

2019 Annual Report



LOCAL LEARNING

- THE NATIONAL NETWORK FOR FOLK ARTS IN EDUCATION

Bringing a cultural lens to complex subjects since 1993

Local Learning connects folklorists, artists, and educators across the nation and advocates for the full inclusion of folklife and folk arts in education to transform learning, build intercultural understanding, and create stronger communities.

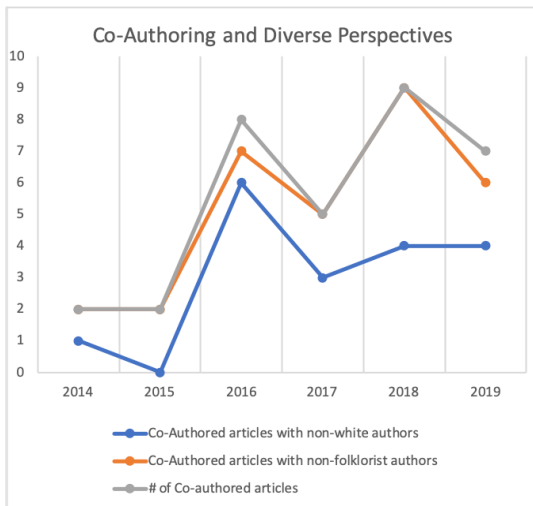
www.locallearningnetwork.org

Journal of Folklore and Education

“Art of the Interview”

“An artful interview is complex; a tapestry of threads, colors, textures, sounds, and voices as it weaves material among ourselves, our interviewees, and our audiences.”

~Bonnie S. Sunstein, 2019 Guest Editor



Journal of Folklore and Education Authors and 2019 Data

JFE editors actively cultivate submissions that reflect the many contexts and practitioners of our field, seeking to publish excellent Folklore and Education case studies and articles. This chart indicates that our encouragement of co-authored submissions correlates with our increasingly diverse author pool. “Art of the Interview” had an acceptance rate of 82%, with 54% of our authors coming from key constituencies outside of Folklore and 31% authors of color. We published 13 articles, 2 notes, and 5 reviews.

Journal of Folklore and Education (ISSN 2573-2072) is a publication of Local Learning: The National Network for Folk Arts in Education. Editors: Paddy Bowman and Lisa Rathje; Design: Lisa Rathje; Review Editor: Rebecca Smith; Editorial Assistant: Eleanor Miller.

2019 Journal of Folklore and Education Publications Committee & Advisory Committee

2019 Publications Committee

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Professional Development

We facilitate a variety of professional development workshops for educators, and offer consultancies that particularly focus upon the art forms that can be found in the communities of students of all ages (K-12–Adult).

Study of traditional arts and their creators contributes not only to students' understanding of culture and community, but also to their ability to think critically, gather and analyze evidence, learn key social-emotional skills, and express their ideas and interpretations through personal creativity. Some examples of what this looked like in 2019 include:

Local Learning at Morris County Technical High School, New Jersey: What our partners said...



"As a school for Career and Technical Education, how does large-scale collaboration help facilitate real-world experiences in project management, problem solving, critical thinking and developing creative aptitude across disciplines? These are just some of the questions we asked when the opportunity to design an exhibit at Ellis island National Museum of Immigration arose.... [this project] reached more than 120 students and eight faculty members involving the design, plumbing, welding, carpentry, building and grounds maintenance, culinary and math infusion programs."

Local Learning in Rochester, New York, with Culture, Community, and the Classroom



Thirty teachers in nine school districts participated in a two-day summer workshop. Eight educators hosted artist residencies in their schools representing Native American basketry and storytelling, Puerto Rican music, Mexican dance and holidays, Latino stories and history, West African drumming and music, Polish egg decorating, Gospel music, and Trinidadian steel bands and calypso. A November public presentation at the Rochester Museum & Science Center shared the transformative learning that happened in the residencies.

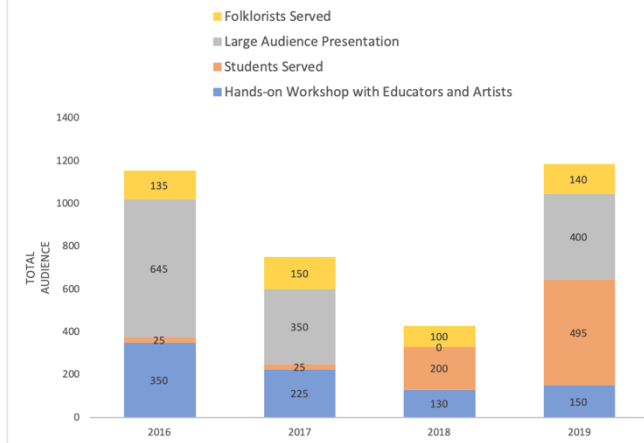
Local Learning in Louisiana with the Bayou Culture Collaborative addressing land loss



Local Learning offers tools, strategies, and resources to help people understand how culture influences ways of learning and living; creates and strengthens communities; and expresses itself in our universities, schools, museums, community organizations, workplaces, and landscapes. The 2019 BCC workshops addressed a need for bridging activities between artists, scientists, and community members directly affected by land loss.

Building a Network for the Future

LOCAL LEARNING AUDIENCES SERVED
(NOT INCLUDING ONLINE OR PUBLICATIONS)



Local Learning is strengthening the network

The funding and flexibility for K-12 teachers to attend long institutes is trending down. However, schools, museums, state agencies, and other organizations are realizing that the tools of folk arts in education can help them gain skills needed to engage our diverse communities more effectively.

Local Learning has helped learners of all ages build intercultural understanding for over 25 years. The resources and deep knowledge we bring to our network and new audiences through publications and consulting indicates an important area for continued growth.

Online visitors continue to grow, too

Unique visitors to www.locallearningnetwork.org have grown by 10% each of the past three years.

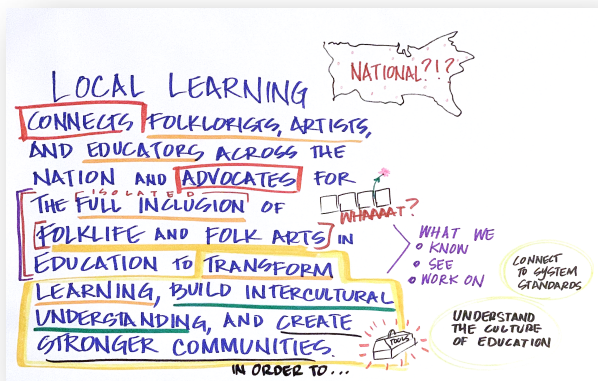
Local Learning Strategic Planning 2020-2023

Working with consultant Lisa Mount, the Local Learning board met in Baltimore to identify the organization's priorities as a National Arts Service Organization for Folk Arts in Education moving forward. In preparation for this planning process, Executive Director Lisa Rathje conducted a field scan, interviewing six colleagues from peer organizations with national scope. Key themes informing work in the coming years include:

Aspirational Vision. What is the big dream for Folk Arts in Education? This work is important and has significant social value—are we planning big enough?

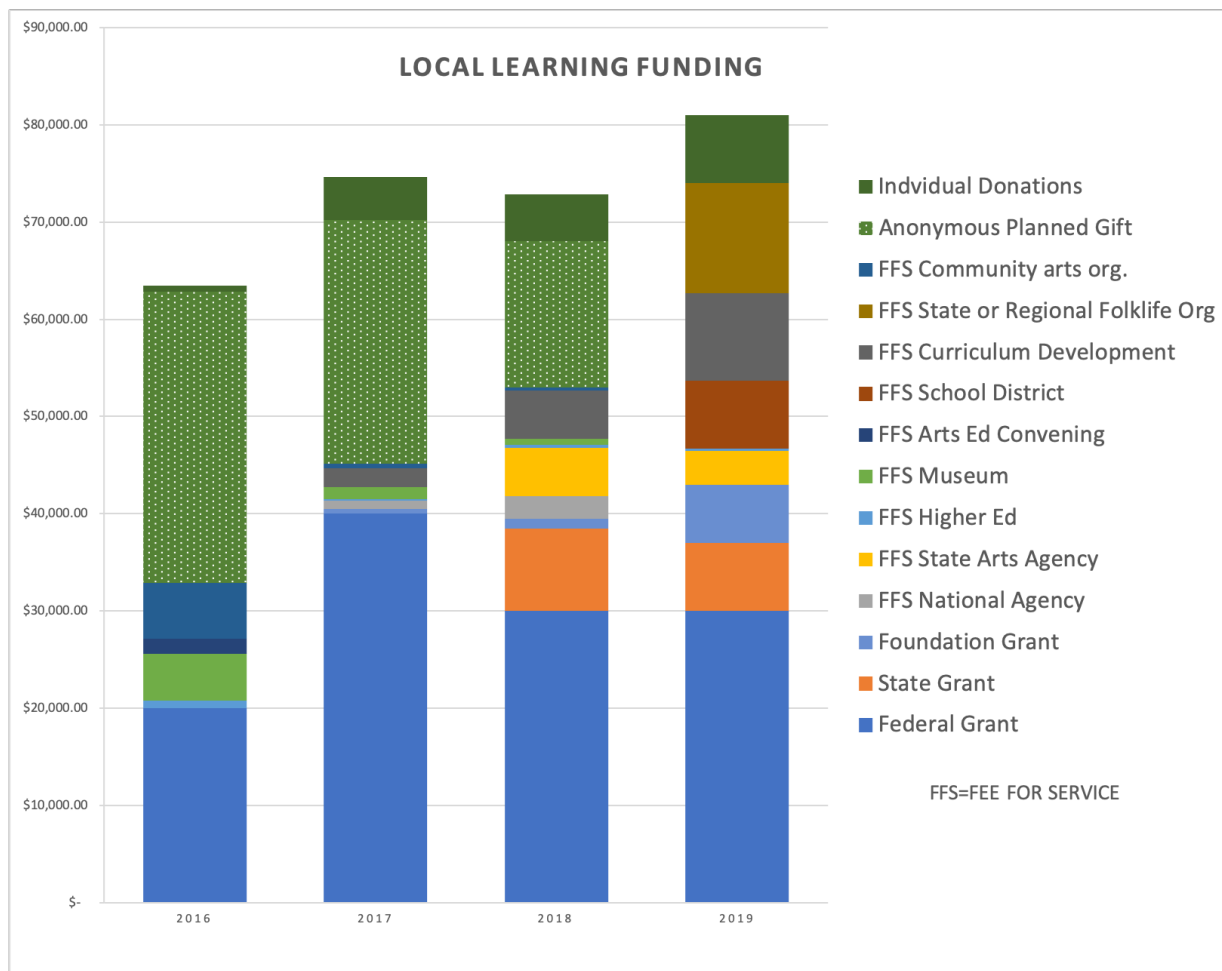
Visibility. Like the field of folklore, Local Learning needs to coordinate communication, networks, and the “cumulative story” of our deep engagement with culture, equity, ethnography, and narrative.

Communication Strategy and Branding. We will harness the energy and momentum these conversations have generated to more effectively reach our audiences.



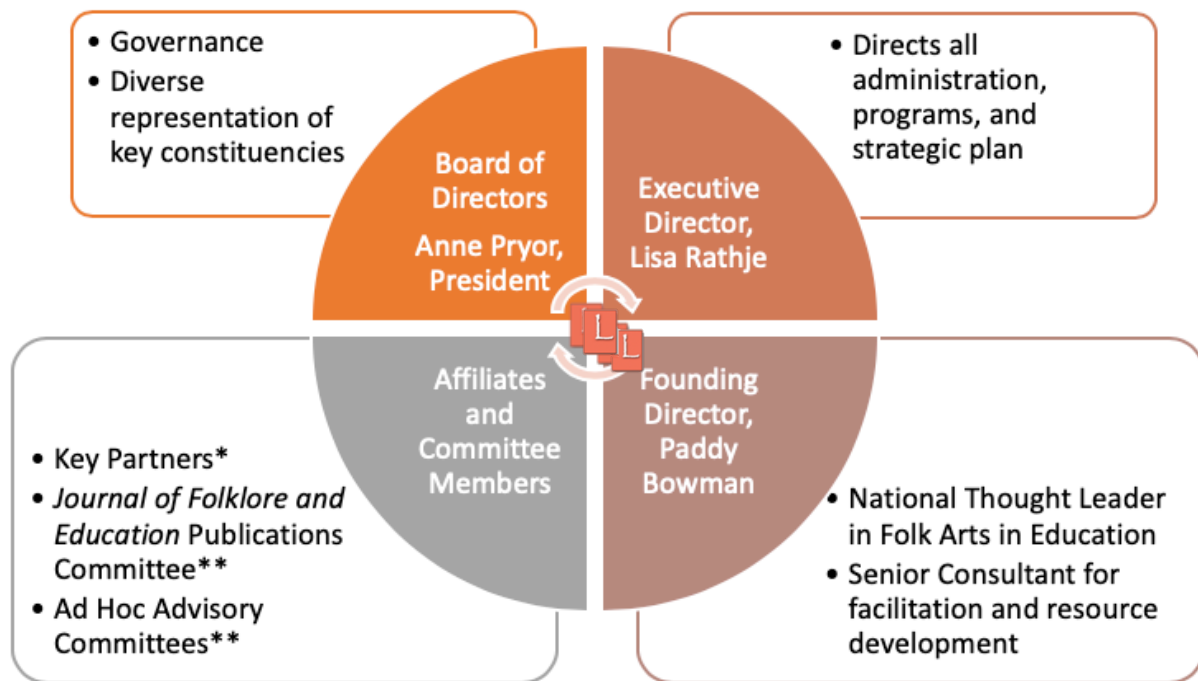
Financial Statement

In 2016 Local Learning identified that the organization's reliance upon federal funding was jeopardizing the sustainability of our organization. With the help of an anonymous donor who supported Local Learning with a planned 3-year gift (\$30,000 y1, \$25,000 y2, \$15,000 y3) to enhance Local Learning capacity and to leverage additional revenue streams, we have significantly added to the funding sectors supporting Local Learning.



The Local Learning budget is stable. Our 2018 reported income was \$72, 881 with expenses of \$68, 386. Figures for 2019 will be updated in May, 2020. We are on track to finish the year with \$81,000 in revenue and \$79,100 in expenses.

Who Is Local Learning?



Our Local Learning Organization and Staff Chart reflects our organizational culture of partnership and collaboration. The leadership of the Executive Director and the Board of Directors supports this culture through excellent governance, leadership, and vision for the organization, informed by our consultants, partners, and volunteers.

Local Learning Board

Anne Pryor (Chair) is a public folklorist with an education specialty and a co-founder of Wisconsin Teachers of Local Culture.

Michael Knoll (Treasurer) is a folklorist and Vice President of Curatorial Affairs at HistoryMiami Museum.

Linda Deafenbaugh (Secretary) is a Folk Arts Education Specialist at the Folk Arts-Cultural Treasures School in Philadelphia.

Betty J. Belanus is a curator and education specialist at the Smithsonian Institution Center for Folklife and Cultural Heritage.

Doug Blandy is a professor in the School of Planning, Public Policy and Management at the University of Oregon .

Marcus Cederström is a community curator of Nordic-American folklore at the University of Wisconsin–Madison.

Ellen McHale is Executive Director of New York Folklore.

Rossina Zamora Liu is assistant clinical professor in the College of Education at University of Maryland.

Terry Liu is past interim Chief Executive Officer at Hawai'i Arts Alliance.

*Key Partners see page 7

** Publications Committee and JFE Advisory Committees see page 2

Key Partners and Funders

Strong partnerships are a core value for Local Learning and are necessary for sustaining and nurturing the field of Folk Arts in Education.

2019 Funding, including Grants, Fees, and Honoraria from the following

National Endowment for the Arts
Idaho Arts Commission
New York State Council on the Arts
Louisiana Folklore Society
Saint Paul Public Schools
Morris County Technical High School
American Folklore Society
New York Folklore
New Jersey Folk Arts Infrastructure Partners

2019 Partners who donated in-kind time, space, and services include

Rochester Museum & Science Center
GLOW Traditions
Genesee Valley Educational Partnership BOCES
National Arts Education Association
American Folklore Society
New York Folklore
City Lore
Journal of Folklore and Education Guest Editor and Publications Committee Members

We are grateful for the almost 100 individual donors and family foundations who have supported Local Learning over the past three years. **Thank you** for supporting our work to transform learning, build intercultural understanding, and strengthen communities through Folk Arts in Education.

How can you help Local Learning?

- [Follow us on Facebook](#)
- [Subscribe to our quarterly e-bulletin](#)
- Publicize our work among colleagues
- Volunteer to become a JFE peer reviewer
- Recommend potential networks and resources
- [DONATE](#)

Contact Us to Learn More!

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