

Recommendations

Despite the challenges identified, funded project leaders expressed great hope for the future and the need to work collaboratively within systems. Below are some recommendations and key takeaways for the work ahead.

	Choral Leaders	School Administrator	Philanthropy Staff
CROSS-CULTURAL SINGING OPPORTUNITIES	<p>Collaborate with schools, parents, teaching artists, and others to ensure that their voices inform the program’s design. The most meaningful and strongest partnerships are community-led. This ensures that communities are getting the specific support they need.</p> <p>Recognize the vast potential for continued learning for choral leaders. Do not limit the learning outcomes to only students. This work provides an incredible opportunity to learn about musical traditions outside of one’s own culture and how they intersect with one’s musical experiences.</p>	<p>Recognize and share with district leadership that cross-cultural singing partnerships have the potential to address multiple school challenges, many that may be exacerbated by the pandemic.</p> <p>Harness the power of these partnerships to deepen student engagement, increase attendance, build student confidence and representation, and play a positive role in school culture and mental health.</p>	<p>Deepen access and engagement by specifically funding work that provides community-led opportunities for cross-cultural learning.</p> <p>Prioritize funding projects that work with authentic culture bearers that meaningfully engage communities in the projects’ development and design.</p>
LOGISTICS AND PLANNING	<p>Take time to develop relationships with the school administrators, parents, and other communities you are engaging in this work so both parties can openly share challenges and find solutions. Strong partnerships are built on strong relationships.</p> <p>Address potential issues between partners quickly and respectfully, being open to creative solutions and others’ perspectives.</p>	<p>Support project partners by prioritizing space and time at school and/or organizing additional transportation. If a program must meet after school hours, dedicated space and time on campus and transportation for students can make a substantial difference in alleviating barriers to participation and increasing the program’s reach and impact.</p>	<p>Seek feedback from current and prospective grantees that support schools’ planning timelines, which may mean providing funds well in advance of the school year.</p> <p>Provide multi-year support when possible, to allow for long-term planning and community-led project development.</p>
FUNDING AND RESOURCES	<p>Utilize funding to invest in the people that make this work possible. Many grant partners found it valuable to expand or allocate new resources for staff and teaching artists.</p> <p>Recognize and identify nonfinancial resource needs that will support the people implementing the program in the long term, for example, additional music and materials, more planning time, and/or additional training/learning.</p>	<p>Recognize that partnerships with choral music nonprofits can be a critical avenue for providing new and meaningful arts-based learning opportunities.</p> <p>Advocate and be a champion for nonprofit partners by sharing stories that speak to their success and help them secure additional resources to continue this work.</p>	<p>Take time to understand the specific funding challenges of the communities you seek to serve and provide the flexibility for grant partners to use funds as needed.</p> <p>For example, if a music teacher position has been cut, perhaps providing funding for advocacy work may be more beneficial than supplies. If teachers express a need for culturally relevant music training, consider funding a professional development program.</p>