

**RISE: YOUTH SUMMITS  
2024 PED CREATIVE  
INDUSTRIES PROJECT  
CFP, FINAL REPORT**

PREPARED BY CARLOS CONTRERAS

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*Counties:* Bernalillo County & Dona Ana County - New Mexico

**Jobs Created:** From the ABQ presentation, Damien Flores a guest presenter has been approached by an adult aged attendee who is an educator at South Valley Academy. Damien will be lecturing in their Dual Language program about his book *Junkyard Dogs* which he presented from for students. This will extend a further opportunity to an artist in our community.

**Community Stakeholder Participation:** Hosts included: New Mexico Academy for Media Arts in Albuquerque, and Las Cruces' Centennial High School.

**Participants and Presentations/Conversations Participated in by:** Boys and Girls Club of New Mexico, [Two Worlds](#), Central Root Studios, Barricade Culture Shop (Las Cruces), Las Cruces ArtWalk, Arrow Soul Trading Post, Las Cruces Public Schools Migrant Education Program, Juvenile Community Corrections CYFD, James Montoya Arts, Two Gemini Crafts, Jen Jen's Tasty Treats, Bendeavors LLC, Beyond Poetry LLC, Art On The Rio.

**Overall Economic Contribution:** Wages paid for services rendered will be paid 100% to NM residents. All artists, facilitators, and even lunch food vendors are NM based businesses. Keeping 100% of money expended on this project in state, will ensure that the average of 70% of that dollar being spent in NM by our facilitators and on art, artists, creative industry, mentorship, and further professional development ultimately helps our local economy. Although seemingly immeasurable, the investment in this project will ripple out over generations.

**Number of Participants:** Albuquerque Day 1 (15) participants Day 2 (12) with some late attendees via a student/PED group. Las Cruces Day 1 (12) Day 2 (12) including LCPS Migrant Education Program group.

**ABQ Engagement:**

Our first engagement was hosted at the New Mexico Academy for Media Arts. Although a smaller attendance than planned for - we were able to connect with NM youth while engaging them with Albuquerque artists. The participants who attended the whole agenda were able to learn about important information necessary to be a practicing artist in multiple modalities and then have an experience in getting hands on as well. They were able to get into the various creative practices at their level of proficiency in the following areas: poetry, creative writing, music, sound, digital production and documentation, video documentation, social media marketing and branding.

The agenda for RISE was designed to offer structured and engaging programming, inclusive of sessions that cater to both youth and adult participants, offering a diverse range of creative and entrepreneurial workshops. Participants had the flexibility to attend sessions of their choice and network with facilitators and other attendees offline (in sidebar conversations) to talk about opportunities and insight being shared in the creative industries. One of the most special parts of RISE Albuquerque *not* accounted for in the "run of show" above were the spontaneous art performances by the presenter faculty throughout the day.

**Modifications**

A fundamental part of being a creative professional working within the construct of more rigid systems (such as school districts, local and state governments, departments, institutions, etc.) is being able to be

agile, flexible and accommodating to their oftentimes formal and inflexible practices while also being malleable enough to meet community member participants where they are at on an organic level. The facilitators bring this experience and know how to RISE! Had to implement it almost immediately by accommodating New Mexicans' cultural proclivity for not arriving on time. Other than a bit of a later-than-planned start, all of the above workshops were offered sequentially, rather than in "choose your own adventure" style, simultaneous tracts, which allowed for presenters—who would otherwise be holding a session in a different space—to be on hand to provide input and feedback during sessions of fellow presenters to enrich the conversation while also being able to provide one-on-one assistance to participants during the various breakout activities.

Additional workshops were offered, as a pivot, based on the population in attendance that materialized from the recruitment efforts of NM PED. For example, since there was no real representation of public sector employees and decision makers in attendance, Hakim Bellamy was able to present an alternative presentation to the younger-than-anticipated turnout on career mapping for creatives. This presentation allowed the students to see the non-linear path that most professionals (artists or otherwise) take to finding their way to their career. Allowing students to have a framework for thinking about their future is a way that is more asset-based than fear-based.

## **LAS CRUCES**

The agenda for Las Cruces was the same as ABQ in that it was designed to offer structured and engaging programming, inclusive of sessions that cater to both youth and adult participants, offering a diverse range of creative and entrepreneurial workshops. Participants had the flexibility to attend sessions of their choice and network with facilitators and other attendees offline (in sidebar conversations) to talk about opportunities and insight being shared in the creative industries. One of the most special parts of RISE Las Cruces *not* accounted for in the "run of show" above were the spontaneous bilingual poetry performances and by the presenter faculty with help from our native Spanish speaking attendees AND a collaborative song built by workshop participants and written in partnership with presenter faculty.

### **Modifications**

In Las Cruces, one of our challenges we creatively overcame was the attendance of Spanish ONLY speakers. Not a function of the contract as executed, we did not let that hold us back from delivering a program rich in creative arts experimentation, albeit light on the licensing and industry curriculum end. Through our own professional networks, we were able to have a local entity (SABA, Barricade Culture Shop) come present to the participants about local opportunities with Las Cruces Artwalk and conceptualizing, funding and producing murals in Las Cruces and beyond. The day itself included music made in a group bilingual fashion and poetry both in English and Spanish.

### **Overall Outcomes:**

In both ABQ and Las Cruces, RISE facilitators made contact with guardians of participants to offer support in pursuing their interests in creative industry beyond our engagement, in: mural painting, Las Cruces ArtWalk vending, music production, and higher education. RISE participants were engaged in a conversation about utilizing the creative arts as a vehicle aiming to help youth and adults recognize the educational and economic potential inherent in the digital and creative tools they already possess.

In both ABQ and Las Cruces RISE facilitators were able to to host and engage creatives that are currently working in their respective communities in order to share their stories, connect, and network with both the students and parents/teachers/admin in the room. Although attendance by participants was less than anticipated, the impact RISE had on those that attended can be witnessed in the documents and content attached in this

[GOOGLE LINK.](#)

[LINK TO CONTENT FOLDER](#)

[MUSIC](#)

[VIDEO](#)

[PHOTOS](#)

[PROMO](#)

[TESTIMONIALS](#)

[AND MORE](#)



**AUDIO WITH COLIN**

**Today a 9yr old translated  
from English to Spanish for  
our group. This IS #RISE**

**SAMPLE SOC. MEDIA POST**



Carlos Contreras

7h · 🌐

#RISE - talking about work we've all done and it's such a treat and great experience to remember with my colleagues - yep - colleagues - the work we've done for 20yrs!!! #heARTwork - we've only just begun. HIRE US  
DM OR COMMENT WITH INTEREST



SOCIAL MEDIA POST ABOUT ARTISTS TELLING THEIR STORIES

**"Where do they even start?"**  
**- Kelsy Kinks Wilson**

SAMPLE SOCIAL MEDIA POST - RISE AIMS TO ANSWER THIS QUESTION