

Cover Letter with Certification

Final Report Certification.

Individual Grant

City of Urbana, Public Program
Community Development Services
400 S. Vine Street
Urbana, Illinois 61801

“I hereby certify that I am authorized to approve this report, which serves as a request for reimbursement, that I have reviewed the attached invoices in the amount of \$ 1,500.00 that all cost claimed have been incurred for the project in accordance with the agreement between *Patricia León Quecán* and the City of Urbana; that all submitted invoices have been paid; and no cost included herein have been previously submitted.”

Patricia León Quecán

Date

Final Report 2020
Urbana Arts Grants Program 2020
Category Tier I Grant

Face is Only a Location II
Art Project
Replaced by

Kindergarten in Isolation
Giant Book Art Project
Leal Elementary school
Patricia León

In light of the COVID-19 outbreak all in-person, instructor-led workshops have been canceled for some months. The outbreak of COVID-19 was declared as the Public Health Emergency of International Concern by the World Health Organization (WHO).

The national authorities worldwide have responded to this crisis by implementing travel bans, lockdowns, workplace hazard controls, and facility closures. Preschools, schools, and universities have been closed either on a nationwide or local basis in 172 countries, affecting approximately 98.5% of the world's student population ([UNESCO, 2020](#)).

The Face is Only a Location II art project sponsored by the Urbana Arts Grant Program was modified because of the current Covid-19 pandemic situation. It was not possible to enroll participants for the photography workshops and mixed graphic media which were envisioned for women of different nationalities. Also meeting in person was restricted according to the State Public Health Department requirements in Illinois and around the world.

For these reasons, and taking advantage of being a kindergarten teacher at Leal Elementary school in this current year, I invited Leal School kindergarten students, parents and other classes kindergarten teachers to create a community art project. This project that involved the dual language program as well was named *Kindergarten in Isolation-[Kinder en Aislamiento]*. The project was based on sharing experiences during the academic year's days spent at home in quarantine. Additionally, and the most important part of the project was reflecting on daily student's virtual school routines and the different cycles and constant adjustments that took place over the year around education according to the Urbana Public School district demands and capabilities. The project opened up opportunities to reflect on kindergarten students taking classes virtually and the school implementation of online learning during the pandemic. Also significant was to consider how problematic and challenging this situation is for families from the Urbana community.

Volunteer participants in the project were encouraged to reflect on experiences of study isolated, outside from the school building, in a virtual environment at home. Students were also motivated to express their responses through drawings, photographs and writing and to contribute with their own experiences to the production of a giant book. The final project installation is currently display

in the Urbana Public free Library during the National Library Week and will be presented at Leal Elementary School.

Hoping to foster connection in a time of isolation, I started connecting with Leal Elementary School's principal, kindergarten's parents, and Kindergarten school teachers.

I created a call for student participants with some basic instructions for parents. Taking advantage of the virtual environment of my kindergarten class at first, I began to use this setting as way of communicating with participants and sharing the project with the larger school community.

Then, I prepared packages with some materials including different types of paper and drawing tools to personally drop or mail to kindergarten student's participants and families houses all over the Urbana City.

Post-Project Evaluation:

1. Accomplishments and how grant funds were utilized during the grant period.

Grant funds were used for the purchase of basic materials and transportation as well as for the eight months of the organizer professional service during the planning and implementation of the project as well as during the collaborative work with the larger community, teachers, and students at *Leal Elementary School* until the project completion.

2. The impact that the grant funds had on your artistic or organizational development

The funds had a vital impact on the development of the project. They were used as partial support to purchase key materials necessary for the completion of the project. Furthermore, funding also enabled me to obtain transportation in the city to provide participants with the materials needed for development of the project. Equally important, the Urbana Arts Grant fund were was to successfully manage the publicity and promotion of the project.

3. Number of hours spent in completing the project, including planning, administration, promotion, production, and final presentation.

Planning the Face is Only a Location II project started at the beginning of May 2020

Website Design release, May 24, 2020

Administration Project Face is Only a Location II began in July 2020.

The Face is the Only Location II Project re-design and change in agreement with the Urbana Arts Grant coordination by The Giant Book *Kindergarten in Isolation* project, August 2020.

Planning, re-scheduling, and implementing the renovated project's art activities August 2020

Meeting with Ms. Adriana Ochoa, the Leal Elementary School's Principal to present the Art Project, September 2020.

Promotion plan inside the Leal Elementary School: October 2020

Design and preparation of Giant book: November 2020

Second strategic meeting with the Leal Elementary School principal Ms. Adriana Ochoa
December 2020
First session book sketches for the book design and preparation of materials, November-
December 2020
Informative Meetings with potential Participants December-January 2021
Bringing and Dropping materials for participants both in person or by mail: January 2021
Production of the pages of the Giant Book January 2021
First introductory meeting with teachers, January 2021
Second Session book sketches January-February 2021
Third Session: Assembling the book February-March 30, 2021
Installation of the Giant book *kindergarten in Isolation*, April 2 Urbana Free Library.
Presentation and Exhibition of the Giant Book, April 4-10, 2021. Opening Urbana Free Library.
Presentation and exhibition of the Giant Book at Leal Elementary School, expected third week of
April, 2021

4. Information about participants.

I invited all Kindergarten students from Leal Elementary School. In total there were three groups leaded by three teachers. The number of participants at the beginning was 18. This group was part of my kindergarten class. However, the project's participants grew up because the two other kindergarten teachers joined my project with their respective students. So, the total number of students participants were 58 and three teachers including me. Most of the student participants were Americans and Hispanic Latinos Americans ages ranging from 4 to 5 years old. Additionally, some of the parents collaborated from home in the project as well.

5. Description of experience working with Collaborating Partners.

Working with partners was very important throughout the project. Thanks to the support of the *Urbana Arts Grants Program*, and *Leal Elementary School* I had a wide variety of materials to use and send and drop to the student's homes. Particularly important in this time of isolation was the use of the Grant's funds to support the transportation of all the materials needed for the kids and also for the creation of the book.

Additionally, Leal Elementary School generously provided the project with a room, which I used for collecting, organizing, and assembling the giant book throughout the whole duration of the project. With the support of Leal Elementary School's Principal Ms. Adriana Ochoa, I was able to develop the project in the school and to stay and use a space throughout the time of the completion of the project.

6. Any Additional Comments.

The project *Kindergarten in Isolation* began with an idea of working in a virtual setting but integrating the school community and engaging parents' participation. The project provided at the same time a document that witnessed the uncertainty and constant adaptation of the educational process. It also unveiled the extreme changes inside the school and in the families' daily routines around the educational experience. In addition, through the project was possible to reveal not only kids concerns and responses but also the larger community concern around the health situation and how the system of education changed so unexpectedly. This project looked up for integration of the school community especially in this difficult and challenging times of isolation. The project constituted for me a unique pedagogical practice. It demanded a lot of effort and extra time from me beyond my family environment and as a kindergarten teacher. Consequently, because of the dynamic of the project I established a routine that was an essential part of the project completion.

The giant book *Kindergarten in Isolation* supported my idea of social commitment and collaboration. During the project I had the experience of witnessing how children reflected on their shared experiences, but also how teachers learned to listening to the children and promoting their ideas which was a main objective. I saw how important this kind of basic approaches to the art experience are really necessary especially in times of isolation. I also learned how valuable are this type of collective experiences for the community and how can it offers an alternative space for reflection and creation at different levels as it involves both the academic school environment and into the larger community. I set out to work together with other School members in collaboration but also in isolation and was afraid of not reaching the project objectives. However, the results of the Giant Book *Kindergarten in Isolation* went beyond my expectations. In the end, the resulting work was for me and for all participants, I hope, an alternative art experience, a new model of social integration with parents and through kindergarten kids' artistic creations and their efforts. The public exhibition of the Giant Book on April 4-10, 2021 in the Urbana Public Library was a cultural experience in Urbana City. The Giant Book was an collective art experience that motivates us to reflect about the COVID-19 outbreak, the kindergarten educational experiences and the possible contribution of this shared experience to the public well-being.

This project stretches beyond my academic and professional experiences of teaching. Significant for me is to reflect on how the art experience in times of isolation can constitute a legitimate integrative strategy for both the larger Urbana community and the members of *Leal Elementary School's* community. The project engaged kindergarten classes in a collective creation providing a space and time to strengthen human relationships even in difficult times by integrating not only the school community but most importantly creating dialogue to the surrounding larger community.

I wholeheartedly believe that community integration through the arts is an effective way to deal with new social realities, particularly in this time of uncertainty, as it provides spaces for reflection, dialogues about locality, belonging, culture.

I also believe that through the development of this project, I have helped to integrate the arts within the City of Urbana in these very difficult and challenging times of isolation. My project helped to facilitate dialogue with the purpose of promoting art and culture, while helping foster the

emergence of new approaches to art. Especially, the use of technology in virtual space settings was challenging. More challenging, however, was working in isolation without any personal contact and striving to keep the project participant motivated and engaged. At end, I am convinced the Giant Book project constituted another door offering art opportunities throughout collaboration.

Project Expenditures

PROJECT EXPENDITURES

Complete the following table to provide a list of costs involved in the project. *(Operating costs and the purchase of non-consumable materials, such as computers, software, cameras, power tools, instruments, etc., will not be considered to be eligible City expenses. These costs can, however, be considered as matching funds or in-kind donations.)*

A: Personnel (Project Related)	Amount Requested from City	Matching Funds	In-Kind Donations	Total	Expenditure Notes Give details here.
Artistic	1500				Artist teaching 16 sessions workshops
Administration			200		
Technical			300		Design posters
Other			300		Design Blogger Web
Total Personnel Expenditures					
B: Implementation (Cost of Project)					
Supplies/Materials			300		Materials needed for the project
Promotion/Printing			150		flyers, posters, workshops Handouts
Postage					
Artistic Services					
Other Professional Services					
Space/Equipment Rental			500		space for workshops
Travel/Transportation					
Other			300		Snacks for participants, water
Total Implementation Expenditures					
Total Expenditures (A+B)	1500		2050		

Original Project Web Link: <https://faceisonlyalocation.tumblr.com>

Artist

Patricia León

Phone: (217) 600 0587

Report Certification Professional Services

March 31, 2021

Dear Committee
Urbana Arts Grant Program
Individual Grant
City of Urbana, Public Program
Community Development Services
400 S. Vine Street
Urbana, Illinois 61801

I certify that **Patricia Leon**, provided professional services as art instructor for creating the Giant Book *kindergarten in Isolation* with the Leal school kindergarten community. Each working session was around 20 minutes to one hour long for kindergarten kids. The virtual workshops were offered in two cycles, the first session from November to December 2020, the second session from January to March 26, 2021, and the third session Assembling the book March 2021.

Other additional activities during the project included:

Website release for the Project Face is Only a Location II, May 24, 2020
Project planning schedule and activities August 2020
Meeting with Adriana Ochoa, the school Principal to present the Art Project, September 2020.
Design for the promotion plan inside the school: October 2020
Design and preparation of Giant book: November 2020
Meeting with the Principal Adriana Ochoa December 2020
Informative Meetings with potential Participants: January 2021
Production of the giant book: First introductory meeting, January 2021
First Session book Sketches, November-December 2020
Second Session book sketches January-March March 2021
Final Session Assembling the book March 26-31, 2021
Presentation and Exhibition of the Giant Book at the Urbana Free Library, April 4-10, 2021.

Patricia Leon Q

Date

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Project Documentation Images









