

## Program Elements

The Unusual Suspects Theatre Company (US) offers two school-based residency programs that work in tandem to provide a meaningful impact on campus, both in-and-out-of school. Our flagship *Youth Theatre Residency Program (YTRP)* provides intensive theatre-arts education and mentorship during vulnerable after-school hours, while our *VAST Enrichment Program* offers support and enrichment for students and classrooms during the school day. The overarching **goal** of our programs is to utilize arts education and mentorship to mitigate the underlying family and community risk factors that threaten the healthy development of Los Angeles County's most underserved youth.

Both the *YTRP* and *VAST* models are designed to respond flexibly to the needs of the Targeted Student Population and meet all quality standards for expanded learning programs. Curricula align with Common Core standards and are certified under California education standards for English Language Writing and Visual & Performing Arts. Both programs have produced measurable success serving students in **Middle School** and **High School**, and would also be appropriate for students in **Continuation** education who are behind in their high school credits.

Collectively, our school-based residency programs will accomplish the following to help meet the PFSS and District goals for student and parent engagement; academic enrichment and intervention; college and career readiness; social and emotional development; and overall health and wellness:

- Develop students' **theatrical abilities, public-speaking skills, and creativity** via sequential, hands-on learning in adherence to a standards-based arts curriculum.
- Promote **21<sup>st</sup> century learning skills**, such as communication, critical thinking, and collaboration.
- Improve vulnerable youth's **social and emotional well-being** with increased social skills, confidence, tolerance, and positive self-expression.
- Contribute greatly to partnering LAUSD schools' arts environment, often acting as the only theatre-arts program on campus, and helping to **fill a critical gap in access to arts-education** at high-needs, arts-poor schools in South L.A./Watts and Pacoima/San Fernando.
- Offer a **physically and emotionally safe space** where students are allowed to discover their creative voice, develop self-respect, and explore non-violent solutions to conflict.
- **Support LAUSD classroom teachers** to improve the communication and overall relationships between classmates, as well as students & their teachers, and strengthen schools' classroom/campus environments.
- Promote cultural assets of local Los Angeles communities and **bring families and communities together** to celebrate creative accomplishments of the youth.

Our best-practice methodology, years of experience and training, ample built-in planning time, and a nearly 3:1 youth-to-adult ratio allow *US* to successfully implement our enriching residencies on site at local schools so we may effectively meet the needs of LAUSD students. Programs are offered to all students **free of charge**—regardless of income, race, gender, religion, language, or ability/disability—helping remove barriers to participation. All materials, resources, artists and volunteers required for the program are provided by *US*.

### **YOUTH THEATRE RESIDENCY PROGRAM**

#### *Program Description and Timeline*

Our flagship *Youth Theatre Residency Program (YTRP)* offers experiential theatre-arts education and mentoring to improve the well-being of underserved youth via a sequential, **two-part, 20-week after-school residency** at

each site (a 10-week fall *playwriting* residency followed by a 10-week spring *performance* residency), wherein students collaborate to create and perform an original play born out of their shared hopes and fears. During each 10-week component, up to 30 students meet after school twice a week with 2 teaching artists (TAs), *US* program staff, and up to 3 trained volunteer *S.T.A.R. Mentors* (1-3 technical/costume designers also join leading up to culmination) for 2-3 hours a session to collaborate on an original script. This nearly 3:1 youth-to-adult ratio ensures individualized attention for each student, maximizes growth opportunities, and reinforces the mentor relationship that develops between youth and the teaching team.

*US* residencies are longer and more in-depth than the average after-school workshop, averaging 20-25 individual workshop sessions per 10 weeks. Each participant receives an average of 50 hours of direct service per 10-week component, including mentorship, team building exercises, and performance and writing labs. (Youth who participate in both playwriting and performance residencies receive an average of 100 hours of direct service over 20 weeks.) The intensive program allows youth to explore the factors that negatively impact their well-being and develop the vital self-confidence and broader life and work-related skills necessary to both write/perform a play and lead a healthy life. And with a rolling, open-door policy, students of any background or ability can join our program at any time without discrimination to find enrichment and a place to be themselves.

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*US* takes pride in offering deep mentorship to vulnerable youth in addition to arts education, and our students back this up: 90% of 2018 *YTRP* youth agreed, “*The teaching artists who work in this program listen to what I have to say.*”

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Our work begins up to three months prior to launch, as *US* staff and TAs conduct 60-70 hours of pre-planning and site-specific coordination with our partnering schools. *US* also engages with school staff and community partners to promote the *YTRP* to students via community-school meetings, classroom pitches, parent calls, and more. Roughly two weeks prior to start, *US* TAs, program staff, and volunteers hold a series of interactive assemblies on campus to explain the program for students and generate interest.

During the initial 10-week *playwriting residency* – held during the fall semester – up to 30 students collaborate on an original script. Sequential learning activities align with state standards, and include: ensemble exercises to establish trust; improvisation exercises to explore story structure and character development; writing exercises to explore links between personal, cultural, and community issues; and mastering basic theatre vocabulary (in each lesson). The first 10 weeks culminates in a public “Page Play” presentation, wherein participants introduce their final script and discuss their process in front of an audience of their family, teachers, peers, and neighbors. Immediately following the students’ presentation, 8-12 professional actors perform the play with scripts in hand. This allows youth to receive valuable recognition for their great accomplishment, as well as to observe dimensions of their work they may not have considered. For example, actors’ interpretations might contribute to students’ refinement of the play in the second 10 weeks.

During the subsequent 10-week *performance residency* – held during the spring semester – up to 30 youth collaborate to refine, produce, and perform the play. Sequential learning activities align with state standards, and allow students to: expand theatre vocabulary; develop acting skills; experiment with sound and movement to express characters; learn production, blocking and costuming concepts, memorization, and set creation. Performance residencies culminate in full productions of the youth’s original play, which they perform themselves 1-3 times in front of their classmates, teachers, family members, and the community. As the culmination of *US*’s full 20-week residency, participants get the opportunity to fully-realize their creation and step into the shoes of the very characters they helped craft. They act on stage in front of an audience for the first time; wear costumes from professional designers; and work with lights, projections, props and set-pieces – *many of which they helped design*.

Following all Page Plays and student performances, *US* facilitates a Q&A session between the students and their audience to discuss issues raised by the play (see “*Parent Engagement*, below). Participants then receive a completion certificate and community service hours, and enjoy a cast party and closure circle with their mentors. For many kids in our program, this is not only their first exposure to theatre, it will be the first time they

complete a long-term project – discovering a newfound confidence in their ability to follow through on commitments.

*“This made me feel better about myself... I’m grateful for the trust we have built together and the friendships. Like my grandma said at the performance, I have changed so much. I used to do a lot of bad things, and I’m just really grateful for this. I’m just glad we could all stay in after school and be together for something really special.”*  
– Daniela, age 13, Edison Middle School, 2017

### **Parent Engagement**

US’s parent engagement begins months prior to our YTRP residency. We first introduce ourselves to parents at community-school and parent-teacher meetings, as well as other community gatherings, to talk about our upcoming residency and the impact of the program. Once participant recruitment is underway, US staff then make every effort to speak with individual parents when they reach out to students who would benefit from the program. Staff make themselves available to answer specific questions parents may have, and encourage them to support their child’s interest in the arts and participation in the after-school workshops.

The YTRP workshops and culminating performances that follow then work to bring youth and their families closer together. Quite often, US works with youth who are estranged from their parents for various reasons—but parents who witness their children perform in our program see a different side of them. Parents are often surprised at the growth of their child over the course of our residency and of the side of their child’s personality that they see on stage or behind the tech booth. They witness their child doing something creative and with confidence, and it allows parents to imagine a positive future for a child they may have come to think of as “troubled,” “having an attitude,” or worse, simply written off as “bad.” The collaborative social and communication skills our residency instills in participants directly translate to their relationships with their parents, who themselves often struggle to communicate effectively amid the overwhelming concerns that dominate their lives. Moreover, our programming creates space for children to be their whole selves, share their personalities and talents with their families and community, and employ newly realized empathetic skills to strengthen troubled parent-child relationships.

Our culminating Page Plays and student performances are vital components in this work. Each culmination is followed by a post-show “talk-back” discussion, during which US staff encourage dialogue regarding the themes that arose during the play, which often revolve around key community issues. Not only do these culminating performances display the artistic achievements of our students – they are public events where families can socialize, celebrate, and reflect on common issues facing their children in a safe space, creating powerful forums for community building, healing, and action. Importantly, parents are often confronted with concerns and dreams their children may have never expressed at home, dramatized onstage, and have the opportunity to engage deeply with what matters to their kids – sparking future discussions that may not have otherwise taken place, and opening the door to better communication and a mutual understanding that may mend familial rifts.

*“I feel like I’m a better person. I used to be a little non-social, and if anyone tried to be social with me I would act mean so they would leave me alone. This group actually helped me get away from that. I actually have a lot of friends now. It actually helped me with my family life too. A lot of stuff was happening, and ever since I came here, I learned how to resolve it.”*  
– Nelly, age 14, Edison Middle School, 2017

### **Standards-Aligned**

Our trauma-informed, best practice methodology is aligned with Common Core standards and certified under California education standards for English Language Writing and Visual and Performing Arts (VAPA). Honed over 26 years, our hands-on YTRP model incorporates pedagogical strategies to achieve the goals of a complex, project-based curriculum, which includes scaffolding within each lesson; backwards-mapped daily agendas that build upon objectives of prior lessons; the use of inquiry to stimulate critical thinking and knowledge retention; and vocabulary acquisition. Workshops also include ensemble exercises to establish trust, improvisation techniques to illustrate conflict resolution strategies, and writing exercises to explore the link between personal, cultural, and community issues. The program strengthens pro-social behavior, literacy,

communication skills, conflict resolution, personal accountability, and tolerance, while adhering to the following **VAPA standards**:

- **Artistic Perception (1.1):** As participants develop and produce an original play, they learn basic theatre vocabulary and progress to more advanced concepts.
- **Creative Expression (2.1-2.3):** Using theatrical writing exercises and improvisation activities, participants create an original play informed by their own experiences and instruction regarding theatre concepts. They further develop creative expression by producing and performing in the play.
- **Historical and Cultural Context (3.1):** Workshops are participant-led, which allows those we serve to explore their values, behaviors, and cultural norms by working collaboratively with peers to develop an original script.
- **Aesthetic Valuing (4.1-4.2):** Youth develop and apply criteria for evaluating the effectiveness of writing, acting, sets, lighting, costumes, makeup, and props. They also identify the ways in which cultural influences affect the content and meaning of theatrical works — and how to imbue their own original creations with themes that are meaningful to their own lives and communities.
- **Connections, Relationships, Applications (5.1, 5.2):** Participants are presented with challenges inherent in school and work settings: oral presentation, completing projects on deadline, collaborating with peers, and tolerating differences of opinion.

### **VAST ENRICHMENT PROGRAM**

#### ***Program Description and Timeline***

With a curriculum adapted from our award-winning, after-school *Youth Theatre Residency Program*, *US's VAST (Voices for Arts & Social Theatre) Enrichment Program* provides a residency of in-class workshops that embody rigorous Common Core learning standards for English Language Arts & Literacy, as well as College and Career Readiness Anchor Standards for Reading and Writing and Speaking and Listening, while adhering to state Visual & Performing Arts standards. Utilizing the fundamental building blocks of theatre — ensemble-building, development of bonds among peers, and communication — two *US* TAs work alongside the classroom teacher to help students build valuable teamwork, communication and socialization skills.

Our *VAST* residencies span **13 consecutive weeks each and serve 3-6 class periods per site**, providing one enriching hour-long workshop session per week in each classroom served (13 individual sessions per classroom). One to two months prior to the launch of each *VAST* residency, *US* contacts school administrators to identify classes with high-needs students — including English Language Learners (ELL), English as a Second Language (ESL), and Special Ed students — whose teachers are receptive to and in need of *VAST*. Program staff then hold meetings with these teachers to discuss their student needs, classroom management issues, and topics of study. Two weeks out, *US* staff/TAs meet with teachers to finalize our curriculum based on the identified needs of each class, linking our lesson plans to the goals and themes of the classroom's curriculum where possible.

As with our *YTRP*, the *VAST* residency begins with ensemble-building activities to establish trust and set the foundation for creative exploration. Students then select a theme sparked from their shared hopes and fears (*described in "Engagement on a Deeper Level," below*), around which they will base short theatre scenes/pieces. Working in small groups, students improvise an initial scene that the TAs record and transcribe for them to edit, rewrite, and rehearse over the course of the residency. With the teaching artists' guidance, students then self-direct and self-evaluate their work to craft dialogue/characters and hone rubric-driven elements, such as stage presence, projection, physical characterization, and movement.

The final three sessions of the 13-week residency focus on rehearsal for the culminating "Presentation of Learning." In this final session, students perform their pieces in front of the class, give and receive feedback/critiques, and reflect on their achievements. When possible, *US* arranges for these culminating student performances to take place in front of multiple classrooms in a large auditorium at the school to provide students invaluable performance experience in front of an audience of peers and faculty.

*VAST's standards-based sequential learning activities include: cultural mapping exercises to find commonalities and differences; improvisation exercises to explore story structure and character development; writing exercises to hone editing skills and explore links between personal/cultural/community issues; and performance activities to develop acting skills, experiment with sound and movement to express characters, and learn production/blocking concepts. VAST has been shown to reduce barriers to participation with universal, non-verbal, and visual stories. Workshops address various learning styles and give students creative educational opportunities not found in traditional school systems. VAST draws non-verbal students out of their shells, boosting real-world confidence, and its linguistically responsive curriculum is ideal for Special Ed, ESL, and ELL students. For students struggling with written language, VAST demystifies the linguistic process, from idea to spoken to written word.*

Classroom teachers have shared that *VAST's* safe creative space and unique, hands-on curriculum accelerates English learning by empowering students to speak up, and develops social-emotional competencies that positively impact student communication, self-confidence, and classroom behavior. Ms. Wyneken, an English Language Development teacher at San Fernando High School, described how *VAST* helps engage her students:

*"I love the impact of [VAST], because it helps kids break down barriers. Kids that usually aren't social become more social and talk to more kids...the program breaks down walls and allows the teacher to establish relationships with students that are harder to create in isolation or in a traditional classroom setting. The connection that I make to the student is deeper...and that relationship can carry over into the regular classroom environment...VAST definitely adds to my bag of tricks when I'm trying to motivate or make connections with certain kids."*

### **ENGAGEMENT ON A DEEPER LEVEL**

The Unusual Suspects' school-based residencies are designed to go beyond the reach of a typical arts education workshop to produce significant benefits for underserved youth. *US* workshops are inquiry-based, meaning that each workshop activity has an objective that contributes to the larger learning objective of the lesson, and our TAs are trained to check in with participants during and after each activity to ensure that students are engaged and reaching each activity's objective. *US* residencies are also backwards-mapped so that activities build upon the objectives of the previous lesson in order to stimulate critical thinking and provide a well-rounded theatre-arts experience.

Foundational to the creative process of our proven curricula is a cultural mapping activity called "*Genie Wishes*." Introduced during the initial workshop sessions of each school-based residency, *Genie Wishes* lays the groundwork to foster respect and tolerance among students and to build the ensemble environment. *Genie Wishes* is an anonymous, timed writing exercise in which a hypothetical genie grants each participant wishes focused on the following questions:

- (1) *What do you wish for yourself?*
- (2) *What do you wish for those close to you?*
- (3) *What is a rule that you wish everybody in the world would follow?*
- (4) *What worry or fear would you like to be rid of?*
- (5) *What is a question you have that you've never gotten a good answer to?*

After the initial exercise, we anonymously share students' written wishes. During this time, we encourage a group discussion about their commonalities and around a series of questions — including "*What is culture?*" and "*What did we learn about our group's culture?*" — that enable the group to discover its shared culture and develop common cultural themes that will influence future sessions and form the foundation of their theatrical works.

Importantly, *US* residencies are 100% participant-driven, all-inclusive, and everyone gets a voice: A diverse group of program participants are given complete creative license without censorship. Rather than providing subject-matter prompts, *US* teaching teams guide and mentor students as they explore their common struggles, fears and passions, and as they create characters, write scripts, and improvise scenes grown out of their life experiences and culture. Because of this, students are free to use their own words and develop their

theatrical works from whatever theme they collectively feel is warranted. This essential program feature demonstrates to youth that their voices matter and that each person's role in the ensemble is vital, and empowers them to claim their shared cultural practices. As a result, uncensored themes for our full-length *YTRP* plays and short *VAST* pieces often focus on important personal/community issues, such as *bullying, single-parent homes, sexual identity, love/relationships, immigration, ethics, drug and alcohol addiction, child abuse/neglect, and gang violence.*

### **PROGRAM OUTCOMES**

Thanks to our proven methodology and our roster of caring professionals, participation in *US*'s residencies has demonstrated significant short- and long-term advantages for those we serve. Via the creation of collaborative, original theatre, our school-based programs offer students a fun new way to learn and build educational and enrichment opportunities that go well beyond the programs themselves to help meet PFSS and LAUSD goals. Through sequential, standards-based learning activities, students master discipline-specific theatrical skills (voice projection, addressing an audience, expressing and supporting a point of view) that help build both writing and editing skills, communication and collaborative expertise, social skills, and public-speaking abilities. As collaborators, students explore in-depth the use of language to experience worlds other than their own, which enhances English proficiency and creativity, expands critical thinking, and promotes acceptance of the viewpoints and values of others.

Our workshops emphasize the concept of ensemble — working together toward a common goal. Students **learn to collaborate and adapt**, and gain valuable experience working as a team on a long-term project. Whether in a workshop/rehearsal or during a performance, learning to be flexible goes with the territory of creating in a group — not everyone can get their first choice, and not everything will go one's way. Students **discover their creative voice** through our various writing exercises and improvisation/performance activities, and **improve their communication skills**, as theatre can help students express ideas and emotions in a way that works for them. Students **expand their ability to critically evaluate** story, structure, theme, etc, as they must collectively analyze their work and decide what stays and what goes. Students **learn to problem-solve**, as the creation and production of a theatrical work rarely goes according to plan — especially when done by a large group of students, the majority of which have never been exposed to theatre. Our participants often have to come up with new solutions to depict a setting on stage, embody certain characters/traits/actions, tell their collective story, and reach their artistic goals.

By implementing a participant-led approach, *US* theatre residencies also help foster knowledge and skills in **leadership, mentorship, and initiative** among those we serve. Students develop a sense of commitment to and ownership of their play and the process, and discover they must learn to communicate with and respect each other if they are to successfully create and/or produce a piece of theatre together.

All told, youth acquire the following essential 21<sup>st</sup> century learning and life skills through our residencies, enriching their academic life while helping prepare them for graduation, college, and a future career:

- |                     |                                 |
|---------------------|---------------------------------|
| ✓ Creativity        | ✓ Adaptability                  |
| ✓ Collaboration     | ✓ Initiative                    |
| ✓ Communication     | ✓ Leadership                    |
| ✓ Critical Thinking | ✓ Productivity                  |
|                     | ✓ Public-Speaking/Social Skills |

Importantly, in addition to improved academic outcomes, our programs provide underserved students with vital intervention and social and emotional development, while improving their overall health and wellness. Our workshops address various learning styles and provide physically and emotionally safe, non-threatening environments to explore and create. Youth in our programs report feeling comfortable sharing their thoughts, and feeling truly heard. They receive much-needed positive support from adults and their community, and are able to recognize their intrinsic talent and self worth.

Ultimately, through our in-depth methodology and deep mentorship, our residencies **strengthen key protective factors** youth need to overcome area risk factors and build healthy lives — including increased self-esteem, self-

regulation, and self-confidence; an improved ability to make friends and/or tolerate differences; and the development of essential coping skills.

*"I was able to express my emotions more and relate to other humans. I feel like this program helped my social skills. The Unusual Suspects is a special place. I got to meet people who help me figure out who I am. It's not a place to make friends; it's a place to make family." – Alexa, age 12, YTRP, Edison MS, 2017*

### *Measurable Objectives*

US evaluates the social, emotional, and academic growth of our students both *quantitatively* and *qualitatively* (see "A. Qualifications and Experience," page 7). Based on years of measurable success in implementing residencies for underserved, low-income students, we are confident that the Targeted Student Population will achieve the following measurable objectives as a result of their participation in our school-based programs:

#### *Youth Theatre Residency Program*

- 1) 75% of participants will show increased knowledge of theatre-arts and drama;
- 2) 70% of participants will report improved communication skills;
- 3) 70% of participants will report increased self-confidence; and
- 4) 70% of participants will report increased tolerance of others.

#### *VAST Enrichment Program*

- 1) Students will show a measurable increase in one or more social skills, such as confidence, collaboration, and communication.
- 2) Students will show a measurable increase in one or more skills/abilities in line with Common Core State Standards for English language arts.
- 3) The majority of students will report learning new skills that they are using in school.

### **OUTREACH AND RECRUITMENT**

Given our methodology, community connections and audience development are essential to the success of our programs. US staff continuously build and maintain relationships with community leaders, legislators, service providers, and other community-based organizations. These partnerships allow us to reach our target population in the most seamless, effective way, and to share our findings regarding the transformational power of the arts in fostering the resilience, personal empowerment and social connections shown to reduce rates of recidivism and violence, and strengthen communities. We also attend community-school meetings, teacher curriculum and professional-development committee meetings, parent back-to-school events, and community events within the area in order to increase awareness about our programs and engage the whole community in supporting and celebrating accomplishments of their youth.

Prior to and during all YTRP residencies, US Program staff work diligently to combat the barriers to regular attendance that are commonly found within the populations we serve, including family, school, and environmental stressors. Two of our three full-time Program staff members are bilingual English/Spanish speakers – an essential asset for communication in our communities – and conduct daily outreach to parents and after-school participants, both in person and over the phone, to encourage engagement.

In addition to our extensive participant recruitment efforts and coordination with school leadership prior to the start of each residency, as well as campus-wide outreach leading up to each culmination, we make every effort to invite family and community members to join the audience of our students' public performances. We design and disseminate electronic and print invitations and flyers to our contact list of partners, donors, volunteers, and friends. We post information regarding the event on US's and other websites; we work with partner agencies to reach out to their staff, administrators, and local families; we invite teachers on campus to bring entire classrooms of students to see our youth's theatrical works in special performances conducted during the school day; and we encourage our staff and board to invite their contacts from other communities to attend our show. We also maintain a regular social media presence on Facebook, Instagram, and Twitter to both communicate our progress and results to funders and conduct outreach prior to youth performances.

It is our goal to become a part of the school community and wider neighborhood; not just an outside force parachuting in only to abandon students after a few weeks. Our sustained presence in communities is hard-won, requiring substantial time and effort on the part of staff to build relationships, trust, and truly get to know the people, schools, and neighborhoods we commit to serve. The hours of staff time devoted to outreach, participant recruitment, and audience development are built into our program models, because community support is essential to our participants' sense of accomplishment, ensuring a deep and lasting impact on their lives.

### **MATERIALS**

*US* provides all participant and teaching artist resources and materials needed for our workshops and performances, including paper, pens, and binders for both programs, and print-bound scripts, playbills, posters, sets, lights, costumes, rear-screen projector, sound equipment, props, and more for *YTRP*. We also bring all necessary supplies to design and build any props, costumes, and set-pieces required for *YTRP*, often with input and assistance from the students, themselves. In addition, *US* provides our best-practice methodology and standards-based curriculum, as well as an up-to-8-member teaching team of professional teaching artists, program staff, and volunteer mentors to implement the programs, with designers added to the after-school residencies in the weeks leading up to performance. For the culmination of our *YTRP* playwriting workshops, we also recruit and provide 8-12 professional actors to perform the students' finished script in our public *Page Play* presentation. Ultimately, *US* ensures that whatever is needed for each workshop is provided by *US* and not the school, allowing us to deeply engage our students in the full creative process of creating and performing a rich, meaningful artistic work. From partnering schools, we merely require open communication regarding schedules and availability, a consistent functioning space for workshop sessions and culminating performances, chairs for our participants and their audience, and access to the students on campus who are in most need of our enriching programs.

## Price Schedule

As reflected in the Price Proposals below, the total budget for one two-part, 20-week *YTRP* residency, including all direct and indirect costs, is \$83,758. Likewise, the total budget for one 13-week in-class *VAST* residency is \$30,375 to serve 6 classrooms (Option 1) or \$15,187 to serve 3 classrooms (Option 2). *US* has honed our program budgets over several years to effectively provide intensive arts education and mentorship at a cost appropriate to our in-depth services, the experience of our staff and artists, and to the significant impact we have on students. Our Proposed Rate represents The Unusual Suspects Theatre Company's best offer to conduct our school-based residency programs under a Partners for Student Success contract with LAUSD schools. If contracted, *US* would work to cover the remainder of our program's budget through a variety of funding streams, including foundation and government grants, corporate gifts, partner contracts, and individual contributions.

The enclosed Price Proposals for *US*'s school-based residency programs break down as follows:

- ❖ **Instructional Time with Students:** Includes fully burdened costs for instructional time of *US*'s teaching artists, program director, and program manager, as well as the technical coordinator and costume designer positions specific to *YTRP*.
- ❖ **Performances/Recruitment (*YTRP*-only):** Covers expenses associated with our *YTRP* culminating events (Page Plays and performances), recruitment assemblies, and marketing and outreach for workshops and performances. Includes fully burdened costs for costumes, program meals, marketing, documentation/archiving, and a portion of the following staff/designers' time: programs & communications associate, technical coordinator, costume designer, program manager, program director, executive director, operations manager, administrative assistant, and interns.
- ❖ **Collaborative Planning/Meetings:** Covers costs associated with planning meetings and curriculum preparation leading up to each program start date, teaching team pre- and post-workshop session meetings and training expenses, as well as staff members' participation in community and/or school administration meetings and planning. Includes fully burdened costs for planning/meeting time of *US*'s executive director, program director, program manager, teaching artists, operations manager, and programs & communications associate.
- ❖ **Evaluation and Data Management:** Covers fully burdened costs associated with the management and assessment of student outcomes and data. Includes a portion of the following staff members' time: programs & communications associate, program manager, program director, administrative assistant, grants manager, and interns.
- ❖ **Resources/Materials:** Includes fully burdened costs of program supplies, printing (scripts, flyers, playbills, etc.), and postage/mailing, as well as *YTRP*-specific set/production materials.

As mentioned, *US* would be interested in receiving PFSS support to assist our current school site collaborations, as well as to expand our school-based residencies into additional LAUSD schools to reach even more of the Targeted Student Population in our South Los Angeles and Pacoima service areas.

*Please note:* Our total budgets reflect fully burdened costs for ongoing programming at established partner sites. Additional costs would be necessary (for extra outreach, recruitment, planning, etc.) if we were to implement our intensive programs at a new site. However, our Proposed Rate will remain the same, regardless of the site.

The *YTRP* Price Proposal covers the full two-part, 20-week after-school residency, which includes a 10-week *playwriting residency* in the fall semester and a 10-week *performance residency* in the spring semester. Each 10-week component provides 20-25 individual workshop sessions that last 2-3 hours each (40-50 total sessions across the 20 weeks), as well as at least one culminating performance.

Service Component	Total Budget	Proposed Rate
Instructional Time with Students	\$23,483	\$11,000
Performances/Recruitment	\$17,944	\$5,500
Collaborative Planning/Meetings	\$26,617	\$12,000
Evaluation and Data Management	\$7,914	\$750
Resources/Materials	\$7,800	\$750
<b>TOTAL</b>	<b>\$83,758</b>	<b>\$30,000</b>

***VAST ENRICHMENT PROGRAM***  
**Price Proposal – Option 1**  
**6 Class Periods**

The *VAST* Price Proposal encompasses the full 13-week residency, which provides one hour of in-class enrichment each week per classroom served (13 workshop sessions per classroom). Option 1 covers our 6-classroom model, which includes 78 total workshop sessions across the entire residency.

Service Component	Total Budget	Proposed Rate
Instructional Time with Students	\$14,559	\$11,000
Collaborative Planning/Meetings	\$10,414	\$8,000
Evaluation and Data Management	\$3,323	\$500
Resources/Materials	\$2,079	\$500
<b>TOTAL</b>	<b>\$30,375</b>	<b>\$20,000</b>

***VAST ENRICHMENT PROGRAM***  
**Price Proposal – Option 2**  
**3 Class Periods**

The *VAST* Price Proposal Option 2 covers our 3-classroom model, which includes 39 total workshop sessions across the entire 13-week residency (13 one-hour sessions per classroom).

Service Component	Total Budget	Proposed Rate
Instructional Time with Students	\$7,279	\$5,500
Collaborative Planning/Meetings	\$5,207	\$4,000
Evaluation and Data Management	\$1,661	\$250
Resources/Materials	\$1,040	\$250
<b>TOTAL</b>	<b>\$15,187</b>	<b>\$10,000</b>