

# PROJECT DESCRIPTION

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*Please answer questions in space provided.* Applicants should feel free to use photocopies of the application forms if needed. If possible, answers to all questions should be typed or written directly on the forms. If the forms are not used and answers are typed on a separate page, each answer must be preceded by the question to which it responds, and the length of each answer should be limited to the area provided on the original form.

1. Describe the underlying values and goals of the project. What, if any, significant trade-offs were required to implement the project?

The primary objective of the Project was to expand facilities in order to accommodate expanded services to a diverse constituency of children and their families and to offer opportunity through the arts to public school children who are at great risk of not completing an education. Inner-City Arts location is at the epicenter of reaching populations within the city center and in adjacent neighborhoods north, east and south, all characterized poverty, immigrant populations, and low performing schools enrolling 80% or more of children with limited English proficiency. Specific objectives of the Campus Expansion Project included:

Ⓔ Enlarged Service Population and Service Hours – Inner-City Arts' capacity to provide services to at-risk children will increase from 8,000 to 16,000 annually as a result of the Expansion. Urban children and youth severely lack opportunities for extended learning during out-of-school hours. With the campus' additional resources, Inner-City Arts will extend its hours of service in order to accommodate the need for after-school instructional services.

Ⓕ Community Revitalization – Inner-City Arts is transforming its Skid Row neighborhood by constructing a landmark campus facility that provides a safe oasis for urban children. The Project will help to transform one of downtown's most under-privileged areas, drawing the bleak Industrial District into the Architectural Renaissance of the downtown area. Success Measure – Bring significant greening and architectural beauty to an otherwise bleak industrial landscape through construction of a tree-shaded courtyard and childrens' garden complimenting aesthetically significant campus buildings.

Ⓖ Community Impact – Specific benefits include: Children and youth will gain ownership of a learning “oasis” created specifically for their benefit; local residents within the Central City East area will gain a green area in a region of the city that is completely lacking of such, the city's general population will gain a landmark facility and resource for community-based programming; Inner-City Arts will expand its reach in offering educational programs as well as after-school activities for youth of all ages. Success Measure – Serve as a landmark project in providing a model for community development that is sensitive to the needs of children.

2. How has the project impacted the local community?

Approaching its 20th anniversary in 2009, Inner-City Arts is recognized as one of the most effective and innovative arts education providers in the nation, and serves as a model for other programs around the world. 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 at Inner-City Arts.

Yet the need for Inner-City Arts has never been greater. Within a 2.5-mile radius of our campus, there are 42 elementary schools with an enrollment of 30,000 of the city's poorest children. All attend schools that participate in the Title I free or reduced lunch program. Most are learning the English language. Many are classified as homeless by the local school district. All are among the country's most at-risk for dropping out before completing high school. As is also true for the larger city, the way that students relate to each other and their surroundings at Inner-City Arts actually creates the campus. It is not just that many individuals have gathered - it is the way those individuals interact. The entire campus is intended to create that sense of responsibility and interaction. Particularly with the expansion, the campus also has an important role in relation to the rest of the city. It is an urban community center and agent for change, a positive force in that neighborhood.

## PROJECT DESCRIPTION (CONT'D)

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3. Describe the key elements of the development process, including community participation where appropriate.

Developing the vision for the process was years in the making, driven in large part by needs within the community and spearheaded by leadership within the Board of Directors. Teaching staff working directly with children heavily weighed in on the issue of facility needs, and the potential of an enlarged campus both in terms of reach and depth in programming. Given the organizations close working partnership with its schools and school administration, principals, superintendents and teachers of virtually all grade levels have a voice in reflecting needs among learners of all ages. Inner-City Arts regularly holds a Family Day event, held on weekends, which brought repeated opportunity for parents and other community members to reflect on and respond to the vision for an enlarged campus. Architectural plans (amended several times over the course of two years) ultimately resulted in construction of a scale model, centrally presented in a gallery space in the facility's original building. This model helped to build momentum and enthusiasm for the process of building yet ahead, and brought the vision to the realm of reality for the many persons involved in its making. Wide-reaching support and buy-in for the collective vision of this diverse community greatly facilitated fundraising efforts throughout the multi-year Capital Campaign undergone.

4. Describe the financing of the project. Please include all funding sources and square foot costs where applicable.

The Project reflects an expansion to the original campus building, the Mark Taper Center/ Inner-City Arts Building. A first phase of expansion, completed 2003, opened the new Visual Arts Complex and courtyard funded with government support by the Los Angeles Community Redevelopment Agency and the City of Los Angeles Proposition K funding.

The third and final phase completed summer 2008, was the addition of the Parent-Teacher Resource Center funded by the S. Mark Taper Foundation, and the opening of The Rosenthal Theater, The Hinchliffe Family Curriculum Development Center, and W.M. Keck Foundation Ceramics Complex. This phase also saw establishment of the Alissa Michelle Tishler Children's Garden, funding for which was raised over a number of years through a family network.

As indicated by the names of these varied facilities, major funding has been attained through a number of private foundations including a gift of \$2 million from the Rosenthal Charitable Trust, and \$850K from the Hinchliffe Family. Additional foundation support in excess of \$3 million was secured from grants of \$100K from the W. M. Keck Foundation and Weingart Foundation, and \$250K from the S. Mark Taper Foundation, and the Ahmanson Foundation. Major corporate support of \$100K was provided by Capital Group. The Project received \$118,000 in government support, through a competitive proposal to the Los Angeles Community Development Department. A lead gift toward the second phase of the Campaign, in the amount of \$1 million, was awarded by The Annenberg Foundation, and individual donors provided more than \$300K in support.

5. Is the project unique and/or does it address significant urban issues? Is the model adaptable to other urban settings?

The Project's most significant impact may be with the improved capacity of our city's educational system to address the critical learning, language and development needs of underprivileged children. By providing a non-school resource for school-day instruction that promotes creativity while enhancing the ability of children to succeed in school, the Campus Expansion Project represents a unique, community-based solution to an extreme lack of resources. The Project helps meet a critical demand for instructional services among children facing severe barriers to attaining quality education, and is adaptable to other urban settings with similar need.

Further, the Project demonstrates the enormous potential for community development within a depressed urban community through the creation of cultural facilities geared toward children. With the Project's completion, one of downtown's most depressed areas has been transformed, drawing the bleak Industrial District into the Architectural Renaissance of the downtown area. The Project creates a learning environment that is sensitive to the needs of children and effective in enhancing the ability of educators and artists to effect positive change in the lives of children and youth. Arts programs engage the creative potential of children in positive ways that not only assure their healthy development, but also enrich community life.