



Office of the City Manager

CONSENT CALENDAR
July 28, 2020

To: Honorable Mayor and Members of the City Council
 From: Dee Williams-Ridley, City Manager
 Submitted by: Jordan Klein, Manager, Economic Development
 Subject: Grant from the California Arts Council

RECOMMENDATION

Adopt a Resolution accepting a \$10,500 grant from the California Arts Council for the Berkeley Civic Arts Program to partner with the Berkeley Unified School District (BUSD) and four community arts providers to provide arts programming for BUSD summer sessions.

FISCAL IMPACTS OF RECOMMENDATION

There are no fiscal impacts to the City. This grant adds funding to a pool of three grants that have already been awarded directly to our project partners for this summer arts program, including a UC Chancellor's Community Partnership Grant for \$15,000 and two grants from the Berkeley School Excellence Fund totaling \$8,250. The California Arts Council grant funds will be deposited and expensed from the One-Time Grant Fund to pay our community partners to implement this program. The grant will be appropriated in the FY 2021 Midyear Budget Update and is subject to Council approval of this item in November 2020.

CURRENT SITUATION AND ITS EFFECTS

Berkeley Civic Arts Program has partnered with BUSD and four community arts providers: Berkeley Repertory Theatre, Kala Art Institute, Shawl-Anderson Dance Center and Freight & Salvage/Playing With Tradition to bring robust theater, visual arts, dance, and music learning experiences to students during the BEARS summer session. The BEARS Program (Berkeley's Excellent Academic Road to Success) provides free or low cost year-round care for students whose families qualify based on income. The program normally takes place at three Berkeley Unified School District elementary sites (Washington, Silvia Mendez, and the Berkeley Arts Magnet schools) which offer academic and enrichment support to BEARS students during the summer. Due to COVID-19, the BEARS program was cancelled for summer 2020.

The project team will continue meeting during the coming school year to plan how this arts program may be offered next summer in alignment with BUSD protocols for implementation of next summer's BEARS program. It is possible that the program will need to pivot to be offered through a distance learning format, which will require

additional planning, but if allowed to meet in person, the original plan was as follows: In month 1, instruction is offered by Kala Art Institute (grades K-2) and Berkeley Repertory Theatre (grades 3-5) teaching artists. In month 2, instruction is offered by Shawl-Anderson Dance Center (K-2) and Freight & Salvage (grades 3-5) at all sites. Undergraduate students from Berkeley City College (2 students) and UC Berkeley's Cal C.R.E.A.T.E. service learning (2-4 students) will support and be mentored by the teaching artists throughout the project, with time allocated to co-plan the curriculum and evaluate the project and participants' work.

These Berkeley arts organizations prioritize engaging teaching artists of color who have extensive experience with culturally responsive pedagogy, including:

- Creating a safe learning environment (establishing community agreements).
- Reshaping curriculum to reflect the cultural identities of the students.
- Encouraging risk-taking and effort, not final product.
- Valuing everyone's contribution.
- Engaging students in setting their own goals, reflecting on accomplishments, and assessing areas of success and areas of growth.

Each teaching artist shares the approach of integrating creative exploration with discipline-specific skill building and is committed to centering youth creative voice.

BACKGROUND

The Civic Arts Commission and the Civic Arts Program have continued to champion equitable access to quality arts education offerings in the afterschool programs of BUSD. The "Arts and Culture Plan for the City of Berkeley" includes the goal of bolstering arts education programming that complements the public school (K-12) context and specifically calls for raising funds to develop a pilot arts education program in the BEARS summer session. We first initiated this effort in 2015 by applying for and receiving funding for two years from the Chancellor's Community Partnership Fund to study arts education at BUSD after-school programs. We worked with our university research partner, the Principal Leadership Institute in the Graduate School of Education at UC Berkeley, on a study which found disparities in art enrichment offerings between the various BUSD afterschool programs. With second year funding we continued working with our campus partner, as well as BUSD and community arts stakeholders, to identify the steps necessary to address these disparities.

The top recommendation was to address these inequities by implementing a robust summer arts program for BEARS students, who were found to lack access to quality arts education offerings. Based upon research done by our campus partner, we also believe that including a robust arts program within the BEARS summer session will support the 2020 Vision for Berkeley's Children and Youth goal of closing the achievement gap.

Working with the BEARS administrator and community arts stakeholders, we implemented a mini-pilot program of field trips during summer 2018 to Berkeley Repertory Theatre and Luna Dance Institute, which provided BEARS summer students with hands-on arts experiences in performing arts and dance. This mini-pilot was considered a successful proof of concept and the feedback from our BUSD partners was favorable and was the basis for the fundraising efforts that will enable the current BEARS arts summer program which these grant funds would support. The project team has successfully applied for and been awarded three other grants to support this project: a UC Chancellor's Community Partnership Grant for \$15,000 and two grants from the Berkeley School Excellence Fund totaling \$8,250.

ENVIRONMENTAL SUSTAINABILITY

There are no environmental sustainability effects.

RATIONALE FOR RECOMMENDATION

Due to COVID-19, enrichment programs for BUSD students have been negatively impacted. With this grant funding, the City will be able to participate in providing much-needed enrichment within the BEARS summer program. A number of the BEARS students experience challenges in their academic progress. District-wide, only 22% of African American and 56% of Latinx third grade students are at or above grade level in reading, and 27% of African American and 43% of Latinx students in eighth grade are at or above grade level in math. While the arts programming is not intended to address directly the academic challenges, the partners involved in this project believe that participating in engaging arts learning experiences will improve students' self-concept, motivate improved school attendance and develop interpersonal skills like collaboration, communication and creativity, which are foundational to academic success.

ALTERNATIVE ACTIONS CONSIDERED

No alternatives were considered.

CONTACT PERSON

Jennifer Lovvorn, Chief Cultural Affairs Officer, 981-7533

Attachments:

- 1: Resolution
- 2: Grant Award Letter from the California Arts Council
- 3: Grant Application to the California Arts Council

RESOLUTION NO. ##,###N.S.

GRANT FROM THE CALIFORNIA ARTS COUNCIL FOR THE BERKELEY CIVIC ARTS PROGRAM TO PARTNER WITH THE BERKELEY UNIFIED SCHOOL DISTRICT (BUSD) AND FOUR COMMUNITY ARTS PROVIDERS TO PROVIDE ARTS PROGRAMMING FOR BUSD SUMMER SESSIONS

WHEREAS, the “Arts and Culture Plan for the City of Berkeley” includes the goal of bolstering arts education programming that complements the public school (K-12) context and specifically calls for raising funds to develop a pilot arts education program for BUSD Berkeley’s Excellent Academic Road to Success (BEARS) summer session, which provides free or low cost year-round care for students whose families qualify based on income; and

WHEREAS, the Berkeley Civic Arts Program has partnered with BUSD and four community arts providers—Berkeley Repertory Theatre, Kala Art Institute, Shawl-Anderson Dance Center, and Freight & Salvage/Playing With Tradition—to bring robust theater, visual arts, dance and music learning experiences to students during the BEARS summer session; and

WHEREAS, a mini-pilot art program was successfully implemented in the BEARS Summer Program in 2018 and the BUSD expressed interest in implementing a more robust version of this program during a future summer; and

WHEREAS, the BEARS Summer Art Program for summer 2021 is already partially funded by grants from the UC Chancellor’s Community Partnership Grant Fund (\$15,000) and the Berkeley School Excellence Fund (\$8,250); and

WHEREAS, the Civic Arts Program applied for a grant from the California Arts Council to double the arts offerings included in this program; and

WHEREAS, the California Arts Council has awarded a \$10,500 grant for this purpose and these funds will be put into revenue account code 336-21-208-252-0000-000-000-434110.

NOW THEREFORE, BE IT RESOLVED by the Council of the City of Berkeley that the \$10,500 grant from the California Arts Council be accepted.



Gavin Newsom, Governor

Advancing California through the Arts and Creativity

Anne Bown-Crawford, Executive Director

June 02, 2020

Application ID: **YAA-19-6951**

Jennifer Lovvorn
Berkeley Civic Arts Program
2180 Milvia Street 5th Floor
Berkeley, CA 94706

Dear Jennifer,

Congratulations!

I am pleased to inform you that at its **April 01, 2020** public meeting, the California Arts Council awarded **Berkeley Civic Arts Program** a **Youth Arts Action** program grant for application **YAA-19-6951**. The award amount is **\$10,500**.

The Council is honored to support you, and we look forward to working with you in this important program.

PLEASE NOTE: In response to the impacts of COVID-19 on the arts and culture field, you will be permitted to adjust your planned activities and/or budget without prior approval from the CAC. It is important to our Council that you are provided with this flexibility in order to keep grant funds in local communities. Priority should be given to compensating artists and other cultural workers included in the original scope of work at the amounts indicated in the original budget, only reduced by a small percentage if the full request was not granted. Other expenses in your budget may be transferred to any permitted costs without prior written approval from us. Each grantee will be required to report on the adjusted activities and outcomes that reflect the above stated Priority in the Final Report before receiving the last 10% of their award.

Refer to the FAQ at this link for more information.

[COVID-19 Response: Guidance for Current CAC Grantees and Awardees.](#)

Due to high volume of applications, we will prioritize honoring requested Panel review comments to applicants who did not receive funding this year. We hope to provide the requested comments between mid-April through late June 2020.



Gavin Newsom, Governor

Advancing California through the Arts and Creativity

Anne Bown-Crawford, Executive Director

Your work plays an important role as we continue to demonstrate the power of the arts throughout the state of California. CAC's Public Affairs staff will connect with you throughout your grant period to stay up to date on your success, and to ask for your help in supporting important Arts Council efforts such as our Arts License Plate and Keep Arts in Schools tax season campaign.

Please direct any questions you may have to J. Andrea Porras, Youth Arts Action Program Specialist at andrea.porras@arts.ca.gov.

Thank you for all you do to advance culture, creativity, and the arts in your community.

We wish you the best of luck and much success in your work.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Bown-Crawford".

Anne Bown-Crawford
Executive Director



Application Owner: Jennifer Lovvorn
Applicant Organization: Berkeley Civic Arts Program

Grant Activity Period: July 01, 2020 to June 30, 2021.

Applicant Information

INSTRUCTIONS:

Please review current year **Youth Arts Action Guidelines** at [CAC Grant Programs](#) for complete program information and submission requirements.

For questions regarding this application, contact the Arts Program Specialist below:

Name: **J. Andrea Porras**
Email: andrea.porras@arts.ca.gov
Contact: **(916) 322-6395**

Application Deadline: November 22, 2019, 11:59 PM. Exceptions will not be made for any submission attempts after the stated grant deadline.

Total Operating Revenue from last completed fiscal year

This amount must match the figure reported in either the submitted Budget Snapshot or DataArts' CAC Funder Report, Total Operating Revenue field, as applicable to this grant application.

\$1,411,661

Grant Requests cannot exceed 50% of an organization's total operating revenue from its last completed fiscal year as reported in the Budget Snapshot or SMU DataArts Funder Report.

Organizations may request up to \$20,000.



Grant Request Amount

\$10,500

Provide a brief summary of your proposal indicating how CAC grant funds would be used. This description will be used to introduce your proposal to the review panel. If funded, this description may be used as the Scope of Work in your grant contract and will be binding. It may also be edited by CAC and used to summarize your proposal in public documents.

Please begin your summary with the following: "With support from the California Arts Council, Berkeley Civic Arts Program will..."

With support from the California Arts Council, Berkeley Civic Arts Program will partner with four community arts providers: Berkeley Repertory Theater, KALA Art Institute, Shawl-Anderson Dance Center and Freight & Salvage to bring robust hands-on theater, visual arts, dance and music learning experiences to underresourced students during the BEARS summer session. The BEARS Program provides free or low cost year-round care for students whose families qualify based on income.

Is your organization applying to this grant in partnership with a Fiscal Sponsor?

No

National Endowment for the Arts (NEA) Accessibility Checklist

The NEA Office of Accessibility <https://arts.gov/accessibility/accessibility-resources/nea-office-accessibility> provides information and support to make the arts accessible for people with disabilities, older adults, veterans, and people living in institutions.

CAC encourages your organization to review the NEA Office of Accessibility website. Please verify that you have downloaded and reviewed their Brief Accessibility Checklist <https://www.arts.gov/sites/default/files/BriefChecklist-February2020.pdf>, an instructive tool created as a guide to ensure physical and communication access to organizations and projects.

Our organization has downloaded and reviewed the NEA Office of Accessibility Brief Accessibility Checklist.

Organization Details



The following information is repeated from your Organization Profile. Review for accuracy and completion. If necessary, modifications may be made by accessing the Organization Profile from the Dashboard of the Applicant Organization's Primary Contact (see below).

Organization Name: Berkeley Civic Arts Program
Primary Contact Name: Jennifer Lovvorn
Primary Contact Email: JLovvorn@cityofberkeley.info
Business Address: 2180 Milvia Street, 5th Floor, Berkeley, CA 94706
Mailing Address: , ,
County: Alameda
Region: Bay Area – Other

Executive Leader Name: Jennifer Lovvorn
Executive Leader Phone: (510) 981-7533 **Phone Ext (if applicable):**
Executive Leader Contact Email: JLovvorn@cityofberkeley.info

Year organization began arts programs and/or services: 1980

Organization's Mission Statement: The Berkeley Civic Arts Program supports a culturally vibrant and diverse arts ecosystem within the City of Berkeley.

Summary of core organizational programs and services: The Berkeley Civic Arts Program's core programs and services are:

- Funding grants to artists arts organizations and festivals.
- Providing opportunities for artists to create and display work in the public realm.
- Support high quality arts education programs to provide all Berkeley students and lifelong learners with equitable access to an enriching and creative education.
- Ensuring equitable access to high quality arts and culture for residents and visitors alike.

Narrative Questions

Provide a detailed description of your proposed project, including the hands-on learning to occur, and the specific artistic and/or cultural discipline(s) youth will engage in. Identify the activity locations, providing the name of the artistic venues, community settings, and/or school sites involved. Be sure to include how your project will accomplish one or more of the Youth Arts Action (YAA) program goals:



- Provide social-emotional creative experiences in safe and nurturing environments.
- Foster creative abilities of youth through culturally and linguistically responsive arts learning.
- Support arts programs that seek to activate youth voices, narratives, and perspectives.
- Utilize cultural assets of the local community to support positive self-identification and respect for diverse cultures.
- Empower youth through the preservation, revitalization, and/or reclamation of cultural practices.
- Cultivate the development of transferable life skills such as critical thinking, problem solving, leadership, and collaboration.

Berkeley Civic Arts Program will partner with four community arts providers: Berkeley Repertory Theater (BRT), KALA Art Institute (KAI), Shawl-Anderson Dance Center (SADC) and Freight & Salvage/Playing With Tradition (FS) to bring robust hands-on theater, visual arts, dance and music learning experiences to under-resourced students during the BEARS summer session. The BEARS Program (Berkeley's Excellent Academic Road to Success) provides free or low cost year-round care for students whose families qualify based on income. The program takes place at three Berkeley Unified School District elementary sites (Washington, Silvia Mendez, and the Berkeley Arts Magnet schools) which offer academic and enrichment support to BEARS students during the summer. In month 1, instruction is offered by KAI (grades K-2) and BRT (grades 3-5) teaching artists. In month 2, instruction is offered by SADC (K-2) and FS (grades 3-5) at all sites. Undergraduate students from Berkeley City College (2 students) and UC Berkeley's CAL C.R.E.A.T.E. service learning (2-4 students) will support and be mentored by the teaching artists throughout the project, with time allocated to co-plan the curriculum and evaluate the project and participants' work.

These Berkeley arts organizations prioritize engaging teaching artists (TAs) of color who have extensive experience with culturally responsive pedagogy, including:

- Creating a safe learning environment (establishing community agreements).
- Reshaping curriculum to reflect the cultural identities of the students.
- Encouraging risk-taking and effort, not final product.
- Valuing everyone's contribution.
- Engaging students in setting their own goals, reflecting on accomplishments, and assessing areas of success and areas of growth.

Each teaching artist shares the approach of integrating creative exploration with discipline-specific skill-building and is committed to centering youth creative voice.

SADC TA Ashley Crockett teaches hip-hop and creative dance. Classes will balance direct instruction (warm ups and combinations) with child-centered creative dance exercises to offer choice-making and student voice and ownership.

FS TA Najee Amaranth focuses on developing students' music skills through hip-hop. Najee introduces the



skills of journaling, rapping and rhyming. Students use prompts to generate ideas, use quiet reflection time to compose and refine their own original works, and gain confidence in performing for others.

KAI TA Yael Levy introduces elements of comic book design to her students. Students develop a unique character, and explore a variety of different facial expressions, postures, and situations for them. Each class will then create a collaborative comic story that incorporates characters or design elements contributed by every student.

BRT TA (TBD) will introduce students to the fundamentals of improvisational theater, exploring theater games that invite creative and spontaneous choices within structure.

Timeline:

All activities to be funded by this CAC grant must occur within the stated Grant Activity Period of July 01, 2020 to June 30, 2021. Please indicate the start and end dates for your project in the fields below.

Project Start Date: 07/01/2020

Project End Date: 08/07/2020

Provide a detailed timeline of all key arts programming and/or services that will occur within the Grant Activity Period.

The BEARS Summer Arts Program instruction occurs over two months, from June 1 through July 31, 2020. The visual arts and theater instruction offered in June is funded through other monies. CAC-funded instruction in dance and music as well as the demonstration of learning event and evaluation are implemented during the grant period from July 1-August 7, 2020.

July 1-3

Prior to beginning instruction, representatives from Freight & Salvage Music Program and Shawl-Anderson Dance Center as well as the Berkeley Youth Works internships will meet with the BEARS program administrator to review the MOU, clarify expectations around ongoing communication and tour the facilities where arts instruction will occur. A letter to families will be sent, announcing the arts programming and inviting families to the demonstration of learning event.



Teaching artists (TAs) will visit the two sites and meet BEARS staff. TAs conduct 2 hours of classroom observation each to acquaint themselves with the students and the various classroom environments.

July 6 - 31

FSMP will teach a series of four 1-hour hip-hop music production classes to the following four classes of approximately 25 students each:

- 3rd grade class at Washington Elementary,
- Combined 4th-5th grade at Washington,
- 3rd grade class at Berkeley Arts Magnet (BAM),
- Combined 4th-5th grade at BAM.

(1 hour x 4 weeks x 4 student groups =16 classes)

Simultaneously, SADC will teach a series of four 1-hour dance classes to the following four classes of approximately 20 K-2 students each:

- K/1 class at Silvia Mendez (SM);
- K/1 combo class at BAM;
- Combined 2/3 class at SM;
- Combined 2/3 class at BAM.

(1 hour x 4 weeks x 4 student groups =16 classes)

After the academic support offered to BEARS students in June ends, the students will be consolidated at two sites. This is based on historical patterns of declining student attendance in July.

July 6-31

To complement the learning in the BEARS summer arts program, each group of students will take a field trip to their respective arts provider. Students visiting FS will be given a tour of the facility including the stage, backstage, practice rooms, etc. and have sample class activities on the professional stage. Students visiting SADC will tour the studios and have sample class activities there.

July 31

The BEARS summer arts program will culminate in “demonstration of learning” events at the end of the final week. The Washington, the Silvia Mendez and Berkeley Arts Magnet sites' students will come together at a designated site for the culminating performance for families. Showing student work creates a shared community experience and gives students and families a chance to see students' work in a professional context.

August 5

After arts programming concludes, surveys are administered to students, and shared and analyzed. A debrief meeting is held with all stakeholders to capture lessons learned and suggestions for improvement



next year.

Describe the community of youth who will participate in the project, including ages or age ranges served.

YAA only supports projects for youth from infancy through age 24 that operate outside of school time, in artistic venues and community settings as well as on school sites.

The BEARS program serves 250 TK-5th grade students from across Berkeley. Students participating in the summer arts programming will range in age from 6 - 11 years (6-9 year olds will take visual arts and dance, 10-11 year olds will take theater and music). The ethnic breakdown of the students enrolled in the program is: 48% African-American, 34% Hispanic, 10% White, and 8% Asian/Pacific Islander. The program serves a majority of lower-income students with 68% qualifying for free or reduced-price lunch through the National School Lunch Program. Approximately 35% of the students are English-learners, speaking primary languages including Spanish and Arabic. The BEARS program is unique in that many of the students have grown up with the BEARS staff being a constant in their lives. Many of the sixteen staff have been employed in the program for decades, and not only know the children well, but know their parents and members of their extended families, who may have passed through the program in the previous generation. There is a sense of family among the youth, their parents and the BEARS staff.

A number of the BEARS students experience challenges in their academic progress. District-wide, only 22% of African American and 56% of Latinx third grade students are at or above grade level in reading, and 27% of African American and 43% of Latinx students in eighth grade are at or above grade level in math. While the arts programming is not intended to address directly the academic challenges, the partners involved in this project believe that participating in engaging arts learning experiences will improve students' self-concept, motivate improved school attendance and develop interpersonal skills like collaboration, communication and creativity, which are foundational to academic success.

Describe how youth participants will develop creativity and/or gain artistic skills and knowledge over the course of the project.



Each of the arts organizations' teaching artists shares a common approach to curriculum design and instruction: integrating opportunities for creative exploration with discipline-specific skill building.

Hip-hop Music Teaching Artist (TA) will focus on developing students' skills in hip-hop: writing, rhyming, rapping, and learning about the history and culture of the form. Inherent in this skill set are journaling, self-expression, and vocal technique. Students will learn to work together to develop original pieces in ensembles. Problem-solving skills and the art of collaboration are developed through the interplay of multiple ideas; students explore how music and lyrics work together and learn how to prioritize and edit. Students will maintain individual journals and produce a collective recording "portfolio" documenting their learning over the four weeks of instruction.

Dance TA will teach hip-hop and creative dance. Classes will balance direct instruction (warm ups and combinations) with child-centered creative dance exercises to offer choice-making and student voice and ownership. Teaching a specific hip-hop vocabulary as well as creative exercises builds students' technique and expressive voices. Video clips of artists such as Judith Jameson and Bill T. Jones are intentionally selected to show students that non-white artists create brilliant and powerful work and that these students can too.

Visual Arts TA will introduce elements of comic book design to her students. Students develop a unique character, and explore a variety of facial expressions, postures, and situations for them. Each class will then create a collaborative comic story that incorporates student characters and design elements.

Theater TA will introduce students to the fundamentals of improvisational, exploring theater games that invite creative choices within structure. Working with the idea of "yes, and-" students will practice spontaneous inclusion and integration of new ideas.

Describe how the project design provides for safe, healthy, and appropriate learning environments for the youth participants.



All four arts providers will feature artists with extensive experience working with youth. Our intention is for the demographics of teaching artists to mirror those of the students where possible. African American hip-hop artist Najee will teach music and biracial dance artist Ashley will teach hip-hop dance as well as creative dance exercises that invite student creativity. Visual arts artist Leah and the potential theater artist from Berkeley Rep have experience of being embedded in communities with similar demographics.

The content taught by these artists is aligned with the art-making they do professionally in the Bay Area, and we believe will appeal to students because of the forms' basis in popular youth culture. Hip hop dance and music, comic book design and improv theater are forms of cultural expression that will be of interest to the elementary-aged BEARS students.

The TAs teach using culturally responsive pedagogy. Agreements crafted by the TAs with their students at the start of program will include maintaining a respectful physical and emotional space, making it ok to take risks, having the right to pass, etc. Class sessions will begin with a check-in activity, integrating movement or sound for example, helping students arrive and get grounded, and end with a closing out ritual and reflection. Students are exposed to examples of non-white artists in each discipline, and teaching artists communicate the message that anyone can be an artist and that talented BEARS students can and should contribute to these fields. As appropriate to their age, students will be invited to take leadership roles in these rituals. Creative activities will involve choice and collaboration.

In what ways will the artistic and/or cultural providers measure the artistic and developmental outcomes of the youth participants?



The arts providers will assess artistic and developmental outcomes in the following ways:

1) Age-appropriate post surveys based on the Afterschool Initiative's Toolkit for Evaluating Positive Youth Development will be administered, covering the domains of Arts and Recreation, Cultural Competency and Sense of Self. Statements such as "I enjoy dance/music/theater more" and "I know more about my people from my own racial/ethnic group" and "I learned to do things that I didn't think I could do before" are followed by choices Yes, Kind of, Not really. This data will yield information about the developmental outcomes of youth participants.

2) The culminating events in week 4 are demonstrations of learning for the students themselves, as well as families, teachers and fellow students. This demonstration of learning might include musicians playing recordings or performing live raps; dancers demonstrating choreography, actors demonstrating improv exercises and a gallery display of visual art works. The culminating event provides a snapshot of what dance, theater and music students know and can do in a performative setting. For some students, performing in front of a live audience is stressful and isn't a setting where they can best demonstrate their skills. Where possible, students will be given the option of video recording their work in a regular classroom setting, as another way to demonstrate what they have learned.

Is your project tuition-based? If indicating "Yes," the applicant must describe a robust equity and accessibility plan that includes scholarships and reduced fees.

No

Quantitative Questions

Figures entered below should encompass anticipated activities and individuals to be directly affected by or involved in programs and services if funded by this CAC grant, and occurring within the grant period. Enter "0" for any items that are not applicable or for which you do not have supportable estimates.

Artistic disciplines to be taught

Dance, music, theater and visual arts

Duration and frequency of sessions (e.g. 1 hour, twice a week for twelve weeks)

Each arts discipline 60 min/week for 4 weeks (music, dance, theater, visual arts)



Number of sites served

3

Number of total individuals to benefit directly (individuals participating in the core program activities)

230

Number of individuals to benefit indirectly (audience members, beneficiaries of public art installations, etc.)

200

Estimated number of participants to receive full scholarship

230

Key Personnel Bios

Provide a brief biography for each key individual (artistic, technical, or administrative) involved in this project. Include name, title, whether to be supported by CAC funds, relevant experience as it relates to this project, and role within the proposed activities.

Aaron Jorgensen, Administrative Lead (supported through other funding) - Mr. Jorgensen is the Extended Learning Program Supervisor for the Berkeley BEARS Afterschool and Summer Programs. Mr. Jorgensen has supported increased arts learning opportunities for students in the BEARS program since the Chancellor's Grant research in 2016 highlighted the disparities between the BEARS subsidized program for low-income families and the LEARNS afterschool program for the general population. Mr. Jorgensen will promote the summer arts learning opportunity to families and facilitate access to the teaching artists during the summer program. He will provide support as needed to ensure that the program runs smoothly from the initial meetings and teaching artists' classroom observations through arts programming, the culminating event and program evaluation.

Ashley Crockett, Dance Teaching Artist (supported by CAC funding) - Ms. Crockett graduated from UC



Irvine with a B.F.A in Dance Performance and minor in Business Management in 2012. She has performed with Alayo Dance Company, PUSH Dance Company, David Herrera Dance Company, Mix'd Ingrdnts, and Urban Jazz Dance Company. Crockett is the Co-Director of Visceral Roots Dance Company, a troupe of dancers of color committed to socially aware choreography. Ms. Crockett has been teaching K-12 students for the past 6 years in schools, summer programs, and dance studios, including at Shawl-Anderson Dance Center, AileyCamp, and John Muir Elementary (Berkeley Unified School District). She will teach hiphop and creative movement to all K-2 graders during the grant period (second month of BEARS summer program).

Najee Amaranth, HipHop Music Teaching Artist (supported by CAC funding) - Najee Amaranth is an Oakland-based rapper, educator and software developer. As a founder of the artist collective Oakland Mind, he has helped create spaces for artists and raised awareness on various social issues, including human trafficking. He has taught hip-hop culture classes (history, rap skills, performing skills) for all ages, from elementary through college. Elementary sites include Hoover Elementary in Oakland, Fairview Elementary in Hayward and Carver Elementary in San Francisco. He is currently on staff at the Freight & Salvage as the hip-hop teacher for the PLAYING WITH TRADITION program. Mr. Amaranth will teach hip-hop music production to all 3-5th graders during the grant period (second month of BEARS summer program).

Leah Yael Levy, Visual Arts Teaching Artist (supported through other funding) - Ms. Levy is a visual artist storyteller and teacher based in Berkeley, CA. Born and raised in Israel, she moved to New York City in 2002 to attend the Art Students League of New York, and later completed a BFA of Illustration from Parsons the New School for Design (2011). She moved to California to pursue an MFA in Comics at California College of the Arts (2017). She is a Teaching Artist in Kala's Artists in Schools program and was an Artist In Residence at Kala. She also teaches Mural Painting for the Richmond Art Center and various art classes for the JCC of the East Bay. Ms. Levy will teach visual arts to all K-2 students in the first month of the BEARS summer program.

TBD, Theater Teaching Artist (supported through other funding) - Berkeley Repertory teaching artists are a collection of artists with various backgrounds. They teach both with standards based curriculum and provide skill-based expertise for public programs on our Berkeley Rep campus. They have degrees from Yale School of Drama, Julliard, UCLA, Harvard, and New York University, they have graced the stages of Oregon Shakespeare Festival, Berkeley Repertory Theater, ACT, Yale Rep, and The Guthrie, to name a few, as actors, directors, choreographers, fight choreographers, playwrights and designers. They consistently strive to better themselves as artists and teachers for their community. Berkeley Repertory Theater will provide an experienced teaching artist will teach theater arts to all 3-5 students in the first month of the BEARS summer program.



If proposing therapeutic outcomes, applicants must establish the qualifications of service providers, how strategies are appropriate to the clinical and/or community arts setting, and how support is culturally responsive to participants.

Are therapeutic outcomes proposed for this project?

No

Equity

Describe how your project design and implementation reflects a commitment to include and represent the communities to be served.

Aaron Jorgenson, BEARS program director, has been involved in planning for this project since its inception, along with representatives from Shawl Anderson Dance Center, Freight & Salvage Music Program, Berkeley Repertory Theater and Kala Art Institute. The Director's support of the BEARS summer arts learning initiative is echoed by the staff and students who participated in the pilot project in the summer of 2018. In that pilot, students and staff visited Berkeley Repertory Theater and Luna Dance Institute and did arts learning activities on site. Students were curious and enthusiastic and the majority wanted more such experiences.

Each arts provider is committed to working with racially diverse teaching artists who have been training in culturally responsive pedagogy. In addition, the content of the each curriculum intentionally includes examples of non-white artists and/or cultural forms outside of traditional Western European choices. For example, in dance, students might learn about Judith Jameson of the Alvin Ailey Dance Company. For music, the hip-hop form originates in black culture with abundant mentor artists. In a visual art unit on comic books, students would be introduced to the work of local artist Trinidad Escobar, and in improv theater, students would be introduced to Culture Clash, a satirical latinx comedy group.

The project design includes a demonstration of learning event for families at the end of the months of programming. Families of students are invited to attend a demonstration of learning event and celebration featuring student dances, theater and music works as well as an exhibition of visual arts at the designated school site.

In addition, BEARS students will take field trips to the arts providers so that the message can be reinforced: "This arts form belongs to you, and you belong here, in this community space." Assessment will include students' and BEARS staff's opinions and suggestions to inform planning for the following year.

The four community arts providers are committed to providing discounted or free admission to at least one event and/or scholarships to their community-based instructional programs to increase the representation of low income communities of color at these Berkeley flagship organizations.

Accessibility



The CAC is committed to making the arts accessible and inclusive for all Californians. All CAC-funded programs, services, information, and buildings and facilities where funded activities take place must be accessible.

Describe your approach to ensuring the physical accessibility of programs and services for this project, as well as the accessibility of print and online materials. Consider personnel of the applicant organization and any partnering organizations, as well as program participants, and potential audience members in your response.

Summer arts learning will take place at three Berkeley Unified elementary schools, each of which is wheelchair accessible. Teaching artists for each art form are trained in offering appropriate accommodations to differently-abled students in dance, music, theater and visual arts. Print communications to BEARS families are translated into Spanish language and oral interpretation for other languages (Arabic) is available on request. Although official district support is not provided by the Special Education department for the non-academic portions of the summer program, BEARS staff provides accommodations for students with Individual Education Plans (IEPs) as much as possible. Two BEARS staff members will be present and support the teaching artists and the undergraduate student interns during instruction. The demonstration of learning event will be conducted bilingually, with Spanish interpretation offered along with English.

Accessibility Contact Details

Identify the primary individual who will be responsible for managing aspects of accessibility as it relates to this proposal. This may be a program manager, accessibility coordinator, or other staff member of the applicant organization.

Contact First Name: Aaron

Contact Last Name: Jorgensen

Contact Phone Number: (510) 644-7770



Contact Phone Ext:

Contact Email: aaronjorgensen@berkeley.net

Budget

Personnel Expenses

Personnel Expense	Job Title	# of Staff	Rate of Pay	CAC Request Amount	Applicant Matching Funds
Artistic	Dance teaching artist	1	\$125/hr	\$5,000.00	\$1,750.00
Artistic	Music teaching artist	1	\$125/hr	\$5,000.00	\$1,750.00
Technical	Visual art installer for exhibition	1	\$500 stipend	\$0.00	\$500.00
Artistic	Student artist interns	2	\$1125 stipend	\$0.00	\$2,250.00
				\$10,000.00	\$6,250.00

Operating/Production Expenses

Expense	CAC Request Amount	Applicant Matching Funds
Music workshop and production supplies	\$0.00	\$500.00
FS Music Program Development	\$250.00	\$250.00
SADC Dance Program Development	\$250.00	\$250.00
Dance workshop and production supplies	\$0.00	\$300.00
Buses for field trips	\$0.00	\$1,000.00
Theater production supplies	\$0.00	\$300.00
Video & Photo Documentation	\$0.00	\$1,000.00
Indirect costs	\$0.00	\$650.00
	\$500.00	\$4,250.00

Total Expenses



Total CAC Budget Request	Total Applicant Matching Funds
\$10,500.00	\$10,500.00

Entire Project Cost

	Total Cost
If your CAC Request plus Match represents one part of a larger project, indicate the total cost of the entire project.	\$36,000

Budget Notes

You may use this space to provide additional budget details, as necessary.

We have received \$15,000 as a UC Chancellor's grant to support summer arts learning in the BEARS program. Although we may not use those funds as the match for the CAC grant proposal because they are also state funds, we want CAC jurors to know that \$15,000 funding is committed. The CAL C.R.E.A.T.E Service Learning Program will have 2 UC Berkeley undergraduate students shadowing teaching artists, assisting with planning/adapting curriculum and teaching selected lessons to BEARS students. Through this project and the mentoring the students will receive, these CAL students will be better equipped to teach arts classes independently in BUSD's afterschool programs in 2020-21 school year as volunteers in the CAL C.R.E.A.T.E. service learning program. The City of Berkeley's Youth Works Summer Program has committed in-kind support to pay stipends to 2 Berkeley City College students with an interest in arts and/or education to participate as well.

Match Source

Source of Match	Identify source (name of contributor, donation, etc.)	Applicant Matching Funds	Status
Foundation	Berkeley Schools Fund	\$3,000.00	Pending
Foundation	Berkeley Schools Fund	\$3,000.00	Projected



Foundation	Berkeley School Excellence Program	\$2,250.00	Projected
		\$8,250.00	

In-Kind

Identify source (name of contributor, donation, etc.)	Applicant Matching Funds	Status
Berkeley City Youth Works	\$2,250.00	Committed
\$2,250.00		

Total

Total Matching Funds	\$10,500.00
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Budget Notes

<p>If utilizing in-kind donated services to support the match requirement, please describe your method for determining the fair market value of these services. You may also use this space to provide additional details for matching sources, as necessary.</p>	<p>Berkeley Youth Works (BYW) places youth aged 16-26 in summer jobs and pays them as employees earning minimum wage (\$15.59/hr). Two Berkeley City College students will be hired through BYW, and work approximately 18 hours/week shadowing and supporting the dance and hip-hop music teaching artists. When we learned that the \$15,000 committed by the UC Chancellor's Grant could not be used as a match, the Berkeley Schools Fund (BSF) encouraged us to apply for additional funding. This is why there is a difference in status for the two requests from BSF.</p>
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Budget Snapshot (3 Years)

3-Years' Statement of Financial Activities

Applicant Organization Fiscal Year End Date	06/30/2019
<i>Click on the Calendar icon. First select Month and Year, then select Day.</i>	

Income

	2016-17 (optional)	2017-18 (required)	2018-19 (required)
Earned	\$1,136,643.00	\$985,305.00	\$1,411,661.08



Contributed	\$0.00	\$50,000.00	\$0.00
Total Revenue	\$1,136,643.00	\$1,035,305.00	\$1,411,661.08

Expense

	2016-17 (optional)	2017-18 (required)	2018-19 (required)
Personnel	\$204,051.00	\$263,289.00	\$358,060.00
Operating/Production	\$932,592.00	\$772,016.00	\$1,053,601.08
Total Expense	\$1,136,643.00	\$1,035,305.00	\$1,411,661.08
Surplus (Deficit)	\$0.00	\$0.00	\$0.00

Budget Notes

Address significant changes in line items from one year to the next and explain anticipated surpluses or deficits in the Budget Snapshot Notes. Once Budget Snapshot Notes have been provided, select "Save" and then "Close" to return to the application Budget tab.

Personnel expenses increased over these three years because the City Budget allocated funding for additional staffing. Operating/Production also varied from FY to FY based upon the budget allocations from City Council. We are required to operate with a balanced budget and therefore our annual budget is established at the beginning of each fiscal year and we spend up to that amount and we do not carry a surplus or run a deficit.

Payee Data Record



Download the Payee Data Record form (STD 204) and verify that the pre-filled organizational information is correct. Please fill in the information in section 5 and sign. Scan and upload the completed form below.

Please Note: If applying with a Fiscal Sponsor, be sure to Save Draft prior to downloading the Payee Data Record in order to reflect accurate information. Not providing a signed copy of the Payee Data Record form (STD 204) will delay payments if grant is awarded.

Upload signed and scanned copy of the Payee Data Record form (STD 204).

[PAYEE_DATA_RECORD_Berkeley_Civic_Arts.pdf](#)

1,016.7 KB - 11/07/2019 5:13pm

Total Files: 1

Support Materials

Instructions

Use file names that are brief but specific to the provided content and to your organization. Panelists will be advised to spend approximately 10 minutes reviewing artistic work samples prior to the panel meeting. Any uploaded materials exceeding the maximum permitted for each field will not be reviewed nor considered in the adjudication of your proposal. For video and audio, provide start and end times for the portion you would like the panel to review in the Support Materials Notes at the bottom of this page.

Accepted File Types:**Documents**

Upload MS Word (.doc) or Adobe PDF (.pdf) file formats only.

Images

Option 1: Upload images as individual JPGs. Recommended resolution: 300 dpi. Recommended image size: 800 x 600 pixels. If scanning images, please scan at a resolution of 300 dpi and save/upload as individual JPGs.

Option 2: Combine images within one PDF.

Video (links)

Video files are not accepted - do not upload video files for review. Video work samples may be provided as online links (URLs) below applicable Support Materials. Non-password protected videos are preferred; if protected, passwords must be provided in the available field. Video links plus other file uploads may not exceed the indicated maximum number of materials requested, per material type.

Audio

Audio selections may be provided as online links (URLs) on a single-page PDF, or uploaded in MP3 format.

Artistic Work Samples

Include up to two samples of artist work providing evidence of talent and capacity both as artist(s) and as instructor/facilitator(s). Work samples should be recent, relevant and related to your proposed project. Video samples featuring interaction with youth are highly recommended. Videos should be included as url links below.



[Audio_work_sample_Najee_Amaranth_hiphop_artist.pdf](#)

401.2 KB - 11/06/2019 8:02am

Total Files: 1

Are you providing video links in support of artistic work?

Yes

Video 1 URL: <https://youtu.be/qLbz0xh1in0>

Video 1 Password:

[Click to view](#)

Video 2 URL:

Video 2 Password:

Youth Work Sample

Provide up to two samples that best portray youth work created under the instruction of the project artist(s).

Are you providing video links in support of youth work?

Yes

Video 1 URL: <https://www.youtube.com/watch?v=UZQHPTU9QCw&feature=youtu.be>

Video 1 Password:

[Click to view](#)



Video 2 URL: https://scontent-sjc3-1.xx.fbcdn.net/v/t42.9040-4/10000000_515119725965133_224734107928625152_n.mp4?_nc_cat=111&efg=eyJ2ZW5jb2RlX3RhZyI6InN2ZV9zZCJ9&_nc_oc=AQm9-XXu3R_1CyRMetDRuCjFgZjSjFtLoGBySIhybCUtS9DA0N09JqNUm7o4Fu2OGu4&_nc_ht=scontent-sjc3-1.xx&oh=63dc1771ab9b2b24a0dbfce2f2477223&oe=5DC46AC7

Video 2 Password:

[Click to view](#)

Additional Work Sample Materials

Provide up to two PDF documents that best portray your organization and its work. These may include press materials, flyers, brochures, programs, newsletters, and other marketing pieces generated within the past two years.

[2019_SepOct_FreightnSalvage_Calendar.pdf](#)

2.6 MB - 11/08/2019 9:16am

[Berkeley_Rep_Storybuilders_10_hour_curriculum_\(excerpt\)___photos.pdf](#)

1.1 MB - 11/06/2019 1:04pm

Total Files: 2

Letter of Support or Testimonial

Provide a signed statement from a key stakeholder, partner, or community member. Statement should substantiate the quality of the organization, and affirm the organization's impact on its constituents. This should not be from staff or board of the applicant organization.

[CA_Arts_Council_Grant_BEARS_Letter_of_Support.pdf](#)

64.8 KB - 10/31/2019 10:01am

Total Files: 1

Support Materials Notes

Provide brief descriptions of artistic work samples and other support materials. For video or audio samples, provide specific start and end times for the portion you would like the panel to review. Be sure to clearly indicate which specific files your notes are referencing.

1. Artist work sample from Hip-hop teaching artist Najee Amaranth: "Bumaye" (2:09) from his 2019 album release Father of the Year. Listen to first minute.
2. Artist work sample from dance teaching artist Ashley Crockett: teaching a studio class to middle and high school aged youth at Shawl-Anderson Dance Center. (2:25) Watch entire clip.
3. Youth work sample created under guidance of dance teaching artist Ashley Crockett - Culminating Youth Performance at Laney College Theater, June 2019. This is a Beginning Teen Jazz class with students who are in middle school and high school. The dance was made in the spring semester by teaching artist Ashley Crockett with structured improvisation and choreographic input from the students. (5:32) Watch first 2 minutes.
4. Hip-hop for Change summer project. Najee Amaranth was one of four adult artists mentoring nine youth artists who explored hip-hop and climate change in a collaboration with East Bay Regional Parks. Najee supported students to write three raps about climate change, the water, and nature preservation, create a dance piece around the elements of nature, and a visual art piece. (3:05) Watch from 0:22 - 2:40.
5. Freight & Salvage's calendar of events for September-October 2019.
6. Berkeley Repertory Theater's excerpt from 10-lesson Story Residency curriculum (lessons 1-3) with photos of students from elementary residencies and middle school summer community programs.

Certification & Release

This Certification and Release must be signed by an authorized board member or designated organizational representative with the knowledge of the matters contained herein, and holds the legal authority to obligate the applicant organization, with the approval of the applicant organization's board of directors or other governing body.



The undersigned certifies the following:

California Secretary of State Certificate of Status

The represented organization has "active status" with the California Secretary of State (SOS) showing evidence of "good standing" at the time of application.

Yes, I certify, Not applicable - applicant organization is not a nonprofit corporation

The undersigned certifies the following:

The represented organization has valid proof of tax-exempt status under sec.501(c)(3) of the Internal Revenue Code, or under sec. 23701d of the California Revenue and Taxation Code, or is a unit of government; or for grant programs allowing Fiscal Sponsors, is applying in partnership with a Fiscal Sponsor entity meeting all Fiscal Sponsor eligibility requirements as indicated in CAC Fiscal Sponsor Policy; that the applicant organization has been consistently engaged in arts programming for a specific number of years prior to time of application; has its principal place of business in California; and has completed prior contract requirements, if applicable; and has approval of the organization's board of directors or other governing body; and that the applicant organization and Fiscal Sponsor, if applicable, both comply with the Civil Rights Act of 1964, as amended; sec 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975; observes provisions of the Drug Free Workplace Act of 1988; and California Government Code secs.11135-11139.5 (barring discrimination); complies with the Fair Labor Standards Act, as defined by the Secretary of Labor in part 505 of title 29 of the Code of Federal Regulation; the Americans with Disabilities Act of 1990; and the Fair Employment and Housing Act; that all information contained herein is accurate or represents a reasonable estimate of operations based on data available at the time of submission; and that there are no misstatements or misrepresentations contained herein or in any attachments; and is aware that modification of the proposal at any point may require a contract amendment, rescinding of a grant award or cancellation of contract.

The undersigned hereby releases the California Arts Council (CAC) and the State of California, their employees and agents, from any liability and/or responsibility concerning damage to or loss of materials submitted to the CAC and the State of California, whether or not such damage of loss is caused by the negligence of the CAC, the State of California, their employees and agents.

Yes, I certify

