as they drew whatever was in the middle of the room. I felt a sense of being at home there, which, as cliché as it sounds, was something I hadn't felt before. I hope that the Pratt Young Scholars program continues to help me expand upon my knowledge that I gained over the years—not only as an artist but as a human being as well."

**Queen Carrasco, Pratt Young Scholar, class of 2022**

### PORTFOLIO



Top: *Still Life*, 2020  
Charcoal on newsprint

Drawing the Object taught by  
Professor Jonathan Peck

Bottom: *Abstract Forms*, 2021  
Mixed media sculpture, digital drawing, laser cut wood panel

Sculpture, Space, and Form taught by  
Professors Alexandra Barker and Olivia Vien

# Class of 2023



Pratt Young Scholars class of 2023 in our online Sculpture, Space, and Form class taught by Professors Alexandra Barker and Olivia Vien.

## PORTFOLIO



"The Sophomore Scholars were incredibly adept at adjusting to a virtual classroom setting using interfaces like Pratt's Launchpad and Miroboard. They leveraged materials in their homes to creatively augment the production and representation of their work and produced some fantastic results that embodied their home environments and that would not have been possible in a typical classroom environment."

**Alexandra Barker**  
Professor of Sculpture, Space and Form

Top row:  
**Avril Sanchez**  
Pratt Young Scholar class of 2023  
*Self-Portrait Light Studies*, 2020  
White charcoal on black paper

Drawing the Figure taught by Professors  
Brian Brooks and Tara Kopp

Bottom row:  
**Yueying Xiao**  
Pratt Young Scholar class of 2023  
*Materials Study*, 2020  
Laser cut wood panel, mixed media sculpture

Sculpture, Space and Form taught by Professors  
Alexandra Barker and Olivia Vien

# College-Bound Seniors



Pratt Young Scholars class of 2021 with Professor Jonathan Peck. Drawing The Object taught by Professor Jonathan Peck.

The Pratt Young Scholars class of 2021 received offers from a number of portfolio audition schools such as Parsons School of Design, Pratt Institute, Rhode Island School of Design, School of Visual Arts, and SUNY Purchase College. Of the class of 2021, 100% applied to college and are college-bound. Of the 100% who are college-bound, 59% accepted offers from private colleges/universities such as Columbia University, Pratt Institute, and Tufts University/SMFA. 41% accepted offers from SUNY or CUNY schools including CUNY John Jay College of Criminal Justice, CUNY York College, and SUNY FIT. All Scholars applied to Pratt Institute and 94% were accepted, with 38% offered full tuition scholarships.

"The Pratt Young Scholars program changed the way my daughter speaks with others. Without being shy, she is very confident in her artwork and much more organized. After three years you could definitely see the difference from her earlier drawings and paintings. The program has done so much to prepare her for college, for her future. It is an excellent program and I hope other young students can participate and appreciate it."

**Angel M. Perez Pineda, mother of Alba Cortorreal Perez, Pratt Young Scholar, class of 2021**



# Off-Campus Programs

Our off-campus programs include the Thom Mayne Young Architects program (TMYAP) and the Center K-12 Faculty Research Fellowship Program. All programs are designed to advance the Institute's community outreach and engagement with public schools and youth-serving organizations.

## OVERVIEW

- 249 children participated remotely in our off-campus programs.
- 3 community partners (schools and youth-serving organizations) collaborated with the Center K-12.
- 6 undergraduate and graduate students assisted in the programs.
- 4 faculty members from four departments were awarded Faculty Research Fellowships.

### 'Think Like an Architect' - TMYA

Rachel Bouraad - Bachelor of Architecture  
Thom Mayne Young Architects

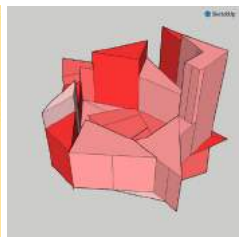
I took part in this fellowship as a continuation of my time with Thom Mayne Young Architects from last year. I really enjoy taking part in the introduction of Abstract Architectural thought with students, and helping them navigate their own design preferences and creative voices. We helped the students develop their designs throughout the course of the classes, as well as engage in self and peer critique.

What I found most interesting was the students' willingness to have discussions - it was a very vocal group, and they felt very free to express their opinions. Thom Mayne Young Architects is meant to provide this introduction of architecture and abstract thinking to public schools and allow students to engage in creative and critical conversations early in their education.

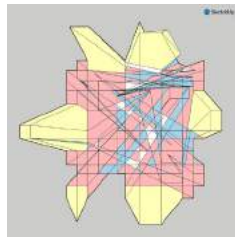
This program continues to allow me to step back from the consuming world of architectural education that I'm immersed in, and remind me of how architecture affects people in the world, and how it defines the world we grow up in. The program also helps inform my ideas about community engagement for the future.



3D Drawing by Angel



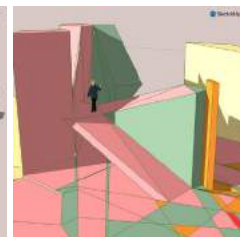
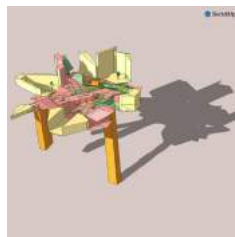
3D Drawing by Arriana



#### Acknowledgements

Without the creation of the program by Thom Mayne of Morphosis, and the help of Daniel Bergman, Tara Kopp, and Esther Jun of Pratt K-12, and the amazing faculty and teachers at MS 582 -The Magnet School for Multimedia Technology and Urban Planning, my peer Ben Smithers and I would not have been able to take part in such an amazing opportunity and experience.

And a special thanks to the incredible students for their creativeness and willingness to learn in a digital environment!

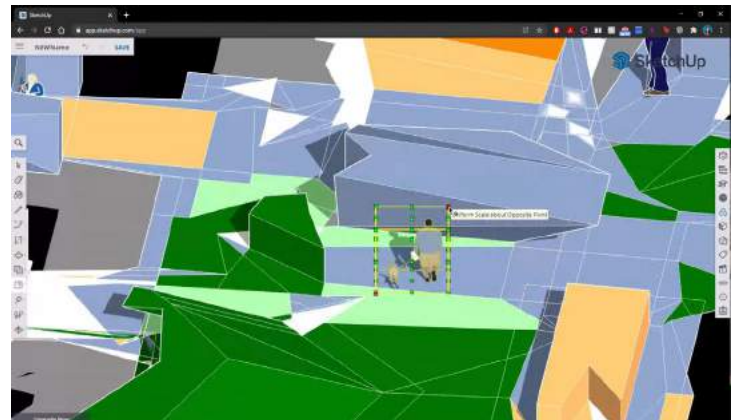
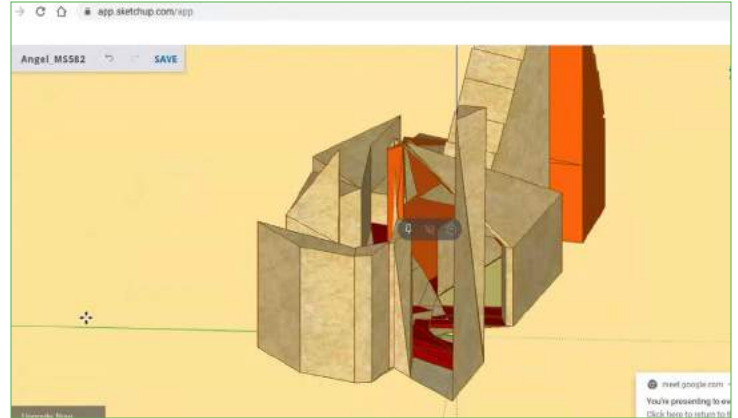


2D and 3D Drawings by Jordana

Student Fellow poster completed by Thom Mayne Young Architect Student Fellow Rachel Bouraad (BArch '22).

# Thom Mayne Young Architects Program

The Thom Mayne Young Architects program (TMYP) seeks to increase access to architecture education and help prepare the next generation of architects. Initiated by Thom Mayne, award winning architect, founding partner of Morphosis and 2005 Pritzker Prize winner, students from Pratt's School of Architecture work with Pratt faculty to deliver architecture education in selected New York City public schools. This year brought two Pratt Undergraduate Architecture Professors and two architecture students into MS 582 The Magnet School for Multimedia Technology and Urban Planning to work with the school's fifth grade students.



**Angel Grande, Age 10**  
*3D Digital Models, 2021*

Thom Mayne Young Architects Program led by Professors Robert Lee Brackett III and Olivia Vien, and TMYA Fellows Rachel Bouraad (BArch '22) and Benjamin Smithers (MArch '21).



# Center K-12 Faculty Research Fellowship Program

Center K-12 Faculty Research Fellowships are designed to recognize efforts by faculty who have, through outreach, extended the Center's mission and made a significant contribution to the advancement of research related to children and youth particularly in art, design, and related fields. Faculty Research Fellows receive a stipend as a part of the award, as well as a paid undergraduate or graduate research assistant funded by the Center K-12 for up to 10 hours a week for 30 weeks.

## 2020-2021 FELLOWSHIPS

### Near-Peer Game Design and Procedural Learning

**Faculty:** Basem Aly, Associate Director of Research and Strategic Projects and Visiting Instructor, Associate Degree Programs

### Curriculum Development in Architecture for Pratt Young Scholars Students Focused on Post-Digital Collage Techniques in Hybrid and Remote Learning Formats

**Faculty:** Alexandra Barker, Assistant Chairperson of Graduate Architecture and Adjunct Associate Professor, Graduate Architecture & Urban Design

**Research Assistants:** Benjamin Smithers (MARCH '21) and Kay Ko Fong Hsia (MARCH '21)

### The Advantages and Inequities of Remote Learning

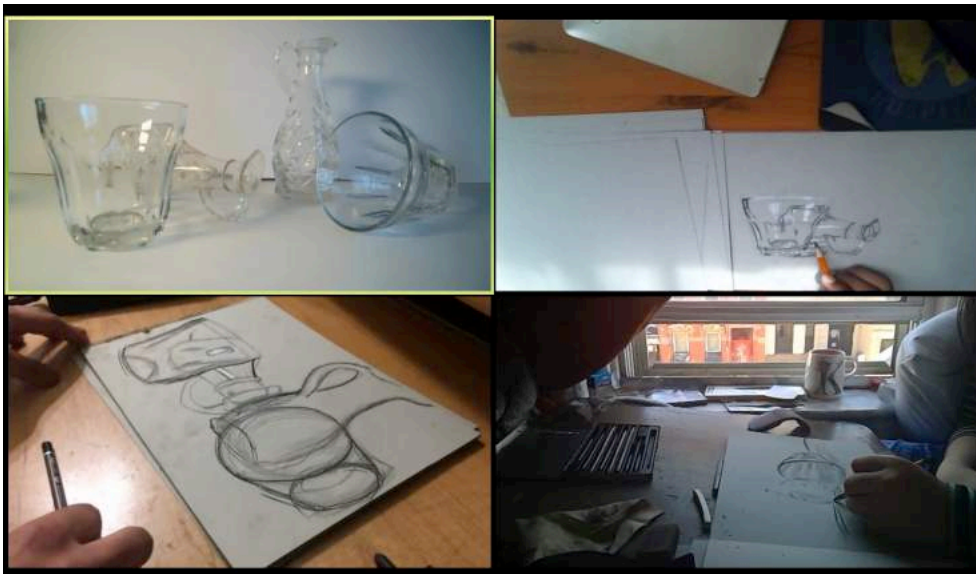
**Faculty:** Jonathan Peck, Adjunct Assistant Professor, Foundation Art

### Design & Math: Architecture Lessons for Mathematicians K-5

**Faculty:** Maria Sieira, Adjunct Associate Professor, Graduate Architecture & Urban Design

**Research Assistant:** Enrique Franco (MARCH '22)

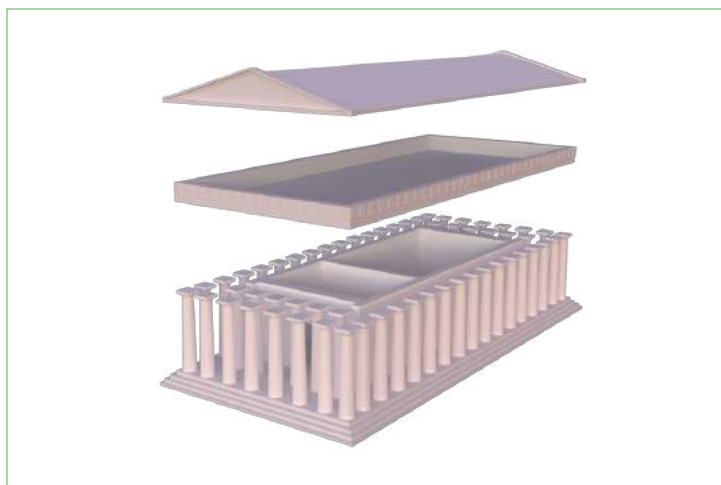
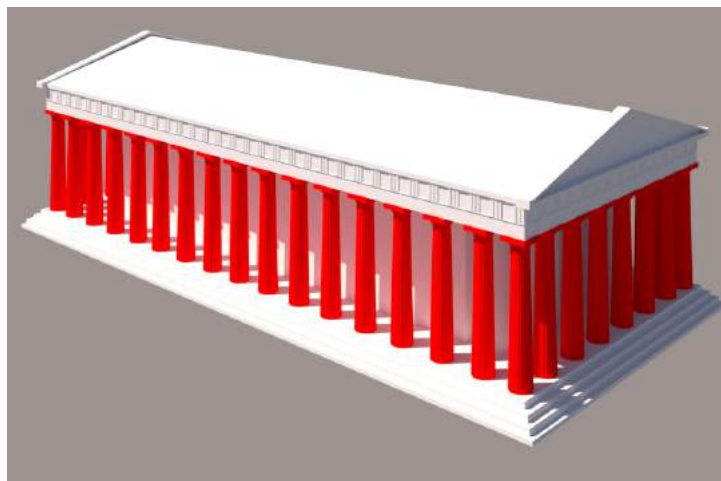
Pratt Young Scholar participants in the online Drawing the Object class as part of **The Advantages and Inequities of Remote Learning**.



# Maria Sieira

## Design & Math: Architecture Lessons for Mathematicians K–5

A Center K–12 Faculty Research Fellowship was awarded to Maria Sieira, Adjunct Associate Professor, Graduate Architecture & Urban Design. The project was driven by the concept of finding the commonalities between design concepts and math concepts in the pedagogy of grades K–5. The project culminated in the publication of fifteen instructional videos that can support teachers and students in remote learning, particularly for classrooms interested in introducing design concepts in the context of a project-based curriculum. The project was carried out in collaboration with Brooklyn School of Inquiry K–5 Math Coach Melissa Singer.



Components of the Parthenon were used as geometry and arithmetic lessons as part of **Design & Math: Architecture Lessons for Mathematicians K–5**.

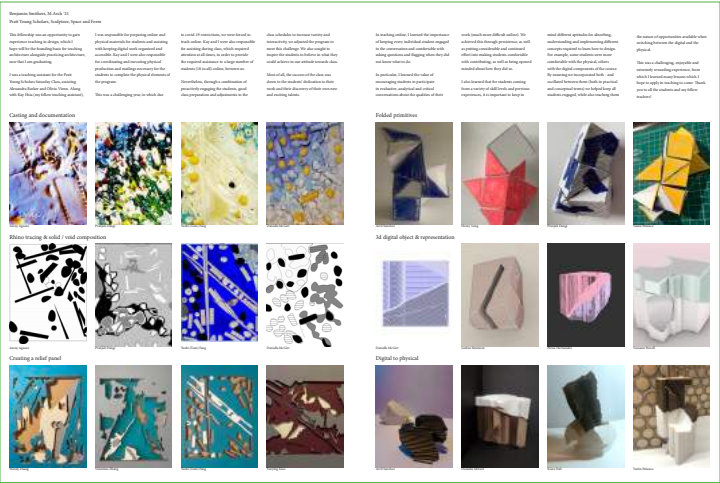
# Center K-12 Student Fellowship Program

All Center K-12 programs offer undergraduate and graduate students studying art, design, architecture, and related fields opportunities in community-based education in their major while simultaneously bringing art and design programs to the K-12 community. The Center K-12 supports a number of paid fellowships in the off-campus programs or in schools and youth-serving organizations citywide. Students are asked to submit a poster outlining their work at the completion of the fellowship.

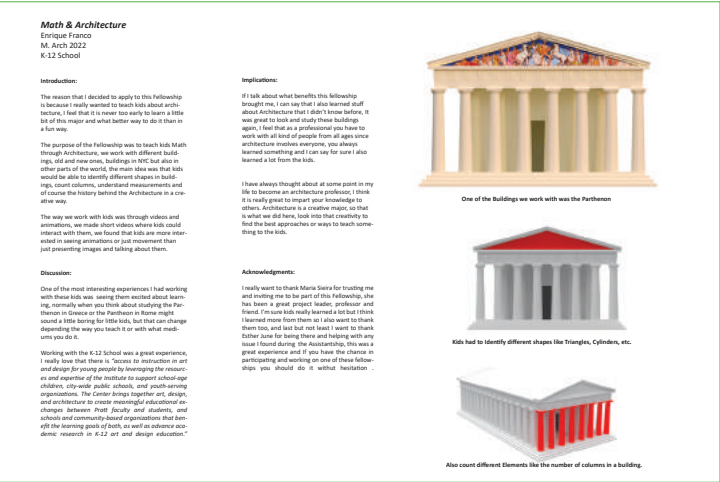
## OVERVIEW

- 6 undergraduate and graduate students were awarded fellowships in schools and youth serving organizations.

## FELLOW POSTERS



Student Benjamin Smithers was the Research Assistant for Graduate Architecture & Urban Design Professor Alex Barker on the project, Curriculum Development in Architecture for Pratt Young Scholars Students Focused on Post-Digital Collage Techniques in Hybrid and Remote Learning Formats.



Student Enrique Franco was the Research Assistant for Graduate Architecture & Urban Design Professor Maria Seira on the project, Design & Math: Architecture Lessons for Mathematicians K-5.



Thank you to the Center K-12 faculty and instructors, college access team and program staff, and our extended community on campus and beyond for supporting our work and mission. The Center K-12's success and continued growth would not be possible without you.

Janira Gayle  
Pratt Young Scholar alumna, class of 2021  
*Changing Light in My Room*, 2021  
Graphite on paper

Drawing the Object taught by Professor Jonathan Peck



## STAFF

Daniel Bergman, Director

Tara Kopp, Deputy Director

Wendy Margulies, Program Administrator

Esther Jun, Program Administrator

Pamela Vasquez, College Advisor (p/t)

## CONTACT

[K-12@pratt.edu](mailto:K-12@pratt.edu)

Tel: 718.636.3654

Fax: 718.230.6876

Center for Art, Design, and Community Engagement K-12  
Pratt Institute  
200 Willoughby Avenue  
Brooklyn, NY 11205

[pratt.edu/K-12](http://pratt.edu/K-12)

All numbers included in this report were accurate at the time of going to press but may be subject to revision.

Portrait photos by Sam Stuart.

# Pratt Young Scholars Class of 2021

Work from the following classes:  
Drawn to Print; Sculpture, Space and  
Form; Drawn to Paint; Drawing the  
Figure; and Drawing the Object. Oil on  
canvas, mixed media sculptures, ink on  
paper, charcoal on paper, watercolor  
on paper, graphite on paper.



**Brianna Blue**

**Attending:** Pratt Institute,  
BFA in Communications  
Design



**Jayla Christmas**

**Attending:** York College,  
BA in Studio Art



**Alba Cortorreal Perez**

**Attending:** Pratt Institute,  
BFA in Drawing



**Savie Currency**

**Attending:** CUNY New York  
City College of Technology,  
BArch



**Janira Gayle**

**Attending:** Columbia  
University, BA in Computer  
Science and Visual Arts



**Leonardo Graham**

**Attending:** New York City  
College of Technology, AAS  
in Architectural Technology



**Bao Lu**

**Attending:** Tufts University/  
School of Museum of Fine  
Arts, Dual Degree Program



**Angel Ortega**

**Attending:** Pratt Institute,  
BFA in Drawing



**Lia Santos**

**Attending:** Fashion Institute  
of Technology, AAS in Fashion  
Business Management



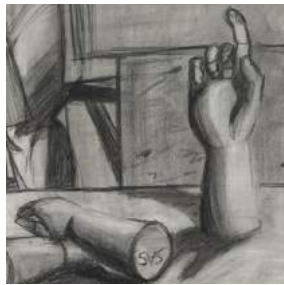
**Irtaja Shara**

**Attending:** Pratt Institute,  
major undecided



**Maksim Sufyanau**

**Attending:** John Jay College  
of Criminal Justice, BA in  
International Criminal Justice



**Vadzim Sufyanau**

**Attending:** Pratt Institute,  
BFA in Fashion Design



**Steven Vargas**

**Attending:** Borough of  
Manhattan Community  
College, AS in Animation  
and Motion Graphics



**Yasmmine Yoon**

**Attending:** Pratt Institute,  
BFA in Communications  
Design



**Anna Yu**

**Attending:** Pratt Institute,  
major undecided



**Ai Lian Zhen Wu**

**Attending:** Fashion Institute  
of Technology, AAS in  
Communication Design



**Ada Zhou**

**Attending:** Pratt Institute,  
BFA in Communications  
Design



**"Millions of children have felt the influence of Pratt Institute."**  
**W.S. Perry, Director of the School of Fine and Applied Arts, writing in *Prattonia*, 1921**

Saturday Morning Children's Class, 1897  
 Pratt Institute, Brooklyn Campus



1890 A branch of the Institute's free library opens at the Astral Apartment House.

1897 Clubs and classes for children are offered at the Settlement in the Astral Apartments, an affordable housing unit built for employees of Charles Pratt's Astral Oil Works.

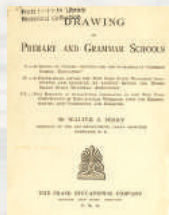
1911 First brochure advertising the *Saturday Morning Classes for Children* is produced.



Children's Reading Room, 1910  
 Pratt Institute, Brooklyn Campus



Children's Drawing Class, 1911  
 Pratt Institute, Brooklyn Campus



1923 Two publications, *Essentials in Art Instruction for the Public Schools and Drawing for Primary and Grammar Schools* by Walter Scott Perry, Director of the School of Fine and Applied Arts at Pratt Institute are published.

1930

1936 Vincent A. Roy, begins his tenure as Supervisor of Saturday Morning School for Children, and later becomes Director of the Art Teacher Education Department at Pratt. In 1942, *Art Education Alert! A Wartime Program for Art Education* by Vincent A. Roy is published.



1940 Dr. Charles M. Robertson, a professor of Art Education at Pratt, begins his tenure as Director and Supervisor of the Saturday Morning School. Records indicate that 33 different classes are offered for ages 6-18, and there are 33 teachers and 6 supervisors.

1947 Pratt begins offering bachelor's degrees in Art Education.



*Saturday Morning School for Children*, 1954 (soon to be renamed Saturday Art School), Pratt Institute Catalog

Saturday Art School Photo Album  
 Pratt Institute Catalog, 1977



1990

1995 Cesar Santalo, B.F.A. Drawing '95, with a group of his students in Saturday Art School



1887 Pratt Institute opens.

1890 First class of teachers graduate from the Normal class. A Normal class was offered specifically for the training of teachers. It's purpose was to teach the standards or "norms" of teaching, hence its name.

1894 Alice E. Fitts becomes the Associate Director of the Department of Kindergartens (later to become the School of Kindergarten training).

1896 The Pratt Library creates the first reading room in New York City devoted to children.

1896 Anne Carroll Moore, a graduate of the Library School, is offered the position of children's librarian at Pratt Library for the newly created children's reading room. Moore is later to become head children's librarian for the New York Public Library.

1900



Kindergarten, 1900  
 Pratt Institute, Brooklyn Campus

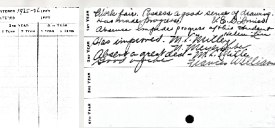
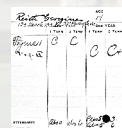
The Astral Apartment House Library, 1900  
 Greenpoint, Brooklyn



1920



1925 Victor D'Amico supervises the Saturday Morning School and observes a figure drawing class. Commenting on a 14-year-old girl's work, he says: "Work fair. Possess a good sense of drawing. Has made progress." D'Amico goes on to become Director of the Department of Education at the Museum of Modern Art, New York, which he heads from 1937 to 1969.



Saturday Morning School Registration



*Saturday Morning School for Children*, 1936  
 Pratt Institute Catalog

1940

Saturday Morning School for Children, 1945  
 Pratt Institute, Brooklyn Campus



1954 MS degree in Art Teacher Education launches. [The art education field] "has been growing rapidly. Educational opportunities are being expanded; teacher's salaries have been increased; required attendance in high school extended; revision of general high school curriculums provides for more art. All of these changes have brought an increased demand for art teachers. The broad scope of art subjects offered makes it possible for Art Teacher Education students to have a rich experience in teaching art subjects to children." - Pratt Institute Catalog, 1954

1955 Anne Carroll Moore, an 1896 graduate of the Library School, receives her honorary Doctor of Letters from Pratt.

1960

1964 Raphael (aka Ralph) Ortiz graduates with a master's in art education. It was teaching in Saturday Art School that activated his interests in art and social justice (Lecture, Teachers College, 2007). He goes on to become a co-founder of El Museo del Barrio.

1971 Records indicate that 525 children are registered in Saturday Art School classes. The cost is "\$40 for 25 weeks, \$25 per hour." - Pratt Release, Pratt Institute, 1971

1975 Andrew Phelan begins his tenure as Director of Saturday Art School.

1977 Nancy Ross begins her tenure as Director of Saturday Art School, a position she holds until 1988. She remains a professor in art education until 2005.

1980

1983 Julie Lapping teaching in Saturday Art School,  
 Pratt Institute, Brooklyn Campus



1992 Susan Martin begins her tenure as Director of Saturday Art School.



Saturday Art School, 1990  
Pratt Institute, Brooklyn Campus



1995 Mary Hafeli begins her tenure as Director of Saturday Art School. She goes on to become Dean of the School of Fine and Performing Arts, SUNY New Paltz. She is currently the Director of Art and Art Education, Teachers College, Columbia University.

2000 Jessica Hamlin begins her tenure as Director of Saturday Art School. She goes on to become Director of Education at ART21 NYC. She is currently an assistant professor of art education at NYU and co-author of *Art as History, History as Art: Contemporary Art in the History Classroom* (Routledge, 2009).

Saturday Art School, 2000  
Pratt Institute, Brooklyn Campus



## 2010



Summer Design, 2012  
Pratt Institute, Brooklyn Campus

New York State Senator Yvette Montgomery and artist Derrick Adams, BFA Art and Design Education '96, with inaugural class of Pratt Young Scholars, 2013 Pratt Institute, Brooklyn Campus



2015 Pratt Center for Art, Design, and Community Engagement K-12 is launched with Aileen Wilson as Director and Tara Kopp as Deputy Director.



Rising Architects & Designers (RAD), 2015  
Pratt Institute, Brooklyn Campus

2017 First Center K-12 impact and outcomes assessment is launched, funded by the Altman Foundation. Findings indicate that Center K-12 programs have a "demonstrable impact."

2017 Records indicate that the Center K-12 programs serve 751 children on campus and work with 500 children in partner schools.

## TODAY



Summer Scholars, 2017  
Pratt Institute, Brooklyn Campus

Saturday Art School, 2018  
Pratt Institute, Brooklyn Campus



Saturday Art School, 1990  
Pratt Institute, Brooklyn Campus

## 2000

2002 Aileen Wilson, currently a professor of art and design education at Pratt, begins her tenure as Director of Saturday Art School.

2003 Amy Brook Snider, Chair of Art and Design Education Department, and graduate student James Reeves, launch Design Initiative for Community Empowerment (DICE) at the "Y" in Bedford-Stuyvesant, Brooklyn.

2008 Amy Brook Snider, Chair of Art and Design Education Department, launches Summer Design, an on-campus program for middle school students.



Saturday Art School, 2011  
Pratt Institute, Brooklyn Campus

2012 Rising Architects and Designers (RAD) is launched as an off-campus program with Graduate Architecture and Urban Design (GAUD).

2013 Pratt Young Scholars is launched with seed money from a Pratt Innovation Fund grant led by Aileen Wilson and Tara Kopp with support from faculty and staff from the schools of art, design, architecture, and liberal arts.

DICE, 2012  
Pratt Institute, Brooklyn Campus



## 2015

2016 Summer Scholars, formerly Summer Design, is relaunched as an on-campus program for grades 7-12.

Pratt Young Scholars, 2016  
Pratt Institute, Brooklyn Campus



2017 First class of Pratt Young Scholars graduate. Of the 89% who applied to 2- and 4- year portfolio audition colleges, 95% are college bound. The Center K-12 programs "have a significant impact on teens' college and career plans." - Dr. James Meier, Arete Consulting



Pratt Young Scholars, 2018  
Pratt Institute, Brooklyn Campus

DICE, 2018  
Pratt Institute, Brooklyn Campus





**Pratt Institute**  
**Center for Art, Design, and**  
**Community Engagement K-12**

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Brooklyn, NY 11205

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Fax: 718.230.6876

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**Council on  
the Arts**

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ENDOWMENT** for the **ARTS**  
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