

# VAPA/Music Equity Work

Presentation to the BUSD School Board Feb. 16, 2022

Pete Gidlund | Supervisor of the Visual and Performing Arts | VAPA/Music



# STUDENT PERFORMANCE

Thank you to \_\_\_\_\_ and \_\_\_\_\_  
from the Longfellow Middle School Orchestra who  
played \_\_\_\_\_ by \_\_\_\_\_.



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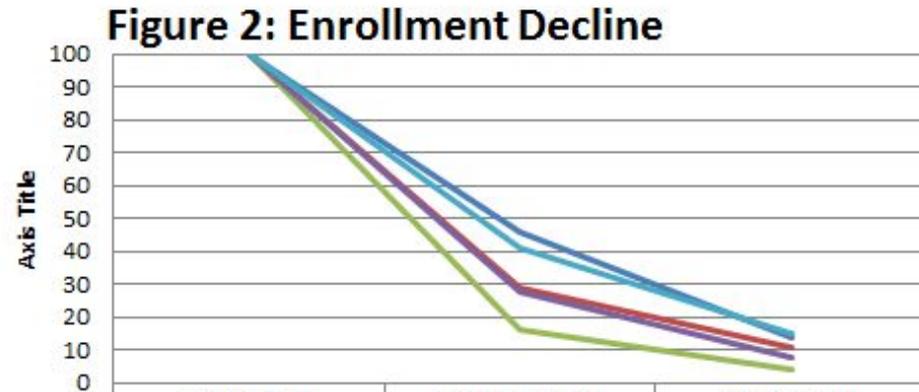
# 4th and 5th grade Music

- All 4th and 5th graders participate.
- 100% of every demographic served.
- Instruments are provided by the district.
- Classes are small inst.-alike groups.

Thank you Berkeley voters,  
tax-payers, and BSEP!

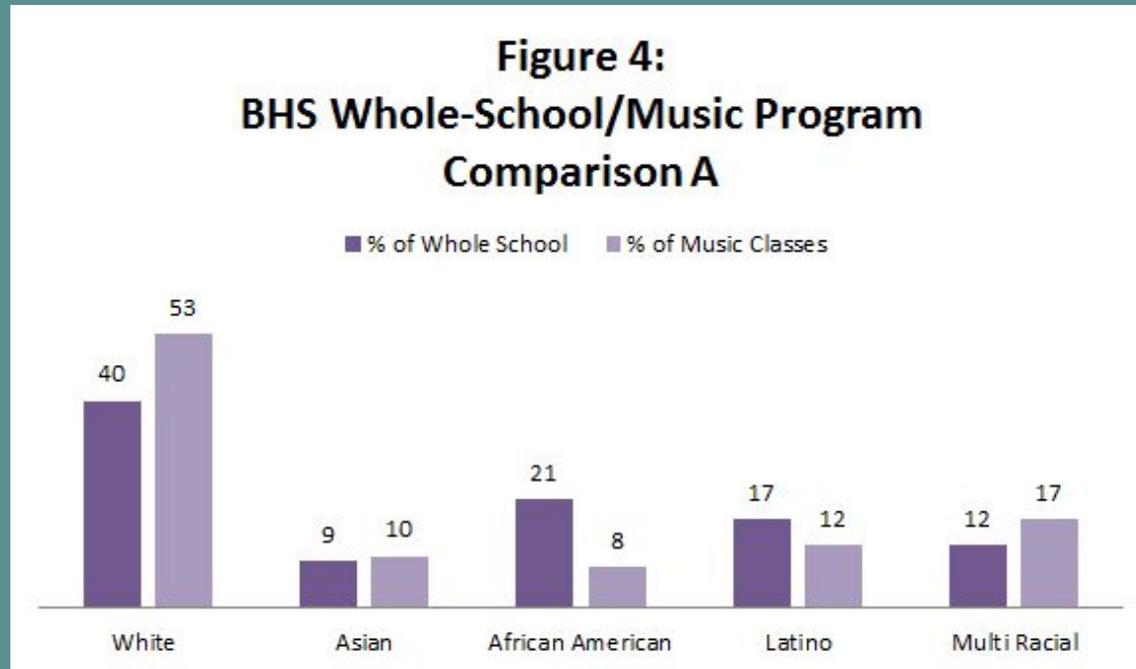


# Equity Challenge: Why do middle and high school music classes contain under-representative numbers of BIPOC students?



	Elementary	Middle School	High School
White	100	46	14
Asian	100	29	11
African American	100	16	4
Latino	100	28	8
Multi	100	41	15

# Equity Challenge: Why do middle and high school music classes contain under-representative numbers of BIPOC students?





## **Equity Challenge: Why do middle and high school music classes contain under-representative numbers of BIPOC students?**

- 1. A Non-Diverse Teaching Team**
- 2. Need for Culturally Relevant Teaching Strategies**
- 3. Need for Parent Input / Parent Groups**
- 4. Lack of visibility / communication / representation**
- 5. Prohibitive School Structures**



# 1. A Non-Diverse Teaching Team

Extensive recruiting:

- Visiting Univ, Colleges, HBCUs Music Credential programs
- Networking at conferences
- Staying in touch / building relationships

Has resulted in:

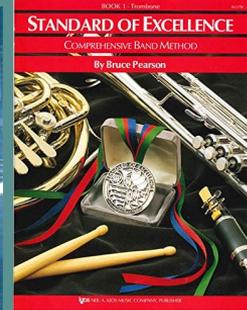
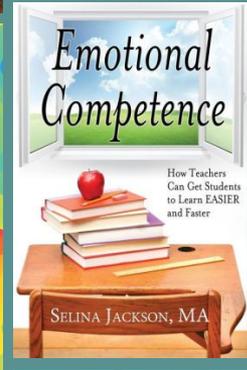
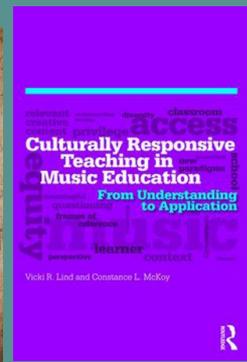
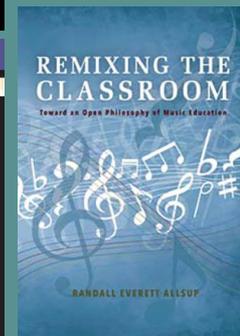
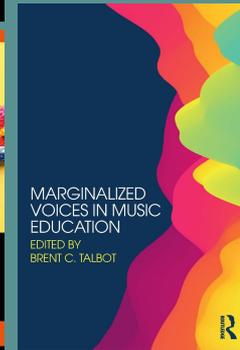
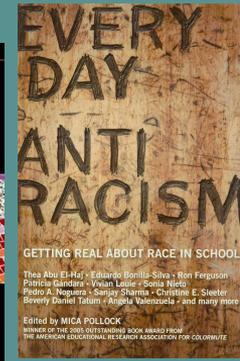
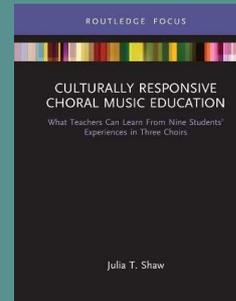
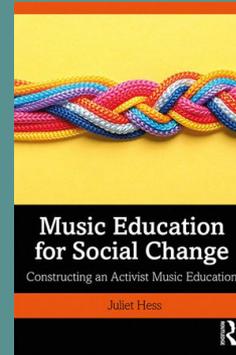
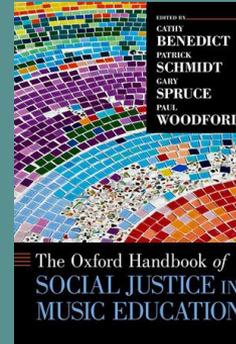
- K-8 Music staff has gone from 5% to 40% BIPOC

# MUSIC STAFF



## 2. Need for Culturally Responsive Teaching Strategies

- Our PD has included book groups and readings from antiracist sources.
- Our Mills Teacher Scholars inquiry project have focused on equity themes.



## (SIDE NOTE)

For more on our inquiry work,  
check out this podcast where  
music teacher JJ Hansen gives a  
fantastic interview!



Steve Barkley  
**PONDERS  
OUT LOUD**

*Teacher Edition*

*Teacher as Professional  
Learner*



### 3. Need for Parent Input & Parent Groups

Parent/Student Advisory Group B.M.I.E. ran  
2018-2021

- Gave input
- Students ran PD sessions for Music Staff
- Group put on BIPOC-focused Events

VAPA is currently starting a large BUSD-wide BIPOC  
parent group just for music!

## 4. Lack of visibility / communication / representation

Created a position for a MUSIC Family Engagement and Equity Specialist !

- Hired Jay Whittington
- Jay implements programs within our Equity Plan
- Jay works with underserved/underrepresented students and families within the Music Dept.



## 5. Prohibitive School Structures

- Working to expand to digital music at secondary
- More course offerings like guitar, ukulele, choruses, etc.
- Checking students' schedules for overlap, etc.



# What are we working on now?

Leveled Equity plans

Multiple programs initiated by the Equity Specialist

Major shifts in funding for equity measures

Continued Recruitment



# 3-Tiered Equity

## EQUITY PLAN 1

### Equity Plan Phase 1

1. Recruit to Produce a Diverse Applicant Pool
  - o Supervisor visits colleagues to make contact with future applicants
  - o Develop and maintain relationships with possible candidates
  - o Who does this: Supervisor
2. Cultural Competency Professional Development
  - o Guest speakers, book groups, Mill Teacher Scholars, etc.
  - o Who does this: Supervisor and Equity Specialist with Teachers
3. Form a Music Parent Equity Group
  - o Who does this: Equity Specialist and Supervisor
4. Increase Visibility and Communication
  - o Webinars, events, communication, etc.
  - o Who does this: Equity Specialist and Supervisor
5. Create Alternatives to Institutional Structures that Promote Racially Predictable Access in Music
  - o More classes with more choices, fix DHS small school imbalances, create choruses at BHS and all 3 middle schools, etc.
  - o Who does this: Supervisor

Phase 1 Progress Report on next page.

SUPERVISOR FOCUSED

## EQUITY PLAN 2

### Equity Plan Phase 2

1. Develop a culturally diverse curriculum that addresses the racial, cultural, and historical context of the music they are learning.
  - District adopted texts/books that are culturally relevant
  - Differentiated or adapted supplemental curriculum that tells historical/cultural story
  - Who does this: Teachers and Equity Specialist
2. Support teachers to create "canon" of culturally relevant repertoire that represents diverse composers and performers (BIPOC, women, LGBTQ+, etc.)
  - Who does this: Teachers and Equity Specialist
3. Develop student leadership within the BIPOC student musician community.
  - Music Immersion Day camp
  - Student council/vars of several groups
  - Who does this: Equity Specialist and Supervisor
4. Create events for students (to both perform and to observe) that promote the historical influence of BIPOC musicians and that represent and empower students of color.
  - Students will perform at BHSO festival festivals and events that focus on diversity
  - Students will attend BHSO-focused seminars and guest performances from diverse composers and performers
  - Who does this: Equity Specialist, Teachers, and Supervisor
5. Shift Funding to accessible/affordable equity initiatives
  - Who does this: Supervisor
  - WAFI Budget to include:
    - o LITM Equity Grants
    - o BIPOC Music Immersion Day Camp
    - o Student Parent Choir Program
    - o Family Access events and guest artist appearances
    - o BIPOC Artist-in-Residence program
    - o expanded after school music and arts opportunities
    - o funding for Black Music Month, Black History Month, and Black History Month
6. Support Current Music Teachers of color
  - We will have support BHSO "COE" network by:
    - o Provide Meeting Space
    - o Organize regular meetings with speakers, snacks, social networking
7. Liaise between special ed staff and Music Teachers to support students with IEPs
  - Create data base of IEP needs relevant to each school
  - Support teachers in accessing student IEP materials

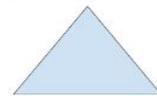
EQUITY SPECIALIST FOCUSED

## EQUITY PLAN 3

### Equity Plan Phase 3 (UNDEVELOPED CONSTRUCTION)

Note: Teachers are currently in the process of creating a classroom-centered Equity Plan

1. Deliver a diverse background of musical repertoire that is composed of authentic sources.
  - Create "canon" of culturally relevant repertoire that represents diverse composers and performers (BIPOC, women, LGBTQ+, etc.)
  - 
  -
2. Create classroom atmosphere that is culturally responsive in both pedagogy and management.
  -
3. Commitment to collegial support
4. Implement consistent and respectful communication with families and community
  - Needs-based tiered system of home communication



TEACHER FOCUSED

Link to these documents in chat





# BIPOC-Focused Programs

- **Symposiums: seminars and guest performances from diverse speakers and performers.**
- **Music Immersion Day camp**
- **Form large parent groups**
- **District-adopted music textbooks that are culturally relevant**
- **Staff-created or adopted supplemental curriculum that tells historical/cultural story**
- **BUSD-hosted festivals and events that focus on diversity**
- **4th grade CA history/music curriculum development**
- **Mentorship programs**



## Major Shifts in Funding to Equity Measures

- **1.0 FTE Equity Specialist**
- **Outfitting of BHS digital music lab (\$40k saved per year)**
- **Funding for BHS African American Studies**
- **Diversity-focused events and guest artists/speakers**
- **BIPOC music mentorship program**
- **expanded after school music and arts opportunities**
- **BIPOC Music Immersion Day Camp**
- **Multiple Parent Equity groups**

# THANK YOU!

