

**INTEMPO's mission is to engage, educate, and enrich the lives of children by making classical and intercultural music relevant, accessible, and inclusive.**

### About INTEMPO

INTEMPO is a Stamford, CT-based youth development organization that provides high-quality classical and intercultural music education to children predominantly from immigrant backgrounds and from communities that are underrepresented in the arts.

INTEMPO serves hundreds of children annually through afterschool, in-school, and summer music programs.

INTEMPO received the 2022 Lewis Prize for Music, becoming the first and only music program in Connecticut to receive this national award.



## Students' Reflections

"I feel very comfortable [at INTEMPO]. Because they're, like, a community that can kind of, like, relate to where I'm from--there are people from where I know...in school, it's a different environment--you have to be cool. You have to be this. You got to be that. But in INTEMPO, you can be open. I can speak in Spanish and people understand."

"I think during times like these, this is when it really shows how meaningful it is [to be able to play an instrument]. You don't always have to be great at it. You can just play whatever you're thinking, whatever you're feeling."

**"INTEMPO is a family. Whatever instrument you play, it will still make a good song."**



## Contact Us



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## COMMUNITY CULTURAL WEALTH

How INTEMPO Music School helped students and their families use their knowledge, skills, and strength to navigate the unprecedented challenges of the COVID-19 pandemic

**Findings from the Beyond Music research study  
Conducted by**

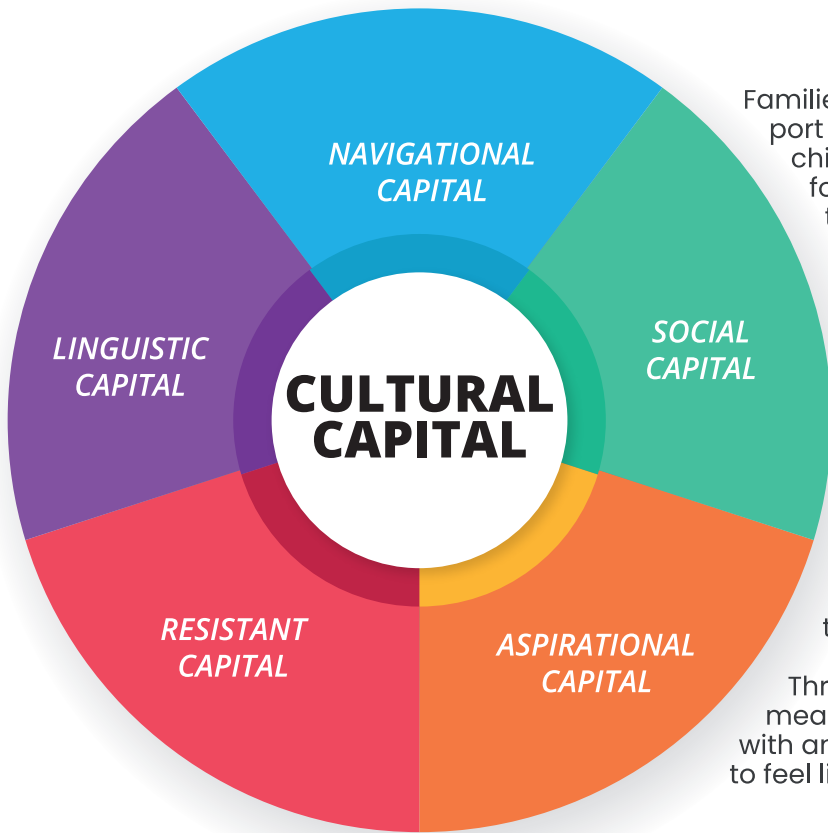
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**TEACHERS COLLEGE  
COLUMBIA UNIVERSITY**

A Graduate School of Education, Health & Psychology



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## Key Findings

Families appreciated the wide-ranging support they received for themselves and their children from INTEMPO, including rent, food, and academic-related assistance. Parents reached out to INTEMPO frequently with questions and concerns beyond their children's lessons. INTEMPO became their one-stop shop of constant support.

As students transitioned to the online learning environment, they relied on their social networks for assistance, information, and encouragement.

Regardless of the uncertainties they faced, families maintained their hopes and dreams for their children to succeed as musicians.

Throughout the crisis, music was very meaningful to students, providing them with an expressive outlet and a way for them to feel like they were being productive.

## Apoyo Moral: \*Moral Support

### Nurturing Cultural Wealth, Fostering Independence

- Students and their families described INTEMPO as a chosen family, a space where they can be themselves.
- Parents said outside-of-school music education is a “luxury” in the United States and that by making music lessons accessible to all, INTEMPO’s music school is an equalizer.
- Parents frequently engaged in musical activities with their children. Their high expectations for their children’s music education kept their children motivated despite online learning obstacles.
- Students said they knew they could contact INTEMPO teachers if they needed help but that having to work on their music skills on their own made them more independent and self-reliant.



## INTEMPO Music School: The Beyond Music Study

The study, which was conducted over several weeks in 2021, explored the academic, musical, and social perceptions and experiences of INTEMPO students and families during the COVID-19 shutdown. The researchers used Tara J. Yosso’s community cultural wealth (CCW) model as a framework to identify the forms of capital INTEMPO families used to deal with the challenges of the COVID-19 pandemic. Their report focused on four aspects of cultural capital within communities of color that often go unrecognized: familial, aspirational, navigational, and linguistic capital. These four forms of cultural capital surfaced through interviews and focus groups with INTEMPO students and families.