

To: Linda Crowe, BALIS Executive Director

RE: Bay Area Library and Information System Innovation Fund Program

1. Title of the project: Cultural Arts Literacy Program

2. Library/Committee applying for funding

Name: Berkeley READS Adult & Family Literacy Program

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Mailing Address: 1125 University Avenue Berkeley, CA 94702

3. Amount of funding requested: **\$3,749.50**

4. Provide a one-paragraph project summary.

The Cultural Arts Literacy Program will introduce art into the lives of the adult learners and with this knowledge they will have more ways in which to express their creative abilities. The program is designed to center around arts activities, including visiting Bay Area museums that exhibit a broad array of art styles, techniques, and cultures. Hands on arts activities will be provided as follow up to complement the museum visits. Learning and literacy will be incorporated before, during and after each into museum visit. Before the visit the adult learners will do research and learn about the current exhibit, gaining an understanding of what they will see. During their museum visits they will read art labels, exhibition signs, pamphlets, and discuss the art amongst themselves and the docent. After the visits the tutors will work with the adult learners on literacy skills that directly relate to the art. The hands-on component is designed to create a balance in learning; the adult learners see and learn about their community art resources and enable them to develop their own creativity.

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2. Explain how this project fits with the library's strategic directions.

The goals and initiatives proposed in the Berkeley Public Library Strategic Plan 2008-2011 are designed to strengthen and support the service priorities identified by staff and community

members, including the initiatives *Lifelong Learning – Satisfying Curiosity* and *Reference – Get Facts Fast*. Reaching non-users involves responding to the reasons why they do not use the library, and Berkeley Public Library continues to identify and explore the library service needs of the underserved communities in Berkeley and to pursue opportunities for extending library services beyond the Library's physical facilities. The library's strategic goals this project most fits with are Strategic Goal #5: A broader base of Berkeley residents are habitual library users, Strategic Goal #6: Adults frequent libraries for their higher quality programs, and Strategic Goal #7: Patrons use with ease Berkeley Public Library's content-rich and accessible electronic resources.

3. A description of the proposed project including the population served and the demographics of that population.

Proposal Summary

Berkeley READS is requesting funding for a new and innovative Cultural Arts Literacy Program. We noticed a need in our adult learners when they began to talk about learning more than spelling, phonics, and other more traditional literacy approaches. The idea to study art came from a conversation we had with one of our learners that soon became a group discussion with the learners participating by sharing their arts interests.

We did research on arts education and noticed that there are close ties between arts education and literacy skills. People who study art are able to express themselves better, gain better literacy skills, and have higher levels of self-esteem. The combination of learning about art, making art, and talking about art will be motivating and inspirational and contribute to the whole person in the form of Cultural Arts Literacy.

The Cultural Arts Literacy Program will introduce art into the lives of the adult learners and with this knowledge they will have more ways in which to develop and express their creative abilities. The learners helped to design the program and through interviews and surveys we were able to ascertain which museums and art techniques the learners would most like to study. Volunteer tutors will be a big part of the program as they will attend the arts events and tie the arts experience into the literacy lessons.

We built the program around arts activities choosing Bay Area museums that would exhibit a broad array of art styles, techniques, and cultures. Arts activities are designed to complement the museum visits. Learning and literacy will be incorporated before, during and after each into museum visit. Before the visit the adult learners will do research and learn about the current exhibit, gaining an understanding of what they will see. During their museum visits they will read art labels, exhibition signs, pamphlets, and discuss the art amongst themselves and the docent. After the visits the tutors will work with the adult learners on literacy skills that directly relate to the art.

Berkeley READS adult learners have little or no experience in the arts. Yet, upon a trip to the Berkeley Art Museum it was clear that the learners were extremely drawn to this experience. One student wrote about his experience and requested a second trip to see his favorite paintings again. Each learner talked about his or her experiences at the Museum and thanked us for taking them. Currently we have partnerships with the Judah L. Magnes Museum, Cal State East Bay Art Gallery, and the Museum of Craft and Folk Art.

We are asking for \$3,749.50. We have secured in-kind donations from local art stores for supplies and from local artists for reduced rates for their services. Several museums are providing reduced rates for admission and docent tours. Berkeley READS staff and tutors will work to make the program a success. The funds from BALIS will be used as seed money to start up our Cultural Arts Literacy Program.

Our Adult Learners

Berkeley READS serves Adult learners 16 yrs and older who test at 8th grade or below in reading level. This target population includes at-risk, disadvantaged, low-income, underserved, and those from challenging personal backgrounds and home life. Our specific clientele include those with mental health and learning disabilities, those in substance abuse recovery and rehabilitation programs, and individuals who dropped out at 9th-12th grade or earlier.

Berkeley READS Adult Learner Demographics:

206 Adult Learners received instruction in Fiscal Year 2008. Their ages range from as young as 16 years to over 70 years. (CLLS Final Report 2008/2009)

Ethnicities of the 206 Learners

Asian	39
African American	93
Latino	28
Native American	1
Pacific Islander	0
White	8
Other	37

4. The goals and objectives of the project.

Goals and Objectives: Berkeley READS Cultural Arts Literacy Program

Goal 1: Adult learners will be introduced to art from all cultures from which they will gain Cultural Arts Literacy skills.

Objectives

a. to introduce adult learners to multiple art forms by taking learners on field trips to local museums

b. to engage adult learners in hands-on art activities, such as painting, sculpture, ceramics, paper cutting, etc., led by professional artists and library staff.

c. to encourage adult learners to check out art books of interest in the library, write about their arts experiences, and compile a book of art stories.

Goal 2: Adult learners' reading and writing skills will be enhanced due to an interest in art, which is derived from the museum visits.

Objectives

a. to focus directly on reading and writing skills by engaging adult learners in pre museum visits activities of researching museums and exhibits; by reading museum labels and discussing are during museum visits; and by writing about art works and researching art works and artists in books and online.

b. 50% of the learners will exhibit increased motivation to write about arts experiences and read art related materials.

Goal 3: Communities and families will benefit from the art and cultural experiences of the learners.

Objectives

a. to engage adult learners in discussions and in sharing their art experiences and writings with their families, friends, local community at large by speaking at events/ tutor trainings/panel presentations and within leadership roles. In turn the community will be enhanced with newly skilled and educated community members and be informed about the issues of adult literacy.

b. to support adult learners in their desire to pursue further art studies by assisting them with college applications, internship paperwork, and designing a course of study. Adult learners will bring their skill sets and experience as a positive contribution into their communities

c. to participate in local community events adult learners will share their art experiences and/or writings

5. The project timeline (activities)

Adult Learners along with staff and volunteers will participate in one activity per month. Beginning with a visit to a Bay Area museum one month and followed by an arts activity the next and alternating monthly for one year. Proposed museums to be visited and art classes designed to compliment the museum visits are as follows:

Month 1: SF MOMA

Month 2: Class: Painting (local artist)

Month 3: Museum of the African Diaspora, SF

Month 4: Class: African American Visionary Artists/Museum of Craft and Folk Art

Month 5: Oakland Museum

Month 6: Class: Sculpture (local artist)

Month 7: Phoebe A Hearst Museum/Anthropology, UC Berkeley

Month 8: Class: Ancient Greek Ceramics/Museum of Craft and Folk Art

Month 9: Judah L. Magnes Museum, Berkeley

Month 10: Class: Collage/Poetry/Family History (Berkeley Library Staff)

Month 11: Asian Art Museum, SF

Month 12: Class: Indonesian art: make shadow puppets out of paper

6. The evaluation of the project

Evaluation Criteria

Berkeley Reads Cultural Arts Literacy Program will be evaluated on an ongoing basis during the first year. After the first year, changes to the program may be made based on evaluation feedback. Evaluation criteria will consist off giving a short survey to the learners, staff, and volunteers following each field trip, monitoring student enrollment to see how the numbers change during the months of the program, and completing monthly reports to show increase in learning and changes in learner behavior.

Goal/Question	Measurement	Timeline
<p>Goal 1. Gain Cultural Literacy from exposure to art and culture</p> <p>Q1. How will we know the learner has achieved this goal?</p> <ul style="list-style-type: none"> •Learners will create book about their experience •Learners will discuss art and relate it to their lives and the society around them 	<ul style="list-style-type: none"> • Track progress on book the students will make of their experiences in the program • Track progress on literacy: reading and writing • Personal interviews with learners 	Every month
<p>Goal 2. Gain self-esteem</p> <p>Q: How will this show up?</p> <ul style="list-style-type: none"> •Learners will show their newly gained self-esteem in their literacy work (reading, writing, speaking) •Learners will demonstrate new interests and have more confidence 	<ul style="list-style-type: none"> • Surveys and questionnaires • Personal interviews with learners • Track new interests, job interests and skills 	Every month
<p>Goal 3. Communities will benefit</p> <p>Q: How will this be done, where?</p> <ul style="list-style-type: none"> • Learners will speak at community events and share their stories • Learners will share their stories at tutor trainings • Learners will share their art in a student exhibit at the Library 	<ul style="list-style-type: none"> • Attend community events and witness success • Personal interviews with learners • Measure interest in the program by new tutors signing up and learners desire to stay in arts program. • Track learners interest in arts exhibit participation 	Every two months

How We Measure Success

The learners will express enthusiasm about their arts experiences. They will share their experiences in a book that we will create and in the art exhibit that will display their art. Learners will be motivated to read and write, as the art they see will inspire them. Literacy skills will translate into larger life skills. And, learners will share their knowledge with their families and with their communities.

At the end of a six-month period at least 50% of the learners who have participated in the Cultural Arts Literacy Program will have exhibited a difference in pre and post knowledge of art and are able to use this in their daily activities.

7. The project budget.

Budget Summary	Total Cost	Position	Activities	Computation
A. Salaries	\$1,988.00	Literacy Instructor / Onsite Coordinator Work with adult learners, train volunteers, coordinate lesson plans, organize / coordinate / attend museum visits	Book & art exhibit project Onsite coordination	\$28/hr x 11 hrs = \$308 \$28/hr x 60 hrs = \$1680
		Museum Visits		
B. Museum Fees	\$750.00	SFMOA Museum of the African Diaspora Oakland Museum Phoebe A Hearst Museum/Anthropology, UC Berkeley Judah L. Magnes Museum Asian Art Museum	6 visits	\$10/visit x 15 students x 4 museums = \$600 \$5/visit x 15 students x 2 museums = \$150
		Description		
C. Art Classes	\$680.00	Painting and sculptor classes by local artists and instructors from Museum of Craft and Folk Art	5 classes	\$100/class x 2 classes = \$200 \$160/class x 3 classes = \$480
		Mode		
D. Transportation	\$331.50	BART Bus	4 round trips	\$7.30/rt x 15 students x 2 trips = \$219 \$3.50/rt x 15 students x 1 trip = \$52.50 \$4/rt x 15 students x 1 trip = \$60
E. Total	\$3,749.50			