2017 Conference Program Planning Meeting Notes

February 8 - San Francisco, CA
Presented by the National Guild for Community Arts Education
and San Francisco Arts Commission
Hosted by Mission Cultural Center for Latino Arts

On February 8, 2017, the National Guild for Community Arts Education and the San Francisco Arts Commission held a town hall-style meeting of arts education leaders and stakeholders in San Francisco and the Bay Area. Hosted at the Mission Cultural Center for Latino Arts, the meeting was held to inform the programming of the **2017 Conference for Community Arts Education (Nov. 15 - 18) in San Francisco/Oakland.** Fifty-seven arts education leaders representing 38 organizations/agencies participated in a dialogue that identified a host of issues affecting the field.

Among the key issues raised by participants that the conference might address were:

Impact of Economic Challenges on Arts Education
Gentrification & Displacement
The rising price of real estate has created a housing crisis—displacing staff and teaching artists, public school teachers, and community members (families, youth and older adults). Of cities in the United States, San Francisco has the lowest percentage of young people per capita (http://huff.to/2lzuXO6) and the second highest percentage of homeless youth (http://abc7ne.ws/2kEI417). Many families can no longer afford to live near cities where programs are being provided. Artists and staff struggle to be able to afford to live near places of employment. Additionally, the rising cost of real estate is making it increasingly difficult for arts education organizations to find affordable space—and therefore harder for these organizations to serve their students. The situation is also driving out many immigrant and refugee families, as well as older adults, creating a drain of "culture bearers" in the city.

- What are other models for program delivery, perhaps within the social services field, that can meet the challenges of serving displaced families? How are other cities across the U.S. grappling with this issue?
- San Francisco has one of the largest income gaps in the country. How do we come together to work across this divide to ensure equitable access to arts learning?
- How might organizations work together and in partnership with the city and other stakeholders to provide affordable and safe ways for students to get to programs via public transportation?
- How do we ensure older adults who are also being displaced have equitable access to our programs? Isolation is a major health concern for older adults, and can be somewhat mitigated by quality arts programs. How do community arts programs serve both older adults unable to move, who find themselves homeless, in transitional housing, or spending a disproportionate amount of income on housing costs; as well as older adults who end up moving from their neighborhoods with family members. http://oaklandlocal.com/2015/03/gentrification-takes-a-toll-on-oakland-seniors/
- What happens to our communities when our culture bearers are displaced? What are strategies for reconnecting communities with their culture bearers?
- How can arts organizations and community partners come together to ensure a livable wage for teaching artists and staff at nonprofit organizations?
- How might we advocate for the tech sector (e.g., Salesforce, Twitter, Uber, Airbnb, etc.) to reinvest in the arts/cultural ecosystem of the community?
- Gentrification is a hot issue at the state level; California Arts Council is instituting a Cultural Districts program which will designate certain sections of cities or regional rural areas as worthy of special status. The Council worked to have language included about displacement and gentrification (See **https://www.caculturaldistricts.org**)

Organizations that can speak to this issue include:

- CAST: Community Arts Stabilization Trust
- Kenneth Rainin Foundation—focus on supporting small to mid-size arts organizations, and independent artists
- Arts for a Better Bay Area (Oakland)—example of a creative neighborhoods coalition
- St. Francis Foundation is working on a housing improvement plan (collective impact model)
- Teaching Artist Guild (livable wage for teaching artists, impact of displacement on artists, etc.)
- Art Space, a national organization with a mission to create, foster, and preserve affordable space for artists and arts organizations (property development, asset management, and consulting)
- Anti-Eviction Mapping Project is a data-visualization, data analysis, and storytelling collective documenting the dispossession of Bay Area residents in the wake of the "Tech Boom 2.0."
- Mercer
- Housing developers or corporations who are currently investing in the arts community
- St. Mary's Center—serves at-risk seniors and preschoolers, including counseling, shelter, nutrition, advocacy and social support as well as creative arts programming. Specific services for homeless older adults.
- The California Endowment: Funder that has a solid understanding of these complex issues and the challenges faced by organizations. Often responsive to the needs of orgs in meaningful ways.
- ELMA Music Foundation: Funder that works very hard to understand the larger impacts of political, social, economic factors on the orgs they fund.

Creative Youth Development
Youth Leadership, Empowerment, and Development

- In San Francisco, it is estimated that five to ten percent of the approximately 80,000 young people aged 16 to 24 are at an elevated risk for unemployment, involvement with the criminal justice system, poverty, and homelessness (Transitional Age Youth, www.taysf.org). How do we meet the needs of transitional age young people and help them gain critical life skills and support needed for adulthood? How might arts organizations provide transitional age youth with administrative training that provides pathways to college and/or careers?
- Responding to a growing movement of youth activism in the country, how can arts organizations cultivate and support youth voice in meaningful ways? How can we help young people advocate and organize productively and use their art forms to communicate and inform? How do we educate youth on their legal rights when protesting/organizing? How can we foster safe, supportive, and brave environments in our studios and classrooms for all young people, with various political views and backgrounds, to express their opinions and ideas openly? How do we train our teaching artists to facilitate open conversations that honor a diversity of perspectives on social justice issues?
- Preparing youth for creative careers: How are we building pipelines for new leaders in the field, particularly young leaders of color? What can be done to create positions within arts organizations for youth just out of high school or college? How can we engage our alumni as artists, teachers, and administrators?
- Developing and deepening opportunities to integrate youth voice and leadership into organizational structure and programs
- Developing culturally responsive arts programs embedded in school districts, utilizing district and teaching artist resources (SFUSD doing a mariachi program that embraces this concept)
- How can the conference engage youth as leaders?
  - A pre-conference or track dedicated to youth delegates
  - A creative practice exchange/curriculum slam/program showcase that enables young people and adult mentors to share their different models of practice
  - Open mic space for youth
  - Could youth work with a local organization (e.g., Youth Speaks) to organize a spoken word performance followed by a dance party with a DJ?
  - Could organizations each bring a youth delegate to play a leadership role at the conference? How might these young people come together during the conference to make art that responds to key issues addressed during the conference? Could the young people share what they make on the final day during a plenary?

- ○ A number of exemplary CYD organizations were attendance at the meeting (see participant list). Loco Bloco was another organization that was named for exemplary youth leadership work.
- San Francisco's Dept. of Children, Youth, and their Families --focus areas on out-of-school time and youth leadership, empowerment and development
- The Alliance for Media Arts & Culture (formerly NAMAC) - Doing great work in cultivating a national dialogue around creative youth development, collective action, and arts leadership. Two specific initiatives include Youth Media and Arts Leadership but there is other relevant work as well.
- Local Bay Area organizations doing great work in this area (mentioned by participants):Youth Impact Hub at United Roots, BAYCAT, Today's Future Sound, Youth Arts Exchange, Hidden Genius Project, UC Theatre's Education Program, Destiny Arts Center and others
- Non-local organizations doing great work in this area (mentioned by participants): A Place Called Home (Los Angeles), The Door (NYC), Neutral Zone (Ann Arbor, MI), Spy Hop (Salt Lake City) and others

Trauma-Informed Practice

- Understanding how trauma is impacting learning and human development. How does trauma impact our students, teaching artists, and staff? How can the arts promote hope and healing? How can artists and administrators working on the "frontlines" heal and take care of self? What kind of professional development and support (e.g., social workers on staff) is needed? How might a deeper understanding of trauma change the way we teach?
- How do arts education providers do trauma-related work in ways that we are qualified? How do we provide structures and parameters for staff and teaching artists?
- What is the continuum between triage, intervention, and therapy --and how can the arts play a role within this continuum?
- Organizations that are experts on this issue include:
  - ○ Alameda County Behavioral Services
  - ○ San Francisco Child Abuse Prevention Center
  - ○ Seneca Family of Agencies (formerly Seneca Center)
  - ○ KARA (grief support for children, teens, and families)
  - ○ Beats Rhymes and Life (Hip Hop therapy work to empower youth to heal, grow, and lead)
  - ○ Dr. Darlene Hall (Intersections Consulting based in Bay Area) – expert in trauma informed youth development
  - ○ Dr. Kenneth Hardy, Professor of Family Therapy at Drexel University (see video from talk on "Revealing White Privilege and Healing Racial Trauma" at Ryse Center)
  - ○ Shawn Ginwright, author/scholar with expertise in trauma and radical healing through arts and culture
  - ○ Amana Harris, Executive Director, Attitudinal Healing Center
  - ○ Dr. Mary Claire Heffron, consultant, formerly with Children's Hospital Oakland's Center for the Vulnerable Child. Her focus is early childhood and elementary-age children.
  - ○ The RYSE Center: In partnership with UC Berkeley's School of Public Health produced "The RYSE Center's Listening Campaign: Community-engaged inquiry of young people's experiences and articulations of trauma, violence, coping, and healing."Also leading "Racing ACEs," a series that explores what it means to apply a racial justice lens to the ACEs study.

Leadership Development

- Addressing lack of racial diversity at the top of organizations (e.g., board, staff, faculty, teaching artists). What implications does this have for leadership development, staff and board development, creative youth development, and teaching artist development? (See Multicultural Arts Leadership Institute, co-founded by Tamara Alvarado, Executive Director, School of Arts and Culture; also Armando Castellano as potential speaker)
- Identifying strategies for arts education leaders to rejuvenate and reflect in order to stay focused and effective
  - ○ How do we build in joy, creativity, and artmaking into our professional lives? How do we balance our multiple and sometimes conflicting roles as artists, teachers, and administrators?

- How can we transform our work cultures/environments to foster wellness and creativity (see IDEO --focus on how design thinking can transform organizations and inspire innovation)? What do we know how to do as artists that we can bring to our role as administrators? How might our teaching artists facilitate workshops for administrative leadership that foster creative practice and work culture? Leading your organization through unstable (financial, political, and social) times. Potential loss of federal funding for the arts and for "sanctuary cities" (like San Francisco and Oakland) under new administration.
- Demystifying and supporting work of, and transitions to, executive leadership (e.g., fostering models of collaborative leadership, sabbaticals for executive leaders)
- Helping artists advance their careers and build sustainable practices (see Creative Capital)
- Examining one's own hidden bias, power, and prejudice as a leader
- Leading an organization towards equity and social change. How can leaders foster greater equity within their organizations by applying a social justice lens to all areas of their organization's work, including professional development, fundraising, hiring practices, board recruitment, program design, pedagogy, and advocacy? (Recommended speaker: TMJ Abundance, consultant specializing in leading racial, gender, and social justice principles)
- Creating opportunities and pathways for emerging leaders as well as skills to help them "manage up" on areas from program design to evaluation to funding to work culture.
- Opportunities for peer-to-peer mentorship and networking with leaders that have similar job roles and responsibilities

Meeting the Needs of Diverse Learners
- Breaking down barriers to ensure that arts are accessible to all and meet the learning needs of diverse cultures and communities, including people with special needs, older adults, incarcerated or formerly incarcerated people and their families, etc.
  - Organizations to speak on serving students with special needs include Autism Fun Bay Area, Access San Francisco Unified School District, Kennedy Center VSA, The Arc
  - Community Arts Orgs that serve adults with developmental disabilities: Creativity Explored (SF), Creative Growth (Oakland), and NIAD (Richmond)
  - Contemporary Jewish Museum has a robust access program - see also the Bay Area Arts Access Collective
  - Orgs by and for disabled folks in the Bay Area: Disability Visibility Project, Sins Invalid (offers performance and political education workshops)
  - San Francisco Dept. of Aging and Adult Services, Community Music Center and Stagebridge are doing exemplary work with older adults. Community Music Center is completing a multi-year study on the benefits of creative aging programs (see "Community of Voices" study)
- Addressing the unique learning needs of male students. Research suggests that youth programs are more successful for girls than for boys. How can our arts education programs close the gap? See African American Male Achievement Program with Oakland Unified School District (Chris Chatmon, Executive Director)
- Meeting the unique needs of young people leaving the juvenile justice system as they reenter the community, home, and school/workforce.
- Engage leaders from the disability justice community in the conference planning process to ensure accessibility
- Create opportunities for people with special needs, older adults, and other diverse learners to take on leadership roles within the conference

Nonprofit Management
- Human resources
  - Attracting, hiring, and retaining high quality faculty and staff
  - Understanding labor laws and what is changing
  - Employee vs. contractor status for teaching artists
- How to identify, build, and sustain organizational partnerships
- How to work across sectors to leverage resources, develop funds, and expand your impact and reach
- Models for sharing back office/administrative infrastructure among different nonprofit organizations
- Strategic planning
- Board development