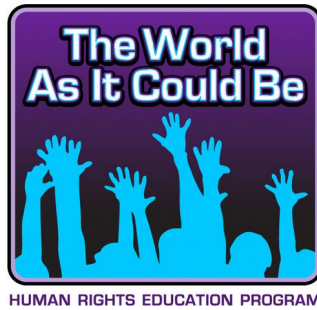


INVITATION TO SUPPORT 2016-17 INITIATIVES



The World As It Could Be Human Rights Education Program (TWAICB) is an outgrowth of a series of successful initiatives carried out since 2006 to educate and inspire youth and adults to further human rights for all people. These initiatives use the creative arts to deepen learning about the [Universal Declaration of Human Rights](#) (UDHR); they give participating youth the voice to teach their peers and adults about the importance of the UDHR principles.

With the depth and breadth of positive impacts from the last ten years of work, the Program endeavors to widely distribute its [high school curriculum](#) that integrates the creative arts and a culminating celebratory presentation, and, consistent with the Common Core curriculum standards, promotes in-depth learning and critical thinking skills. With [The World As It Could Be Is Within REACH](#), a community-led rite of passage for youth in the Eden area of Alameda County, California, we endeavor to offer a model of positive initiation of youth that can be replicated in many communities. TWAICB also seeks to utilize its growing [library of videos](#) of student presentations and commentary about the UDHR to raise awareness and spur dialogue about the continuing relevance of the UDHR as part of enhancing the social emotional learning of youth, promoting positive community and civic engagement, and creating a culture of thinking and acting that fosters equality, justice and human dignity for all people.

- May 2012 publishing of [dissertation](#) “THIS IS A PUBLIC RECORD”: TEACHING HUMAN RIGHTS THROUGH THE PERFORMING ARTS by Dr. Andrea McEvoy Spero for her Ph.D. from the University of San Francisco School of Education, based on observing the positive impacts of TWAICB at Balboa and Mandela/Fremont High Schools;
- On December 11, 2012 TWAICB received [Resolution and Certificate of Commendation](#) from the San Francisco Board of Education;
- Introduced in 2013 with the Alameda County Office of Education Integrated Learning Specialist Program a [Course A on Arts Integration featuring TWAICB content](#), that continues to be offered, and has been taught by Sarah Crowell of Destiny Arts Center, team member of TWAICB since 2006;
- Collaboration since 2007 with the International & Multicultural Education Department of the University of San Francisco School of Education (USF), including, since 2010, presentation of seven 3-day [Institutes](#) on TWAICB curriculum, and USF offering 2 CEUs for Institute participation since 2014.
- Implemented The World As It Could Be Is Within REACH 9-month [Rite of Passage program](#) at REACH Ashland Youth Center based on TWAICB curriculum, now in its 3rd year.

The pages that follow provide information about our Mission, Goals, and 2016-17 Priorities. Thank you for your interest in our work and considering financial support. Your involvement and investment make possible our continuing positive impacts.

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**The World As It Could Be Program, a program of
The Alameda County Deputy Sheriffs' Activities League (DSAL)
16335 E. 14th Street
San Leandro, CA 941578
Fed ID #83-041537**

**Sandy Sohcot, Director
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MISSION

With the [Universal Declaration of Human Rights \(UDHR\)](#) as its guide, *The World As It Could Be* Program endeavors to collaborate with community arts and social justice non-profit programs, schools, universities, and teacher training organizations to develop and use creative arts-based learning models and youth-led original dramatizations to inspire youth and adults to value the importance of human rights for all people, as well as to be engaged members of their local and global communities to help make the words of the UDHR a reality for everyone.

As part of the Program's mission, provide cascade of benefits while carrying out initiatives:

- Support grassroots non-profits and creative arts professionals
- Showcase the importance and value of the creative arts
- Engage youth in positive, motivating activities that encourage learning, critical thinking and enhanced social interactions
- Provide opportunities for youth who are often marginalized due to learning differences and physical limitations to be participants in school-wide initiatives
- Engage the broader community to support and celebrate accomplishments of youth
- Provide opportunities for collaborations among non-profits, between non-profits and public schools, and among the teachers within schools
- Help transform traditional pedagogy into Human Rights Education

FIVE-YEAR DIRECTION SETTING GOALS (Developed in Nov. 2011, Updated Jan. 2016):

- The Program curriculum is widely used by schools and non-profit organizations across the U.S., valued for providing rigorous, standards-based content, along with opportunities to excite students about their education, creativity and capacity to help create a human rights culture in their communities.
- We collaborate with colleges/universities, school district teacher training organizations and Human Rights Education entities in California and in other regions to provide engaging professional development opportunities for teachers to both learn about the UDHR and its related principles, such as the Universe of Obligation, and effectively integrate the creative arts and celebratory processes in their academic teaching.
- The Program is instrumental in helping implement Human Rights Education, including integration of the creative arts, as part of teacher training at the University/College level across the U.S, including a class offering called *The World As It Could Be*.
- The Program is instrumental in having the human rights framework an integral part of public safety practices.
- The Program's Rite of Passage curriculum is utilized by community agencies and organizations in Bay Area communities, and gains recognition as an exemplary youth initiation process.
- The dissemination of the Program's collection of original productions, participating school presentations, and published work have all contributed to continually growing awareness among the general public about the importance of "human rights thinking and acting".

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JANUARY 1, 2015 – JULY 31, 2016 MAJOR ACCOMPLISHMENTS

- Implemented 2nd class of The World As It Could Be Is Within REACH Rite of Passage program and have committed group of 11 youth, with culminating presentation scheduled for May 20, 2016.
 - Two of the high schools are now involved in carrying out the Rite of Passage Community Action Project involving surveys of students and teachers to lead to recommendations on how to enhance relationships between students and teachers, so as to have students more actively engaged in their educational experience. This project came about after [studying the UDHR and using Article 3](#) to guide identification of the priority community issues to be addressed.
- Carried out [6th successful 3-day Institute](#) with the University of San Francisco (USF), offering 2 Continuing Education Credits, this time at Balboa High School, garnering greater support from the San Francisco Unified School District (SFUSD) to have SFUSD teachers take part, with the 7th 3-day Institute already scheduled to be held once again at Balboa High School.
- Balboa High School and Arroyo High School presented impactful culminating presentations in December 2015. A Balboa teacher designed her 10th grade Language Arts Class with the UDHR as the guiding framework, successfully meeting Common Core standards while also delivering meaningful content.
- Began design of TWAICB's 10th Anniversary culminating presentation to be held at Balboa High School on December 8, 2016, where Balboa teachers and students will take the lead, with guidance from the San Francisco Mime Troupe Youth Theater Project, to dramatize the relevance of the historic events of the Spanish Civil War and adoption of the UDHR to addressing today's issues, with the goal of having a model for how to teach history using the creative arts and a culminating presentation.
- Presented TWAICB curriculum to three graduate Social Work classes at San Francisco State University, with the School of Social Work lead professors considering how to have the UDHR as a framework for more classes in the 2016-17 class year.
- Presented for the fourth time at the California Teacher's Association Equity & Human Rights Conference (CTA). One of the Workshop participants has invited TWAICB to present at a Bay Area CTA event in May 2016.
- In collaboration with Destiny Arts Center, held a reunion with seven of the participants from the original TWAICB productions. The young adults, now about 25 years old, provided gratifying feedback about the continuing positive impacts from their experience in learning about the UDHR in conjunction with the Destiny Arts processes. These participants want to continue to be involved in our work.
- Implemented communication plan, regularly posting about the [continuing relevance of the UDHR](#), gaining steady new followers and interest in the issues presented.
- Met with head of Integrated Learning of Alameda County Office of Education, and received commitment to pursue their licensing of TWAICB curriculum as part of their upcoming involvement at the REACH Ashland Youth Center in conjunction with their 2 year contract with California Department of Education to oversee before, after and summer school programs, as well as professional learning for 7 Bay Area Counties.

INVITATION TO SUPPORT 2016-17 INITIATIVES

OBSERVATIONS FROM 2015-16 WORK THAT LEAD TO 2016-17 PRIORITIES

- We have seen in the Rite of Passage work, in each curriculum training session, and in each culminating presentation that learning about the UDHR and its principles generates enhanced interest in being positively engaged with others and in helping promote equality, justice and respect.
 - The [thoughtful reflections of students](#) have the potential to be compelling lessons to the greater public about why awareness and practice of human rights principles is important.
- The positive responses to our classroom presentations on TWAICB from the San Francisco State graduate social work students provides another opportunity to disseminate our Program information, that being to the professional social work community.
- The continuing surfacing of excessive force situations involving law enforcement officers calls for a greater awareness among all the entities about the principles of the UDHR. The UDHR framework could facilitate enhanced understanding and communications among and about all involved entities that, in turn, could stem violent responses.
- The multi-year positive impacts from using TWAICB curriculum experienced by the University of San Francisco School of Education, the Alameda County Office of Education, Arroyo High School, Balboa High School, and the REACH Ashland Youth Center provide the foundation for offering models of applications of TWAICB curriculum that can be licensed to other entities.
- Our continually growing library of posts on the relevance of the UDHR provides inspiring material to generate virtual conversation about applying UDHR principles to current issues.

PRIORITIES TO ADDRESS OVER THE NEXT 1-2 YEARS (2016-17)

1. Engage with the Alameda County Office of Education (ACOE) and the San Lorenzo Unified School District to deepen the impact of The World As It Could Be Is Within REACH rite-of-passage process for the youth connected to the REACH Ashland Youth Center.
2. Work with DSAL to engage a Human Rights Education Coordinator, responsible for overseeing dissemination of TWAICB curriculum, addressing the following priorities:
 - Continue to deepen the impact of TWAICB curriculum in schools actively involved with the Program.
 - Carry out planned collaborative project at Balboa High School with 10-year anniversary event on December 8, 2016
 - Utilize TWAICB as a vehicle to integrate human rights principles as part of public safety practices by supporting the initiatives already underway with DSAL.
 - Continue to expand the reach of TWAICB curriculum in Bay Area schools, as well as across the country through trainings and conference presentations.
 - Pursue identified collaboration opportunities that help expand the reach of the Program work.
 - Pursue involvement in training at college and university schools of education to prepare future teachers and social workers for human rights education and utilization of the creative arts.
3. Coordinate with DSAL's Fund Development and Communications staff person to utilize the Program website, including its video library, e-mails and social network posts, as well as other media to publish messages and articles about the importance of Human Rights Education (HRE) and the UDHR, connecting TWAICB initiatives with the innovative public safety work carried out by DSAL.

PROGRAM BUDGET: The total budget for 2016-17 is \$120,000. Details are available upon request.

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