

Program Elements

With continued support from the LAUSD, AGCC will sustain our well-established AIC program's continued growth in local public schools. Additional funding will allow us to serve more classrooms in LD South schools, bringing arts education to local students in need of sequential, standards-based arts education.

We know the importance of investing early in individuals' lives, and that exposing students to arts education leads to not only academic achievement and increased attendance, but to better school climate and culture, increased parent engagement, and positive long-term outcomes on families and communities.

Through collaboration with stakeholders in both the education system and the art world, AGCC serves students across the Harbor Region, placing professional artist-teachers into schools for 12-week arts residencies. Promoting creativity, cross-disciplinary knowledge, and critical thinking skills in accordance with state Visual and Performing Arts (VAPA) standards, the AIC program provides students with academic enrichment through the arts, which they would not normally receive during the scope of their instructional program. AGCC's program increases participation of diverse, low-income students in the arts—those who might otherwise have few opportunities for this type of academic engagement.

The AIC "Model Arts School," conceived in 2015 in collaboration with local arts organizations, was designed by AGCC's Executive Director, Amy Eriksen, to offer a residency in a different art form to every grade level in a school. Through the Model Arts School, we ensure that every student in a school receives varied forms of arts education. The curriculum includes: 1st grade multi-arts, 2nd grade dance, 3rd grade visual arts, 4th grade music, and 5th grade creative writing. AGCC specializes in visual arts and creative writing, and through partnerships with local dance and music nonprofits, is able to provide this diversified arts education model for an entire school, making a larger impact through the arts. Through the Model Art School, AGCC has stabilized and expanded arts integration in each school we serve.

The vast majority of our local schools are led by Principals who are enthusiastic supporters of the arts, and who recognize the power the arts have for their students. During summer visits with Principals to discuss needs for the upcoming academic year, most of our

Principals express that the more art they can offer their students, the better! AGCC is thrilled to bring more arts education to schools that are rooted in San Pedro's arts community, and share a passion for integrating the arts across academic disciplines.

This year at AGCC, we once again saw that learning in the arts, in its many forms, is an essential part of achieving success in school. The arts teach students that there are several paths to take when approaching problems, and that there can be more than one solution. They impact motivation, attitudes, classroom behavior, and attendance—the arts may be the one subject that keeps students in school. Yumi-Kalu Carrillo, 2nd Grade teacher at Seventh Street Elementary School in San Pedro remarked on how important the arts are to increased attendance and enjoyment during the school day: “Even the most reluctant dancers had a lot of fun expressing themselves... My students were more calm after [dance] instruction, as they were able to alleviate their over-abundance of energy... I think students had a more positive attitude and were more excited to attend school on the days when they knew they were going to have fun.”

Effective arts programs can improve academic performance, reaching children with different learning styles, and creating a feeling of connection among peers. According to Chris Miller, 6th grade teacher at Leland Street STEAM Academy, “[Angels Gate’s Artist-Teacher] contributed to the high quality of my students’ educations in a very big way... he was a role model for my students... Leland Street STEAM Academy is a much better school because of [Angels Gate’s Artist-Teacher]. He made a huge impact on me...but mostly he impacted all of our 6th grade students to have a voice and that their voice is worth being heard.” As arts education has been cut from public education over the last few decades, the AIC program has been able to offer educational arts opportunities that may be the only outlet our diverse, inner-city youths have available to express themselves, build their confidence, and to learn in new ways.

An important component of the AIC program is classroom teacher participation; when a teacher is engaged in the arts alongside their students, a creative environment is built and students and teachers see one another in new ways. Teachers learn to utilize multiple art forms to enhance other areas of the grade-level curriculum and expand upon their training to learn new methods of arts integration.

Another important facet of the AIC program is the Arts Exploration Field Trip, where 3rd grade students in the AIC program visit AGCC's galleries and participate in an art-making activity. During the 2018-2019 academic year, over 1,000 third grade students visited AGCC. Many of these students never had the opportunity to visit an art gallery before, and were inspired by the space and the contemporary artwork on display. These field trips expose students to a variety of careers in the arts; not only do they understand how contemporary art is made and displayed, they observe AGCC's staff and teachers at work, and build their understanding of arts administrative roles. According to studies by the LA County Arts Commission, one out of six jobs in Los Angeles County are generated by creative industries. These creative industries generate 650,900 jobs and \$47.7 BILLION in labor income. Furthermore, out of 79 creative occupations in LA County, 65 pay a median annual wage greater than the countywide median. These figures demonstrate how important it is for today's students to be exposed to career paths in the arts.

In addition to supporting college and career readiness, opportunities for learning in the arts during the school day impact student engagement and motivation. According to the article,

Learning in the Visual Arts and the Worldviews of Young Children, published in the Cambridge Journal of Education, students exposed to the arts show significant growth in two areas: self-efficacy and originality. "These outcomes stand to benefit all children, but are particularly important when considering the lives of underprivileged children... For these students, opportunities to participate in high quality arts education may be important to their development of positive views of themselves and their future role in the world."

In his work commissioned by the National Endowment for the Arts, *The Arts and Achievement in At-Risk Youth*, James Catterall concluded that with higher participation in the arts, children from low socioeconomic households can achieve higher general academic success than their peers who receive no arts education. Because the Los Angeles Harbor Region experiences higher rates of unemployment and lower per-capita incomes than the rest of the County, we know how important it is to provide these learning opportunities in our local schools.

Reflection is another important component of the artistic process of the AIC program. All of our artist-teachers encourage students to reflect upon their artwork and share their thoughts with the class throughout the 12-week residency. The process of reflecting helps students expand their vocabulary and express what they have learned throughout the session. This also helps students learn how to skillfully participate in constructive feedback with their own artistic sense as the basis for comments. Artist-teachers assess and evaluate students' progress through this collaborative student critique. The combination of in-class student assessments, site visits by AGCC staff, classroom teacher evaluations, and artist-teacher evaluations ensure that the highest quality arts education is being offered in our program, in alignment with the school site's goals and needs.

Our artist-teachers lead layered and complex experiences, engaging students in the art-making process, helping them to be self-initiating, and working in pairs collaboratively. They encourage self-expression and personal innovation. In the arts classroom, instruction is connected to students' life experiences and cultures, with art-making embedded in learning activities. Students learn 21st century skills: creativity, problem solving, divergent thinking and collaboration. The arts reach children with different learning styles and create a feeling of connection and cooperation. Arts programs help to raise attendance and engagement in school. According to Dana Ellis, 2nd grade teacher at Barton Hill Elementary School in San Pedro, "The [artistic process] impacts students—it gives them confidence in themselves, which flowed into the classroom." Through AIC, students have access to sustained arts instruction with appropriate facilities, and adequate supplies and equipment.

Price Schedule

PRICE PROPOSAL

For 12-week Arts Residencies and Arts Exploration Field Trips with Angels Gate Cultural Center

Provide your fully burdened hourly rates below. The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. These fees are realistic for the work to be performed both in and out of the class getting prepared for the class days.

Budget Breakdown

Arts Residencies <ul style="list-style-type: none"> ● Instructional time ● Art Supplies ● Performances/Culminations ● Pre and Post Meetings ● Professional Development ● Artist-Teacher Coordination 	12 hours Extra hours of prep 2 hours 3 hours	\$2500 per classroom
Arts Exploration Field Trips <ul style="list-style-type: none"> ● Instructional Time ● Art Supplies ● Gallery Coordination 	3 hours and 3 hours prep	\$2500 for 2 classrooms

Total Number of Schools Served: This breakdown is for one or two classrooms depending on project

Total Number of Students Served: 30 per classroom/ at least 120 students at each school in one grade level