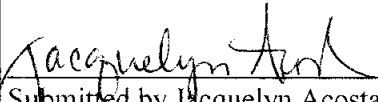


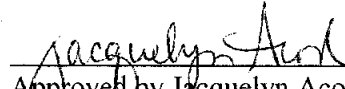


City of Carson Report to Mayor and City Council

March 4, 2014
New Business Discussion

SUBJECT: CONSIDERATION OF A PROPOSAL FROM EAST L. A. CLASSIC THEATRE TO PROVIDE AN AFTER SCHOOL PERFORMING ARTS PROGRAM FOR MIDDLE SCHOOL STUDENTS IN THE CITY OF CARSON


Submitted by Jacquelyn Acosta
Acting City Manager


Approved by Jacquelyn Acosta
Acting City Manager

I. SUMMARY

This item is placed on the agenda at the request of Councilmember Robles.

The City of Carson has received a proposal from East L. A. Classic Theatre for its consideration of an after school performing arts program of Language in Play (LIP), a nationally recognized, theatre-based educational program. LIP promotes English language development, overall language arts and literacy skills, as well as teaches students critical thinking and collaboration through an integrated performing arts curriculum. A total of 150 middle school students will participate in the program.

II. RECOMMENDATION

CONSIDER and PROVIDE direction.

III. ALTERNATIVES

TAKE another action the City Council deems appropriate.

IV. BACKGROUND

East L. A. Classic Theatre (ECT) is the nation's only Latino-based theater company that offers professionally-performed Shakespeare adapted for youth in underserved communities of color. Its beginnings reach back to 1992, when a group of multicultural arts professionals launched the company as a forum where classically trained Latino and other minority artists could investigate the classics in culturally-specific productions and adaptations. It was incorporated as a 501(c)3 nonprofit organization in 1995.

ECT's programming addresses risk factors such as:

- early academic failure
- lack of literacy and speaking skills
- lack of commitment to school
- negative peer relationships
- poor behavioral models

ECT created Language in Play (LIP) in October 2004 as an after-school and intercession option for schools. It is a theatrically-based after school educational program which seeks to improve language, literacy and life skills. It encourages students to be active learners who develop an appreciation of the arts while discovering the power of self-expression, creativity and a determination to succeed. The program is designed to serve at-risk youth and English language learners in the greater Los Angeles area as well as other communities seeking an inventive approach to help address the social and academic challenges faced by many of these students. Students are directed to focus on the development of individual creativity while simultaneously cultivating community skills through the process of building an ensemble. Theatrical techniques focus on character development, imagination and improvisation of advanced social skills.

Over the course of this 64-hour program, two (2) performing arts professionals normally meet for sixteen (16) weeks, twice a week, for two hours per session with each group of 25 students. However, to implement the program this semester, the schedule may have to be accelerated slightly. Students are guided through an innovative and creative educational program, which encourages them to use the dramatic exploration of personal identity in order to develop an enthusiasm for works from the inside out, using internal exploration to build external communication skills. The research-based curriculum draws on best practices theatrical techniques to present material in a dynamic way that allows students to actively process, assess and connect their own experiences to the academic content they are learning in the classroom. Journaling and dramatic reflections are scaffolded to cultivate the progression of writing from fluency, to writing for correctness, to genre-specific writing as students master dramatic structure through the development of an original play.

The ECT team works with classroom teachers, utilizing innovative educational techniques as they guide students through the program. The LIP curriculum is aligned to the California Language Arts, English Language Development and Visual and Performing Arts (VAPA) Educational Standards in an effort to assure that the program compliments and supports the students' existing educational programming.

Scores of testimonials and evaluative surveys from teachers, administrators and parents have lauded the effectiveness of ECT's programs on participating students. From increased language facility, participation and interest in school in general, to improved self-confidence and effort to venture forth creatively, students have indeed experienced the positive impact of ECT's programs. ECT's literacy programming significantly increases reading and writing proficiency as well as communication and language skills. Participating students have improved their Stanford 9 Achievement test scores anywhere from an average of between 13 and 17 points. Students also have improved attendance and higher rates of homework completion.

EAST L.A. CLASSIC THEATRE

2014 CITY OF CARSON

PROJECTED OPERATING BUDGET

After School Performing Arts Program - Language in Play (LIP)

(2 ECT Teachers meet for 16 weeks, twice a week/two hours per session)

PROGRAM EXPENSE

PERSONNEL

Personnel: Education and Management

ECT Administration	\$	1,875.00
ECT Program Management		1,408.00
ECT Actor/Teachers		5,120.00

SUBTOTAL PERSONNEL	\$	8,403.00
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OPERATING

Classroom and Play Production Expenses

Classroom Teacher Materials	\$	50.00
ECT Actor/Teachers & District Teacher Meetings		1,280.00
Meetings & Trainings		200.00
Evaluations		125.00
Student Materials: binders, journals, scripts		234.00
Student Play Production-sets, costumes, props, sound		300.00
Videography		250.00

Other Program Operating Expense

Fingerprinting		100.00
Supplies, Printing, Postage, telecommunications		320.00
Insurance, compliance and records management		1,238.00

SUBTOTAL OPERATING EXPENSE	\$	4,097.00
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TOTAL PROGRAM EXPENSE	\$	12,500.00
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EXHIBIT NO. 01

