



## 2015CCX WORKSHOP • TO DO CHECKLIST

### What:

- To offer a rich cultural arts program that represents the fastest-growing immigrant community in the country [in the case of Rhode Island, to highlight the second largest Latino group in the state, i.e. the Puerto Ricans], but that also provides an opportunity for *all* students and teachers in a school located in an undeserved neighborhood to experience and appreciate Latin American arts and cultures.
- In the absence of arts funding and programs, to enhance the school curriculum & support educational standards (PARCC<sup>1</sup> or Common Core): Social Studies, Language Arts: Reading, Writing, Spelling, Speaking and Listening, Language (Spanish), Math (measuring, addition, subtraction, shapes).

**Purpose:** To *support* educators and students in fulfilling educational standards:

- **To help *all* students value and understand other perspectives and cultures.**
  - Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
  - Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively.
  - *Through reading assignments and listening to practicing artists and community members representative of the [Latino] cultures you are highlighting and who bring a new worldview to your normal classroom discussion, students can vicariously inhabit worlds and have experiences much different than their own.*

### Who: Key Partners/Stakeholders

- Government officials and stakeholders (AC+T – Mayor’s Office)
- School Administrators: (Providence School Dept.) Superintendent, Department Heads, Community Liaisons, School Communications Dept.
- All students who are college and career ready in Reading, Writing, Speaking, Listening, and Language. And also those who you can support by reconnecting them and their families with their culture/heritage of origin.
- Teachers: (shop, art, history) – reading, math, language arts
- Local Latino artists: (Lydia, Yoruba2, Carlos, Lorena)
- Local arts organizations: (PRIAA and RILA and ¡CityArts!)

### Where:

- Public Schools – Administration Office
- Selected School(s)
- Arts organization (or other) performance and/or workshop space
- Community space for performance and/or workshop

**When:** Build and develop program around best time of the year to incorporate within the school curriculum and class schedules.

### January – September 2014

- **October – April** – During late Fall and Spring semester, meet with officials and stakeholders to learn about procedures and set up timeline that works best for all. (City of Providence: Mayor’s Office (AC+T) and Providence Public School Administrators)
- **April – June** – Work directly with teachers, students in class and also parents and community residents.
- **June-August** – Further incorporate community members, other artists and youth.

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<sup>1</sup> The **Partnership for Assessment of Readiness for College and Careers** (PARCC) is a consortium of states and the District of Columbia that are working to create and deploy a standard set of K-12 assessments in mathematics and English. Within PARCC, states base the content of these assessments on what it takes to be successful in college and careers in the future. These examinations also coincide with the full range of the Common Core State Standards Initiative to make certain that standards are present in classrooms



- **September** – Circle back in Fall semester and re-engage with teachers, students, families, community organizations, community members through public programs and dialogue. *Show how what was learned in a school setting connects directly with community.*

#### How:

- Know your mission and don't stray. Part of that is to know what is your duty as an arts [and Latino community] advocate and always be ready to do your job.
- Build community connections and trust. Always know your audience and be a strong ally to all.
- Build relationships and flexible systems.
- Be aware of local resources – funders, community and governmental allies, the creative sector.
- Scan the landscape and be aware of potential opportunities – to acquire funds and to form partnerships.
- Identify partners and collaborators; scan the landscape based on current needs
  - Don't fall prey to current trends or funders requirements!
- Be strategic – use your mission to educate and incorporate community support (Latino Heritage Month, education reform and focus on common core standards)
- Be informed – attend meetings, network, read national and local reports, etc.
- Recognize that your community members and close allies are your best advocates – solicit feedback and support. i.e. Latinos, artists, board members, volunteers.

#### Outcomes:

- **Public Schools** – Raise awareness among teachers and administrators about the need to offer cultural arts in an integrated manner via the essential coursework (Common Core).
  - Meet with school department key people – administrators and teachers. Use as opportunity to educate and advocate and as school funding is scarce, offer your organization to be the community liaison that will bring cultural arts programs to the school.
  - Attempt to help teachers raise classroom participation and school appreciation by students.
  - Ensure that your arts programs bring parents to the schools/program to meet teachers and participate in children's class.
- **Community organizations** – Offer opportunities to help mainstream (non-Latino) organizations to fulfill their own mission of serving the underserved.
  - Latinos are the largest and fastest-growing group of new immigrants in the U.S.
  - Organizations who do not have Spanish-speaking full-time staff on site can partner with local organizations to better serve their constituents. A win-win for all.
  - Help with engagement and empowerment of parents to participate in these programs.
  - Create deeper cultural connections for youth and connect them to awesome Latino role models.
  - Engage staff of these organizations in planning the activity, but use this opportunity to educate, advocate and inspire.
- **Stakeholders & collaborators** – Raise awareness among funders on the importance of providing grants to culturally competent organizations.
  - Be patient and seek out teaching moments instead of negatively challenging funders.
  - But do not sit back and expect funders and other local resources/sources who learn from you to continue to practice cultural competence.
  - Offer constant support and opportunities for education and advocacy.
- **Latino families** – Communicate. Listen. Educate. Engage.
  - Use evaluation requirements to listen to all participants – staff, youth and parents.
  - Engage parents [youth, if they are accessible] from beginning to end – as you write the grant, promote the activity, the day of the event (don't let them drop off their kids and leave) and be sure to engage their opinion in the final evaluation.