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July 23, 2019

University of Arizona
College of Fine Arts
PO Box 210258
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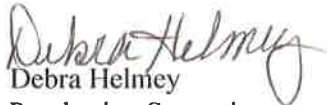
Attn: Holly Holmes

SUBJECT: renewal of RFP 19-03-23, Performing Arts Instructor

Dear Ms. Holmes,

This letter is to advise you that the above agreement has been approved for renewal for the second year with no changes to the awarded terms.

Sincerely,


Debra Helmey
Purchasing Supervisor

Attachments: 7

C: Dr. Ed Dawson
bid file RFP 19-03-20



THE UNIVERSITY OF ARIZONA

College of Fine Arts

Outreach Programs

CFA in Schools

888 N. Euclid Ave, Room 203

PO Box 210258

Tucson, AZ 85721-0158

520 626-6904

<http://inschools.cfa.arizona.edu>

UpBeat, Step Up, Music First, and Lead Guitar

July 23, 2019

Dear Debra Helmey,

Thank you for your recent inquiry regarding the status of the RFP 19-03-23 Performing Arts Services with Sunnyside Unified School District.

CFA in Schools would like to renew the agreement for the 2019-20 academic year. We request no changes in the Terms and Conditions as laid out in the agreement signed by the Arizona Board of Regents and approved by you in October 2018.

Thank you for your collaboration, and we look forward to another great year of arts education in Tucson and Arizona.

Sincerely,

Brad Richter
Executive Director, CFA in Schools
University of Arizona's College of Fine Arts
bradrichter@email.arizona.edu
520-621-0342

Holly Holmes
Assistant Director, CFA in Schools
University of Arizona's College of Fine Arts
hollyholmes@email.arizona.edu
520-626-6904



**CFA IN SCHOOLS PROPOSAL FOR PERFORMING ARTS INSTRUCTION SERVICES
OUTLINED IN THE RFP 19-03-23 BY SUNNYSIDE UNIFIED SCHOOL DISTRICT**

- 1. Background information: Offeror shall provide detailed information on the type of business, length of time doing business, and location of business, number of employees, training programs for employees, etc.**

The nature of fine and performing arts is to engage, inspire, and transform, characteristics that make the arts uniquely suited for outreach. In order to serve the broader community, The UA College of Fine Arts (CFA) developed CFA in Schools, a family of in-school arts outreach programs created by Brad Richter and Jory Hancock, Director of the UA School of Dance and Associate Dean of CFA.

CFA has a many decades long tradition of reaching out by inviting K-12 students to campus to engage in the arts. Wildcat Art, String Project, and Adventure Matinees are among dozens of current programs offered. As successful as these programs are at bringing kids to campus, they are not able to reach children who do not or cannot access campus due to a variety of issues including poverty, language barriers, transportation, and adults who are disengaged.

When Lead Guitar's Executive Director Brad Richter joined the CFA staff as the Director of Outreach in 2013, an opportunity was created to focus the teaching assets of the University of Arizona on in-depth arts instruction for the most socio-economically challenged schools and students in Arizona. Having seen the overwhelming anecdotal evidence that Lead Guitar was changing the lives of some of the most disenfranchised kids in the state and envisioning the potential of creating Lead Guitar-like programs for other arts disciplines, Jory Hancock, then Dean of the College of Fine Arts and Director of the School of Dance, began to collaborate directly with Brad Richter to build three new in-school arts programs using the Lead Guitar model: UpBeat (hand-drumming), Music First (K-2 music fundamentals) and Step Up (dance) which coalesced under the moniker CFA in Schools (CFAiS).

CFAiS partners with schools to provide daily arts instruction and access to on-campus engagement experiences to thousands of Southern Arizona K-12 students from challenging socio-economic circumstances. CFA in Schools builds sustainable arts programs in partnership with public schools and their staff by pairing a master arts instructor (often UA graduate students, professors or alumni) with a certified teacher already employed by the school. This has the effect of increasing a certified teacher's job security by adding hours to their schedule and new skills to their resume.

Schools with pre-existing arts programs that partner with CFAiS have shown an average 174% increase in the total number of students participating in the performing arts. More startling is that nearly 40% of the schools hosting an UpBeat, Step Up, or Music First program in Arizona had no pre-existing arts class of any kind.

Like Lead Guitar, CFAiS is overseen by Brad Richter and Holly Holmes, who bring LG's 18 years of experience to pair with the talent pool and teaching knowledge of UA staff, faculty, and graduate

students. In addition to the eight key contributors and curriculum authors for CFAIS listed below who are leading experts in their field, we employ four recent or current graduate students of UA. They are trained in the use of their particular curriculum and observed by their area supervisor and curriculum author throughout the school year.

- 2. Key individuals assigned to District: Offeror shall clearly detail the personnel that will be assigned to the District for the duration of the project. This information shall include sufficient background information on the personnel to include educational history, advanced degrees, certifications, number of workshops given, length of time doing this type of service.**

In 2013, The College of Fine Arts invited **Brian J. Harris** to adapt his percussion curriculum for use in the UpBeat pilot program at Nosotros Academy, a Tucson charter school for at-risk students, which was an immediate success among students and staff. Brian adapted his method book *The Snare Drum Plays the Zoo* as the core of UpBeat's curriculum, and the program has grown exponentially to serve seven Tucson-area schools during the 2017-18 academic year including SUSD's Rivera.

Brian J. Harris performed with the Chicago Youth Symphony Orchestra in high school and was hired by the Tucson Symphony Orchestra as a sophomore at the University of Arizona. He has also performed with dozens of jazz, rock, heavy metal, funk, classical, Latin, and country acts in and outside of Tucson. In 2012, Brian was awarded the Distinguished Educator Award by Arizona's Flinn Foundation and his private students are consistently present in the Tucson Philharmonia Youth Orchestra, Tucson Jazz Academy, and a variety of honor bands. A number of students have won awards in various Tucson concerto competitions, as well as positions in nationwide programs, including the Juilliard Percussion Seminar, Dave Brubeck's Jazz Colony, the Stanford Jazz Workshop, Interlochen Arts Academy, and the Aspen Music Festival.

Dr. Sylvia Munsen and **Gloria Day**, are the authors of CFAIS' Music First curriculum and oversee the delivery of the curriculum and training of teachers. Though we currently have one Music First instructor, Dr. Munsen and Ms. Day are in the process of hiring and training a new instructor to start in Fall 2018. Sylvia Munsen is Professor Emeritus for the UA Fred Fox School of Music. Currently she conducts two choirs and teaches an early childhood class for Tucson Girls Chorus. In November 2017, she established a music education program for the Early Learning Center at the Tucson Jewish Community Center. Sylvia was instrumental in establishing the University of Arizona International Student Teaching Program for the College of Education; in Spring 2018, she will serve as the supervisor for five student teachers in Norway and three in China. Her career spans 45 years teaching early childhood classes, elementary general music, and undergraduate and graduate courses in higher education. In addition, she founded and conducted children's choirs in every community where she lived and created apprenticeship programs for university students to obtain pre-student teaching experience with the choirs.

Ms. Gloria Day received her Bachelor's and Master's degrees in Music Education from the University of Arizona and has two levels of Orff Certification. She has served as president of the Arizona Music Education Association board, adjudicated for regional festivals and was guest conductor for Mesa School District's Honor Choir, Arizona Elementary All-State choir, and AzACDA Cantaramos. Ms. Day has received numerous awards for her work in music education, including Arizona Music Educator of the Year in 2003 and a Top Ten Educator in Arizona in 1988-89.

Step Up curriculum author **Erika Julian Colombi** earned her Master's of Fine Arts from the University of Arizona in 2014, and is currently an instructor at the University of Arizona School of Dance and Pima Community College. She also has Master's of Physical Education from the University of Idaho. She has

performed professionally for Ballet Idaho, Idaho Dance Theater, University of Idaho, and Corpus Christi Ballet. Erika has an extensive teaching career that includes teaching for the University of Idaho, Idaho State University, Pima Community College, and the University of Arizona. She and Marquez Johnson jointly hold Teachers' Workshops for prospective and current Step Up co-teachers in the public schools.

Marquez Johnson holds an MFA in Dance from the University of Arizona as well as a BFA in Dance and a BA in Communications. While working at Flowing Wells High School in Tucson, Marquez served as the director of the National and State Hip-Hop Champion Pulse Dance Company for five years teaching ballet, jazz, hip-hop, modern, and contemporary. He also directed an after-school youth dance program giving students performance opportunities alongside high school students in a variety of dance styles. Marquez worked for the summer arts program in the Flowing Wells Unified School District teaching elementary students elements of hip-hop and jazz.

Brad Richter would oversee all aspects of CFA in Schools program implementation in Sunnyside USD using his 28 years of experience as an artist-educator. In addition to being an avid teaching artist and a collaborator in creating the CFAIS curricula, Brad enjoys a successful career as a composer/performer. He has played nearly one-thousand concerts in North America and Europe and has been a staple on NPR's Performance Today since 2008. An avid collaborator, Richter has performed and recorded his own works with a host of Grammy winners that include David Finckel (Director of Chamber Music at Lincoln Center), the Pacifica Quartet and the Phoenix Chorale. Long-term partnerships of note include cellist Viktor Uzur, with whom Brad tours as the Richter Uzur Duo, guitarist Carlos Bonell, who was also Brad's teacher at the Royal College of Music and the Aspen Music Festival and School where Brad has been an artist-in-residence for twelve years.

Dr. Holly Holmes is Lead Guitar's and CFA in Schools' primary administrator, managing everything from scheduling and communications with our partner schools and teaching artists to finance and grant-writing. She has worked as an administrator for both non-profit and for-profit arts organizations, including as a jazz programming intern for the John F. Kennedy Center for the Performing Arts. Holly earned a PhD in ethnomusicology from the University of Illinois at Urbana-Champaign and conducted dissertation research in Brazil as a 2011 Fulbright Scholar.

Dr. David Betts will assist in the design, implementation, and analysis of program evaluations for CFA in Schools. Dr. Betts is a Professor Emeritus of Practice in the Department of Teaching, Learning, and Sociocultural Studies. He taught in the Language, Reading & Culture program, with an emphasis on integrating literacy, technology, and the arts and in working with diverse populations. Dr. Betts' research has since taken him into a variety of Southern Arizona neighborhoods, into middle school language arts classrooms, and charter schools, where he documented classroom activities and teacher behaviors. His research in the integration of art and technology in education includes work with Southeastern Arizona Arts in Academics, Wildcat School, Access Tucson, several local school districts, and the Pascua Yaqui Tribe of Arizona's Department of Education. Dr. Betts is past-president of the Arts and Learning SIG of the American Educational Research Association. Board membership includes Arts Integration Solutions, Access Tucson, Arts Genesis, Kiwanis de Amigos, and the Media Arts Committee of the Tucson Pima Arts Council.

- 3. Scope of Services: Offerors shall provide a detail on the scope of services, that will be made available to the District. This will be a detailed listing of capabilities, resources, etc., that will be available to the District if awarded a contract. This shall include the specifics on all your costs of services available.**

UpBeat provides in-depth percussion instruction for Grades 3-8 with a focus on reading in standard notation, ergonomic technique, ensemble playing and performance.

Step Up provides a three-tiered dance program that touches on Ballet, Modern and Jazz using hip-hop music to connect those foundational techniques to youth culture. Step Up is available for grades 3-12.

Music First provides core music fundamentals through singing, movement and simple instrument experiences that prepare students for focused instrumental music study by third grade.

All CFA in Schools programs provide:

- 70 hours of on-site, in-school instruction for students from a Master Instructor in percussion, dance or early childhood music.
- Up to 10 hours of additional instruction, including private lessons for students or school's teacher, depending on need.
- 8 annual hours of Professional Development for certified teachers to train them in our curriculum and to co-teach the school's new arts class
- Arts Standards-based curriculum and support materials in digital format
- Access to in-school performances from world-class touring artists
- Co-facilitation of one performance at the school
- Access to University of Arizona on-campus student performances, engagement opportunities, master classes, and free or low-cost event attendance

Through our partnership with Remo, UpBeat schools can purchase drums at or near the manufacturing cost. Curricula for all CFAiS programs will be available through our website:

<http://inschools.cfa.arizona.edu/>

- 4. Experience: Offerors shall provide a minimum of three clients where similar services have been performed. Information shall include name of account, contact person, phone number, and brief review of services performed. Preference may be given to those offerors able to list educational clients Pre-K-12.**

Flowing Wells Schools – Dr. David Baker, Superintendent, david.baker@fwusd.org, 520-696-8801

UpBeat has operated highly successful programs in Flowing Wells that have been used as a substitute for General Music in order to ensure students have exposure to a more in-depth instrumental music experience. UpBeat has programs at Homer Davis, Laguna, Richardson and Walter Douglas Elementary Schools.

Nosotros Academy – Paul Felix, Principal, info@nosotrosacademy.org, 520 624 1023

Nosotros hosted the very first UpBeat program in 2013. The program is continuing stronger than ever and now includes an advanced class. Nosotros students have enjoyed visiting artists in their school like recycled Percussion and participated in countless UA on-campus activities including performing with Broadway Star Ben Vereen.

Ocotillo, Early Learning Center – Paul Ohm, Principal, paulo@susd12.org, 520 543 3600

Ocotillo hosted a particularly impactful Music First program last year that served 245 kids and included two major public performances: MLK Day at the UofA and a performance with Ben Vereen.

5. **Fee Schedule:** Offerors shall provide specific detail by section on their fee schedule. All though a flat hourly rate is preferred, a sliding scale, and/or commission schedule may be proposed. The fee schedule shall be complete covering all potential costs points including correspondence and travel (if necessary).

Program fees are determined according to a school's FRPL (Free and Reduced-Price Lunch) % of qualified students.

- For schools with 80% or above, programming is free.
- Schools with 50-79% contribute \$1,500 towards the cost of their Lead Guitar program and
- Schools with 49% or fewer eligible for FRPL contribute \$3,000.

If a School has more than 80% of its students on the Federal Free and Reduced Lunch Plan, it is NOT required to contribute funds from its own budget to cover the cost of implementing the program. Each program costs CFAiS approximately \$7,250 per school to operate for one academic year and does not include the cost of instruments.

We do require that many schools who qualify for a free program contribute to our fundraising effort in one of two ways:

Option A) Collaborate on writing and submitting an Arts Learning Collaboration Grant through the Arizona Commission on the Arts. Should an ACA grant application be successful, the grant monies would be passed through your School to Lead Guitar to cover our program costs. Should we fail to receive the grant, CFAiS will waive all program fees. However, failure to submit the grant on time or to respond to grant-related emails could result in the cancellation of a school's program.

Option B) Coordinate with CFAiS on the collection of tax credit donations that can be passed on to CFAiS to help support program costs. These tax credits would be raised by our own pool of constituents who will assign their Arizona tax credit to your School. Therefore, these new tax credits would not impact your School's current tax credit pool.

Any school that would like to host a second CFAiS program, regardless of FRPL %, is required to contribute \$3,000 towards the cost of the second program only.



Risk Management Services
Administrative Services
Division of Business Affairs

University Services Annex 300B
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<http://risk.arizona.edu>

DATE: January 1, 2018

FROM: Steven C. Holland, Assistant Vice President Risk Management Services

SUBJECT: University of Arizona Insurance Coverage

This document is written to describe liability and workers' compensation insurance coverage provided to employees of the University of Arizona by the State of Arizona Risk Management program.

The University of Arizona participates in a program of self-insurance which provides coverage against loss for its employees, officers, and agents under the provisions of Arizona Revised Statutes §41-621 *et seq.* The scope of this statutory self-insurance program includes general, auto, and professional liability, worker's compensation, and coverage of university property. Eligibility for liability coverage also includes volunteers working under the University's direction and control, and to student interns, externs, residents and fellows enrolled in University training programs. Workers' Compensation coverage for state employees is self-insured in accordance with other provisions of the referenced statute. The enabling statute does not specify dollar limits of coverage, or an expiration date.

The applicable wording of this statute is as follows:

A.R.S. §41-621A.3. - The Department of Administration shall obtain insurance against loss, to the extent it is determined necessary and in the best interests of the state on the following:...(3) The state and its departments, agencies, boards and commissions and all officers, agents and employees thereof, and such others as may be necessary to accomplish the functions or business of the state against liability for acts or omissions of any nature while acting in authorized governmental or proprietary capacities and in the course and scope of employment or authorization except as prescribed by this chapter.

The funding source for the self-insurance program described herein is under the appropriation control of the State of Arizona. The Arizona Board of Regents on behalf of the University of Arizona ("ABOR") is a public institution and instrumentality of the State of Arizona and, as such, any indemnification, hold harmless or defense provision is limited as provided by the laws of the State of Arizona, including without limitation Article 9, Sections 5 and 7 of the Arizona Constitution and Sections 35-154 and 41-621 of the Arizona Revised Statutes. Consequently, the University of Arizona is limited in its ability to provide indemnification to other parties in contracts, and is prohibited from naming non-state entities as additional insured parties under the State of Arizona self-insurance program.

This program is administered by the Arizona Department of Administration, Risk Management Division. The University of Arizona's Department of Risk Management Services coordinates this program at the university level, and serves as the university liaison to the State of Arizona for coverage and claim issues. Questions concerning these programs may be directed to Steve Holland at (520) 621-1790 or sholland@email.arizona.edu.