During the 2018-19 school year, we served more than **36,000 STUDENTS, EDUCATORS, COMMUNITY MEMBERS, and PATRONS** through the following programs:

### Teaching & Learning

- **SCHOOL PARTNERSHIPS**
  - SCHOOL PARTNERSHIPS created tailored residencies and programming in 22 NYC public schools for 4,798 students.

- **PROFESSIONAL DEVELOPMENT**
  - PROFESSIONAL DEVELOPMENT provided skill-building workshops in theatrical teaching tools across all subject areas for 1,062 TEACHERS.

- **THEATRE ACCESS**
  - THEATRE ACCESS supplied free and discounted tickets and wraparound programming for 19,434 STUDENTS and EDUCATORS.

- **ROUNDABOUT YOUTH ENSEMBLE**
  - ROUNDABOUT YOUTH ENSEMBLE developed collaboration and leadership skills through an onsite student-led theatre company for 55 STUDENTS.

### Career Training

- **HIDDEN CAREER PATH DAYS**
  - HIDDEN CAREER PATH DAYS introduced theatre careers and provided skill-building opportunities for 188 YOUNG PEOPLE.

- **CAREER DEVELOPMENT**
  - CAREER DEVELOPMENT employed and trained 23 FULL-TIME APPRENTICES and INTERNS beginning their careers in arts administration.

- **WORKFORCE DEVELOPMENT**
  - THEATRICAL WORKFORCE DEVELOPMENT PROGRAM provided over 600 HOURS of hands-on technical training to a new cohort of fellows.

### Community Partnerships

- **THEATRE PLUS**
  - THEATRE PLUS provided programming for all ages, enriching the theatergoing experience for 13,005 AUDIENCE MEMBERS.

- **COMMUNITY CONVERSATIONS**
  - COMMUNITY CONVERSATIONS hosted 8 sessions for 147 AUDIENCE MEMBERS to connect with each other and explore the shows’ themes after the curtain fell.

- **ACCESS COHORT**
  - Partnered with 4 ORGANIZATIONS to connect adults with disabilities through networking opportunities and programs like RELAXED AT ROUNDABOUT, our Relaxed Performances Series.
97% of teachers report that their students made connections between theatrical work and their own learning and lives.

97% of teachers report that their students worked on a team and participated in peer to peer exchange.

92% of teachers report that students articulated an original idea and tried a new mode of expression.

97% of teachers report that students used creative strategies to approach complex problems by generating multiple ideas, digging deeper into ideas, and creating plans for action.

100% report increased strategies for differentiating instruction to meet the needs and learning styles of the students.

100% report that they developed new strategies for empowering students to be agents of their own learning.

97% report that they see connections between the Roundabout Theatrical Teaching Framework and their own practice.

92% of participants report that they heard a story or point of view they had never heard before.

80% report that they had a deeper understanding of how the show connected to their personal experience.
“MY STUDENTS THRIVE WHEN TAKEN OUT OF A TRADITIONAL CLASSROOM SETTING.”
—John East, ELA Teacher at Bronx Theatre High School

FROM TEACHERS:

• “The Roundabout partnership has had a tremendous impact on our students and their understanding of how we use theatre to explore and communicate ideas. From post-card productions in their Freshman Orientation to their Senior Distinction Projects, Roundabout teaching artists and performances have helped them to discover their voices and to express their vision.”
  —Rob McIntosh, Theatre Teacher, Repertory Company High School

• “Roundabout has left me open to using a lot more theater and acting in my lesson plans. It got me excited about using monologues and dialogues as writing exercises in my units. It built a confidence in my kids when they got to share their work. Most importantly, it reignited a passion I had for acting and writing that I feel I was able to pass onto my kids in school.”
  —Sarah Buzaglo, ELA Teacher, Franklin D. Roosevelt High School

• “I learned that I should try to find more creative outlets for my students, not only to give them breaks from the business-as-usual of reading and writing, but to give them an enhanced ownership over the content and allow them to become more invested in the way history affects their lives.”
  —Eric Perez, History Teacher, Jacqueline Kennedy Onassis High School

• “The most important thing I’ve learned is to have confidence in yourself.”
  —8th Grader, IS 237

• “I learned to be bold, clear, and loud when expressing myself—to get the message out.”
  —10th Grader, Franklin D. Roosevelt High School

• “Only with practice and acceptance of constructive criticism, we can create our best.”
  —8th Grader, IS 237

• “I learned that having a safe-space to be vulnerable is essential for team building.”
  —12th Grader, Repertory Company High School

FROM STUDENTS:

• “MY STUDENTS THRIVE WHEN TAKEN OUT OF A TRADITIONAL CLASSROOM SETTING.”
  —John East, ELA Teacher at Bronx Theatre High School

RAISE YOUR VOICE

Partner School students applaud the cast of Kiss Me, Kate.

Students in the Roundabout Youth Ensemble build the set for their original play Thicker Than Water.

Professional Development workshops prepare Teachers and Teaching Artists to connect classroom curriculum to productions and artistry.
Every year over 150 NYC classrooms visit Roundabout Theatre Company Teaching Artists. The goals are to enhance teacher practice and deepen student learning. A lesson plan comes to life when it is theatricalized in the classroom, and when students and teachers bridge the gap between artistry and curriculum, because theatre skills are life skills.

**HOW DOES A CHOREOGRAPHER USE MATHEMATICS TO CREATE A COMPELLING PIECE OF THEATRE?**

This fall, students at James Madison High School in Brooklyn explored math in a new way and brought to life some of their work with numbers and grids. They learned about theatrical staging and creating choreography as it relates to putting together a show.

Each student created equations that represented their artistic choices (equations for lines and shapes that represented formations for bodies on stage). The group focused on Roundabout's production of *Apologia* and explored relationships between individuals. They worked together to answer how a choreographer uses proximity and staging to express the relationships.

After testing their equations and practicing their dance steps, the young artist-mathematicians were ready for their final presentations, including unique formations and impressive routines.

"The professional mentorship of Roundabout's Teaching Artists and experience of attending Broadway productions will continue to elevate the artistic and academic skills of our students."

—Principal Jodie Cohen, James Madison High School

**HOW DO WRITERS CREATE SONGS FOR MUSICAL THEATRE?**

This was the guiding question put to 35 students in a Curriculum Connections Residency at Curtis High School on Staten Island. The mixed-grade, music survey class used Roundabout’s production of *Kiss Me, Kate* as a way to examine genre, style, and expression as they explored lyric writing and chord structure.

Throughout the residency each student tried new forms of expression, gained confidence through trying again, and ultimately created and shared a final song—with lyrics and chords—around a theme of their choosing. Students gained skills and understanding of rhyming techniques, chord structure, and the differences between pre- and post-Golden Age musical theatre writing, as well as enriching students' social and emotional learning.

To culminate their lesson, the students attended *Kiss Me, Kate* to see how the artists at Roundabout explored these form, and themes—seventy years after it was originally on Broadway.

"Utilizing theatrical teaching strategies to transform classrooms into a vibrant stage for learning makes students and teachers feel invigorated and empowered to connect with the arts."

—Assistant Principal Jennifer Korten, Curtis High School
SCHOOLS

Education works with schools in all five boroughs of New York City and beyond to reach students on many levels, including in-school residencies, professional development for educators, after-school programming, and free and deeply discounted tickets to the theatre. Across our work with schools, we seek to enhance teaching and learning and build essential skills in all subject areas.

SELECT SCHOOLS:

NYC
Aviation High School
Bard High School Early College
Baruch College Campus High School
P35 Manhattan School
@ Beacon High School*
Bronx Studio School*
Bronx Theatre High School*
Brooklyn Institute For Liberal Arts
Brooklyn School for Music and Theatre*
Brooklyn Theatre Arts High School*
City Polytechnic High School of Engineering, Architecture and Technology
Curtis High School*
Edward R Murrow High School
Fordham High School of the Arts*
Frank Sinatra School of the Arts
Franklin Delano Roosevelt High School*
High School for Arts and Business
High School for Innovation*
High School of Art and Design*
Hunter College High School
I.S. 075 Frank D Paulo*
International High School at Lafayette*
IS 237Q*
IS 34 Totten Intermediate*
Jacqueline Kennedy Onassis High School*
James Madison High School*
Juan Morel Campos Secondary School*
Fiorello H. LaGuardia High School of Music & Art and Performing Arts
Leon M Goldstein High School
Lower Manhattan Arts Academy
Manhattan Village Academy
Mott Haven Village Prep High School
New Dorp High School
New Millennium Business Academy Middle School*
NYC Lab School for Collaborative Studies
Port Richmond High School (R 445)*
Professional Performing Arts School
PS 333
Reperatory Company High School*
Success Academy Charter Schools
The Urban Assembly Maker Academy
Urban Assembly School For Criminal Justice*
William Cullen Bryant High School
Xavier High School
Young Women’s Leadership School Of The Bronx*

BEYOND NYC
Bergen County Academies
Clarence High School
Connetquot High School
County Prep High School
Edgemont High School
Great Neck South High School
Greenwich High School
Herricks Public Schools
Horseheads High School
Jackson Memorial High School
Manhasset High School
Middletown High School South
Newburgh Free Academy
North Shore Senior High School
Owings Mills High School
Pulaski County High School
Rancocas Valley Regional High School
River Hill High School
Saddle Brook High School
Sayville High School
West Caldwell Tech
Warthington Hooker School

*RTC Partner School
Now in its fourth year of operating TWDP, Roundabout has continuously identified, learned from, and created new solutions for the program’s challenges. TWDP has improved in its efforts to engage employers and retain fellows.

Fellows’ performance on-the-job and employers’ satisfaction have improved with each cohort, indicating that programmatic changes instituted by Roundabout have had a positive impact.

Transition year fellows successfully found jobs in the technical theatre industry by leveraging connections to employer partners. Wages received by fellows point to the potential for sustainable careers in the industry.

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### RACIAL BREAKDOWN
( self-identified )

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### FROM THE ARTICLES

**Theatrical Workforce Development Program: Phase Two Evaluation by Public Works Partners**

Now in its fourth year of operating TWDP, Roundabout has continuously identified, learned from, and created new solutions for the program’s challenges. TWDP has improved in its efforts to engage employers and retain fellows.

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Transition year fellows successfully found jobs in the technical theatre industry by leveraging connections to employer partners. Wages received by fellows point to the potential for sustainable careers in the industry.

August 20, 2019

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**100%** of the TWDP Fellows have completed the Made in New York Stagecraft Bootcamp, training in electrics, sound, carpentry, and wardrobe.

**92%** of TWDP Fellows who completed the training-year are working in the industry.

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**BEHIND THE SCENES**

Isaac is a New York City resident who joined TWDP in 2016. Since then, he has served on crews at Playwrights Horizons and St. Ann’s Warehouse and as wardrobe supervisor at Manhattan’s Lee Strasberg Institute for Theatre & Film. Isaac’s second year placement was at famed theatrical hat maker Arnold Levine Millinery. Isaac is now doing day work in craft and millinery for Beetlejuice on Broadway and is the first TWDP fellow to join the I.A.T.S.E. union.
INVESTMENT IN EDUCATION AT ROUNDABOUT FY19
TOTAL $4,256,685

Career Training $1,932,348
Teaching and Learning $1,706,685
Community Partnerships and Audience Engagement $617,440

EDUCATION INCOME FY19
TOTAL $4,256,685

Restricted Contributions $2,535,285
Education Endowment $56,146
Contract Fees $291,286
Roundabout General Support* $1,373,757

*Roundabout allocates organizational funds to balance the Education program budget
TWDP Fellow Kyle Ratnayake learns how to operate a follow spot during a technical theatre training workshop. Kyle has been hired by Roundabout to work on Scotland, PA and the Roundabout Underground productions.

“I’m not sure what I would be doing in my life right now without this program. Roundabout gave me the opportunity to start a career doing something I’m actually interested in. I’ve learned so much that not only benefits my professional career but also my personal life.”

— Kyle Ratnayake, Theatrical Workforce Development Program Cohort 3 Fellow
# BOARD AND LEADERSHIP

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Katheryn Patterson Kempner, Co-Chair; Chair, Executive Committee  
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Stephanie Kramer, Vice Chair  
Todd Haimes, President  
A.M. (Mike) de Graffenried, Treasurer  
Sylvia Golden, Secretary  

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Christian C. Yegen, Steven F. Goldstone and Mary Cirillo-Goldberg, Chairmen Emeriti  
Samuel R. Chapin, Bob Donnallay, John P. McGarry, Jr. and Carol Mitchell, Directors Emeriti

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Mary Cirillo-Goldberg, 1999-2003  
Ernest Ginsberg, 1994-1997

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Yolanda R. Turocy, Founding Chair  

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<td>Jodi Glucksman</td>
<td>Liam Neeson</td>
<td>Emmy Zuckerman</td>
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## EDUCATION COMMITTEE

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Mary Cadagin  
Joe Cantara  
Beth Chapin  

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<td>Tom Tuft, ex officio</td>
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(as of December, 2019)

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Sydney Beers, Executive Producer
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Karishma Bhagani & Nneka Hillocks, Education Apprentices


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