ART=OPPORTUNITY

CSUSM



Community members and students to explore pathways to becoming an arts teacher at Center ARTES event for future K-12 arts educators (supported by the Willian and Flora Hewlett Foundation and Clarence E. Heller Foundation)

Center ARTES | ART=OPPORTUNITY | 2023 Report Card

OUR MISSION AT CENTER ARTES AND ART=OPPORTUNITY is to ensure that all children have access to learn in, with and through the arts. Our own research of Cal State San Marcos (CSUSM) college students identifies social equity factors that play into college preparedness and success. We recognize that there is significant social inequality in our society and understand there is much work to be done to create an equal playing field for all children. Our nonprofit organization works to create arts equity for students by educating teachers/future teachers, parents, and school administrators about the importance of arts education for all students. We do this by providing hands-on arts experiences and various resources to the public throughout the year, such as access to open source research that supports arts education, creative youth development as well as college and career pathways for youth engaged in the arts, literacy residencies, boot camps and workshops on arts integration, and more.

ART=OPPORTUNITY

Visit **csusm.edu/artopp** for access to our current research and upcoming events. Use our online toolkit to help spread the word about this important initiative. **BECAUSE THE ARTS MAKE A DIFFERENCE!**



WHY ART MATTERS!

In 2023, Center ARTES and our ART=OPPORTUNITY campaign made a significant impact through partnerships with key organizations and foundations, which invested in the future of arts in education and, consequently, in communities and youth.

Center ARTES is proud to receive generous support from the William and Flora Hewlett Foundation, which funds pathways for college students to become K-12 arts teachers and arts integration specialists. The Clarence E. Heller Foundation has also been a wonderful partner in the pathway project and our STEAM programs. Several integrated STEAM, literacy, and podcasting initiatives are supported by the Illumina Foundation, the Dr. Seuss Foundation, and the Coastal Community Foundation. The Illumina Foundation has enabled CSUSM's STEAM ambassadors and the School of Education to integrate genomic science with art and storytelling. The Dr. Seuss Foundation has facilitated an adventurous podcasting curriculum specifically for K-5 educators across the county and beyond. Additionally, a grant from the Coastal Community Foundation has funded extended community access to art and science, with STEAM Ambassadors bringing STEAM to North San Diego venues and participating in community events.

This report celebrates the remarkable work of our faculty Fellows – Cherie Hill, Kristin Moss, Lucy HG Solomon, and Chris Wood. Their dedication, creativity, and attentiveness to developing diverse opportunities for our students are inspirational. Our students excel in their accomplishments and imaginative curriculum development and implementation with K-12 students. Seeing them make a difference in our community is heartwarming and gives me hope for our future.

Merryl Goldberg, Ed.D., Director of Center ARTES,
California State University San Marcos

OUR CENTER ARTES FELLOWS



Cherie Hill

Center ARTES Faculty Fellow in Dance

Professor Cherie Hill creates art that explores human expression through the body in collaboration with nature, music, and visual imagery. As an equity advocate, her research, service, and teaching interests support equitable and inclusive environments, especially for those stemming from marginalized populations.

2023 Highlight:

Professor Hill launched a new partnership with The Empowerment Center to bring dance to youth working to overcome challenges and build resilience.



Dr. Kristin Moss

Center ARTES Faculty Fellow in Community Arts

Dr. Moss' work focuses on the relationships between visual culture, identity, and social change. She explores how different forms of public art, including murals and street art, can engage communities, offer creative conceptualizations of contemporary society, and serve as a mode of democratic participation and citizenship.

2023 Highlight:

Dr. Moss focused on growing institutional relationships, including with Oceanside Museum of Art and Palomar College's Boehm Gallery, where CSUSM students as they supported the exhibition "Entanglement."



Lucy HG Solomon

Center ARTES Faculty Fellow in STEAM Ingenuity

Professor HG Solomon focuses on integrating the arts and science in STEAM in the classroom and beyond, including in forests and streams. As a mentor to the STEAM Ambassadors and an artistic collaborator with scientists in different fields, her focus on arts in education emphasizes community and conservation, exploration and discovery.

2023 Highlight:

Professor Lucy HG Solomon traveled to the High Arctic on a Fulbright grant, where she worked across art and science on the remote archipelago of Svalbard. She brought back stories and STEAM to share with students.



Dr. Christiane Wood

Center ARTES Faculty Fellow in STEAM + Literacy

Dr. Wood's instruction mirrors contemporary trends in the field of literacy. It aims to foster teacher candidates' understanding of innovations in literacy teaching and learning through technology integration and student-centered practices with a focus on the intersection of multimodal literacies.

2023 Highlight:

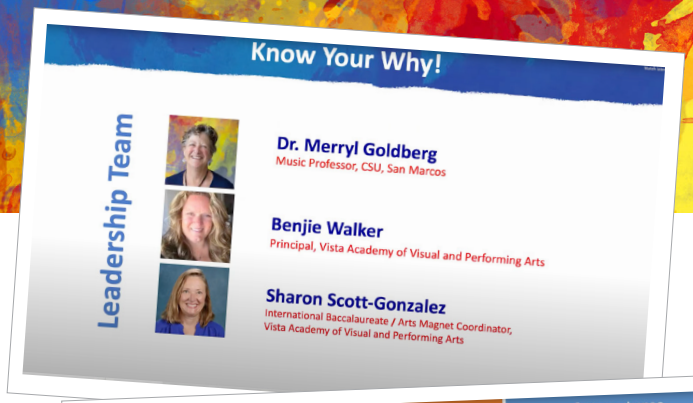
Dr. Christiane Wood, Laurie Stowell, and Merryl Goldberg published *Innovation, Literacy, and Arts Integration in Multicultural Classrooms.*



SPREADING THE MESSAGE OF WHY



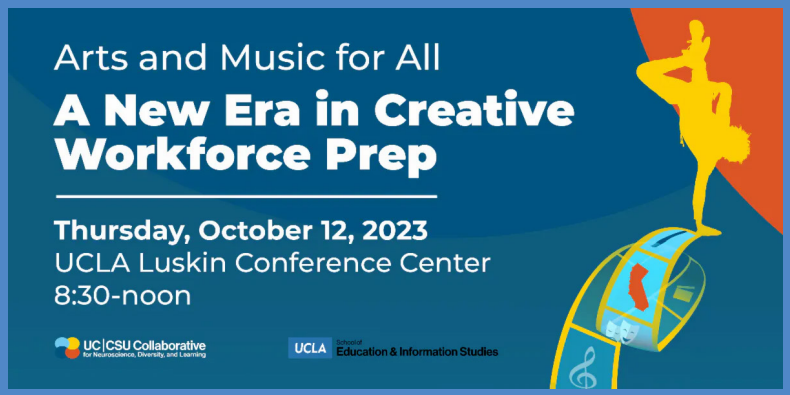
Merryl presented the research behind our **WHY ART** cards as part of the"Creativity at the Core: Arts Integration Leadership" webinar webinar. The workshop was developed by the Los Angeles Office of Education and the Riverside County Office of Education and hosted by the California County Superintendents Arts Initiative. CLICK to view the entire webinar





Creativity at the Core

CALIFORNIA COUNTY SUPERINTENDENTS ARTS INITIATIVE



In October 2023, Merryl served as a Higher Education Panelist for "Arts and Music for All: A New Era in Creative Workforce Prep" at UCLA Meyer and Renee Luskin Conference Center.

And in her spare time, Merryl joined with Australian colleagues, Judith Dinham of Curtin University, Margaret Baguley of University of Southern Queensland, Susan Simon of University of the Sunshine Coast, and Martin Kerby og University of Southern Queensland to author a paper titled, **Improving the Uptake of Arts Education for Student Wellbeing: A Collaborative Autoethnography That Highlights Potential Areas of Focus** in the *International Journal of Education & the Arts.* **CLICK** to read the full article.

CYBERSECURITY AND THE ARTS

A chance encounter at an RSA Conference a few years ago sparked a unique bond between Merryl and Jen Easterly. Their shared passion for art and compassion, which they recognized as crucial elements in humanizing cybersecurity, laid the foundation for a profound friendship.

Easterly, the Director of the U.S. Cybersecurity and Infrastructure Security Agency (CISA), and Lisa Einstein, the executive director of CISA's Advisory Committee, visited CSUSM in December 2023 to explore the role of art and empathy in cybersecurity with students and faculty. Merryl highlighted the significance of this event: "Having our students engage with Easterly and Einstein on the human side of cybersecurity, including how the arts, empathy, and imagination matter, was absolutely wonderful."



The day-long event featured interactive sessions, panel discussions, and musical performances, emphasizing the fusion of technical and creative disciplines and fostering collaboration among computer science majors, music majors, future teachers, STEM and STEAM ambassadors, and cybersecurity club members.

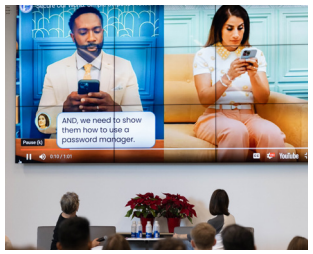
An interactive class led by Einstein, that seamlessly integrated art into the realm of cybersecurity through music and dance, kicked off the day. Following was a panel discussion on arts, empathy, and cybersecurity, introduced by Liora Gubkin, dean of the College of Humanities, Arts, Behavioral, and Social Sciences. Gubkin underscored the significance of interdisciplinary collaboration in tackling complex challenges. The panel also featured the insightful contributions of CSUSM professors Lucy HG Solomon and Ranjeeta Basu.

The day concluded with a fireside chat at the Innovation Hub, and a BBQ and jam session that included a three-song set – ***The Bugs, They Are A-Changin'*** written by Einstein to the tune of Bob Dylan's ***The Times, They Are A-Changin'*** about the need to perform regular updates to our mobile phones; a number with Merryl playing the soprano saxophone and music department chair Ching-Ming Cheng on piano; and a rendition of the Indigo Girls' ***Closer to Fine***. Music assistant professor Aaron Humble lent his vocal talents to all three songs.



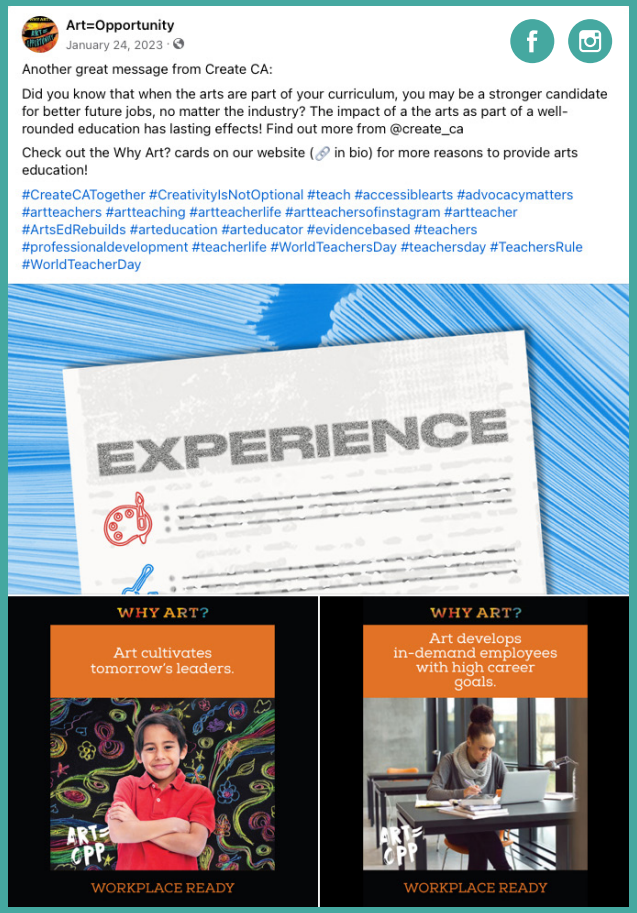
Jen Easterly (right), the Director of the U.S. Cybersecurity and Infrastructure Security Agency, and CSUSM music professor Merryl Goldberg talk during an event in early December about the intersection of art and cybersecurity.







Adapted from an article published on CSUSM NewsCenter December 19, 2023, written by Tim Meehan. ***CLICK*** *to read the full article. In 2019, the National Security Agency and the Department of Homeland Security designated CSUSM as a National Center of Academic Excellence in Cyber Defense Education for the M.S. Cybersecurity program. A bachelor of science and a master of science in cybersecurity are both offered online through Extended Learning.*



SOCIAL MEDIA

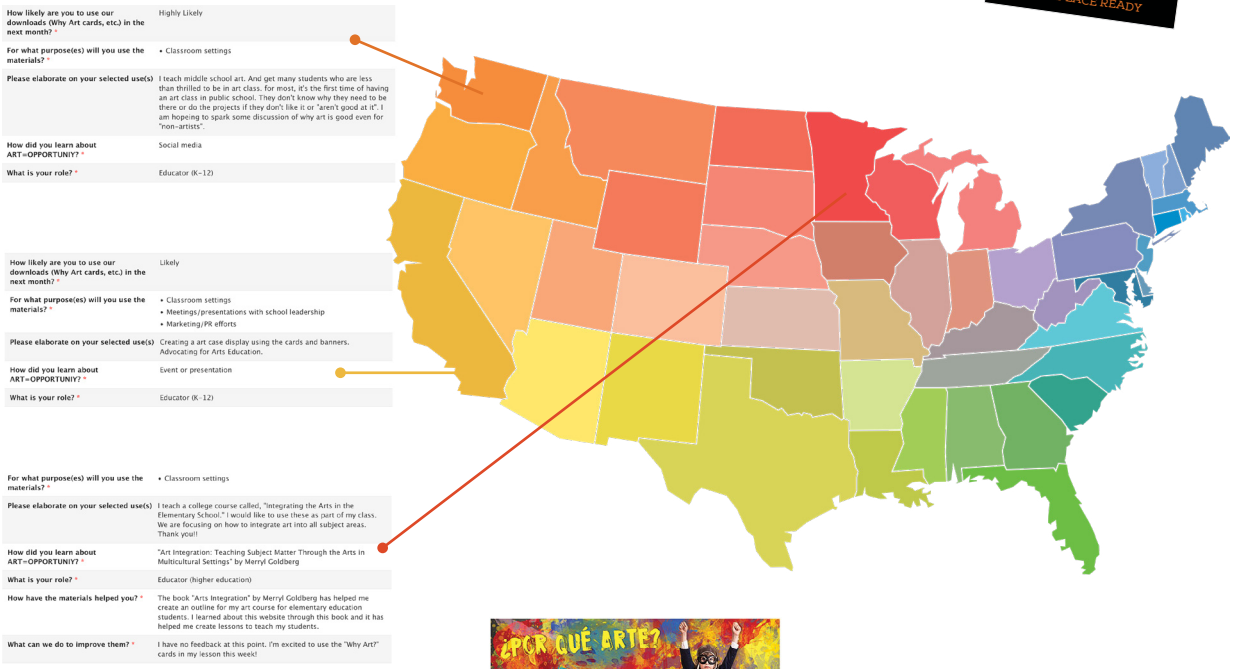
Our primary goal with social media is to have people become arts advocates. Social media helps us do this by reaching as many people as possible to show them the benefits of arts integration into core subjects and highlighting the effects of arts in the lives of people. We do this by highlighting arts-related messaging and by making a connection to the research behind our **WHY ART?** cards.

Follow **ART=OPPORTUNITY** on Facebook and Instagram.

WHY ART? TOOLKIT

We continue to receive requests through our online portal for our research-based **WHY ART?** card packs, posters and other branded materials from arts organizations and schools nationwide. Responses to a simple online survey confirm many students, educators, and administrators are joining our call to advocate for the arts!

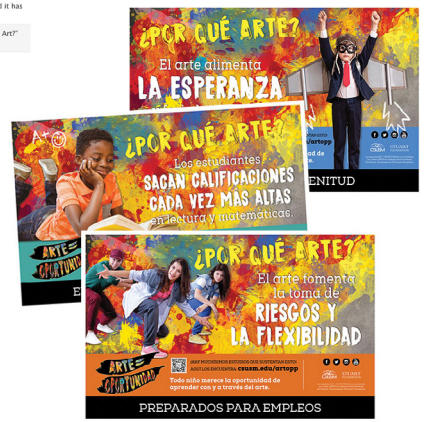




How likely are you to use our downloads (Why Art cards, etc.) in the next month? *	Highly Likely
For what purpose(es) will you use the materials? *	• Classroom settings
Please elaborate on your selected use(s)	I teach middle school art. And get many students who are less than thrilled to be in art class. For most, it's the first time of having an art class in public school. They don't know why they need to be there or do the projects if they don't like it or "aren't good at it". I am hopeing to spark some discussion of why art is good even for "non-artists".
How did you learn about ART=OPPORTUNITY? *	Social media
What is your role? *	Educator (K–12)

How likely are you to use our downloads (Why Art cards, etc.) in the next month? *	Likely
For what purpose(es) will you use the materials? *	• Classroom settings • Meetings/presentations with school leadership • Marketing/PR efforts
Please elaborate on your selected use(s)	Creating a art case display using the cards and banners. Advocating for Arts Education.
How did you learn about ART=OPPORTUNITY? *	Event or presentation
What is your role? *	Educator (K-12)

For what purpose(es) will you use the materials? *	• Classroom settings
Please elaborate on your selected use(s)	I teach a college course called, "Integrating the Arts in the Elementary School." I would like to use these as part of my class. We are focusing on how to integrate art into all subject areas. Thank you!
How did you learn about ART=OPPORTUNITY? *	"Art Integration: Teaching Subject Matter Through the Arts in Multicultural Settings" by Merryl Goldberg
What is your role? *	Educator (higher education)
How have the materials helped you? *	The book "Arts Integration" by Merryl Goldberg has helped me create an outline for my art course for elementary education students. I learned about this website through this book and it has helped me create lessons to teach my students.
What can we do to improve them? *	I have no feedback at this point. I'm excited to use the "Why Art?" cards in my lesson this week!





▶ **HELP SPREAD THE MESSAGE!**

CLICK to access our online tookit which includes downloadable images, bookmarks, online banners, **WHY ART?** cards, and posters in English and Spanish.

SPOTLIGHT: NEW PATHWAYS FOR ARTS TEACHERS



Participants interact during a campus workshop on Nov. 4 for CSUSM arts students and others who have an interest in becoming arts teachers.

Center ARTES launched an innovative new initiative at CSUSM in 2023 to create pathways for students to become arts teachers. Director Merryl Goldberg, alongside Center ARTES fellows Christiane Wood, Lucy HG Solomon, Kristin Moss, Cherie Hill, CSUSM arts colleagues Judy Bauerlein and Julie Goldstein hosted a series of workshops and panels to introduce CSUSM students and the community to pathways to becoming K-12 arts educators. This effort was in response to California's Proposition 28, which earmarks nearly $1 billion annually to support arts education, necessitating hiring approximately 8,000 new arts teachers statewide, including 500 in San Diego County.

The CSUSM Art Credential Pathway aims to streamline the process for undergraduate arts majors to transition into teaching roles. With pathways to arts education and a toolkit funded by grants from the William and Flora Hewlett Foundation and the Clarence E. Heller Foundation, this program allows students to complete a multiple-subject credential program with a focus on the arts, provided they have 20 credits in arts-related courses.

Center ARTES teamed up with the School of Arts and School of Education to forge this innovative pathway. The program draws students from CSUSM's arts and liberal studies departments, as well as local teaching artists and educators. The aim is to equip these individuals to deliver top-notch arts education across the region and potentially set a precedent statewide.

In November, the first cohort of students, along with community members and practicing artists, attended a workshop at CSUSM that introduced the new pathway, generating significant interest and enthusiasm among attendees. This initiative is not only about filling new jobs, but also cultivating a new generation of educators who can inspire and engage students through the arts, leveraging the substantial new funding provided by Proposition 28.

Collaborating Center ARTES fellows from the School of Education (Wood) and Dance (Hill) emphasize the program's potential to transform arts education, nurturing future educators and ensuring arts education's prominence in schools.


CALIFORNIA STATE UNIVERSITY SAN MARCOS | School of Education & School of Arts

Do you want to be a K-9th Grade

ARTS Teacher?

ART=OPPORTUNITY

☐ Have you completed 20 lower-division or 10 upper-division units in any of the following areas: Visual Arts, Dance, Theater, or Music?

☐ Is it your goal to teach or integrate the Visual Arts, Media Arts, Dance, Theater, or Music within the K-9 educational system?

If you answered yes, your opportunity to earn your Multiple Subject Teaching Credential and Supplementary Authorization in Art, Dance, Music, or Theater starts here!

California State University San Marcos School of Education and School of the Arts invites aspiring elementary educators with a genuine passion for the arts to join our Arts Teacher Pathway.

We're seeking Multiple-Subject Teacher Candidates who are not just passionate about the arts but determined to ignite that same passion in kindergarten—9th-grade students. If you are an arts major, minor, or Liberal Studies student with a love for Visual Arts, Media Arts, Dance, Theater, or Music, we have a place for you!

Why Choose the Arts Teacher Pathway?
Our program is for those who wish to combine their artistic talents with their educational aspirations. Through our pathway, you'll gain the necessary skills and knowledge to thrive as an educator in the Multiple Subject teacher preparation program and your specific arts discipline. The Arts Teacher Pathway will provide access to arts experiences, mentors, and more.

Are you ready to influence young Visual Arts, Media Arts, Dance, Theater, or Music learners? If so, please scan the QR code below or follow the link to complete the form to become a Multiple Subject Arts Educator! **Please complete this form by April 12, 2024.**

Next Steps
After you submit your form to our team, we will contact you with more information about the Arts Teacher Pathway. We look forward to meeting you!

Questions?
Please contact Dr. Christiane Wood
cwood@csusm.edu

Get started today. Scan the QR Code or follow the link to complete the Interest Form by April 12, 2024: https://forms.gle/BbqmqEf1djAjQQpu6

Every child deserves the opportunity to learn with and through the arts.

Adapted from an article published on CSUSM NewsCenter December 6, 2023, written by Brian Hiro. ***CLICK*** *to read the full article.*

BECAUSE EVERY CHILD DESERVES THE OPPORTUNITY TO LEARN WITH AND THROUGH THE ARTS...

Following the passage of Prop 28, Center ARTES fellows formed a CA Arts Pathways team and met regularly to build pathways for CSUSM students to pursue authorization for teaching K-9 in arts disciplines.

▶ The Center ARTES CA Arts Pathways team submitted a letter to the Commission on Teaching Credentials proposing changes for the CTC Supplementary Authorization courses required for dance and art. The letter suggested revising the course completion requirements in Dance and Art (CL-629) and Subject Matter Authorizations (CL-852) to align with the CA Arts Education framework and CA universities' diverse courses.

▶ Center ARTES fellow Cherie Hill and Dance Studies updated the DNCE 101: Introduction to Dance course to make it eligible for the CTC Supplementary Authorizations (CL-629) in Dance.

▶ The Center ARTES CA Arts Pathways team hosted a Become an Arts Teacher Day featuring art, music, dance, and theater classes, a panel with current public school art teachers, and a credential information session.

















CLICK to watch the video call for art teachers, filmed at the Fall Arts Teacher Day at CSUSM *Video by Albert Rascon*

2023 SPEAKER SERIES, SPONSORED BY ART=OPPORTUNITY

The CSUSM Virginia Hansen Speaker Series, offers a rich professional development session lineup that emphasizes innovative educational practices and strategies for enhancing classroom management, engagement, and inclusivity. This initiative seeks to empower educators with diverse tools and methodologies for fostering a supportive and dynamic learning environment. Below is a summary of the series' offerings, emphasizing educational strategies and classroom innovation beyond arts integration.

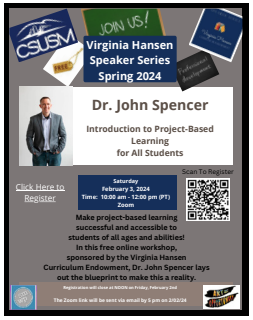


Anne Schwartz's ***Starting the Year Together*** focuses on using social contracts and restorative practices to begin the academic year, setting a tone of mutual respect and cooperation between students and educators.

Cesar Chavez Service Clubs present a model for engaging students in service learning and community involvement, highlighting the importance of civic engagement in education.



Alma Sanchez's ***High-engagement Academic Language Acquisition and Literacy Strategies*** offers techniques for enhancing students' language skills and literacy, emphasizing active engagement and the development of critical language abilities necessary for academic success.



John Spencer's session on ***Project-Based Learning (PBL)*** delves into how educators can design and implement projects that engage students in real-world problem-solving, fostering a deeper understanding of subject matter through hands-on experience.



Alex Shevrin-Venet's ***Trauma-Informed Education*** provides insights into accommodating students who have experienced trauma, emphasizing a compassionate and informed approach to teaching that recognizes the complex impact of trauma on learning.

Teri Gerent's ***A Socio-Political History of Rock and Roll: How to Use Music in Your Classroom Curriculum*** explores the intersection of music, history, and social studies. It demonstrates how educators can use music as a tool to enhance curriculum and engage students in historical and societal discussions.

Tina Medina's ***Restorative Practices in Education*** discusses the principles of restorative justice within the educational context, offering strategies for conflict resolution and fostering a community-based approach to discipline that emphasizes healing and reconciliation.



Tammy Striler's ***The 'Mindset Bus,' Are you on it?*** focuses on the concept of a growth mindset in Math. It encourages educators and students alike to embrace challenges, persist in the face of setbacks, and view effort as the path to mastery.

Each speaker brings a unique perspective and set of strategies to the series, offering educators a comprehensive toolkit for enhancing their teaching practices and creating more inclusive, engaging, and supportive learning environments. While arts integration remains a component of the broader mission, these sessions highlight the multifaceted approach **ART=OPPORTUNITY** takes towards educational innovation and teacher development.

THE ART OF STORYTELLING: PODCAST STYLE

In a professional development workshop, ***The Art of Storytelling: Podcasting Productions for K-5 Educators***, conducted by Center ARTES fellow Dr. Christiane Wood for Temecula Valley Unified School District, the fusion of literacy and the arts through podcasting took center stage. This initiative was designed to bridge the California English Language Arts (ELA) Standards with the California Arts Standards, presenting a comprehensive framework for educators to integrate podcasting as a multimodal and multifaceted educational tool in their curriculum.

During the session, Dr. Wood emphasized the power of narrative and digital storytelling, showcasing how podcasting can be used as an educational tool to enhance learning, creativity, and student engagement. Teachers were introduced to the basics of podcasting, including content creation, audio recording, editing techniques, and how to make their podcasts accessible to a wider audience.

Dr. Wood's session illuminated the synergy between ELA standards, which emphasize reading, writing, speaking, and listening skills, and the expressive, creative, and perceptual dimensions highlighted in the Arts Standards. By engaging K-5 students in podcasting, educators can foster a dynamic learning environment where literacy skills are developed and applied creatively in and through the art of storytelling. Podcasting supports students in mastering narrative construction, enhancing their vocabulary, and honing their critical listening and speaking skills—all through the engaging medium of podcast production.

The workshop provided hands-on experiences and practical strategies for teachers to guide students through the process of creating podcasts that encapsulate storytelling's essence. It showcased how students could explore and experiment with sound design, voice acting, and musical elements to convey their narratives, directly aligning with the Arts Standards' focus on generating and conceptualizing artistic ideas and work. Simultaneously, this creative process encourages students to



engage deeply with text analysis and interpretation, crafting narratives that meet ELA standards for content complexity and clarity of expression.

The Art of Storytelling: Podcasting Productions for K-5 Educators professional development workshop underscores our commitment to embracing innovative methods that integrate literacy and the arts, enriching the educational experience for both teachers and students. By encouraging the use of podcasting in the classroom, Center ARTES aims to instill a love for storytelling and foster a deeper engagement with reading and writing, preparing students for success in a digital world.



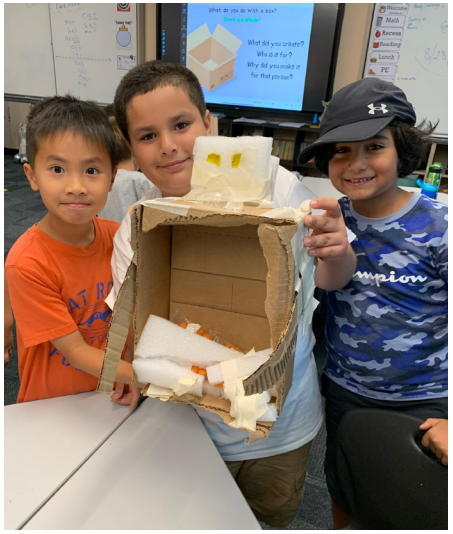
WHY STEAM + LITERACY

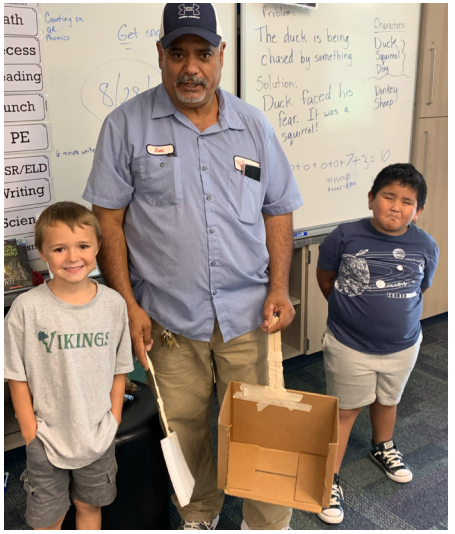
In celebration of Arts Integration, Center ARTES' STEAM initiatives prioritize equipping underrepresented groups with 21st-century literacy skills, ensuring all children have equal learning opportunities. As our world becomes more complex, it is crucial to provide children with the ability to gather evidence, understand information, solve problems, and apply their knowledge to contribute to innovation and social progress.

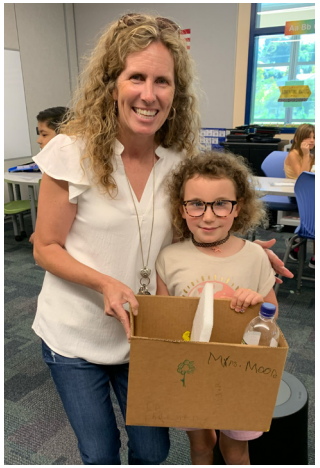
Center ARTES fellow Dr. Christiane Wood's year-long collaboration with TK-4th grade educators in the Temecula Valley Unified School District created an inventive curriculum integrating STEAM+Literacy, design thinking, and makerspace activities. Maker education enhances arts education by offering a platform for students to explore and express creativity through imagination, experimentation, and innovation. This interdisciplinary approach connects reading, writing, listening, speaking, and artistic creation, equipping students with analytical, creative, and technical skills. This method enriches students' comprehension and appreciation of literature while allowing them to engage in critique, reflection, and iteration – mirroring the artistic creative process.



Another exemplary project involved 3rd-grade students from Vail Elementary in Temecula, who used the design thinking process over four weeks to bring literature to life through maker activities. Inspired by Ashley Spires' book ***My Most Magnificent Thing***, students created real-world solutions for everyday problems school staff face, bridging the gap between imaginative reading and practical STEAM applications, and emphasizing empathy in problem-solving.









Two notable student-led innovations included a multifunctional broom and dustpan set for the custodian, designed for efficiency and ease of storage, and a versatile, mobile storage solution for the gym teacher, tailored for managing sports equipment.

The students empathized with the needs of others and demonstrated their problem-solving skills with their designs.

THE STEAM AMBASSADORS FOCUS ON COMMUNITY IN 2023



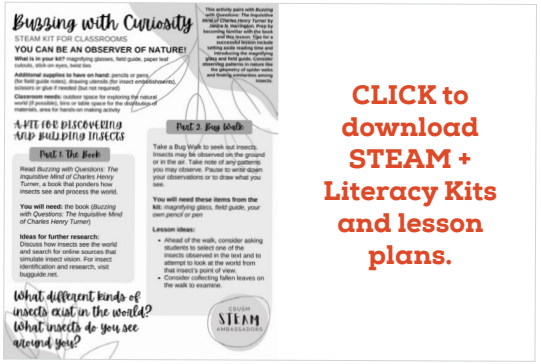
A continuation grant from the Clarence E. Heller Foundation allowed Center ARTES to further develop STEAM + Literacy for area schoolchildren. Under the direction of Center ARTES fellow Lucy HG Solomon, the STEAM ambassadors brought hands-on lessons to classrooms and untraditional learning spaces. The STEAM Ambassadors are made up of CSUSM students from an array of academic majors, all of whom share a passion for dynamic modes of teaching. The STEAM ambassadors are passionate about integrating arts education with scientific exploration and discovery and work hard to deliver and implement STEAM curricula to local classrooms and in community spaces, reaching youth through various modalities. In collaboration with Center ARTES fellow Dr. Christiane Wood, Lucy and the STEAM Ambassadors worked alongside future educators in CSUSM's School of Education to align the lesson with relevant California standards in the Arts, Science, and English Language Arts.

Together the STEAM Ambassadors and future teachers reached a record number of classrooms with bilingual lessons tied to environmental themes, bringing schoolchildren outdoors and into nature. As a basis for thinking and exploration, the ambassadors began their lesson planning with the book, ***Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner***, which introduces the scientific experiments of the first Black entomologist. In the resulting STEAM + Literacy activity, area school children designed their own insects, and their inventive insects were showcased in an art exhibition at CSUSM.







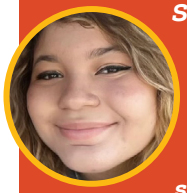


CLICK to download STEAM + Literacy Kits and lesson plans.

CSUSM STEAM AMBASSADORS

WHAT DOES IT MEAN TO BE A STEAM AMBASSADOR? – OUR 2023 STEAM AMBASSADORS

Emma R. Avila is a Liberal Studies major with an area of focus in Art. She plans on becoming either an elementary art teacher or a kindergarten teacher. Emma wants to express her love for the arts to younger students so that they are able to expand their creativity from there and throughout their life. She believes we all need creativity and imagination to make life more exciting.



"As a recent addition to the STEAM Ambassadors program, I've swiftly grasped the essence of our mission. Our aim is to enlighten younger students about the interconnectedness of various subjects they encounter in their education, including literature, science, mathematics, and art.

Jasmin Perez Arango is currently a student at CSUSM majoring in Liberal Studies with an area of focus in Bilingual Spanish. She plans to become an elementary teacher.



"Being a STEAM ambassador for me means to have the opportunity to gain experience with project planning, creativity, teamwork, and being able to go out of my comfort zone. This has helped me find ways to work with science and art to make learning fun and interesting for young children!

Melanie Wollrabe attends CSUSM and is majoring in Liberal Studies with a focus in Art. Being a STEAM Ambassador has been a great opportunity for her to gain experience with project planning and working with kids! Melanie is still deciding whether to be an elementary Art teacher or focus on math and/or reading support. Melanie Wollrabe is the 2023 STEAM Ambassador Coordinator.



"To me, being a STEAM Ambassador means inspiring young students to create with both art and science, and even storytelling! I found that involving art and storytelling with science has helped to make it both more fun and easier to understand. I hope that as a STEAM Ambassador, I can continue working to bring creativity to science!

Emma Reheis is an Art, Media & Design major. After graduating from college, she intends to pursue a career in graphic design and advertising.



"To me, being a STEAM Ambassador means I can help bridge the gap between the sciences and arts and help students understand that they can work alongside one another collaboratively. Incorporating science and art can help teach students that they can be both a scientist and an artist!

Kimberly Perez Arango is a Sociology major. Her plans after college include graduate school in the area of youth counseling. Drawing on her experience as a STEAM Ambassador and with an eye towards volunteering as an academic tutor at a high school level, her end goal is to work as a school counselor.



"Being a STEAM ambassador is a phenomenal experience full of learning and growth. You get to share your knowledge and creativity with children while enhancing your learning skills and working as a team with other STEAM ambassador members. It is super fun to participate in activities that support students' artistic abilities and at the same time help them gain new knowledge.

Evie Reese is currently an Arts, Media, and Design major at CSUSM. She plans on applying for the Multiple Subject Program to become an art teacher.



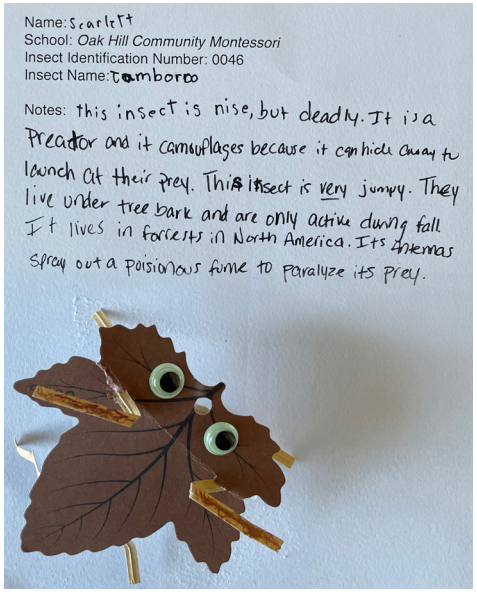
"Being a STEAM ambassador gives me the opportunity to work inside and outside of the classroom environment and see the entire process from beginning to end. My favorite part is seeing the students' eyes light up with curiosity and excitement when participating in STEAM activities.

"THE MOUNTAINS ARE CALLING AND I MUST GO."

- JOHN MUIR



The exhibition at CSUSM, entitled **Call it from the Mountain**, organized jointly by Center ARTES fellow Lucy HG Solomon and arts professor Sandra Wascher, with STEAM elements curated by STEAM Ambassadors Aidelen Montoya and Melissa Lugtu, takes inspiration from the above quote from John Muir. Featuring the collection of invented insect species by area K-12 students, which the school children created with CSUSM's STEAM Ambassadors, the exhibition celebrates immersion in nature and the curiosity borne from observing our surroundings. Participating students asked their own questions along nature hikes, after which they crafted paper insects, created scientific names for their insects, and identified their habitats and habits. In a fieldtrip to the university, visiting school children were paired with university students at CSUSM, and they pointed out and described their insects in the exhibition.



VISIT this Link for an article on the exhibition, **Call it From the Mountain"**







COLLABORATION AT SUPER STEM SATURDAY

The Center ARTES STEAM ambassadors collaborated with CSUSM's STEM Ambassadors for Super STEM Saturday, showcasing the science of optics and color by leading kids to add colored water to test tubes and place them in a largescale lightbox! Channeling Willy Wonka, the STEM and STEAM Ambassadors facilitated the color mixing in test tubes and discussed the science of light and color with K-12 students. An art-infused exploration of science, the kids combined colors and created unique patterns in the test tube lightbox.







ART & ALGAE

In 2023 STEAM faculty lead Lucy HG Solomon traveled to the top of the world to work with Arctic researchers on a Fulbright grant. At the University Centre in Svalbard she shadowed scientist Lise Øvreås and learned first-hand the still-unfolding story of the microbial landscape in the High Arctic. Back at CSUSM she worked at the Innovation Hub with STEAM Ambassadors, Brazilian artist Cesar Baio, and scientists Betsy Read and Rosalina Christova to convey the story of global algae for schoolchildren.



STEAM Ambassador alumna Aidelen Montoya is currently studying art and science in a Masters of Fine Arts program at University at Buffalo.

ILLUMINA FOUNDATION SUPPORTS STEAM THROUGH DNA EXPLORATION AND STORYTELLING



The STEAM Ambassadors studied the science of DNA throughout the fall, experimenting with DNA extraction and considering what art activity to pair with this study of the very small. Partnering with the School of Education's future teachers, they developed art and literacy curriculum to accompany lessons on extracting DNA from strawberries. They came up with a lesson on the unique signature of DNA along with individualized abstract artworks: each is unique!



This hands-on exploration or DNA and abstract art begins with the book, ***The Smallest Spot of a Dot: The Little Ways We're Different, The Big Ways We're the Same***, and culminates in a lesson on podcasting the story of DNA – created for teachers of today by the teachers of tomorrow.

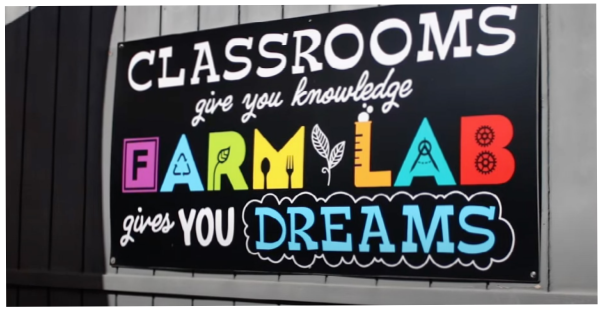




CLICK to access DNA and Art lesson plans from our STEAM Ambassadors

2023 FARMLAB

In Fall 2023, CSUSM students in the School of Arts and community partner FarmLab collaborated for a second time, tapping into a shared mission of sustainability and interest in using education and creativity to develop enviro-literacy.







Center ARTES fellow Dr. Kristin Moss and EUSD FarmLab director Julie Burton challenged students in AMD421: Art and Social Change to create different solutions to meet Farmlab teachers' needs for signs, teaching tools, and promotional materials for the DREAMS campus (Design, Research, Engineering, Art, Math and Science) that provides sustainability education to elementary students across the district. The 10-acre property and working organic farm houses multiple components that support health, wellness, and enviro-literacy. Burton leads this innovative program that has been recognized for its unique combination of educational programming and sustainability.

> **"College students are looking for ways to get involved and apply their art and design skills to causes, issues, and organizations that they care about. When students get involved in community-based projects, they develop skills and knowledge that help prepare them to become leaders in their own communities in the future. They are exposed to different models and programs that they can adapt and innovate to what's happening where they live.**
>
> *– Dr. Kristin Moss*

Before embarking on the collaboration, Dr. Moss' class learned a framework based in Personal Leadership to prepare to work together effectively and better understand the values that motivate them.

Students used digital art, graphic design and hands-on maker skills to produce a "peace pole" and outdoor signage for the site, welcome posters for each grade level, signage for special events, stickers and buttons, and resin displays that the staff use in educating visitors to the farm.









A CSUSM student team led by senior AMD film/video student Cat Manchor documented the process and produced a video that overviews the FarmLab program and our collaboration, **CLICK to view!**

CENTER ARTES PROJECTS AND PARTNERS

With a team of vibrant community arts and education advisors, Dr. Merryl Goldberg founded Center ARTES in 2003. Thanks to generous funding from the Stuart Foundation in 2018, California State University San Marcos (CSUSM) launched a San Diego County-wide campaign focused on providing access for all children to a better education by improving literacy in and through the arts. ART=OPPORTUNITY has also received funding from the Panta Rhea Foundation, William and Flora Hewlett Foundation, Clarence E. Heller Foundation, Illumina Foundation, Dr Seuss Foundation, and Coast Community Foundation.

With ART=OPPORTUNITY, Center ARTES has established a research-based collective impact model with its home base at California State University San Marcos, engaging faculty, students and staff in multiple colleges. Through ever-building partnerships, including with the County Office of Education, school districts, arts non-profits and the community, we seek to ensure that each and every child has the opportunities that arts bring to successful careers and lives. Our work is also used statewide through organizations such as CREATE CA, California Alliance for Arts Education, and the California Arts Council.

For more information, research and downloads, please visit: **csusm.edu/artopp**

ABOUT CALIFORNIA STATE UNIVERSITY SAN MARCOS (CSUSM)

Founded in 1989, California State University San Marcos is a forward-focused institution, dedicated to preparing future leaders, building vibrant communities and solving critical issues.

The University enrolls over 16,000 students. With approximately 2,000 employees, the institution is a Great College to Work For® (*The Chronicle of Higher Education*). As a recipient of the annual HEED Award since 2014 – a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion – CSUSM is committed to creating a diverse and inclusive environment.

Center ARTES has long recognized access to the arts as a key element in later life success for youth. Center ARTES' goals for accessible arts education align with CSUSM's commitment to our students. In 2022 CSUSM was recognized as the nation's leader in social mobility, ranking No. 1 out of more than 1,400 schools in CollegeNET's Social Mobility Index. To learn more about how the university empowers students with genuine advances in their education, please visit **bit.ly/3fzw5zq**

WE ARE GRATEFUL FOR OUR PARTNERS

William + Flora Hewlett Foundation

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illumina FOUNDATION

Coastal Community Foundation — Live here, Give here

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