

THE WORLD INTERDEPENDENCE FUND

Will Host

in

Co-Sponsorship with

The NEW MEXICO SUPERINTENDENT of PUBLIC INSTRUCTION

The DIRECTOR of the NEW MEXICO OFFICE of INDIAN AFFAIRS

The DIRECTOR of the OFFICE of CULTURAL AFFAIRS

The CHAIR of the COMMISSION on the STATUS OF WOMEN

The DIRECTOR of the GOVERNOR'S PLANNING COUNCIL on
DEVELOPMENTAL DISABILITIES

THE NEW MEXICO INTERDEPENDENCE FORUM

NOVEMBER 20 and 21

at the
STATE CAPITOL BUILDING
SANTA FE

An invitational meeting of select leaders to:

- Access and advance growth among school and community based youth leadership programs
- Promote the values and practice of full integration and inclusion of teens with disabilities in the community
- Create alliances and projects of state and national significance with multicultural youth and New Mexico artists

The New Mexico Interdependence Forum will bring together:

- youth leadership development activists
- multicultural and disability constituencies
- public and private policy leaders
- members of the arts industry.

The New Mexico Interdependence Forum will be a unique experience:

a social, cultural,
ethical and intellectual challenge to create
a breakthrough in a long-term action imperative to benefit the
youth of New Mexico!

The New Mexico Interdependence Forum will feature

- opportunities for shared empowerment
- large and small group deliberations
- expert facilitation
- simultaneous graphic recording
- catered dinner and evening theater by Mark Medoff
and
- model access resources for faculty and participants with disabilities.

We truly need your vision and experience.

You are personally invited to attend

and will be contacted by telephone to discuss and confirm
your creative participation!

**Please reserve
Friday & Saturday
November 20 & 21, 1992
for this event**

New Mexico Interdependence Forum
Steering Committee

Loretta Armenta
William Bronston, M.D.
Sam Cata
Chris Isengard
Brennan Mahoney
Helmuth Naumer
Rena Salazar

The New Mexico Interdependence Forum is made possible by public and private grants. Registration materials will be forwarded to you in October. For further information, contact: Brennan Mahoney, (505) 842-3516 days or (505) 266-0429 evenings or William Bronston, M.D. (916) 322-8500.



World Interdependence Fund
745 University Avenue
Sacramento, CA 95825
(916) 922-0100



THE NEW MEXICO
INTERDEPENDENCE FORUM

**FRIENDSHIP
DINNER & THEATER
PROGRAM**

at

**The Museum of International Folk Art
706 Camino Lejo, Santa Fe**

Friday,
November 20, 1992



This evening was made possible with the generous support of

**Nedra Mateucci
FENN Gallery of Santa Fe
and
The National Endowment on the Arts**

6:30 pm

No Host Bar

and

Hors d'oeuvres

Quesadillas with Cheese, Chile, Tomatoes and Onions
Mushrooms stuffed with Sundried Tomatoes, Basil and Parmesan

7:00 pm

Buffet Dinner

Lime and Cilantro Marinated Chicken served atop Black Beans
Vegetarian Lasagna Roll Ups with Spinach, Ricotta and a Shallot

Bechamel Sauce

served with a Mushroom Sauce

Beef Tamales served with Red Chile on the Side

Quinoa Salad with Sunflower Seeds

Green Salad with Hearts and Avocado Slices

with Lemon Vinaigrette

Chocolate Mousse Cake with White Chocolate Icing

Coffee, Decaffeinated Coffee, and Tea

Catering by Walter Burke





8:30 pm
in
The Museum Auditorium

LINDA PIPER
Artistic Director of The Tapestry Players
in
A DECLARATION OF VALUE

then...

MARK MEDOFF
presents
VOICES FROM LAS CRUCES
in
ANOTHER PLANET
...theater in development

A Project of the Middle Schools of Las Cruces
&
The Theater Arts Department, New Mexico State University

These two performances will be followed by a dialogue
between
The Actors
and the
Audience

THE ARTISTS

LINDA PIPER...

received her MFA in Theater Direction from the University of New Mexico. Previously, she was the director of the Black Arts Repertory Theater in Houston, Texas. She has fifteen years experience as a theater director, educator and storyteller. It is her belief that by valuing and embracing differences among individuals in our society, we can encourage people to come together! *The Tapisstry Players Theater Company*, based in Albuquerque, New Mexico, is a non-profit, multi-ethnic touring theater company presenting audiences with fresh, vital, experimental theater. We produce plays and conduct community workshops that explore humanitarian and egalitarian concerns.

MARK MEDOFF...

has achieved recognition as a playwright, screenwriter, and teacher. He won the Antoinette Perry (Tony) Award for *CHILDREN OF A LESSER GOD* and was nominated for an Academy Award for the film script of *CHILDREN*. He received an OBIE Award for his Off Broadway hit, *WHEN YOU COMIN BACK, RED RYDER?*, and an ACE Award nomination for his HBO Premiere movie *APOLOGY*. Among his other screen plays are *CITY OF JOY* and *CLARA'S HEART*. His novel, *DREAMS OF LONG LASTING*, was published by Warner Books in June of this year. He lives with his wife and daughters in Las Cruces, New Mexico, where he is a Dramatist in Residence at New Mexico State University.

VOICES FROM LAS CRUCES...

was begun as an effort "to do something" following a shooting at a Las Cruces middle school last spring. It is a theater, music, and art project involving middle school students, teachers and parents, in addition to Las Cruces community leaders and New Mexico State University faculty. It is aimed, quite simply, at giving voice to a segment of the next generation of citizens of this chaotic planet.

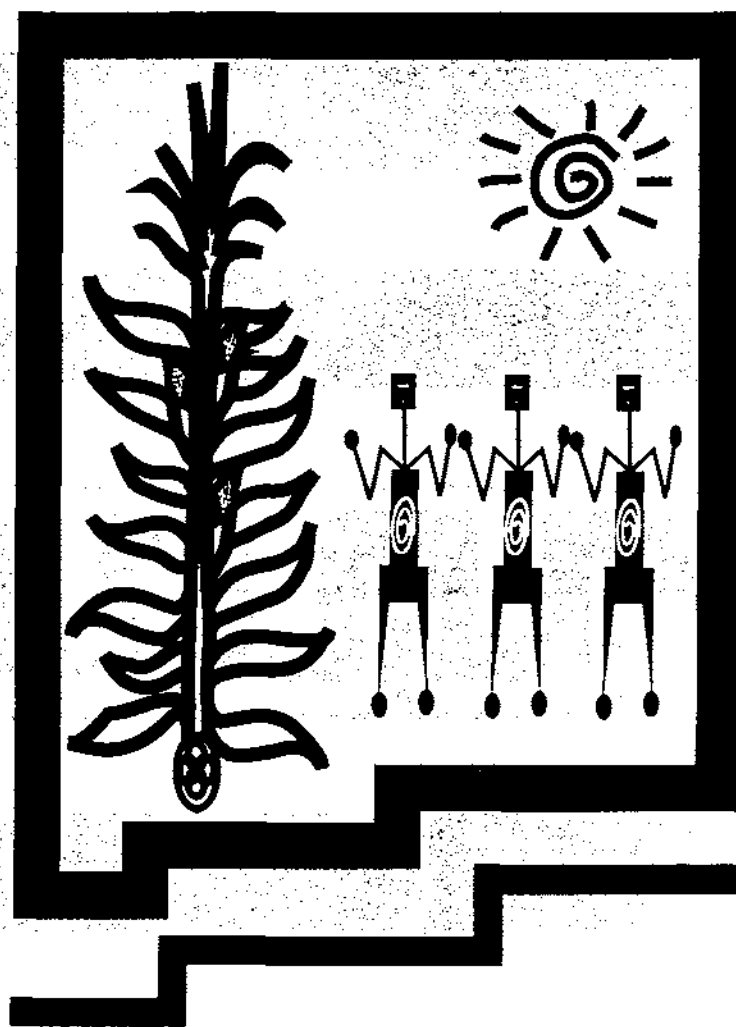
JANINE BLACK
CURTIS BOUNDS
MARGE CARILLO
SHILOH HOLLOWAY

SARAH JONES
RACHEL MEDOFF
VICTOR RIVERA
ALISON RODDEN

SUZANNE SPROUSE



Our gratitude to Mr. Helmuth Naumer, Director of the New Mexico Office of Cultural Affairs,
for his tireless support and guidance in the creation of this event



NEW MEXICO

INTERDEPENDENCE



Here in one place, at one time, gathered a core of the state's multi-cultural leaders, a rainbow of movers and shakers, of dreamers, of artists, of community spokespersons, of teenagers themselves...to make new friendships, to probe new possibilities, to attract and share new resources, to buttress existing breakthrough projects, to find their common strength and to weld common bonds. By introducing the obligation to include **all** young people in a future scenario of exercising and wielding civic power, pursuing the explosive power of communicating through the arts, one could actually touch the inevitability of a new success.

One hundred twenty activists from five realms of experience came together at the New Mexico Interdependence Forum. We met at the seat of state power, within the circle of New Mexico's Capitol, The Round House. We came from New Mexico's East, West, North and South, from:

- ***school and community youth leadership organizations*** – whose focus was teaching and empowering teenage youth;
- ***Native American, Hispanic, African American and disability constituencies*** – cherishing unique cultural identities and advocating for full human rights, economic and social justice;
- ***public and private pinnacles of social policy making*** – legislators, financial resource planners, human service agency and department leaders who interpret our course;
- ***the Arts industry*** – creative artists, promoters, wizards who are the engineers of value and beauty;
- ***teen voices*** – apprentices and journeymen to the adult activists with their great spirit and energy, hopefulness and determination.

Each of the Forum's five work groups created a set of recommendations. Each expressed an undeviating need to invest in the building of a new and connected youth leadership movement throughout the state.

Scaffolding was established from the Forum :

- ***First***, the explicit solidarity of the dozen youth organizations who attended to continue communicating and seek joint action,
- ***Second***, the call for a common leadership training event,
- ***Third***, the creation of an Interdependence Arts Industry Organizing Committee, and
- ***Fourth***, the establishment of the Interdependence Unity Council, a coordinating, planning and policy body, pledged to carry the vision and organizing work forward.



***A beginning, just a beginning, much like seedling corn
whose life is so interdependent, requiring both human
hands and nature to grow.***

BUILDING THE POWER

■ TEACH YOUTH

Teach youth the attitudes, knowledge and skills needed to exercise their collective leadership, wisdom, imagination and influence in shaping future society.

A pyramid of leadership building training events is needed to firmly link school and community youth groups across culture, geography and economics. The teaching of enduring human and cultural values, commitment to full inclusion, civic activism, and service to others as a basic paradigm is the order of the day.

One by one New Mexico's youth programs must be brought into the circle of discovery of common interest, prioritized challenges and strategies of mutual support and program sharing for the long term. The first challenge is to overcome the apprehension of involving youth with disabilities as power sharing peers and sources of strength in each ensemble. Another is to use media and communication power as an amplifier of the interdependence message to influence peers and the public. The third is to impact public policy at all levels. Social change requires a qualitative activism. It is the commitment to these three challenges through leadership training that distinguishes Project Interdependence.

■ ORGANIZE AND NETWORK THE ARTS INDUSTRY

Organize and network the arts industry as a focal force for transformation.

There are *three* parallel agendas to act upon in relation to the Arts Industry:

First, is to organize and plug the infinite materiel and human power of the arts community **to build a statewide youth leadership movement which would become the voice for the arts in education and the community.** The purposeful outcome is to return the full force of the arts back into the education system, neighborhoods and homes! This renaissance of a progressive arts curriculum in the education system must display and generate the arts in its entirety, showing the role of the artist in his/her proper interdependent place within the pyramid of the thousands of people and careers in the industry that support the individual artist's visibility and success.

Second, **to recruit and train youth to become the massive voice of advocacy on behalf of the arts industry and arts economy** to the State Legislature, state and local bureaucracies, the Chamber of Commerce, and the many levels of public and private development within the State.

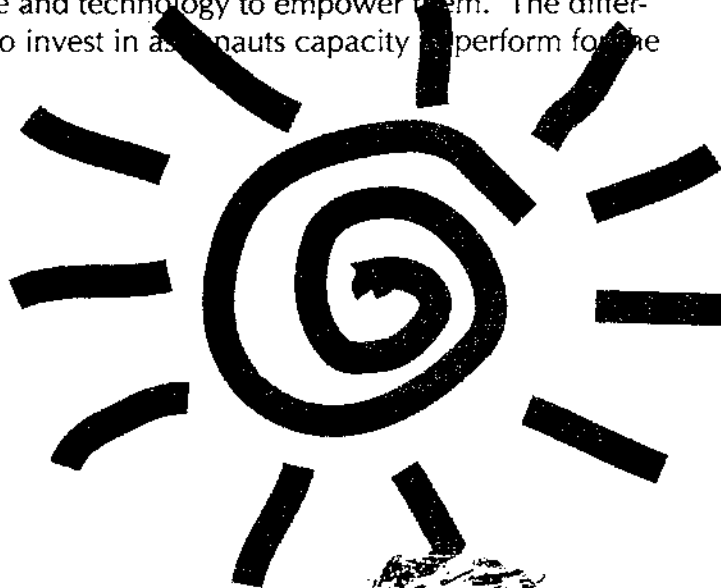
Third, is to **create a compelling orientation and set of access maps to the arts industry as a major career future for any and all youth.** Bringing the transforming impact of the creative process, the healing and inspiring result of the arts in all it's manifestations to

teenage youth requires a unique value-based insight and orientation. This industry invitation to youth must go beyond anything before presented in its comprehensiveness and career relevance. The depiction must show anyone, regardless of any traditional artistic capacity, the vocational opportunities that exist in this mega industry.

■ ESTABLISH POLICIES AND PRACTICES

Establish policies and practices of full inclusion of youth with and without disabilities.

A society that makes universal access the dominant paradigm manifests the highest political and social virtue. It possesses the most far-reaching vision for leadership practice. It demands and crafts a world that works for everyone! Success for one must be success for all. Attitudes of mutual respect, creative relationships, caring and being cared about must be a two-way street. Young people with mental retardation, physical mobility impairments, blindness and deafness, emotional problems, learning differences, and various medical conditions have unique powers and capacities to contribute to each home, community, school and work place. New technology has made segregation and "handicaps" obsolete. Astronauts exemplify people who possess total "disability" in space absence the miracle of interdependence and technology to empower them. The difference is, we have decided as a society, to invest in astronauts capacity to perform for the benefit of all mankind.



WORLD INTERDEPENDENCE FUND: TOOLS FOR CHANGE

■ THE STRUCTURE

The World Interdependence Fund, a non-profit educational foundation (501(c)(3)), was founded in 1984 in order to provide fundraising support for *Project Interdependence (PI)*, California's public-private partnership project with high school age youth which began in 1981. The object of *PI* was to establish a statewide youth leadership and career exploration project based on full integration of youth with and without disabilities. Twenty-four school districts throughout the state were formally involved. In its formative first decade, *Project Interdependence* attracted two incumbent Governors and two incumbent State Superintendents of Public Instruction to its Board in addition to world class business and entertainment industry leaders.

■ THE GOALS

Project Interdependence was built upon five value-based goals:

- Show the contribution everyone makes to our lives
- Eliminate barriers and stereotyping
- Create new pathways to success
- Build school and community projects
- Cultivate student cooperative learning

Each of these requires transformational thinking and activity planning, compelling faculty role models, and state-of-the-art curriculum to reach the hearts and minds of the youth and instill the attitudes, knowledge and skills needed for youth self direction and organizational development.

The old paradigms of pity image or charity appeals, traditional food stuff sales to raise money, activities that did not point the way to a different social and political future for the community were rejected.

■ THE PROGRAM

The creative experience of new self awareness, leadership training and organizing among teenagers with and without disabilities opens extraordinary experiences for both the adult faculty and the thousands of young people who become active. Statewide training events (*Anchor and Discover Interdependence*) and local training and projects (*Access Interdependence*) build competencies to •do resources and access surveys of school and community, •communicate with the media and policy makers, •form long term partnerships with corporate and business interests, •produce cultural and science events for large multicultural youth audiences, and •work to multiply the numbers of teens reached and mobilized by the modern message of *Interdependence*. The linkage of Twenty-first Cen-

THE CALL TO INTERDEPENDENCE

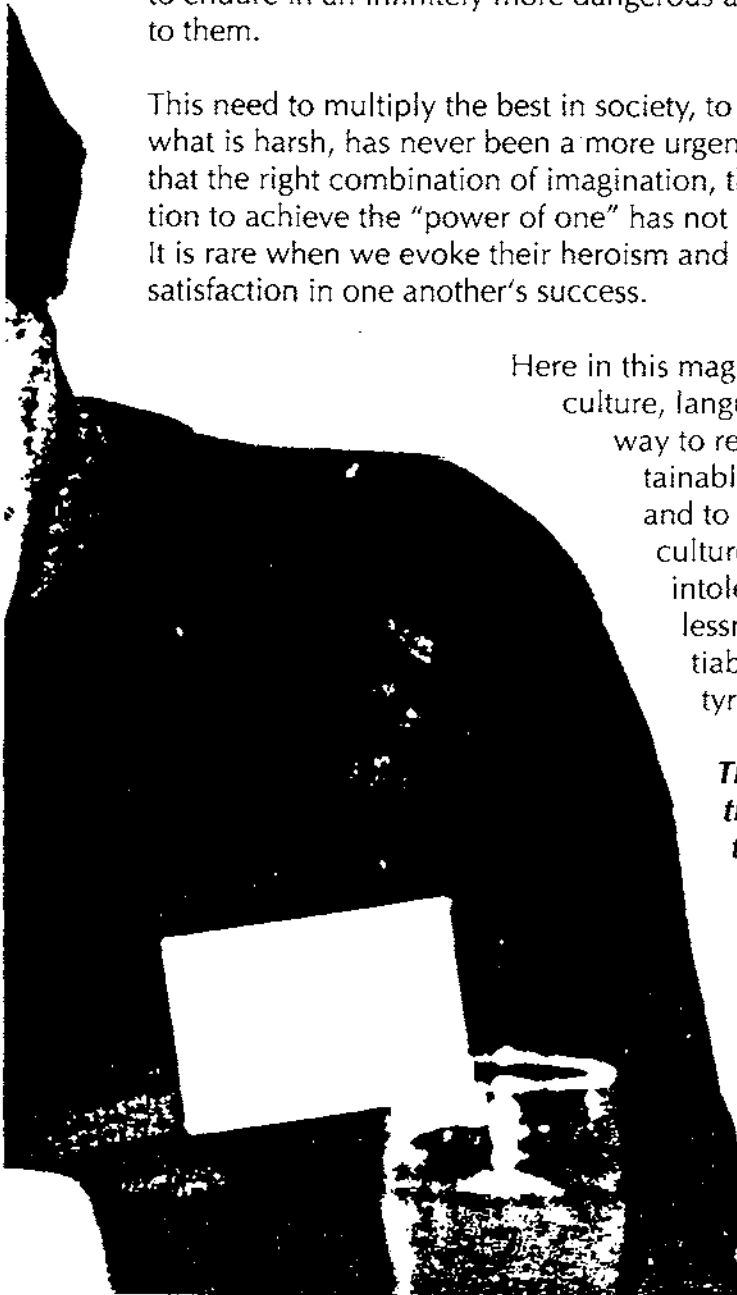
We are at the precipice of a new century. In our time, we have experienced staggering change that has revolutionized our human expectations of what is possible. Most of our beliefs and traditions have been hammered, our innocence and hopes regularly shaken to the core.

This legacy we must pass to our children with deep misgivings. It is remarkable, in this last remnant of the century, how much we have awakened to our dependency on our children's capacity to save the world we live in. Youth leadership is our prayer and affirms the very spirit of renewal in life. We want the next generation to be different from ourselves...to be wiser, kinder, smarter, more loving, stronger, more tolerant, able to endure in an infinitely more dangerous and confusing reality which is being passed to them.

This need to multiply the best in society, to preserve what is precious and transform what is harsh, has never been a more urgent agenda. Each of us, in our hearts, senses that the right combination of imagination, the right confluence of resources, the invitation to achieve the "power of one" has not been found. Our children's trust eludes us. It is rare when we evoke their heroism and largesse, their devotion to service, their satisfaction in one another's success.

Here in this magnificent state, rich with heritage, myth, culture, language, geography, and spirit, we must seek a way to reinstall the dreams, the inspiration, the sustainable victory over human underdevelopment, and to reaffirm the beautiful mysteries of diverse cultures and life. We must seek ways to thwart intolerance and fear, cruelty and violence, hopelessness, poverty, alienation, empty and insatiable consumerism, heartless authority and tyranny.

This is our call to action. This is our invitation to work together with creative courage, to join with our children, to forge a new human resolve, a political force, a sacred interdependence where we profoundly grasp the contribution everyone makes to our lives and translate that into new liberty and justice for all.





Among what constellation of interests and through what creative human endeavors do we give rise to our highest capacities, our noblest attitudes in advancing equality and justice; our most productive states of being? What is the right mix of relationships and purposes that ignites our personal energy and vision to transform society and elevate life?

These cardinal and unique elements must be combined to build a sustainable force to inherit and steward society's future.



IN EXCHANGE FOR ACTIVISM

■ INTERDEPENDENCE

We offer the experience of *Interdependence as the fundamental building block* to understand and shape reality. We all need one another. We thrive as a result of recognizing the intimate interreliance that exists to achieve emotional and spiritual security through safety, health, education, economic well-being, productivity, and career accomplishments. Interdependence is key between all peoples and between ourselves and our environment. Interdependence creates true community!

■ CIRCLE OF DIVERSITY

We offer participation in a *national multi-cultural youth movement*, involving youth with and without disabilities, excluding no one; a creative adventure for the coming decade open to all people, focussed on producing meaningful empowerment, fulfillment, career futures, and community to its fullest rainbow.

■ FULL INCLUSION

We offer *the weaving of genuine relationships and friendships*, and the elevation of the quality of society by the full identification of all people with disabilities. Our collective emancipation requires a reality where human acceptance and respect tolerate no negative stereotypes or barriers in homes, schools, work places or communities. Full access, unlimited expectations, resource commitments, and individually customized solutions must be the universal condition for everyone.

■ YOUTH LEADERSHIP

We offer a long-term, *community-based training campaign* to build a generation of youth leaders who will embody the values of interdependence, join their common destinies across cultures and abilities, and commit significant portions of their lives to promote justice and service to the community...the preservation of land, water, air, and energy; and to cherish all that inhabits the earth.

■ THE ARTS

We offer the opportunity to *ally and organize with New Mexico's artists*, to mobilize every form of the arts and the arts industry as a limitless toolbox to map and mentor an inspired future for New Mexico's youth. We will explore every possible avenue of opportunity in the arts industry as a career future, constantly stretch and break through human imagination, and invent new pathways to success...learning, loving, growing, caring, solving, sharing and discovering what is best in life.

■ THE POWER OF ONE

We offer an approach to *forge a sense of common purpose* within diversity, of organized agreements and political unity across culture, gender, language, disability, generation, and race, embraced by youth, their mentors and families. We dedicate this next decade of work to produce a constituency able to become the new lawmakers, policy makers, board members...the representative voices who will succeed today's leaders and bring democratic empowerment, peace, harmony and prosperity to the land.



FIRST STEPS

Deep roots of activism are as much a part of New Mexico as its natural spiritual energy. For centuries people in this land have sown and harvested dignity, integrity and stalwartness. Yet New Mexico's one and a half million people may as well be California's 30 million or New York's 28 million in their common estrangement and isolation.

With the co-sponsorship of the New Mexico Superintendent of Education, the Directors of the Offices of Cultural Affairs and Indian Affairs, the Chair of the Commission on the Status of Women and the Executive Director of the Developmental Disabilities Planning Council, the idea of the New Mexico Interdependence Forum came alive. The dominant funding from the National Endowment on the Arts clinched the reality and scope of the event.



tury career exploration strategies with adventure based and service learning educational experiences give the *Project* its unique power and indelible impact on young people's sense of self esteem, relationships to family, and their achievement in school and community.

■ THE ARTS - A STRATEGY

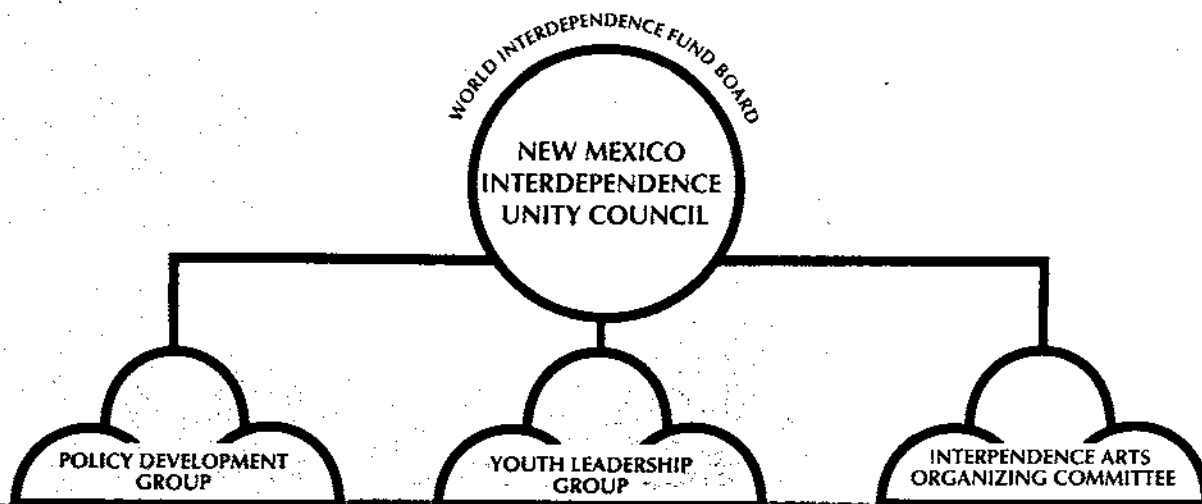
The selection of New Mexico's arts community as an ally in advancing interdependence and modeling a new career paradigm for youth is strategic from the standpoint of its:

- profound cross cultural heritage,
- worldwide respect accorded the Southwest motif and spirit, and
- importance to the state's economy as its single greatest export.

The arts are so much a part of the normal family and community life in New Mexico that it represents a universal and familiar force. Choosing the arts industry as a career base for the state's youth is an investment in more than personal success, it is the uplifting of our whole social order!

■ IN SUM

Interdependence is a living approach to society. It brings together many simultaneous ideals and activities, planning, meetings, organizing, teaching, and projects which nurture and stimulate people. Bridges must continually be built, new alliances, relationships and friendships formed, the impossible accomplished every day! The vision is large and the undertakings are ambitious — matched to the seriousness and the stakes of our contemporary world.



"Moral courage is about stepping forward, and I think everybody can do it — if they find their memory, and find their song."

— Norbert Hill, 1991 Director of the American Indian Science and Engineering Society



*With grateful acknowledgment to the
New Mexico Interdependence Supporters:*

ALAN D. MORGAN
Superintendent of Public Instruction

HELMUTH NAUMER
Director, Office of Cultural Affairs

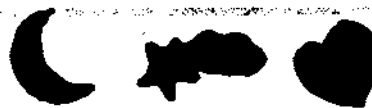
REGIS PECOS
Director, Office of Indian Affairs

CHRIS ISENGARD
*Executive Director, Developmental Disabilities
Planning Council*

*Produced by World Interdependence Fund
with generous funding from:*

The National Endowment for the Arts
Administration on Developmental Disabilities, U.S. Department of Health and Human Services
New Mexico Developmental Disabilities Planning Council
New Mexico Community Foundation
Santa Fe Community Foundation
Sprouting Wings Records

*Text by William Bronston, M.D.
Design and Illustrations by Wendy Cinther, Pickmere Design
Photography by Martín Perea and Alejandro López*



WORLD INTERDEPENDENCE FUND

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505/989-8580 FAX 505/455-7449

NEW MEXICO INTERDEPENDENCE FORUM
ISSUE WORK GROUPS
11/20/92
CONFIRMED INVITATIONAL ROSTER
 (* youth participants)

1. Youth Leadership Rm 303

(Bill Campagna: Leader; Recorder: Leslie Salmon)

- Denise Armenta - Youth Development Inc., Albuquerque
- Tomas Atencio - University of the 21st Century, Albuquerque
- *Curtis Bounds - Las Cruces Middle School Group
- Elizabeth Byrd - National Indian Youth Project (& NMIF Youth Coordinator), Gallup
- John Cammarata - Santa Fe Indian School
- *Jaime Campbell - Albuquerque Park and Recreation Department, Albuquerque
- *Marge Carillo and Allison Rodden (interpreter) - Las Cruces Middle School
- Roz Carroll - Disabled Student Coord., SW Indian Polytechnic Inst., Albuquerque
- Betsy Case - Special Ed Dept., Albuquerque Public Schools
- Sam Cata - Deputy Director, New Mexico Office of Indian Affairs
- Amanda Cooper - Special Projects, Office of the First Lady
- *Sheldon Crespín - Santa Fe Indian School
- Nan Elsassar - Working Classroom, Albuquerque
- Diane Forsythe - Teacher, Rio Grande High School
- Carmen Garcia - Albuquerque Park and Recreation Department, Albuquerque
- Veronica Garcia - Principal, Rio Grande High School, Albuquerque
- Cynthia Gonzalez - Youth Shelter and Family Services Center, Santa Fe
- *Mike Guerrero - South West Organizing Project, Albuquerque
- MacClellan Hall - Director, National Indian Youth Leadership Proj., Gallup
- John Jennings - Vice President, Sun West Financial Services, Albuquerque
- Marilyn Johnson - Exceptional Educ. Branch, BIA, Wash DC
- *Martin Johnson - Teen Advocate
- Mary Kihega - Bureau of Indian Affairs, Albuquerque
- Jim Morris - Assoc. Director, Santa Fe Mountain Center
- Norma Naranjo - Coord. Children & Family Services, Albuquerque. Indian Health
- Renay Nieto - Native American Prep School (Saturday only)
- Chrissie Orr - Center for Contemporary Arts, Teen Project Santa Fe
- Diane Ortiz - Young & Old United Through Heritage, Casa Blanca
- Jennelle Pasternack - Camp Summer Life, Taos
- Pamela Richards - Lovington Municipal Schools
- Suzanne Ripley - National Info Center on Child and Youth Disabilities, McLean VA
- Lynn Rosner - Albuquerque YWCA
- *Nannie Sanchez - Youth Development Inc.
- *Andrea Valles - Rio Grande High School
- Ricardo Ximenes - El Serapicho

2. Community and Constituencies Rm 318

(Shafik Abu-Tahir: Leader; Recorder: Joan McIntosh)

- Toney Anaya - Former Governor, New Mexico
- Adrian Bustamonte, Ph.D. - SF Community College, Art & Humanities, Albuquerque
- Toby Chavez - Santa Fe Indian Hospital
- Lloyd Dailey - Education for Parents of Indian Children with Special needs
- *Danny Dailey - EPICS
- *Vernon Day - Young & Old United Through Heritage
- Barbara DeLoach - BIA Southern Pueblo Agency, Indian Ed & Prog.
- Linda Tonsing Gonzalez - Director, New Vistas Independent Living Center
- Chris Isengard - Executive Director, Dev. Disabilities Planning Council

- *Shiloh Holloway - Las Cruces Middle School
- Charles Kihega - National Indian Youth Council (Human Services) Saturday only
- Judge Petra Maes - Santa Fe
- Mary McGinness - New Vista Independent Living Center, Santa Fe
- Jim Olguin - National Indian Youth Council (DD and MH)
- Consuelo Pacheco R.N - Longfellow Elementary School
- Regis Pecos - New Mexico Office of Indian Affairs
- Victor Rivera - Counsellor, Las Cruces Middle School
- Richard Russey - NM Art & Education Div., Santa Fe
- Daniel Sanchez - Exec. Director, NM Pueblo Council
- Geri Duffy Schwartz - New Vista Independent Living Center, Santa Fe
- Maura Stone, Director, Special Education, Zuni Public Schools
- *Mahoosa Sweetwyne - National Indian Youth Leadership Project
- Paula Vigil - Counsellor, Rio Grande High School
- Robin White - National Park Service, Albuquerque
- Vicente Ximenes - NM Democratic Party

3. Art Careers Rm 322

(Bill Bronston/Kathleen Gaffney: Leaders; Recorder: Suzanne Massica)

- JoAnn Balzer - Western States Arts Federation, Santa Fe
- *Janine Black - Las Cruces Middle School Group
- *Catherine Butler - Filmmaker, Mountaineer Films, Santa Fe
- Greg Cajete PhD - Board member, National Youth Leadership Project, Española
- Suzy Charness - Author, Albuquerque
- Gordon Church - Coordinator, Albuquerque Public Art Program
- *Brian Cruz - Teen Project, Santa Fe
- Nedra Darling - Nat'l Ctr. for Production of Native Images, Institute American Indian Arts
- Gloria Emerson PhD - Center for Research & Cultural Exchange- IAIA
- Mary Fanidi - Houston Grand Opera
- Allen Harrill - Director, Fenn Gallery, Santa Fe
- Michael Kamins - KNME TV, Albuquerque
- Steve LaBoueff - Potter, Albuquerque
- Alejandro Lopez - Western Network, Santa Fe
- *Marta Martinez - Working Classroom, Alb.
- Bob McDonald - Director, NM Repertory Theater, Santa Fe
- Mark Medoff - Writer, Las Cruces
- Donald Meyer, Esq. - Executive Director, Western States Arts Federation, Santa Fe
- *Samantha Moreno - Youth Development Inc.
- Shanney Mow - Artistic Director, Fairmount Theatre of the Deaf, Cleveland, Ohio
- Daphne Wood Murray - Vice Chair, National Endowment on the Arts, Wash DC
- Paul Nathanson, Esq. - Institute of Public Law, Albuquerque
- Helmuth Naumer - Director, New Mexico Office of Cultural Affairs, Santa Fe
- Christine Parkhurst - ILC, Albuquerque
- Linda Piper - Director, Tapestry Players, Albuquerque
- J.B. Pena - Weaver, Albuquerque
- Jim Rabby - Painter, Santa Fe
- Beth Rudolph - Very Special Arts, Albuquerque
- Julie Schad - President, Sprouting Wings Records, Burbank Calif.
- *Suzanne Sprouse Middle School of Las Cruces
- Betty Stewart - Home Designer, Santa Fe
- Karen Stone - Photo journalist and architect, Albuquerque
- Debra Taylor - Musician, Tijeras
- Mark Volman - Founder of The Turtles, Burbank Calif.
- Alton Walpole - Producer, Mountaineer Films, Santa Fe (Saturday)
- Norman Zolinger - Author, Albuquerque

4. Policy Rm 305

(Andre Blanchet, M.D.: Leader)

(Shift to Y - Youth, C - Consituency, A - Arts Friday pm)

- Polly Arango - President, Parents Reaching Out, Algodones (Y)
- Gail Beam PhD - University Affiliated Projects, Albuquerque (Y)
- Terry Brigance - Director, Department of Rehab, Santa Fe (Y)
- Michael Burkhardt - Director, NM Dept. of Health, Santa Fe (C)
- Jack Cole, Ph.D., NM State University, Special Educ., Las Cruces (C)
- Joe Cordova - Deputy Director, NM Commission on the Blind, Santa Fe (A)
- John Foley - Exec. Dir., ARC of New Mexico, Albuquerque (Y)
- Elizabeth Gallegos - Office of U.S.Senator Jeff Bingamin (C)
- Bob Geezy - Executive Director, NM Commission for the Deaf and Hard of Hearing (C)
- Frances Varela Gittings - Exec. Dir., Coal. for Children, Youth & Families, Alb.(Y)
- *Linda Griego - Rio Grande High School (C)
- Jim Hena - Chair, Pueblo Council, Albuquerque (C)
- Sarah Jones - Las Cruces Middle School Group (Y)
- Doug Hoehner - Governor's Committee on the Concerns of the Handcapped (A)
- Brennan Mahoney - Center for Behavioral Services, Albuquerque (C)
- *Rachel Medoff - Las Cruces Middle School Theatre Group (Y)
- Andrew Montaño - Director, Albuquerque Indian Health Board (C)
- Laura Morrow - Exec. Director, NM Arts Agency, Santa Fe (A)
- Senator Cynthia Nava - Gadsden (Y)
- *David Rodriguez - Teen Advocate
- Salina Rael - Executive Director, Girls Inc., Santa Fe (Y)
- Randall Ray - Arts Organizer, Old Laguna (C) (Saturday only)
- Ed Roberts - President, World Institute on Disability, Oakland, CA (Y)
- Bruce Rolstad - Director, New Mexico Community Foundation (Friday AM)
- Carole Royal - Self Determination Coordinator, Protection and Advocacy Inc., Alb.(Y)
- Rena Salazar - NM Dept. of Ed, Santa Fe (Y)
- Roderick Waller - Zuni Economic Development Program, Zuni Pueblo (C)
- Bill Weinrod - Musician Consultant, Albuquerque (A)
- Linda Wilson - Director, Special Ed, NM Dept. of Education (Y)
- Esther Yazzie - Navaho Youth Leadership Development Workshop, Albuquerque (Y)
- Olivia Ximenes - New Mexico Arts Commission, Santa Fe.(A)

5. SPECIAL GUESTS:

- Mrs Alice King - First Lady, New Mexico (lunch)
- Alan Morgan - New Mexico Superintendent of Public Instruction
- Wayne Powell - Director, Department Child, Youth and Families
- Loretta Armenta - Chair, N.M. Comm. on the Status of Women (dinner)
- Margaret Gray - Director, Santa Fe Community Foundation

STAFF

- Billie Shawl - NMIF Conference and WIF Administrator

SIGN LANGUAGE INTERPRETERS

- Joe Hawn
- Sue Haugen
- Holly Wilcox
- Clare Manning
- Barb Shaffer
- Margie Propp

NEW MEXICO INTERDEPENDENCE FORUM **EXPRESSED PARTICIPANT GOALS**

THE FORUM

- Find out what people who are deeply involved are thinking
- Establish and perpetuate a real network of people and resources across youth, disability and arts groups for change. Recognize the opportunity for interaction to establish a working group committed to be a forerunner for implementation and change. (8)
- Identify 2-3 major issues that people see as possible to do and establish a specific action plan and a next steps given this first meeting! (3)
- Direct influence on policy makers to achieve outcomes of this meeting.
- Increase comfort of participants to feel more open to communication in "non English" ways.

ORGANIZATIONAL GOALS

- Organize a viable committee and network (Youth Empowerment Coalition) to carry ideas forward with long range, statewide planning in NM with real continuity including someone to facilitate the planning process with members and seed funding. (4)
- Get active leadership working group to regularly deliver ongoing inclusion programs and policy modernization.
- Incorporate policy language into legislation (Elementary and Secondary Education Act reauthorization)
- Bring people together to begin and advance communication exchange and network given isolation and spread of State. (4)
- Establish networking to identify what resources and services exist for eg. Pueblo youth, Black youth, gangs and other underrepresented people who don't or can't use existing information resources (4)
- Need support in Indian country to establish a meeting among Indian leaders to address development and growth of their children in their country and talking to youth about self development, self management to help bridge two worlds.
- Organize school based inclusion projects to integrate youth who are deaf to overcome misunderstanding and separateness

DIRECT OUTCOMES TO PEOPLE

- Exert real impact at local level for what happens in my community. Change and improve the lives of specific young adults that have nothing.
- Integrate model summer programs for leadership at Jr. and Sr. high schools now

- Identify ways of meeting the needs and redirecting youth with special needs coming through the court system.
- Empower traditional Native American youth and existing bi-cultural cutting edge programs. (Not foster adult needs) Maximize resources for on-reservation linkages among youth groups (4)
- Share summer camp for at-risk youth
- Immediate attention to plight of African American youth crisis.
- Expand awareness of YWCA work and available resources through new partnerships with people, organizations and agencies.

PROGRAM

- Establish and superimpose learning and knowledge objectives in youth through community organizational work (community archival centers)
- Implement deinstitutionalization of New Mexico starting with the introduction of values and philosophy of change. (inclusion)
- Have a specific work plan to promote youth with disabilities to function fully in society.
- Clarify how DVR can assist in transition for youth with disabilities
- Increase communication and understanding between agency and constituent forces.
- Learn more about inclusion and inclusion training First among youth, then together with teachers and community people (Youth must lead adults but conjoint training also essential) (4)
- Department of Education must develop and implement required courses in disability awareness and youth leadership programs.
- Develop ways to include youth with disabilities in adventure based and outdoor experiential programming (2)
- Build self esteem, self image, and role models among youth with mentoring by successful people, with and without disabilities, that will last. Homes, mothering, and nurturing and family education are critically missing! (2)
- Get commitment from private sector youth organizations to include youth with disabilities in their activities
- Move from concept to practice. How to operationalize ideas people have beyond just talk about what could be. Facilitate collaboration among different orbits, and next steps for future of youth, given daunting poverty and violence.
- Address lack of information of issues and resources to rural youth. Services don't materialize due to the absence of a data base.
- Training in Americans with Disabilities Act and establish campaign to remove physical and communication barriers that will facilitate breaking down attitudinal barriers.

THE ROLE OF THE ARTS

- Art brings us closer together. Create understanding across cultures, ethnicity to break down barriers. Consciousness raising. Make world a better place for young people through the arts. Light a fire!
- Identify community of interest with arts to build empowerment projects at the frontiers and across the state
- Access the arts industry as an employer (4)
- Increase Arts and Education funds to "Visiting Artists" Program and an awareness of needs of youth and youth with disabilities.
- Find immediate ways for performers and creative artists and organizers to go beyond giving concerts and achieve concrete ways to collaborate to get people and youth excited and involved
- Establish inventory of people who are actually working with youth to change attitudes, build motivation and skills, and do real work in the arts.
- Promote disability awareness and career involvement in the arts
Show how all society accrues benefits when individuals with disabilities benefited.
- Create an "economic council" to promote project support for art careers.
- Share the experience and ability of native peoples in opposing the separation or isolation of their own youth with disabilities.
- Organize arts education programs in public schools using theater to expand and help mobilize youth.
- Organize statewide arts personalities support to influence legislature to fund youth and arts linkages for inclusion
- Don't build up hope without something substantial to bank it up. Emphasize follow up effort that participants know about and can act upon.

RESOURCE DESIGN

- Establish economic development strategy to reduce the multitude of tactical appeals to large corporations and promote a critical mass umbrella to channel money for strategic change and accomplishment.

KATHLEEN GAFFNEY

Kathleen Gaffney is truly a renaissance woman of the arts. Member of the Board of Directors and former President of The League of Professional Theatre Women, and Trustee of the Educational Theatre Association of America, Ms. Gaffney has achieved professional distinction as a playwright, artistic director, actress and arts-in-education specialist. After studying research biology, she received her B.A. in Theatre, from Buffalo State University and was awarded an MFA fellowship to Wayne State University. She has appeared in over 250 plays from regional theatre to Off-Broadway and Broadway National Tours. She has been seen in many films and was featured opposite Tom Selleck in "The Washington Affair".

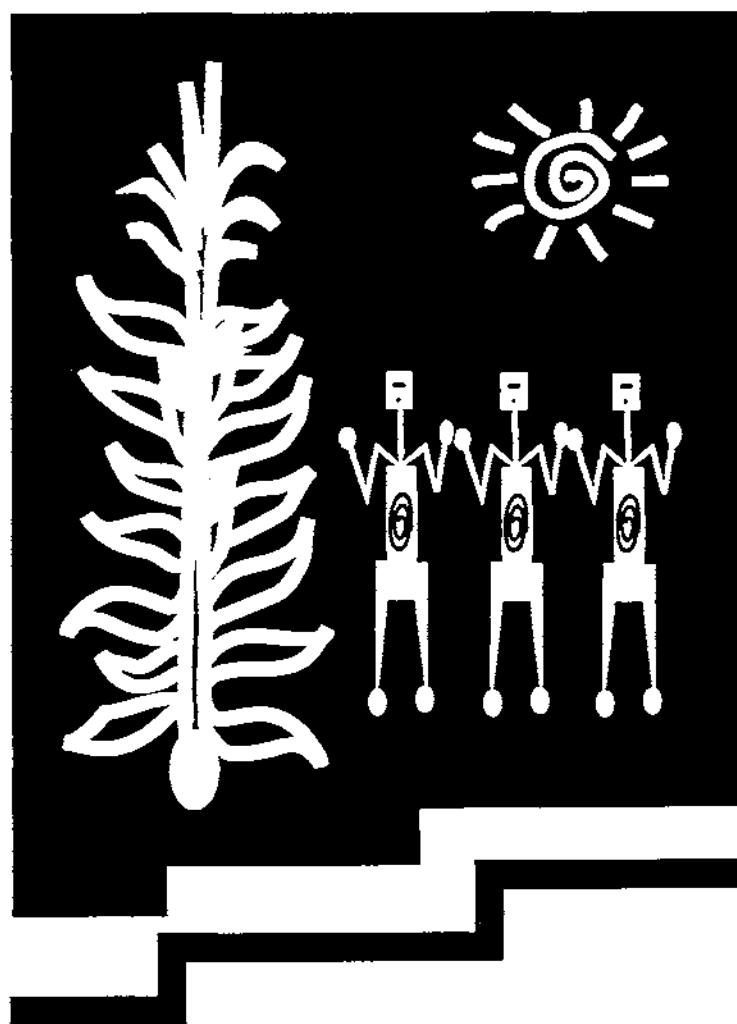
In 1981, she wrote her first play **INCARNATIONS**, a one person show performed more than one thousand times throughout America including guest artist-in-residence appearances at San Diego's Globe Shakespeare Festival, Houston's Alley Theatre, the Montalvo Center for the Arts, and Lincoln Center.

Later, she co-authored the play **FRONTIERS** which premiered in Los Angeles. Variety called Frontiers "very nearly a master work". "**Frontiers**" will receive its Mid-west premier in Chicago in January 1993. The Chautauqua Arts Festival commissioned Ms. Gaffney to adapt the rural poems of Kathleen Tenpas into a play - **HILL FARM** premiered at Chautauqua and was later performed at the Midland Matrix Arts Festival. **HILL FARM** will open Off-Broadway in the Spring 1993. Television writing credits include **The Guiding Light** and **Search For Tomorrow**. Her first book, **Take It From The Top**, Monologues From The Multicultural Experience, will be published in January 1993.

Kathleen served as an Artistic Director for Young Audiences where she designed and directed more than one hundred arts-in-education programs in drama, music and dance. She designed and directed the collaboration with The New York Philharmonic, "**Art As Idea - THE MAX '90**", a high school drop out prevention program. In addition, Ms. Gaffney has been an arts-in-education consultant for scores of organizations including: the U.S. Air Force Band; Very Special Arts; Affiliate Artists, Inc.; Festival of Music; the Arts Councils of Shreveport, LA; Baton Rouge, LA; Slidell, LA; Queens, NY; Chautauqua, NY; and Young Audiences of Maryland, Massachusetts, New Jersey, Houston, Atlanta, San Diego, Rochester.

In October 1991, Kathleen co-founded Artsgenesis, Inc. a non profit arts-in education organization which provides children with arts programs that act as catalyst for positive change in their lives. In December, she wrote and directed artsgenesis' first program, **171 JazZ Boulevard**, a jazz review which opened at Lincoln Center's Alice Tully Hall. In less than a year, more than 10,000 students and 200 teachers from 22 states have participated in Artsgenesis programs.

On September 2, 1992, the National Endowment for the Arts announced an award of a contract and \$150,000 in support for A.R.I.S.E., (Arts Resources In Special Education) a three-year collaborative project of Artsgenesis and Festival of Music.



NEW MEXICO

INTERDEPENDENCE FORUM



PLANTING THE SEEDS FOR
A BOUNTIFUL FUTURE

November 20-21, 1992
State Capitol Building
Santa Fe, New Mexico

The New Mexico Interdependence Forum

SOURCE

The World Interdependence Fund (WIF) is a non-profit educational foundation which, for the past decade, has implemented a model youth leadership training and career exploration program based on the full integration and inclusion of high school age youth with and without disabilities. In 1991, *WIF* received a grant of "national significance" from the Administration on Developmental Disabilities, U.S. Department of Health and Human Services, to expand its work to 5 states. New Mexico was chosen as one of these states due to its deep multi-cultural heritage and the unique role that the arts and the arts industry play in the state's economic and cultural life. A Chairman's Discretionary Grant from the National Endowment on the Arts provided *WIF* with the major costs for the *New Mexico Interdependence Forum (Forum)*.

DESIGN

The *New Mexico Interdependence Forum* was held in the State Capitol in Santa Fe on November 20-21, 1992. The purposes of the *Forum* were to: •expand progressive new friendships and relationships among a wide range of New Mexico's community activists and leaders; •establish and expand interdependence and inclusion of youth with disabilities among New Mexico's youth programs and services; •develop an organizational capacity to network youth leadership programs and train staff, faculty, and youth in interdependence and full inclusion programming; •establish art industry alliances and projects with New Mexico's youth leadership and programs; and •develop a plan to produce an arts industry career exploration media package ("*Create Interdependence*") to disseminate on a nationwide basis for teenage youth. In sum, the *Forum* was a first coordinated step to implement an interagency policy commitment to full inclusion and establish the organizational capacity for a sustained leadership skills development investment in the youth of New Mexico. This ten year outcome will result in a new generation of multi-cultural community leaders committed to the full integration and inclusion of all persons with disabilities in New Mexico society.

OUTCOMES

The organizational and specific outcomes of the *Forum* included:

1. The formation of two policy, planning and organization committees: *The Interdependence Unity Council*, representing each of the 5 work groups formed to provide and coordinate implementation of the *Forum* recommendations and to develop the youth leadership training campaign.
• *The Interdependence Arts Organizing Committee*, comprised of youth and representatives from across the arts industry. This second body was established to specifically address the goals of systematically linking organized support from the arts to build a youth advocacy movement and reconstruct and expand the way the arts is taught in the school system. The essence of these structures is to contribute to a transformational change in the way people have been organizing based on a commitment to the full inclusion of youth with disabilities.
2. Dissemination of an illustrated *Interdependence Forum Report* of the key insights and action deliberations of the New Mexico leadership meeting. It is designed to orient, sensitize, and influence youth, public and private policy makers; opinion makers; agency and organization staff of New Mexico's human services; art industry leaders; to the principles and practices of interdependence and the rebuilding of community
3. A proposal has been written to fund "*Anchor Interdependence*" in the late Spring of 1993, to train a minimum of 50 selected adults and youth, with and without disabilities, as lead trainers starting with the 10-14 school and community groups that attended the *Forum*.

FORUM OUTCOMES

BUILD NEW
FRIENDSHIPS
AND
RELATIONSHIPS

BUILD YOUTH
LEADERSHIP CAM-
PAIGN BASED ON
FULL INCLUSION
WITHIN AND BE-
TWEEN ORGANIZATIONS

IDENTIFY
COMMON
EMPOWERING/
CHALLENGES/OPPOR-
TUNITIES AMONG
CONSTITUENCY GROUPS

INTERDEPENDENCE
UNITY COUNCIL

INTERDEPENDENCE
ARTS
ORGANIZING
COMMITTEE

YOUTH
LEADER-
SHIP
TRAINING
PROGRAMS

ANCHOR
INTERDE-
PENDENCE

DISCOVER
INTERDE-
PENDENCE

ACCESS
INTERDE-
PENDENCE

- PROMOTE PRIVATE AND PUBLIC INTERAGENCY POLICY TO SUPPORT:

FULL INCLUSION

▲ NETWORKING, ORGANIZING AND RESOURCE DEVELOPMENT

- CORPORATE PARTNERSHIPS
- COMMUNITY ALLIANCES
- POLICY/POLITICAL SUPPORT
- FRIENDS AND FAMILY PARTICIPATION
- CIVIC ORGANIZATIONS
- WORLD INTERDEPENDENCE FUND

▲ PROGRAM ACTION PLAN

- SHORT-TERM ACTIVITIES
- LONG-TERM ACTIVITIES
- FUNDING
- LOCAL AND STATEWIDE YOUTH LEADERSHIP TRAINING
- ORGANIZING PROJECTS
- CAREER EXPLORATION PROJECTS

"Teen Voice" Report

The Goal: The Perfect Teen Network

The Objective: Assure teens have the same free will and responsibilities as adults

The Resources:

- Ourselves, each one of us
- Existing youth organizations (Another Planet, Youth Development Inc., Santa Fe Indian School Key Club, National Indian Youth Leadership Program, Rio Grande High School, Rites of Passage, Center for Contemporart Arts Teen Project, etc.)
- Existing schools and their departments (Black Student Union)
- Existing civic organizations and clubs
- National Organizations (World linterdependence Fund, National Youth Leadership Development)
- New Mexico experiential education programs
- Public officials (Las Cruces Mayor, legislators, Commissioners for the Deaf and Blind)
- Community centers and art centers
- Individuals with expertise (Walter Black, software specialist)

The Plan:

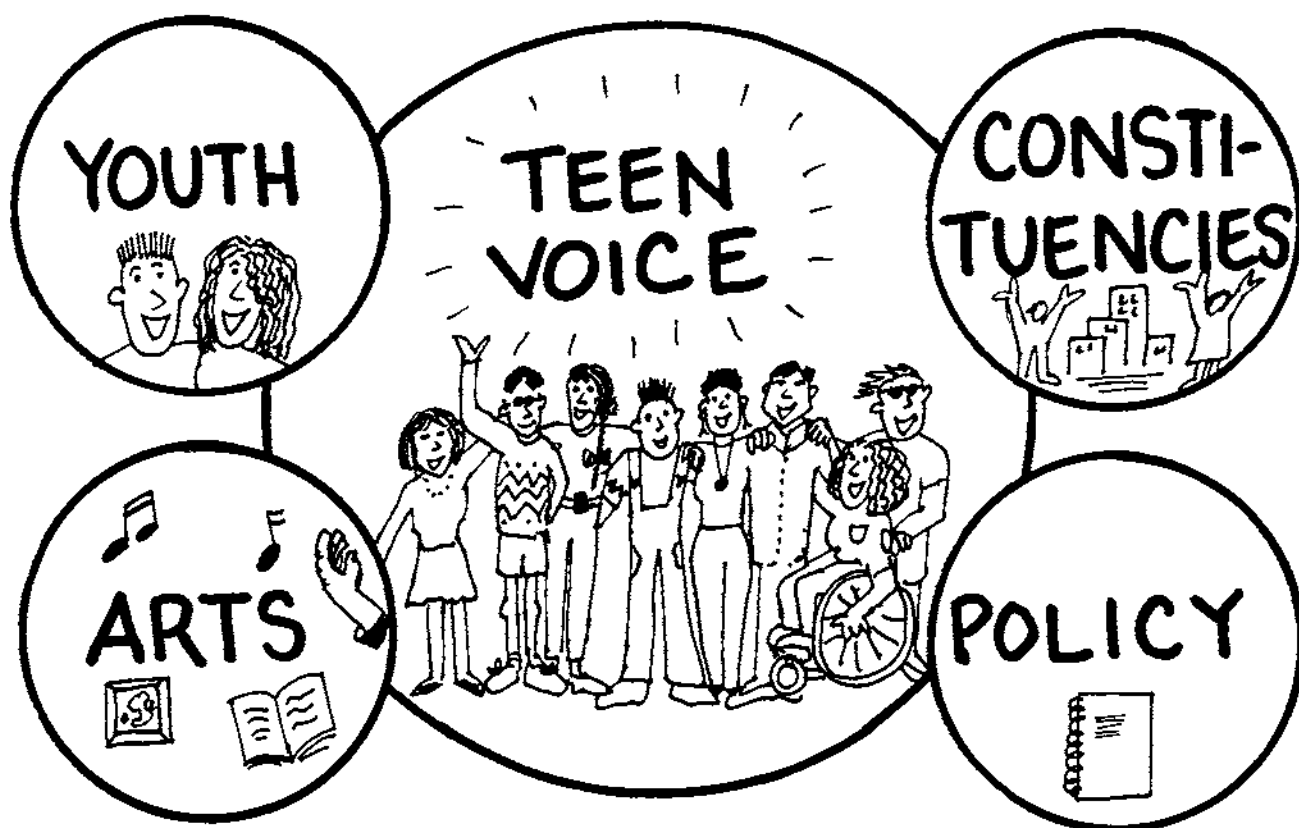
- Become friends
- Keep in touch and share information
- Coordinate community groups
- Work with WIF for corporate support and future planning
- Core group participate in WIF "Anchor" Interdependence training
- HAVE FUN !**

Strategy & Tasks:

- Meet every three months
- Get representatives from each geographic community and communicate
- Create a longterm plan of action
- Participate in "Interdependence" training
- Give other school clubs information about "Interdependence" and tell them how to get involved
- Organize parties for creating new friendships
- Work as a core group to obtain funds
- Identify businesses in the community for participation to support youth work
- Host weekend meetings of different clubs and organizations to stay together
- Create and exchange newsletters
- Ask WIF for names of artists who can help us
- Use plays and talent shows to get out the message and involve others
- Network to do things as a community
- Combine our clubs
- Obtain City of Las Cruces funding for network
- Create more CCA-type teen programs
- Get a building
- Sponsor a conference for teens from surrounding states

INTERDEPENDENCE FORUM

• FIVE WORK GROUPS •



One hundred and twenty people, talented and active citizen leaders in New Mexico, including 24 teenage youth, with and without disabilities, attended the Forum. They were divided into 5 work groups:

1. "Teen Voice" - teen activists representing the invited youth organizations
2. "Youth Leadership" - youth organization leaders, both in community and school systems
3. "Constituency Leaders" - from the Native American, Hispanic, African American and disability populations
4. "Policy Leaders" - from New Mexico's public and private sectors
5. "Art Industry Leaders" - from across the breadth of New Mexico and the nation

Youth Leadership Group Report

The Goal: Establish an "Interdependence Unity Council", driven, directed, and powered by youth

The Objectives:

- Secure commitment from people here and ask what they can offer
- Identify youth and adult "Unity Council" members at this conference
- Share the list of who's here and establish a network among them as potential "Unity Council" members and identify 2-3 members as key liasons with WIF
- Establish a concrete system for ongoing communication among "Unity Council" members
- Identify a training sequence ("Anchor") for staff to insure a shared understanding of philosophy and direction
- Develop a strategic inclusive recruitment plan
- Identify allies in state as support systems for maintenance of the network
- Approach the state to take the lead in supporting the network
- Identify funding sources and support for all this

The Resources:

- State Office of the First Lady
- World Interdependence Fund
- National Info Center on Child and Youth with Disabilities - Technical Assistance/Information and Referral System
- Senator Cynthia Nava and other legislators
- Paul Nathanson (UNM Law School) - Youth Lobbying Training and TV 101
- Partners in Policy Making - Disability Lobbying Training
- Santa Fe Youth Providers Coalition
- "Serve America" programs and Statewide Youth Council (to be developed)
- Teaching in Pueblo Settings education program
- "Awesome Arts Adventure" program and "Project Inspiration"
- Santa Fe Mountain Center training site and programs
- Keep America Beautiful grants
- National Indian Youth Leadership Project
- Urban Enhancement grants and JTPA programs
- City of Albuquerque Therapeutic Recreation Program
- Southwest Indian Polytechnic Institute
- Rites of Passage and Cambell and White Consulting (Robin White)
- CCA Teen Project
- Rio Grande High School

Strategy & Tasks:

- Establish network and "Unity Council" organizing and action committee
- Establish communications system for network and "Unity Council", including WIF linkage
- Secure ongoing commitment of Forum participants.
- Secure state political endorsements
- Produce Forum summary, with roster
- Identify allies in the state to support and/or join the network
- Develop strategic inclusive recruitment plan
- Identify funding resources and partnerships
- Design New Mexico "Anchor" training model for early spring, late summer 93
- Organize, recruit, etc. for "Anchor" training
- Statewide youth leadership program

Constituency Group Report

The Goal: An All-Kids Leadership Development Network

The Objectives:

- Identify existing youth programs to advocate for inclusion of youth with disabilities
- Identify youth needs and interests
- Commit to cooperate, find common ground, and build new friendships and alliances
- Get to know who we are – cultural awareness
- Develop program strategies with youth for full inclusion and cultural awareness
- Discover the linkage between groups based on mutual respect
- Support youth leadership training and develop a new youth network
- Confront the laws that don't support our purpose
- Study the full inclusion principles and practices of Pueblo culture

The Resources:

- Youth energy/involvement in all aspects of the process
- Community-based organizations, including Independent Living Centers
- Tech-Net, Special-Net, and other electronic info systems and mail systems
- EPICS parent training, Parents Reaching Out, The Information Center for New Mexicans with Disabilities, Ecology Youth Corps, NIYLP, Indian Education Program (APS), National Youth Leadership Camp for the Deaf, youth gang programs, church youth groups, Armand Hammer College

Strategy & Tasks:

- Take back the ideas we got here and find out what people in our communities want to do with them
- Plant little seeds of money to make them grow and find larger funding sources
- Put flexibility in the guidelines for funding so individual community needs are supported
- Parent advocate groups for youth with disabilities
- Identify support for parents and parents' groups
- Cross advocate for other people's needs and share are own
- Improve communications by establishing networking telephone trees
- Form local community task forces to implement the youth's programs
- Get people and programs to rural areas
- Share E-Mail phone numbers
- Change the certification laws for interpreters
- Include resources and kids outside the system
- Create a newsletter to highlight programs and avoid duplication of services
- Approach the schools to increase their awareness and to use their facilities
- Evaluate progress on an ongoing basis

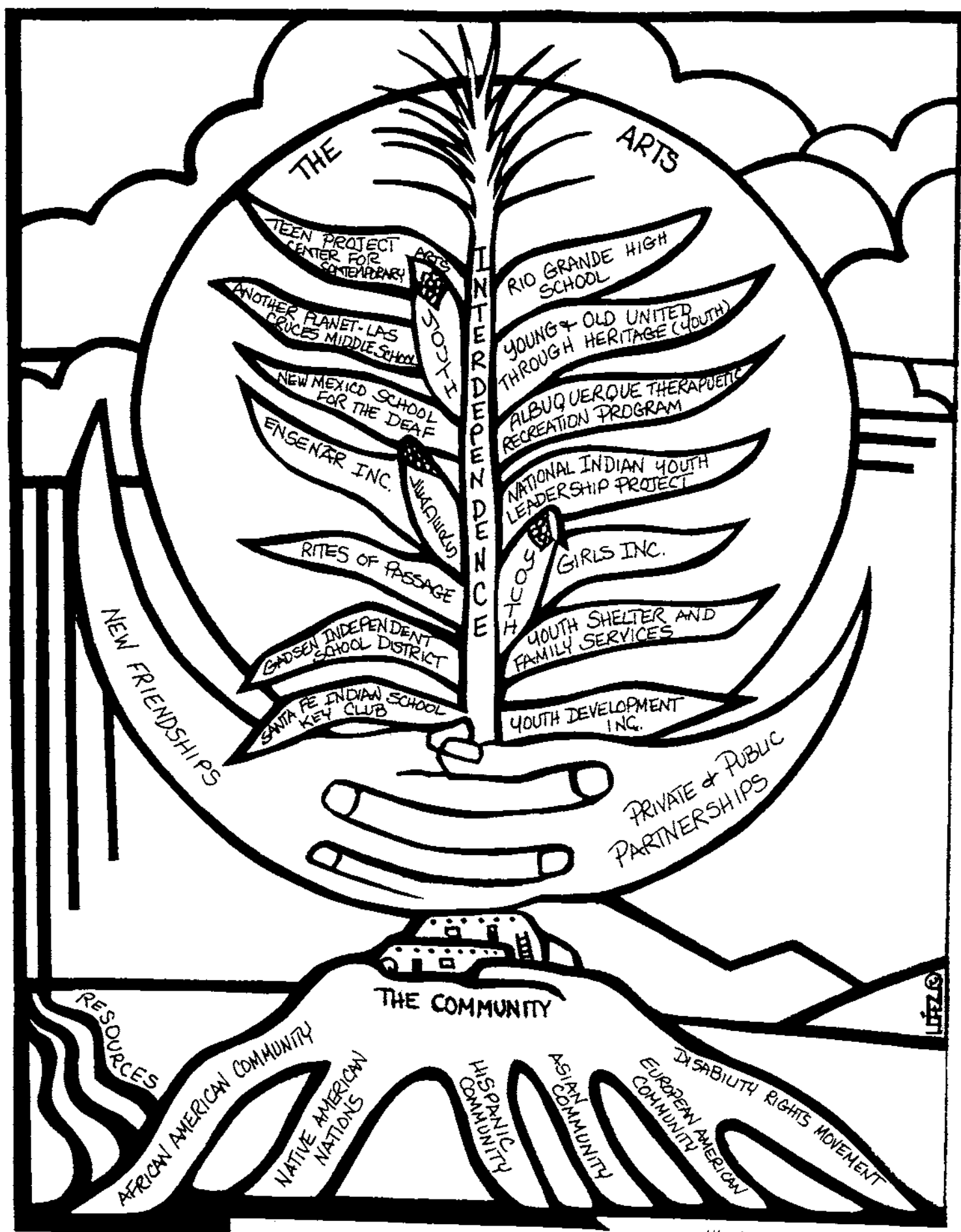


Illustration by Alejandro Lopez

Art Industry Report

The Goals:

1. Organize a core leadership group of diverse people in the arts to establish new directions and address community concerns with the arts based on the values of youth empowerment, interdependence and full inclusion of all youth
2. Create an Albuquerque community playground as a model of multi-cultural youth leadership to plan design and implement the project

The Objectives:

1. Establish a core organizing committee to network artists statewide to raise the consciousness of the importance of the role of the arts to New Mexico. *(Greg Cajete and Alejandro Lopez to create graphic concept)*
2. Organize and advance the vision and work of the Interdependence Forum by organizing and consistently working through a statewide multi-cultural, inclusive youth leadership movement
3. Return arts to the education system and establish arts as a vocational stream with apprenticeships and programs in the schools. *(Gloria Emerson to create graphic concept)*
4. Educate the community, starting with families of participating youth, about the creative process of the arts and career opportunities. *(Karen Stone to create graphic concept)*

Strategy & Tasks:

- Establish the **INTERDEPENDENCE ARTS ORGANIZING COMMITTEE** consisting of artists, educators, youth and a span of cultural leaders in New Mexico to meet January/February, 1992. (Make sure people can get to the meeting, have a place to stay and food)
- Develop graphics to illustrate the 4 Objectives above
- Find people to handle logistics – Alejandro Lopez, J.B. Peña and Gloria Emerson to organize and call first meeting in Albuquerque. Mark Medoff to provide secretarial help
- WIF to provide \$200 to cover phone call costs

Policy Group Report

The Goal:

The creation of a powerful, inclusive, youth leadership network

The Objectives:

1. Establish a commitment to inclusion in both public and private sectors – schools, community, work place, health care and all human services
2. Create a shared vision of interdependence between all parties (e.g., teachers, parents, administrators and people at-risk of being labelled)
3. Develop youth leadership training, cooperative learning and interdependence
4. Involve youth at every level of the process and decision making
5. Implement the mandate for full inclusion of all people with a commitment to arts education and integration in to the educational system
6. Establish better communication and collaboration between agencies
7. Celebrate diversity. Get rid of labels

Resources:

- State Board of Education Inclusion Policy (Statement of Philosophy)
- Office of the First Lady (Alice King), Program for Children Youth and Families
- Legislative Friends (Senators Cynthia Nava and Tim Jennings)
- Social Service Programs and Agencies
- The arts community

Strategy & Tasks:

- Listen to people's stories and build from their experience
- Look at all our policies and see if they are meeting inclusion criteria
- Train workers in a way that values diversity
- Come up with a clear idea of what inclusion is
- Extend interdependence ideas to all excluded groups and programs using the arts as an educational vehicle
- Identify community and other interest groups who are doing/concerned with interdependence and inclusion issues
- Determine who the players are in the youth arena
- Identify and hire a paid coordinator to promote interdependence

FORUM

CO-SPONSORS

MRS. LORETTA ARMENTA
New Mexico Commission on the Status of Women

MR. CHRIS ISENGARD
Governor's Developmental Disabilities Planning Council

MR. ALAN MORGAN
New Mexico Superintendent of Public Instruction

MR. HELMUTH NAUMER
New Mexico Office of Cultural Affairs

MR. REGIS PECOS
New Mexico Office of Indian Affairs

FUNDING

PRINCIPAL SUPPORT

NATIONAL ENDOWMENT ON THE ARTS

ADDITIONAL SUPPORT

THE ADMINISTRATION ON DEVELOPMENTAL DISABILITIES, US DEPT. OF HEALTH AND HUMAN SERVICES

NEW MEXICO DEVELOPMENTAL DISABILITIES PLANNING COUNCIL

NEW MEXICO COMMUNITY FOUNDATION

SANTA FE COMMUNITY FOUNDATION

SPROUTING WINGS RECORDS

FENN GALLERY

INTERDEPENDENCE UNITY COUNCIL

• Janine Black

• Senator Cynthia Nava

• Jaimie Campbell

• Amanda Cooper

• Steve La Boueff

• Juakeez Campbell

• McClellan Hall

• Mark Medoff

• Veronica Garcia

• Alejandro Lopez

• Bob Geesey

• Gail Beam

• Robin White

• J.B. Peña

• Carmen Garcia

• Doug Kochner

• Gloria Emerson

• Brennan Mahoney

• Geri Schwartz

• Mike Morris

• Chris Isengard

INTERDEPENDENCE ARTS ORGANIZING COMMITTEE

TEEN VOICES

JANINE BLACK

GREG CAJETE

JUAKEEZ CAMPBELL

BRIAN CRUZ

GLORIA EMERSON

TONY FRAZIER

CARMEN GARCIA

MIKE KAMINS

STEVE LaBOUEFF

ALEJANDRO LOPEZ

MARK MEDOFF

DONALD MEYER

PAUL NATHANSON

CHRISSIE ORR

J.B. PEÑA

LINDA PIPER

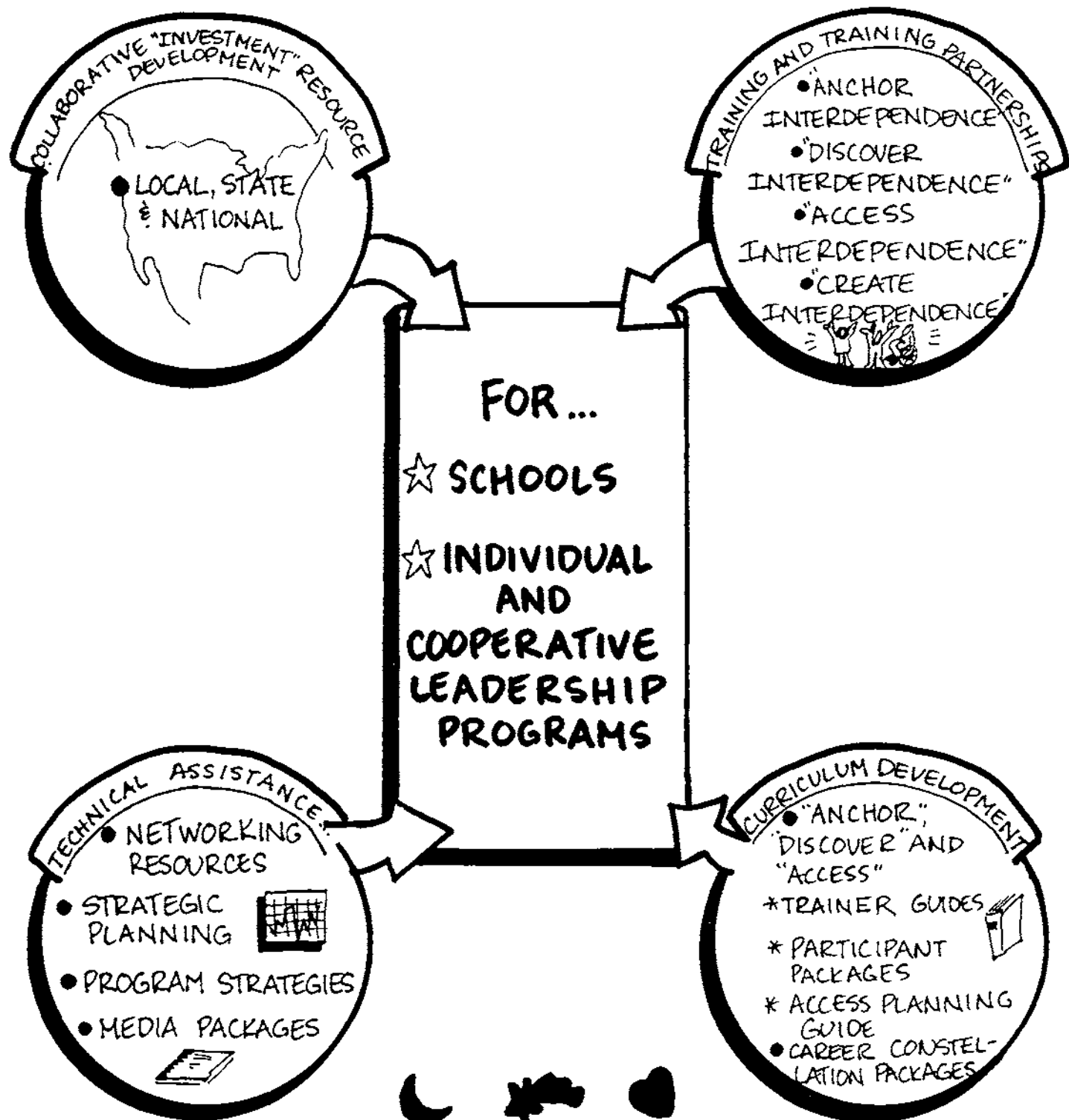
KAREN STONE

RICARDO XIMENES

NORM ZOLLINGER

- ANOTHER PLANET - LAS CRUCES MIDDLE SCHOOL THEATER GROUP
- NATIONAL INDIAN YOUTH LEADERSHIP PROJECT
- RIO GRANDE H.S., APS
- GADSEN INDEPENDENT SCHOOL DISTRICT
- RITES OF PASSAGE
- TEEN PROJECT, CENTER FOR CONTEMPORARY ARTS
- SANTA FE INDIAN SCHOOL KEY CLUB
- YOUTH DEVELOPMENT INC.
- YOUNG AND OLD UNITED THROUGH HERITAGE
- ALBUQUERQUE PARK AND RECREATION PROGRAM
- GIRLS INC.
- YOUTH SHELTER & FAMILY SERVICES
- ENSEÑAR
- NEW MEXICO SCHOOL FOR THE DEAF

WHAT W.I.F. HAS TO OFFER...



P.O. Box 10130
Santa Fe, NM 87504
505/989-8580

WORLD INTERDEPENDENCE FUND

745 University Avenue
Sacramento, CA 95825
916/922-0100
FAX 916/944-0700

This report was made possible by grants from The National Endowment of the Arts, The New Mexico Developmental Disabilities Planning Council and the Administration on Developmental Disabilities, U. S. Department of Health and Human Services.

Illustrations by Leslie Salmon. Graphics and cover design by Wendy Ginther, Pickmere Design. Editing by Bill Campagna.

THE NEW MEXICO INTERDEPENDENCE FORUM

November 20 and 21, 1992
STATE CAPITOL BUILDING
SANTA FE

AGENDA SCHEDULE and FORUM LEADERS



Presented by
THE WORLD INTERDEPENDENCE FUND

CO-SPONSORS

MRS. LORETTA ARMENTA	New Mexico Commission on the Status of Women
MR. CHRIS ISENGARD	Governor's Developmental Disability Planning Council
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PRINCIPAL SUPPORT

NATIONAL ENDOWMENT ON THE ARTS

ADDITIONAL SUPPORT PROVIDED

BY

THE ADMINISTRATION ON DEVELOPMENTAL DISABILITIES, US DEPARTMENT OF HEALTH
AND HUMAN SERVICES
NEW MEXICO DEVELOPMENTAL DISABILITIES PLANNING COUNCIL
NEW MEXICO COMMUNITY FOUNDATION
SPROUTING WINGS RECORDS
FENN GALLERY
SENATOR TIM JENNINGS

NEW MEXICO INTERDEPENDENCE FORUM SCHEDULE

November 20, 1992: Our Vision and Relationships

8:00 - 9:00 A.M.

REGISTRATION

CAPITAL EAST ENTRANCE INFORMATION DESK

9:00 - 9:30 A.M.

INTRODUCTION, GOALS, AND ORIENTATION PLENARY SESSION

- The stakes, challenges and work process for the Forum. Room 322

9:30 - 10:30 A.M.

PREMIER SHOWING OF THE DOCUMENTARY *DISCOVER INTERDEPENDENCE*

- The first impact and transformation of multicultural teams from inclusive leadership training.

10:30 - 11:00 A.M.

Break

11:00 - 12:30 P.M.

FOUR TASK WORK GROUPS — FIRST SESSION

- **#1 — Youth Leadership Task Group:** Room 303
Introductions. Define the successes and pathways to breakthrough programming.
- **#2 — Community and Constituencies Task Group:** Room 318
Introductions. Define the issues of diversity and cultural integrity, the conditions for alliances and common ground.
- **#3 — Arts Task Group:** Room 322
Introductions. Define the roles, relationships, and experiences of the arts in youth growth and empowerment—the initial exploration towards system change.
- **#4 — Policy Task Group:** Room 308
Introductions. The significance and implications of the full inclusion policy in education and beyond.
Preparation for participation in Groups 1, 2, and 3.

12:30 - 2:00 P.M.

WORKING LUNCH TO LEARN ABOUT EACH OTHERS INTERESTS AND HOW WE CAN SUPPORT AND CHALLENGE ONE ANOTHER

- Hosted at The Inn at Loretto. Table assignments to include representatives from each of the four Task Groups and a *Teen Voice* table.

2:30 - 4:15 P.M.

TASK WORK GROUPS — SECOND SESSION

- **#1 — Youth Leadership Task Group:** Room 303
Outline strategies for system change with a multiplier effect. Identify networking opportunities and training needs.
- **#2 — Community and Constituencies Task Group:** Room 318
Outline strategies for new alliances to advance youth leadership development and full inclusion programming in schools and communities.
- **#3 — Arts Task Group:** Room 322
Develop concepts for art industry career exploration and techniques for outreach to America's teens.

4:30 - 5:30 P.M.

REPORT OUT PLENARY SESSION

Room 322

- Initial search for linkages among Youth, Communities, and the Arts Task Groups.

6:30 - 7:30 P.M.

HORS D'OEUVRES AT THE INTERNATIONAL FOLK ART MUSEUM

7:00 - 8:45 P.M.

HOSTED FRIENDSHIP DINNER

8:45 - 9:30 P.M.

THEATRE PERFORMANCE

- Mark Medoff

Sign Language Interpreters, Braille and cassette services available throughout the Conference.

NEW MEXICO INTERDEPENDENCE FORUM SCHEDULE

November 21, 1992: Action Plans for Inclusion

9:00 - 10:30 A.M.

TASK WORK GROUPS THIRD SESSION

- **#1 — Youth Leadership Task Group** Room 303
Develop an action plan to organize and build an ongoing interdependence network, train staff, faculty and youth cadre.
- **#2 — Community and Constituencies Task Group** Room 318
Develop strategies to advance youth leadership development, cultural enhancement and interdependence.
- **#3 — Arts Task Group** Room 322
Develop the concept and design for a nationwide youth career exploration media package proposal, "Create Interdependence."

10:30 - 10:45 A.M.

Break

10:45 - 12:15 P.M.

TASK WORK GROUPS — FOURTH SESSION

- **Continue Groups #1, #2, and #3.** Room 303, 318, 322
- **Reconvene Group #4 — Policy** Room 308
Develop strategies to establish integration and inclusion policy advances for teens through human services, legislation and corporate sector involvement.
- **Convene Group #5 — Teen Voice** Room 326
Establish teen participants' priorities and directions to the Interdependence Forum.

12:15 - 1:30 P.M.

NO HOST LUNCH

1:45 - 3:30 P.M.

SYNTHESIS AND ACTION PLAN: PLENARY CLOSING SESSION

- Reports from each of the 5 Task Work Groups with unification strategies.
- Short and long term follow-up strategies, calendar, and responsibilities for next 12 months. Room 322

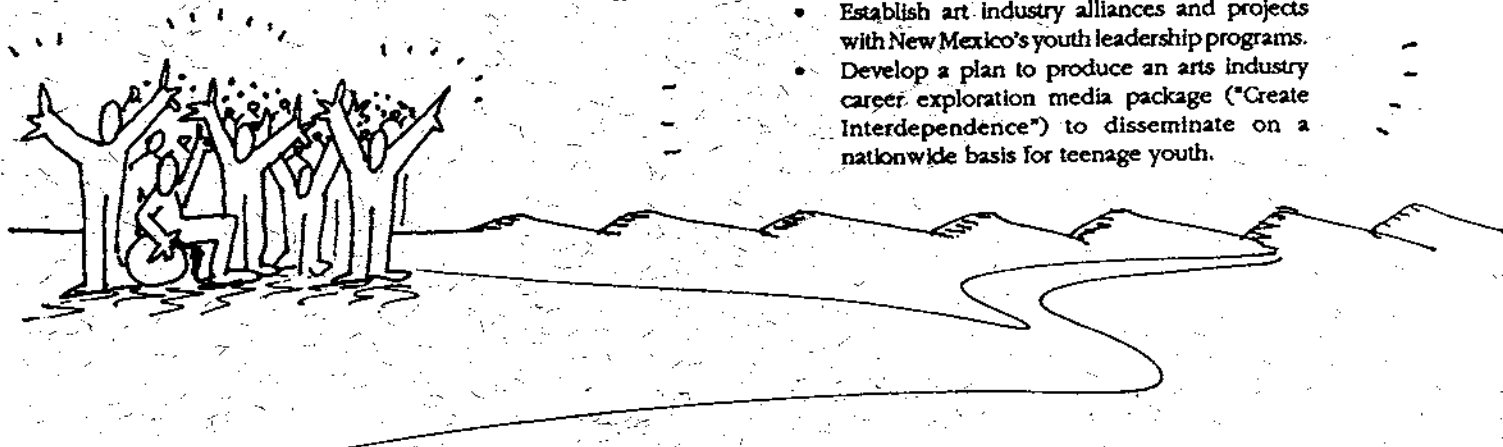
3:30 - 4:00 P.M.

EVALUATION OF INTERDEPENDENCE FORUM

- Discussion

OUTCOMES

- Build new friendships and relationships.
- Establish and expand interdependence and inclusion commitments among New Mexico's youth programs and services.
- Develop an organizational capacity to network youth leadership programs and train staff, faculty, and youth in interdependence and full inclusion programming.
- Establish art industry alliances and projects with New Mexico's youth leadership programs.
- Develop a plan to produce an arts industry career exploration media package ("Create Interdependence") to disseminate on a nationwide basis for teenage youth.



FORUM LEADERS

YOUTH LEADERSHIP TASK GROUP

Room 303

Leader : Bill Campagna

Director of Programs for the World Interdependence Fund and co-creator of Project Interdependence in 1981, Campagna has been a human rights activist and educator for over twenty years as well as a leader in labor, civil rights and independent political action movements. He holds a Master of Science Degree in Rehabilitation Counseling and credentials for the California Community College system. He currently serves in the Office of the Director for the California Department of Rehabilitation as a consultant on the Americans with Disabilities Act.

POLICY TASK GROUP

Room 305

Leader: Andre Blanchet, M.D.

A French Canadian physician, Dr. Blanchet has been involved with people with disabilities for the last 20 years. He has been a President of the Canadian Association for Community Living which is the national parents' organization in Canada (the equivalent of the National Association for Retarded Citizens in the U.S.). He is an advisor to the Canadian National "People First" Movement, a self advocacy organization of persons with mental retardation and other disabling conditions. He is currently the Clinical Director, Services to the Handicapped Branch, of the Family Health Division, Minister of Health of British Columbia. Dr. Blanchet recently presided over a conference of the leaders of all the Caribbean nations to establish a common policy to establish full inclusion and integration among all peoples with mental retardation and developmental disabilities.

COMMUNITY AND CONSTITUENCY TASK GROUP

Room 318

Leader: Shafik Abu-Tahir

The organizer of the Philadelphia New African Voices Alliance and co-founder of Community Awareness Network consisting of 50 community based, multicultural organizations which have played significant roles in uniting people in the struggle for better city services and around issues of social justice. Mr. Abu-Tahir has been chosen by the Philadelphia Daily News as one of the city's outstanding leaders. He has spoken throughout the U.S. on a wide range of issues reflecting the aspirations of all people of color. He is the founder of the annual National Future Leaders Summer Camp which brings teenagers together from around the US. His main work is organizing a Philadelphia progressive think tank - the Progressive Unity Council. He is a prolific writer contributing to numerous periodicals and journals of political thought.

ARTS TASK GROUP

Room 322

Co-Leaders: William Bronston, M.D. / Mitchell Korn

Bronston is the founder and Chief Executive Officer of the World Interdependence Fund. He received his Medical Degree from the University of Southern California, Pediatric Internship from Children's Hospital in Los Angeles and Psychiatric Residency at Menningers in Topeka, Kansas. He spent 3 years as a staff physician at the infamous Willowbrook State School in New York and helped architect the 1971 Class Action law suit against New York for human abuse. Bronston completed a post doctoral fellowship at Syracuse University and returned to California to become the Medical Director of the State Departments of Developmental Services and Rehabilitation. He founded Project Interdependence, the youth leadership and career exploration organizing program, and administers a multi-state grant of national significance on behalf of the program.

Mitchell Korn, a noted concert 12-string guitarist, is widely regarded as one of our nation's leading advocates for arts education through his major success in the design, implementation and assessment of arts education and audience development programs for cultural organizations, schools, communities, and foundations. He has created sustained programs and assessments for the San Francisco Symphony, Howard Heinz Endowment, Marshall Field's, Carnegie Hall, The Bushnell, New York City Ballet, Houston Grand Opera, Milwaukee Symphony, Aaron Diamond Foundation, WGBH/ Boston Symphony, Hartford Foundation for Public Giving, The Mac Arthur Foundation and others.

GRAPHIC GUIDES:

The recorder team members include **Joan McIntosh, Suzanne Masica, and Leslie Salmon**. They are all associates of Graphic Guides Inc., a San Francisco-based process consultation firm. Their role in the Forum is to faithfully capture each participant's ideas in real time so that the group can work together more productively, effectively and creatively. Their representations of our work, through the medium of charts, will form the basis of the official record of the Forum.

CONFERENCE ADMINISTRATOR:

Billie Shawl, World Interdependence Fund trim tab, ignition, and indefatigable heart.