



Inner-City Arts Facts

Programs for Students

Inner-City Arts has provided innovative, hands-on arts instruction to children from high poverty Los Angeles neighborhoods since 1989, significantly improving overall academic outcomes among students with limited English language proficiency.

- Through a unique partnership with LAUSD, elementary and middle school students are brought to the Inner-City Arts campus during the instructional day for studio classes in the visual arts, dance, music, theater, ceramics and animation
- All classes are taught by professional artist-educators in real studio environments
- All Inner-City Arts programs are child-centered, literacy- and research-based; program development is on-going, driven by observation of student need
- EARLI Arts targets K-5 graders with especially limited English language skills
- Arts in the Middle (AIM), an intensive, cross-discipline program for middle school students, addresses the needs of 6-8 graders who have not yet met minimum language proficiency requirements
- In collaboration with CalArts' Community Arts Partnership program, high school students study animation at Inner-City Arts on weekends
- Community partners and social service agencies bring students to Inner-City Arts for after school arts programs

Programs for Teachers

The Annenberg—Inner-City Arts Professional Development Program offers a range of teacher training programs, from single-session workshops to LAUSD-accredited courses eligible for salary-point credits.

- Professional development of teachers is an essential component of student academic achievement
- All professional development classes are experiential and designed to bring the lessons of the studio into the classroom
- All teacher training programs are aligned with State of California Content Standards in the Visual and Performing Arts
- Teachers whose students come to Inner-City Arts for instructional day programs receive training, help with lesson planning and support for classroom goals

Inner-City Arts

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- Every LAUSD teacher is eligible to participate in professional development programs at Inner-City Arts, whether or not their students receive instruction here
- Through the Teachers Institute, a collaboration with UCLA's GSE&IS Center X Teacher Education Program, Inner-City Arts provides arts training for new teachers committed to working in high poverty schools.

Measurable Impact

Children benefit from participation in Inner-City Arts programs, and those whose teachers also receive training at Inner-City Arts experience the biggest gains in academic achievement.

Benefits of participation in Inner-City Arts programming include:

- Dramatic increases in statewide standardized test scores: 25% in math, 18% in reading, 8% in English proficiency
- Greater engagement and focus in the classroom
- Students are more likely to believe they have control over their future
- Positive correlation between learning in the arts and feelings of success
- Skills highly valued in the 21st century workforce, such as creative and conceptual thinking and collaborating with others

Student Population

Located in the heart of Skid Row, one of the country's most impoverished neighborhoods, Inner-City Arts serves at-risk children, many with limited English language skills:

- 90% are Latino
- 95% live at or below the poverty line
- 100% qualify for free or reduced lunch

Consistent Growth

Since its founding in 1989, Inner-City Arts has served more than 100,000 students:

- In its first year, Inner-City Arts provided arts instruction to 60 students from the Ninth Street School
- By 1994, 450 children came to Inner-City Arts from 20 elementary schools each year
- By 2008, 450 children came to Inner-City Arts from 55 elementary, middle and high schools each day
- With the campus expansion, completed in the fall of 2008, Inner-City Arts doubled the number of students it can serve each year, from 8,000 to 16,000.

More than 3,000 teachers have been trained at Inner-City Arts since professional development programs were first offered in 1993.

- It has been estimated that through these teachers, Inner-City Arts will have an impact on more than one million students.
- With the campus expansion, completed in the fall of 2008, Inner-City Arts has the capacity to train 1,800 classroom teachers each year, dramatically increasing the number of students impacted by Inner-City Arts.

Inner-City Arts Milestones

1989

Bob Bates and Irwin Jaeger found Inner-City Arts

60 students from the Ninth Street School receive after-school arts instruction in rented space on Olympic

1990

As a result of a groundbreaking collaboration with LAUSD, students are brought to Inner-City Arts during the instructional day

1991

Inner-City Arts moves to bungalows on the grounds of the Ninth Street School, bringing the studio and the classroom into greater alignment

1992

Inner-City Arts receives the first of several multi-year Title VII grants from the Department of Education supporting the development of teacher training programs

Theater artist Zoot Velasco is invited to perform and conduct a drama workshop for students at Inner-City Arts, expanding programming to include the performing arts.

Program capacity increases to more than 400 students per year

The Mark Taper Foundation awards Inner-City Arts a grant, enabling Inner-City Arts to purchase an 8,000-square-foot former auto body shop at the corner of Kohler and 7th Streets

1994

A pro bono renovation by architect Michael Maltzan creates the Mark Taper Center/ Inner-City Arts

A ceramics studio and kiln are built

A pro bono courtyard greening by landscape architect Nancy Goslee Power brings natural beauty to the Inner-City Arts campus

Violinist Itzhak Perlman performs at new building Dedication Ceremony, officially inaugurating Inner-City Arts' Guest Artist Series

Program capacity increases to more than 3,000 students per year

1995

Partnering with California Institute of the Arts (CalArts) Community Arts Partnership (CAP), Inner-City Arts offers an intensive weekend program in animation for high school students.

Inner-City Arts begins a collaboration with researchers at UCLA's Graduate School of Education and Information Studies to evaluate the effectiveness of its programs

1996

A courtyard mosaic honoring Inner-City Arts donors is designed and created by 3rd and 4th grade ceramics classes

1998

Through the purchase in 1994 and 1998 of adjacent land parcels, Inner-City Arts assembles a one-acre site; architect Maltzan drafts a master plan for campus expansion

Inner-City Arts receives third Department of Education Title VII grant, Project ALL (Arts,

Language and Literacy) targeting student need at seven elementary schools; teacher training programs are developed and offered during off-track/lesson planning time

2001

Inner-City Arts' innovative arts programs are recognized with the prestigious Coming Up Taller Award, granted by the President's Committee on the Arts and Humanities

\$1 million grant from The Annenberg Foundation establishes the Inner-City Arts - Annenberg Professional Development Program

2002

Project ALL evaluations confirm effectiveness of Inner-City Arts student and teacher programs on learning outcomes

Professional development programs offered at Inner-City Arts are LAUSD accredited and eligible for salary point credits

Inner-City Arts develops a new program targeting middle school students at highest risk of failure, piloted at Harrison School

The State of California awards Inner-City Arts a \$1.24 million campus expansion grant via the Murray-Hayden Urban Parks and Youth Service Program

2003

Construction of a new visual arts complex and courtyard is completed, more than doubling existing studio space and allowing the addition of programs for middle and high school students; Inner-City Arts now serves up to 450 students each day

Artistic Director and Co-Founder Bob Bates receives \$100,000 *Use Your Life Award* from Oprah's Angel Network, in support of innovative middle school programs

2004

Early Arts Learning Initiative (EARLI Arts), targeting children in grades K-3 who have especially low level of English language proficiency, is piloted

Inner-City Arts' record of success and innovation is featured as a case study at Harvard University's prestigious Bruner Loeb Forum

2005

With the support of a U.S. Department of Education Arts in Education Model Development and Dissemination Grant, Inner-City Arts implements a nationally recognized program for low-performing middle school students, *Arts in the Middle (AIM)*

In honor of former board member Barbara Schreter, The Barbara J. Schreter Scholarship at Inner-City Arts is established, supporting alumni inspired by Inner-City Arts to pursue their creative and academic endeavors beyond high school

2006

The Annenberg—Inner-City Arts Professional Development Program receives a \$50,000 grant from the Clarence E. Heller Foundation to provide arts training, in collaboration with UCLA's Graduate School of Education & Information Studies, for 75 new teachers committed to working in high poverty schools

Board member Monica Rosenthal and her husband, National Advisory Board member Philip Rosenthal contribute \$2 million toward building The Rosenthal Theater.

2007

More than 8,000 students from 55 elementary, middle and high schools participate in programs at Inner-City Arts

Inner-City Arts—Annenberg Professional Development Program serves 1,100 educators and community partners

Ground is broken for final phase of campus expansion project

A grant from DreamWorks Animation SKG establishes the DreamWorks Animation Academy at Inner-City Arts

Independent researchers Dr. James Catterall and Dr. Kylie Pepper publish a Ford Foundation-funded study documenting the positive effect

of Inner-City Arts programs on student learning outcomes and achievement

2008

A grant from DreamWorks Animation SKG establishes the DreamWorks Animation Academy at Inner-City Arts

Inner-City Arts provides programming for 8,000 students from 55 elementary, middle and high schools; 900 teachers participate in professional development programs

Fall 2008

The campus expansion project is completed. New facilities include The Rosenthal Theater; the S. Mark Taper Foundation Parent-Teacher Resource Center; the Alissa Michelle Tishler Children's Garden; The W. M. Keck Foundation Ceramics Complex; The Hinchliffe Building to house administration; and additional visual and performing arts studios

With an additional 16,000 square feet of space, program capacity is increased to over 16,000 students and 1,800 classroom teachers each year

2009

A \$1 million gift from the Glorja Kaufman Dance Foundation establishes the Glorja Kaufman Dance Academy at Inner-City Arts

Inner-City Arts receives the 2009 Rudy Bruner Gold Medal Award for Urban Excellence, honoring well-designed urban spaces that enrich their communities

Fall 2009

Inner-City Arts celebrates its 20th anniversary, recognized as one of the nation's most effective and innovative arts education providers.

Since 1989, more than 150,000 elementary, middle and high school students have come to Inner-City Arts for hands-on instruction in the visual and

performing arts, and more than 5,500 teachers and community partners have participated in professional development programs, giving Inner-City Arts the potential to improve learning outcomes for more than one million students

Inner-City Arts Founders continue to be committed and active

Bob Bates

Co-Founder; Artistic Director

Irv Jaeger

Co-Founder

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