Outreachers: If you build it
they will come……and Twinkle!
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SAA Conference 2014

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Field of dreams

Introduction and History:
Community Outreach for Developing Artists, "CODA" in Wheaton, IL division of Wheaton College Community School of the Arts (CSA)
Early childhood for first level (700), then violin program of 71 students, 10 recorder students, serving Hispanic community, low income, at-risk, partnering with public school and preschool
Community Schools Partnership Initiative Suzuki Strings, Brandon, MB, Canada, Serving a Multilanguage, multicultural community, partnering with New Era School. 25 students

First Steps
1. Vision
2. Seek connections: organization, school
3. Choose a site
4. Decide on the group you wish to serve. Decide which students can you serve now, and then build for the future
5. Design your initial mission statement; this can be revised as you find your niche in the community

Funding
1. Volunteer time might occur more than paid work at first
2. Some sites will donate their room space for no charge.
3. Grants: Have someone on your staff take grant-writing course to learn this skill
4. Who to contact? Foundations, businesses, and current tuition based program families
5. Connect with those you know
6. Branch out to others: letter of introduction and description, send pictures, receptions, invite them to observe the classes

7. Nurture the relationship through contact: Thank you, information letter periodically, invitation to concerts, thank you notes from the students each year for a personal touch
8. Analyze what was rewarded, which foundations fit your program
9. Document your progress, justifying need for funding. Make a quarterly report.
10. What to document: Faculty, number served, demographics, stories from classroom teachers and music teachers on impact, roster with levels of students, assessment results, achievement for the quarter, future plans

Recruitment, finding the students

1. Early childhood first level for CODA program
2. Visibility at school site; students see students going to lessons, performances
3. Recommendation from classroom teachers, music teachers
4. Parent information meeting, observe classes
5. Invitation to enroll
6. Support from administrators, aids in success

Lessons and schedules

1. Early childhood classes as first step (CODA)
2. Lesson and group classes: One lesson class a week, group class, reading class for students of certain age, level.
3. Lesson classes might be larger depending on your funding
4. Teaching the lessons is different than the tuition based program. Sometimes less parent involvement, understanding, slower progress. Also one point lesson, with others observing.

Levels: Divide the students into levels.

1. CSPI Suzuki Strings Program Levels: based on repertoire
    - Beginners, Book 1A, Book1B
2. CODA program levels: Divide students into level, assign class length to level of repertoire, also promotion through attendance, practice charts, assessment
    - Level 1: beginners 5-6 per 30 minute class, often team taught
    - Level 2: second semester students 4 per 30 minute class, added mini group for 10 minutes
    - Level 3: 30 minute class, 3 students plus group class
    - Level 4: 30 minute class 2 students, plus group and if eligible, reading class
    - Level 5: 30 minute lesson, 30 minute group, and reading class, often enrolled in CSA groups

Building Community:

Community within the program:

1. Lessons: students, parents present and observing , often included. (CODA)
2. Students mentoring other students
3. Parents helping other parents: carpooling, mentoring
4. College and high school students aiding
5. Master teachers mentoring younger teachers

Connecting through Performances

1. School assemblies during day for other students (CSPI)
2. Kindergarten orientation, School, preschool Family nights (CODA)
3. Pre-concert programs at the school orchestra concert (CODA)
4. Christmas and year end Concerts
5. Community events, Retirement centers

Connect with other programs

Connect with other outreach program, sponsor clinicians, play-ins

Connections with your own tuition based program:

1. Concerts, social events, workshops.
2. Value: It important that the outreach children see a vision of the future, and the program students to interact with the outreach children, blending the cultures enriches all.

Communication support system

if you get the highest supervisor in your location believing in your program, then the others will follow.

District superintendant, principal, secretary, classroom teachers, and office personnel

Communication with Parents:

1. Parent notebook
2. Website (CSPI)
3. Parent education: materials in other languages, translators
4. Invite guest speakers who can speak the language: El sistema, South American Suzuki teachers (CODA) They can workshop with the children and do a parent session
5. Parents as speakers for parent education.

Communication challenge: learning new repertoire

1. Practicing aides for teaching the repertoire. Due to language challenges, both programs have designed supplemental pages to help teach the new song.
2. Songs written in finger number, note names, color coded on the staff. Also words to the songs in different languages.
3. The students own a Suzuki book and cd. These tools aide in teaching the piece.
4. Students own Magic Carpet by Joanne Martin, used as Pretwinkle level (CSPI)
5. Pretwinkle materials in sheets, color coded (CODa)
6. Demonstration of teaching a new piece with special pages.

Try, try, try again:

1. Some years you will have funding, others less, until your program is established.
2. Persistence: keep it going
3. Be resourceful: Use a reduced schedule on the years with less funding.
4. Serve more children, but over fewer weeks. Have classroom teacher assist.

Benefits/Impact

1. Suzuki philosophy becomes a part of the family relationship
2. Children: at risk children given sense of accomplishment, nurturing environment, growth beyond school offerings
3. Parents; new visions for their children, confidence in operating in English speaking community, connecting with other parents
4. Teachers: rewarding to see the development of the children, families and impact on their life.

Encouragement:

1. Start small, think big, step by step it will grow. Follow that vision!
2. Growth can be exponential
3. Remember the rewards.
4. Reexamine often, adjust and grow into your niche in your community

One of the many rewards of an outreach program is seeing how it connects so many different communities together, along with the students and their families growing together with music lessons.

Join us in Outreach- it is an enriching journey!

Notes:

Wheaton College Community School of the Arts

CODA

COMMUNITY OUTREACH *for* DEVELOPING ARTISTS

One of the primary ways in which CSA serves the local community is though the CODA program. Launched in 2006, the mission of CODA is to seek out and give artistic access to young African-American, Hispanic and underexposed talents in our community who might not otherwise have an opportunity to experience the arts, or to develop their creative abilities

Currently we are in partnership with West Chicago Public School District 33, Educare of West DuPage, and the World Relief DuPage Preschool . CODA now provides weekly music instruction to over 700 at-risk children at five locations. These are children who lack exposure to the arts due to financial and demographic barriers and face serious challenges at school as well as at home.

At District 33, after one or two years of CODA class music instruction, students who demonstrate special musical ability, age and interest are eligible for semi-private violin or recorder lessons with a CODA faculty member. Other students join the program through recommendation and request, as most of the lessons occur during the aftercare program. Most of these students have been in our early childhood classes in the past. The demographics of the students in the schools are 88.5-93% Hispanic, and 69-74%-limited English proficient and 68-93%income.

Currently there are 71 violin students and 10 recorder students and many of these have begun participating in repertoire classes and large-scale performances on the Wheaton College campus.

CODA OBJECTIVES

1. Provide the opportunity for young, under-served students to experience music in order to inspire arts appreciation and cultural awareness.
2. Assist students with limited-English proficiency through music.
3. Offer high-quality instrument lessons to students who demonstrate special ability in the music classes.
4. Contribute to improved academic achievement and character building through disciplined musical training.
5. Support area school orchestras by offering long-term instrument training for low-income students.

Impact: Many scientific studies have outlined the beneficial effects of musical experiences on brain and cognitive development in young children. The link between music and improved language acquisition has been validated in the CODA program . New refugee children, non-verbal in classroom have in many occasions spoke their first words in songs!