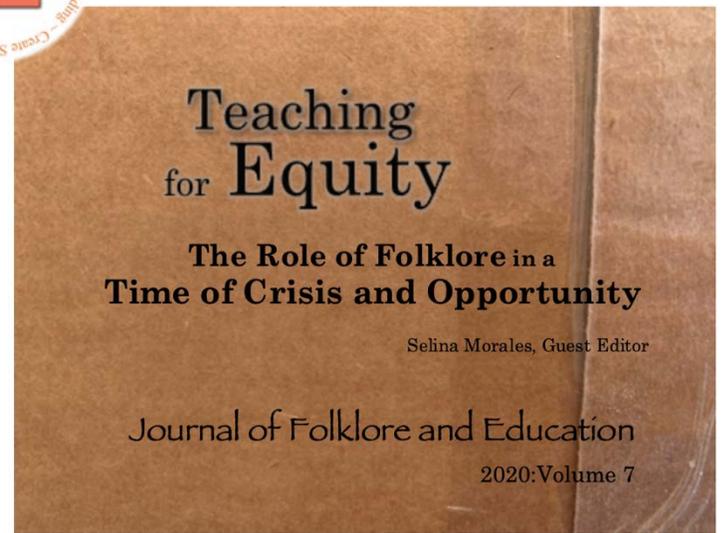
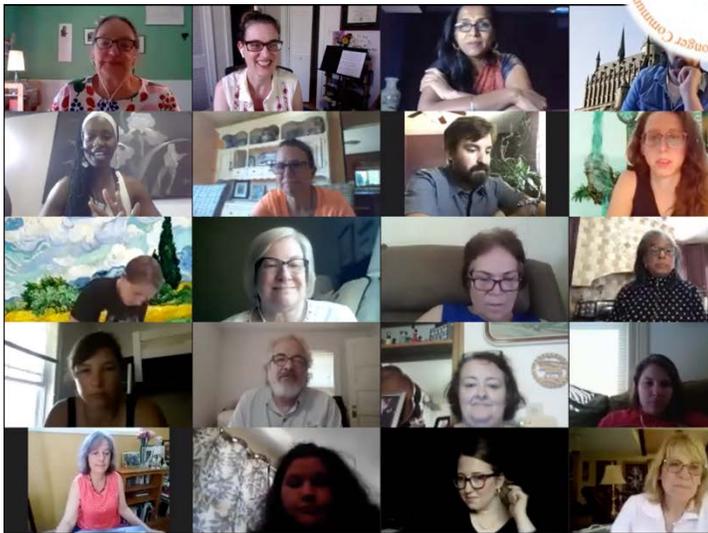


2020 Annual Report



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

Teaching for Equity
The Role of Folklore in a
Time of Crisis and
Opportunity

Journal of Folklore and Education
2020: Volume 7

Selina Morales, Guest Editor



Children participate in an Ikebana (flower arranging) workshop led by Mieko Kubota, a Japanese Ikebana artist. Read more in JFE Volume 7. Photo courtesy HistoryMiami Museum.

We must commit, in the world-building profession of teaching, to the hard and essential work of centering equity in our practice. Folklife is all around us, and it is one powerful, dynamic and multidimensional tool we can use to teach toward equity.

-Selina Morales, 2020 Guest Editor

The *Journal of Folklore and Education* (ISSN 2573-2072) is a publication of Local Learning: The National Network for Folk Arts in Education. Volume 7 (2020) featured 11 articles, 1 photo essay, 1 note, 1 interview, and 4 reviews. We accepted 60% of submissions, following peer review. Seven of our articles were co-authored, we published 27 authors total, 67% of the authors were BIPOC.

Editors: Paddy Bowman and Lisa Rathje; Design: Lisa Rathje; Review Editor: Rebecca Smith; Intern: Taylor D. Burden

2020 Journal of Folklore and Education Publications Committee & Advisory Committee

2020 Publications Committee

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Professional Development

We facilitate a variety of professional development workshops for educators and artists and offer consultancies that particularly focus upon 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 2020 include:

Local Learning on Teaching and Learning the 1921 Tulsa Race Massacre: What educators said...



"Before this workshop, I thought I would just learn about the history of the Tulsa Race Riot and get some writing activities to go with that learning, but now I think that I am going to need months to process all of the information I have received and the learning I have had throughout these past four days--starting with the fact that it isn't the Tulsa Race Riot, as I had learned before, but the Tulsa Race Massacre. Then, moving to an even deeper understanding of the danger in a single story and how multiple voices need to be heard to help reshape the master narrative. I need to do to go along with what this workshop has started within me, not only as a teacher, but also as a citizen who wants to be/do better, spin and rethink so much."

Local Learning in Elmira/Corning, New York, with Culture, Community, and the Classroom



Forty teachers in eight school districts participated in a two-day summer workshop. Eight educators hosted artist residencies in their schools representing classical Indian dance; Native American antler and bone carving; Irish fiddle; fly fishing and tying; Mexican foodways; Afro Puerto Rican hair arts; African American storytelling and games; and Puerto Rican theater, poetry, and visual arts. A November public presentation hosted by the Rockwell Museum in Corning, NY, shared the transformative learning that happened in the residencies.

Local Learning Builds Curriculum Skills with Traditional Artists, Culture Bearers, and Activists



Local Learning offers tools, strategies, and resources to help artists teaching in diverse spaces. COVID-19 necessitated activities to be reimaged for asynchronous, digital, and analog learning for educators and artists across the nation. With the Alliance for California Traditional Arts, Local Learning offered 12 hours of professional development for Teaching Artists and an additional 12 hours of staff professional development to support long-term, arts-based classes with traditional artists for incarcerated participants.



2020 Project Highlights

Learning Locally

Addressing the unique needs brought about by COVID19 and subsequent transitions by schools to remote options, staff developed a new set of resources for the Local Learning website. The [Learning Locally](#) page highlights activities and ideas for learning at home and in one's own community.

Journal of Folklore and Education Inaugural Writers Fund

Because of individual donations to Local Learning, we were able to establish the inaugural Local Learning Writers Fund. We supported eight contributors this year. Some are first time authors, one was a photographer using his documentation skills learned from a youth folklore program to document Black Lives Matter, others are seasoned authors. It is more important than ever to acknowledge that many JFE authors are not institutionally supported to write about their important work.

Equity in Education

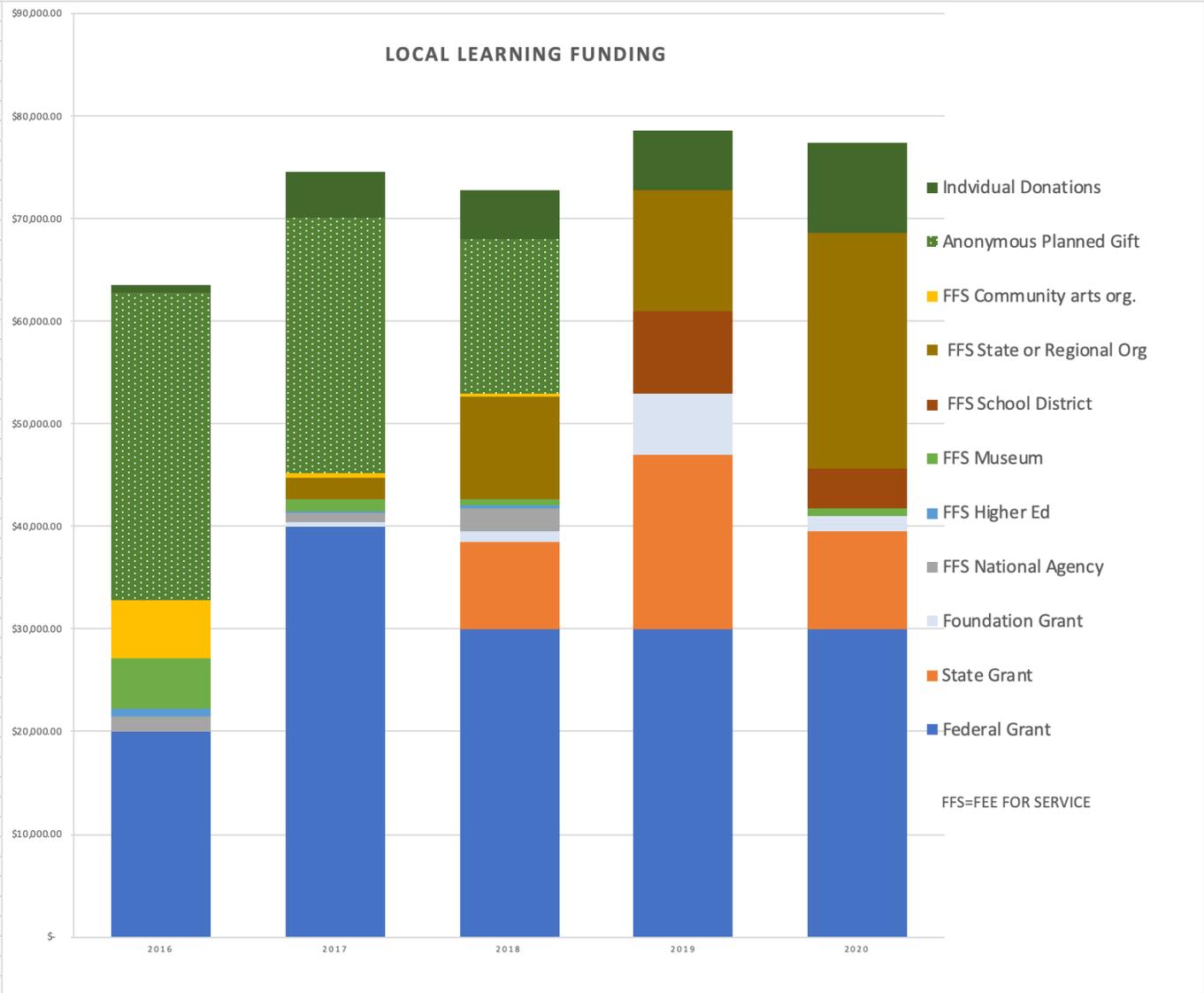
The premise that arts educators must better understand the long-term effects of infrastructural and lived inequity is not unique to folk arts. Deepening understanding and intentionality around diversity, equity, and inclusion in the programs and practices of arts education will promote stronger pedagogical practices. Using an asset-based approach, Local Learning builds artists' self-understanding of their cultural identities and how these identities influence approaches to teaching, learning, and aesthetics. Better understanding one's own teaching practice as a cultural practice creates a deeper understanding of how students may perceive and receive learning differently. Our workshops model facilitation and leadership techniques that are core to equity work: awareness of one's positionality, paying attention to diverse perspectives, engaging expertise in nonhierarchical ways, and creating space for creative and iterative learning processes. Educators know that fostering a "growth mindset" among learners of all ages leads to positive learning outcomes. From planning to workshop execution, this process engages artists, educators, and administrators to grow in their personal and professional understanding of culture, community, and the classroom.

Advocacy

- Local Learning has been an active partner in developing the [Living Traditions Network](#) website, a collaborative effort of traditional artists, organizations, and communities that sustain living traditions.
- Local Learning sits in on many national advocacy calls to ensure the perspective of folk arts is represented and to engage our networks in national efforts. We are pleased folk traditions are included in the "[Putting Creative Workers to Work](#)" statement.
- We have been mapping folklore's [Creative Responses to Current Events](#) that can serve as inspiration and catalyst for projects in classrooms and learning spaces across the nation.
- Local Learning will be finishing our term serving on the [Arts Education Partnership Advisory Council](#). We advocated for the inclusion of Folk Arts on the council, and they have named Folk Arts as one of their top priority areas for recruitment.

Financial Statement

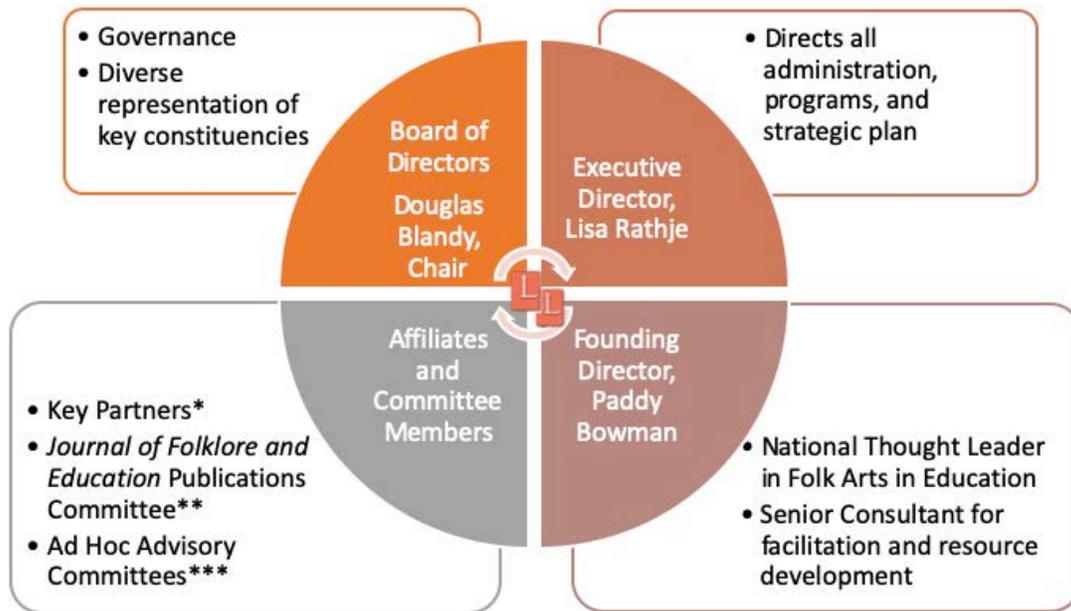
In 2016 Local Learning identified that the organization’s reliance upon federal funding was jeopardizing the sustainability of our organization. With the help of an anonymous donor who supported Local Learning with a planned 3-year gift (\$30,000 y1, \$25,000 y2, \$15,000 y3) to enhance Local Learning’s capacity and to leverage additional revenue streams, we have significantly added to the funding sectors supporting Local Learning over the past 5 years.



The Local Learning budget is stable. Our 2019 reported income was \$78,675 with expenses of \$76,001. Figures for 2020 will be updated in May 2021. We are on track to finish the year with \$80,000 in revenue and \$76,000 in expenses. Given the multiple challenges of doing work in a time of COVID19, we see demonstrated resilience in our revenues.

Local Learning Board Updates

Local Learning Staff and Directors honored Anne Pryor at our 3rd Quarter Board Meeting for her 13 years of service on the Board and her role as the founding Board Chair. The Board elected Douglas Blandy Chair for a three-year term and unanimously voted to create an ex-officio, one-year term for Past Chair to ensure continuity in our governance.



The Local Learning Board also updated the organizational bylaws in 2020, an initiative led by Anne Pryor and Marcus Cederström. Highlights include the clarification of Board roles and the naming of the standing committees of the Board: Development, Nominating, and Executive Committees.

*Key Partners see page 7; **Publications Committee see page 2, *** JFE Advisory Committee see page 2

Local Learning Board

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

Anne Pryor (Past-Chair, *ex-officio*) is a public folklorist 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.

Ellen McHale (Secretary) is Executive Director of New York Folklore.

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

Maribel L. Alvarez is Associate Dean for Community Engagement & Jim Griffith Chair in Public Folklore, University of Arizona.

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

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

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

Shanendra Nowell is Associate Professor of Secondary Education at Oklahoma State University.

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.

2020 Funding, including Grants, Fees, and Honoraria from the following

- National Endowment for the Arts
- Alliance for California Traditional Arts
- New York State Council on the Arts
- Corning Foundation
- Louisiana Folklore Society
- University of Louisiana-Lafayette
- Virginia Humanities
- Saint Paul Public Schools
- American Folklore Society
- Govenar Family Fund of Communities Foundation of Texas
- New York Folklore
- Acadiana Center for the Arts
- Texas Folklife

2020 Partners who donated in-kind time, space, and services include

- The ARTS Council of the Southern Finger Lakes
- Rockwell Museum
- GLOW Traditions
- Greater Southern Tier Teacher Center
- American Folklife Center at the Library of Congress
- Oklahoma State University
- City Lore
- Journal of Folklore and Education* Guest Editor and Publications Committee Members

We are grateful for the more than 100 individual donors, including Local Learning Board members, 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!

Local Learning: The National Network for Folk Arts in Education
56 E First St | New York, New York 10003
Executive Director: lisa@locallearningnetwork.org
www.locallearningnetwork.org

