



Los Angeles County  
Office of Education

Center for Distance and Online Learning



# Promising Learners Project Symposium

January 10, 2024



**Ways to Welcome!**  
**Engage, Connect, and Imagine the**  
**Possibilities for **ALL** Students!**



[promisinglearners.lacoe.edu](https://promisinglearners.lacoe.edu)

# Meet the **CDOL TEAM**

*"Collaboration is our magic!"*



**Dotti Ysaïs**

Project Director III



**Preetom Bhattacharya**

Coordinator III



**Arleen Bates**

Coordinator II



**Jeannine Flores**

Coordinator II



**Jennifer Mataele**

Coordinator II



**Shan Tu**

Coordinator II



**Karla Sequeira**

Sr. Program Specialist



**Gerald Grant**

Web Coordinator



**Jonas Nagy**

Multimedia Developer



**Thomas Amiya**

Distance Learning  
Resource Specialist



**Lisa Sun**

Budget Analyst



**Elizabeth Cabrera**

Secretary



# PLP Content Experts and Artists



**Kimberli Breen**

MS, CAS, MA



**Dr. Jessica Bianchi**

LMFT, ATR-BC, EdD



**Amber Cromwell**

LMFT, ATR-BC



**LaMar Baylor**

Conga Kids, Program Director



**Kellen Law**

Theater Consultant



# Collective Impact Partnerships



**Baldwin Park  
USD**



**Norwalk La  
Mirada USD**



**Hacienda  
La Puente  
USD**



**Los Angeles County  
Office of Education**

**LACOE**



**Keppel  
Union SD**



**CDE**





# PLP Purpose & Goals

Through innovative and intentional Professional Learning and Coaching, expertly infuse art disciplines and Social-Emotional Learning across content areas. To learn the best practices to engage the disengaged- the At Promise youth that are chronically absent.

## Youth Engagement

Increase Youth Engagement

## Positive Learning Environment

Increase safe and positive learning environments for youth



## Family & Community

Increase family and community engagement

## Chronic Absenteeism

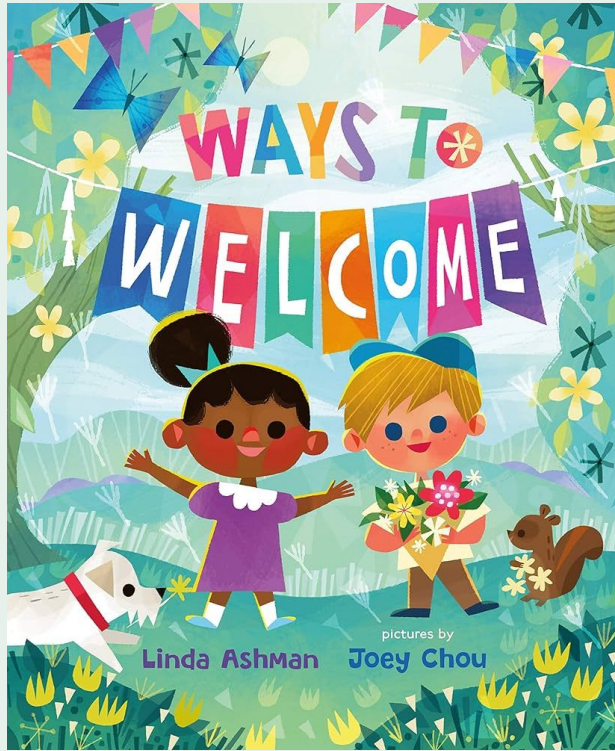
Decrease chronic absenteeism

# PLP Grant Details:

- District contracts and Scope of Works (SOWs) are currently in process.
- The PLP Leadership Team will be scheduling a meeting with district leads to go over payment schedules.
- Grant funds may be used for:
  - Contracted services and direct service providers for students or professional development for staff
  - Direct costs associated with programmatic interventions such as training and release time, project materials/supplies, and services required by project staff, service providers, parents, and students
  - Reasonable and necessary travel costs for staff training and on-site technical assistance



# “Ways to Welcome”



*“Welcome Joy  
with an Open  
Heart and an  
even more  
Open Mind.”-  
Anonymous*

# Welcoming/Belonging in your community:

## “In Our Classroom **YOU** fit right in”



- Please take one of the puzzle pieces within your folder and write/decorate your name
  - Within the puzzle piece, draw different representations of you
    - Strengths
    - Favorite Foods
    - Hobbies
    - Details about Family
- Share one or two details about yourself with your “next door neighbor”
- Place puzzle piece on tri-fold board

# Padlet Links:

- Baldwin Park- <https://bit.ly/PLPCoPBPUSDCohort7>
- Hacienda La Puente- <https://bit.ly/PLPCoPHaciendaCohort7>
- Keppel- <https://bit.ly/PLPCoPKeppelCohort7>
- Norwalk La Mirada: <https://bit.ly/3vf3QgS>



# Snap and Share on Padlet

Click on  
“+” to add  
your  
picture.

Padlet

CDOL Padlet • 2d

PLP Cohort 7 Community of Practice- Baldwin Park USD

PLP Symposium

Snap and Share Puzzle Activity

PLP Symposium Reflections

Budget & Expense Items

PLP Symposium Agenda

Puzzle Activity Sample

either "All Students", or homeless/foster?

Vineland Elementary

Geddes Elementary

Jones MS

Olive MS

PLP Symposium 2023-2024 Conference Agenda.docx

Puzzle Activity Reflection: What are some take aways from this activity, and how can this be used to welcome and build community?

Reflection 4B: Looking at the chronic absenteeism rates, what inferences and/or explanations can you draw from these data sets?

Reflection 4C: What additional insights can we gain from the Chronic Absenteeism Reasons Data?

Reflection 4D: Based on the belonging, welcoming

<https://promisinglearners.lacoe.edu/>



# Padlet QR Codes:

**BPUSD**



**HLPUSD**



**Keppel**



**NLMUSD**






# Kimberli Breen

Keynote Speaker- “Belonging”





What makes you *feel*  
like you belong?





# Belonging

Please reflect **quietly/private**ly:



- Do you **think** about belonging?
- When/where was the **last time/place** you **thought** about belonging (as in **YOU** belonging)?
- **What was it about that** time/place that made you **think** about belonging?





# Belonging

Please **connect with others** within your comfort zone:

- **What was it about that** time/place that made you **think** about belonging?
- How did the experience make you feel?



# Belonging



- Belonging is tied to the **people**, the **environment**, and **your perception**
- It **feels better** to feel like you belong (safe, accepted, 'seen')
- It **feels bad** to feel like you don't (unsafe, alone, invisible, confused)
- If you haven't thought much about belonging, you probably mostly **feel like you do**

Which fish is more likely “thinking about” water?




Feeling like you don't belong is sometimes referred to as  
“feeling like a fish out of water”.





“Belonging isn’t just a nice sentiment or a word on a Hallmark greeting card. It’s a **need** that’s hardwired into human beings. Like neglecting the need for food or water, neglecting belonging is **hazardous to our health**. In fact, it’s lethal.”



(Belonging Through a Culture of Dignity, Cobb and Krownapple)



“This health threat isn’t isolated to the United States; in 2019, the United Kingdom appointed the world’s first Minister of Loneliness to address this growing threat to well-being and even mortality.”

(Cobb and Krownapple)

“World Health Organization makes loneliness a global health priority with new Commission on Social Connection”

(CNN, November 2023)





# Belonging

Please reflect **quietly/privately**:

- What do you **think** about these statements?
- What does this make you **feel/think** regarding:
  - your colleagues?
  - your students (especially those who are unhoused or in foster care)?
  - their families?

# Maslow's Original Hierarchy of Needs

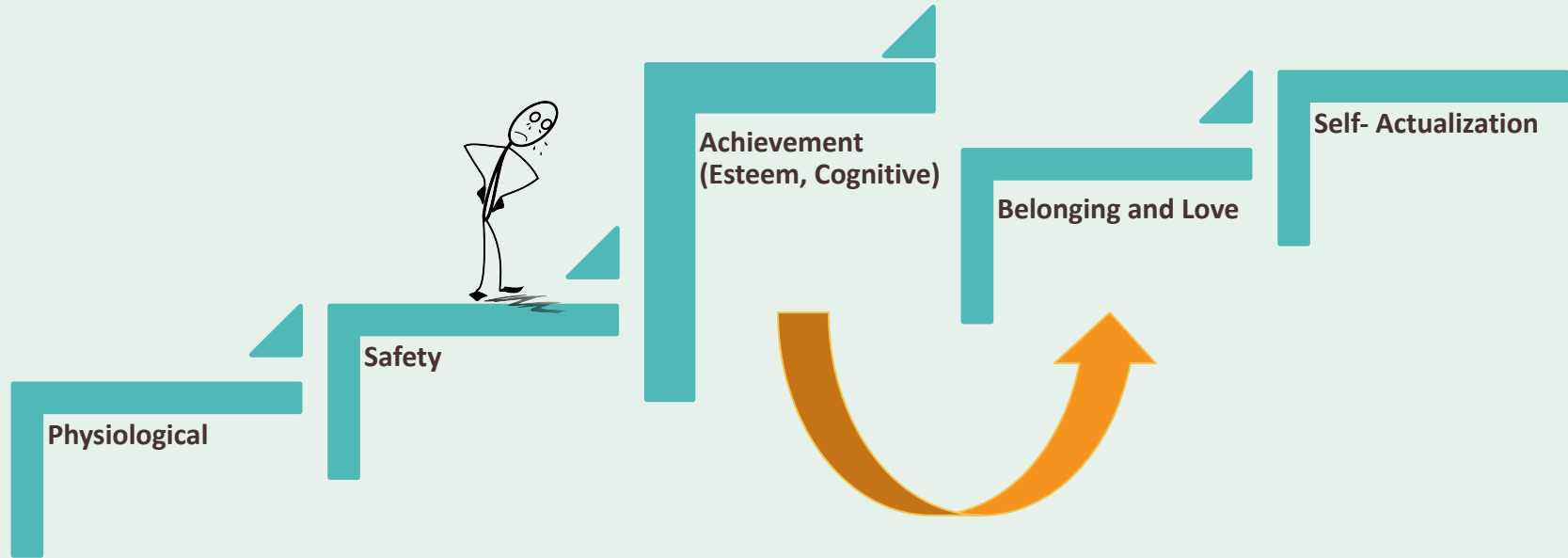


# “Stairs to Fulfilling Potential”



(adapted from Cobb and Krownapple)

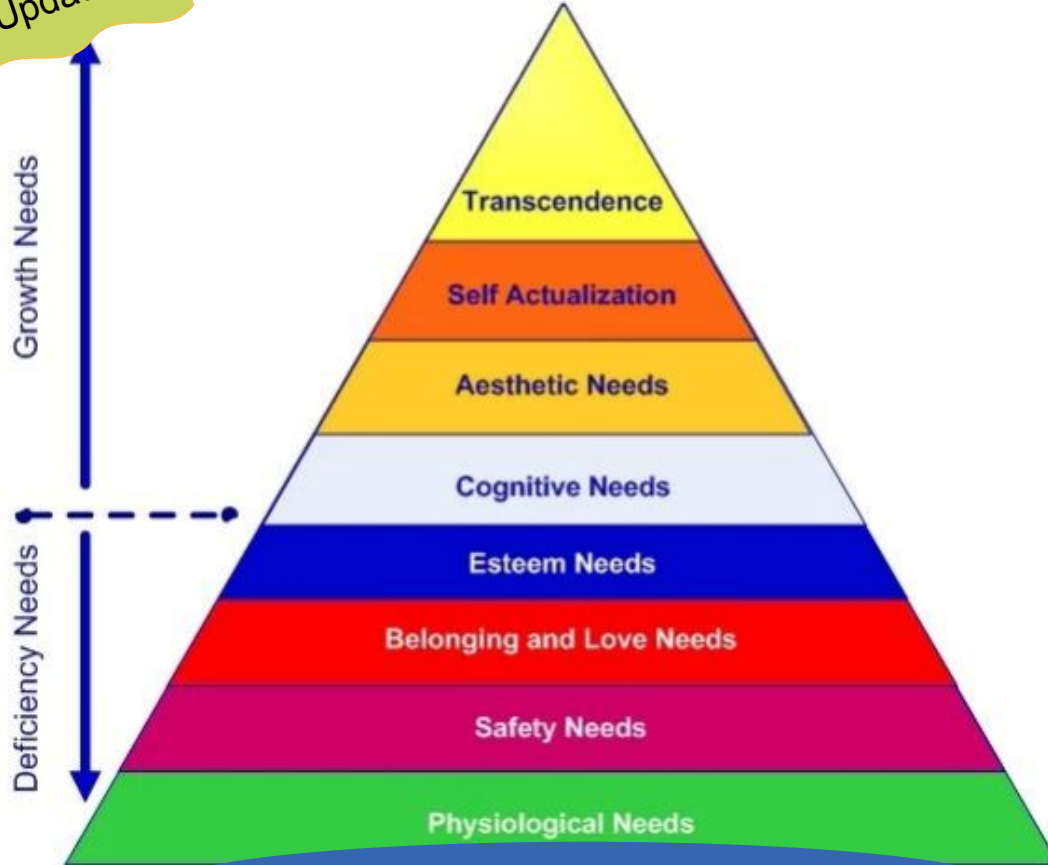
# “An Indignant Hierarchy of Needs”



(adapted from Cobb and Krownapple)

Updated

## MASLOW'S MOTIVATION MODEL



Belonging and Love Needs

**Belonging** needs may come **before, during and after** all others, especially if you identify more with collectivistic culture than individualistic culture.

Some argue your **Safety** and **Physiological Needs** are at-risk if you FEEL like you DON'T **belong**.



In fact, inclusion is about design, the process through which we (as a community) intentionally **co-create** the environment. Inclusion is about people **partnering** with one another to change the culture so that everyone experiences access and **unconditional belonging**.

(Belonging Through a Culture of Dignity, Cobb and Krownapple)



# Co-Creating a Multi-Tiered System of Support and Belonging *with and for Students*

## Supports for a Few Students

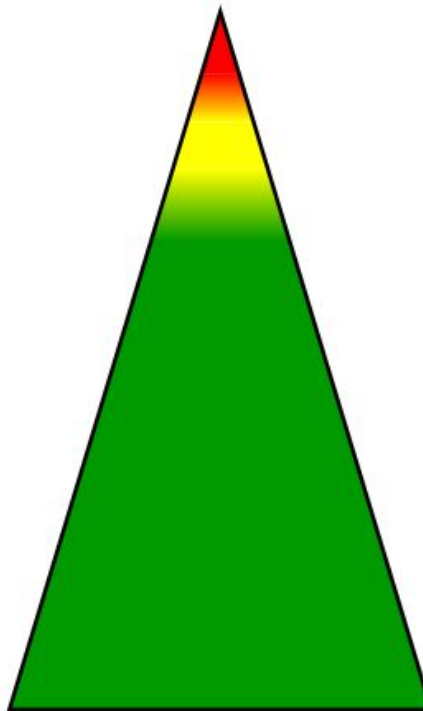
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## Supports for Some Students

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## Supports for All Students

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## Opportunities for a Few Students

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## Opportunities for Some Students

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## Opportunities for All Students

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*Adapted from Illinois PBIS Network, Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.*

# Co-Creating a Multi-Tiered System of Support and Belonging *with and for Families*

## Supports for a Few Students

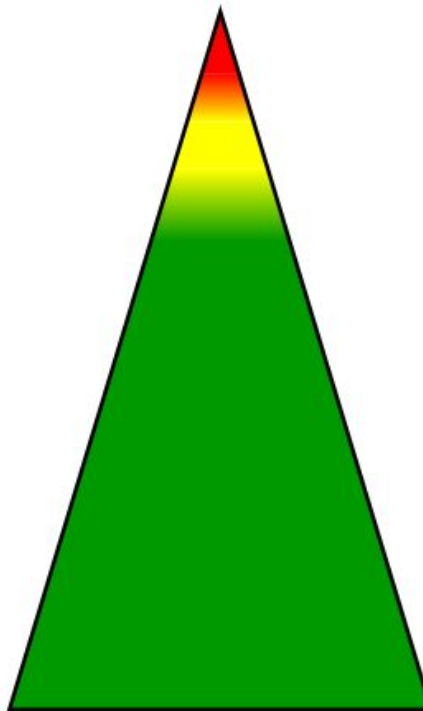
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## Supports for Some Students

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## Supports for All Students

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## Opportunities for a Few Students

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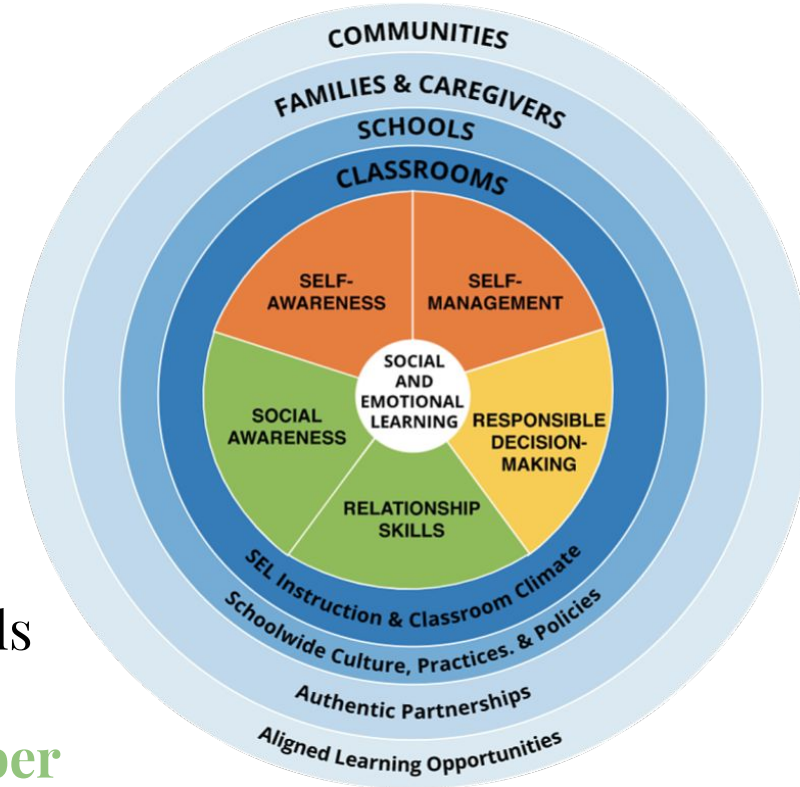
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# Our Day of “Ways to Welcome!”

Self-Awareness  
with **Kellen Law**

Social-Awareness with  
**Conga Kids**

Relationship Skills  
with **Dr. Jessica  
Bianchi and Amber  
Cromwell  
& Conga Kids**



Self-Management  
with **Kellen Law**

Responsible  
Decision-Making  
with **Kellen Law**

# Belonging

Please **connect with others** within your comfort zone:

- What might you do in your **classroom/school** this year to help **all students and their families feel they belong?**
- What might you do **in addition** for the **some** students/families who are unhoused or in foster care?
- What might you do for the **few** who still **need more?**





**KEEP  
CALM  
IT'S  
BREAK  
TIME**





**Dr. Jessica Bianchi**

**LMFT ATR-BC**

**&**

**Amber Cromwell**

**LMFT ATR-BC**

Recipes for Connections





# Origin

## RECIPES FOR CONNECTION

- Established in 2018 in collaboration with the Arts and Healing Initiative as part of a DMH Grant for Family Reunification
- 12 week in-person Family Art Time event at the Jeff Seymour Family Center in El Monte
- Developed based on work with incarcerated mothers and their children designed to increase bonding and attachment



# Agenda

- Welcome and Introductions
- Warm-up
- SEL/Trauma Informed/ Restorative Justice Framework to support a Multi Tiered System of Support (MTSS)
- Experientials for ALL, SOME, FEW
- Reflection Recipe



# Relationships 101: Names, Greetings, and Questions!



Step 1: Find a partner sitting close to you.

Step 2: Stand up.

Step 3: Decide who will be greeter and who will be greeted first.

Step 4: The greeter will present the menu.

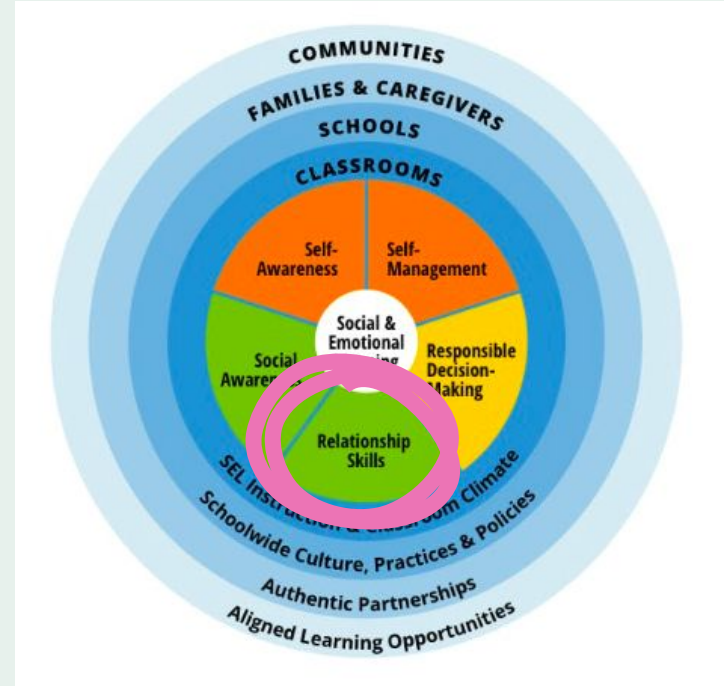
Step 5: Person greeted will decide how they would like to be greeted!

Step 6: Switch!

Step 7: Reflect quietly/privately about how this felt and how you might implement at your site.

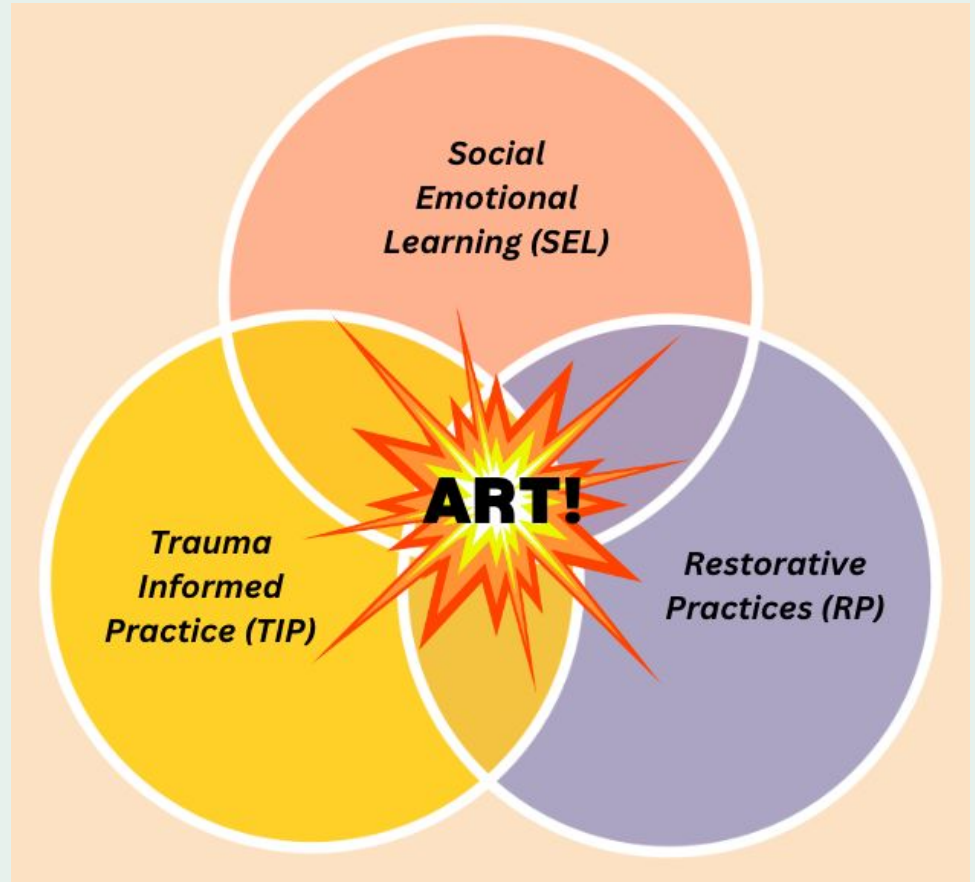
# Session Objectives

1. Experiment with visual art making strategies that are aimed at building relationships in school and community
2. Identify at least 3 strategies, ideas, concepts, and/or tools that you will implement at your school site



# Art checks all the boxes!

*The arts inherently integrate  
multiple evidence-based theories  
that positively impact ALL  
students!*



# Art Strengthens Relationships

- **Expression;** contained non-verbal means to express emotions (pleasant and unpleasant)
- **Regulation;** physical closeness, self and co-regulation, joint sensory/kinesthetic activity
- **Attunement;** opportunity for attachment “serve and return”, empathy and perspective taking





# **Experiential #1: Doodle Check-in**

Community Circle Activity for ALL





# Experiential #1: Doodle Check-in

- SET-UP: Presenters will model Community Circle Framework
- On dry erase board OR piece of paper, create a quick doodle the represents;
  - The beginning of your day
  - Right now
  - What you want the rest of your day to look like?
- Share and reflect





# What just happened?





# **Experiential #2: Blind Contour Portrait**

Activity for SOME students



# Experiential #2: Blind Contour Portrait

- SET-UP: Turn to a partner at your table.
- Face your partner while placing your pen on the paper.
- Don't look down!
- Try to draw the outline of your partner without looking at the page.
- Enjoy the process, if you are laughing... you are on the right path!



# What just happened?



Cooperation

Effective  
Communication

Sharing a  
task

Bonding with  
humor



# **Experiential #3: Image Rethink**

Activity for a FEW



# Experiential #3: Image Rethink

- SET-UP: Turn to a partner at your table.
- Each partner randomly chooses one magazine collage image from the envelope - don't look in the envelope
- Using glue, scissors, and drawing tools, partners work together to “rethink” their images into a NEW image.
- Work together to come up with a title and write on your image.





# What just happened?



\_\_\_\_\_

- 





# Reflection Recipe

CDOL Padlet • 17h

## PLP Cohort 7 Community of Practice- Baldwin Park USD

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google docs

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**Geddes Elementary**

**Ernest R. Geddes Elementary**

**Jones MS**

**Jones Junior High School**

**Olive MS**

**Olive Middle School**

### Student Engagement through SEL/Arts Integration





**Presented by**

LaMar Baylor  
Jordyn Wheeler Lewis  
Frida Moses  
Shaghayegh Cyrus  
Ariel Riggs

**Conga Kids is a non-profit organization that promotes  
Social and Emotional Well-Being  
through Dance and Music**



## Agenda

- Mindfulness Exercise
- Our Programs
- Conga Kids' C.C.C.'s:

**(Connection, Communication, Culture)**

**Connection: Mirroring**

**Communications: Storytelling**

**Culture: Salsa**

- Discover the Diaspora Assembly

A stylized illustration of a woman with dark skin and short dark hair, eyes closed, with her hands clasped in front of her chest in a meditative pose. She is wearing a light pink long-sleeved top and a brown skirt with a small bow at the waist. The background is a soft-focus landscape with a large white cloud, a blue sky, and green hills. There are also some white flowers with red centers in the top left and yellow flowers with green leaves in the bottom right.

# Mindfulness Exercise

Let's discover **Our Heartbeat** together!

**Centering and Grounding Ourselves**  
to be more present!



SEL & DEI Based Curriculum!

Dances & Music of African Diaspora



## OUR PROGRAMS

Diversity, Equity & Inclusion

Salsa  
Merengue  
Cumbia  
Charleston  
Authentic Jazz  
Hip-Hop  
Reggaetón



### In School Residency

4th Grade, 10-Week

5th Grade, 20-Week

**50 Minutes**, Social Dances of the African Diaspora **such as Lamban, Merengue, Son Cubano, Salsa, Authentic Jazz, Cumbia, Hip-Hop & Reggaetón.**

Including a Culmination Performance & Regional Competitions.

### Discover the Diaspora Assembly

One-Hour Immersive Program

**An Interactive Performance by LA's Top Dancers and Musicians for all Grade Levels 12!**

*\*AfterSchool, Weekend, & Summer Sessions Available upon Request.*

### Bridge the Generations

Five, 2-Hour Lessons

Our Families & Caregivers to Build Community!

**Learn the Rhythms & Routines of Merengue & Disco-Funk for the Entire School!**

*\*AfterSchool, Weekend, & Summer Sessions Available upon Request.*

### Expanded Learning Social Dance & Music Program

**20-Lessons: One lesson per week for 20 weeks**

**or 2-lessons per week for 10 weeks**

**2-3 Hours of Instructions & Workshops on Dances such as Salsa, Merengue, Cumbia, & Hip-Hop for the Entire School!**

*\*Weekend & Summer Sessions Available upon Request.*

# Connection, Communication, & Culture (C.C.C.)

- Creating Belonging
- Social Awareness
- Relationship Skills

Encompassing these criteria through our **three C's** across all of our programs!





## Strategy 1:

# Connection through Mirroring

Learning how to connect with trust and responsibility to build unity with our partner.

### Exercise Objective

Explore the dynamic of “**Lead and Follow**”, the sharing of energy, and the relationship between partners.



## Strategy 2:

# Communications:

# Storytelling

**Lamban is a West African Dance** known as the ***Dance of Storytelling!***

Storytelling helped to preserve West African **Culture**, keeping their **Memories** and **Traditions** alive and retaining **a Sense of Inner Freedom**.

We use storytelling as a tool of communication that leads to **Relationship-Building** and **Belonging** in the classroom.

How about we all start creating and telling stories through movement together?!







## Strategy 3:

### **CULTURE: SALSA**

The roots of Salsa are first found in **Cuba** and is a fusion of many Afro-Latin and Afro-Caribbean dance and music styles. Salsa encourages collaboration and partnership through celebratory dance.

**Let's dance SALSA!**  
**Keep up with its rhythm of:**  
**QUICK QUICK ... SLOW!**

## Let's Recap!

**Connection:** Is about understanding that we're all in this together.

**Communication:** Passing our stories over to the next generation!

**Culture:** Celebrating, valuing, and bringing diverse communities together to build unity!





# Discover the Diaspora Assembly

20-Minute Performance





Conga Kids

HAPPY DANCING!

2024

[congakids.org](https://congakids.org)




# CASEL Connections

CDOL Padlet • 17h

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### Student Engagement through SEL/Arts Integration





# Building Positive Welcoming School Environments

Inclusive Practices



Student Voice and Choice



Connect and Communicate



Identity



# Student Identity Webs





# Literacy Connections: Crafting a Positive Environment





# Ways to Celebrate Student Voice

- **Revisit and Revise Student Identity Webs/Book Identity Webs**
- **Showcase student book selections and integrate the arts** (posters, realia, music playlists)
- **Embrace the power of communication and belonging** with classroom **book clubs, science clubs, math clubs, game clubs...**
- Give **opportunities for student feedback** and surveys
- **Check-ins throughout the day**
- **Entrance/Exit tickets that are open-ended**
- **Compliments for ALL in box/jar**
- **Feedback- *I see, I notice, I wonder, I appreciate...***



**KEEP  
CALM  
AND  
TAKE A  
LUNCH BREAK**





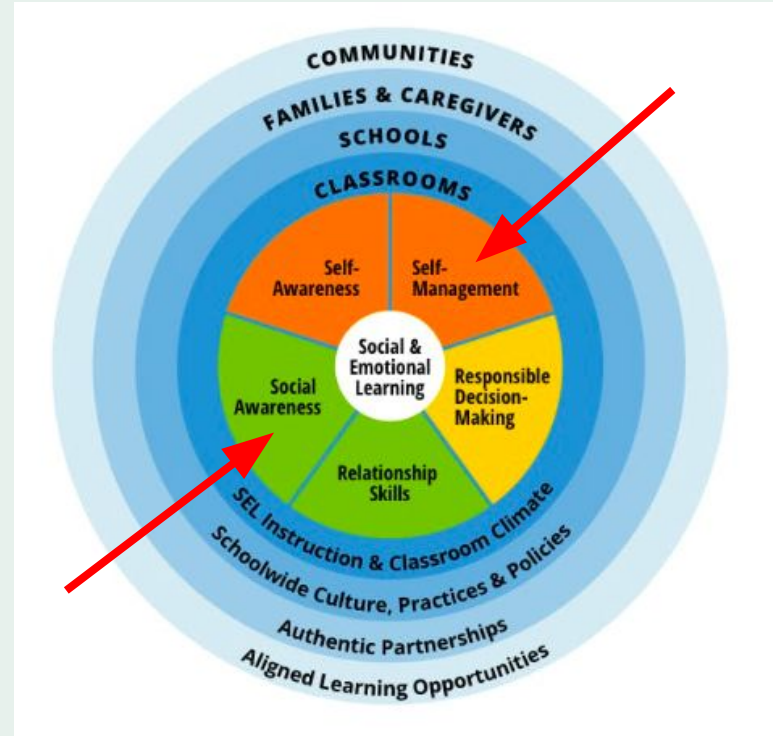
# Kellen Law

Theatre Arts Integration



# Intentions

- Express ideas and emotions using our voice and body
- Explore how to employ theater strategies to foster a sense of belonging and agency
- Practice being curious in our collaborations



“We do not learn from  
experience... we learn from  
reflecting on experience.”

-John Dewey



# Agenda

Soundscapes

How Many A's in a Single A?

Foley Stories





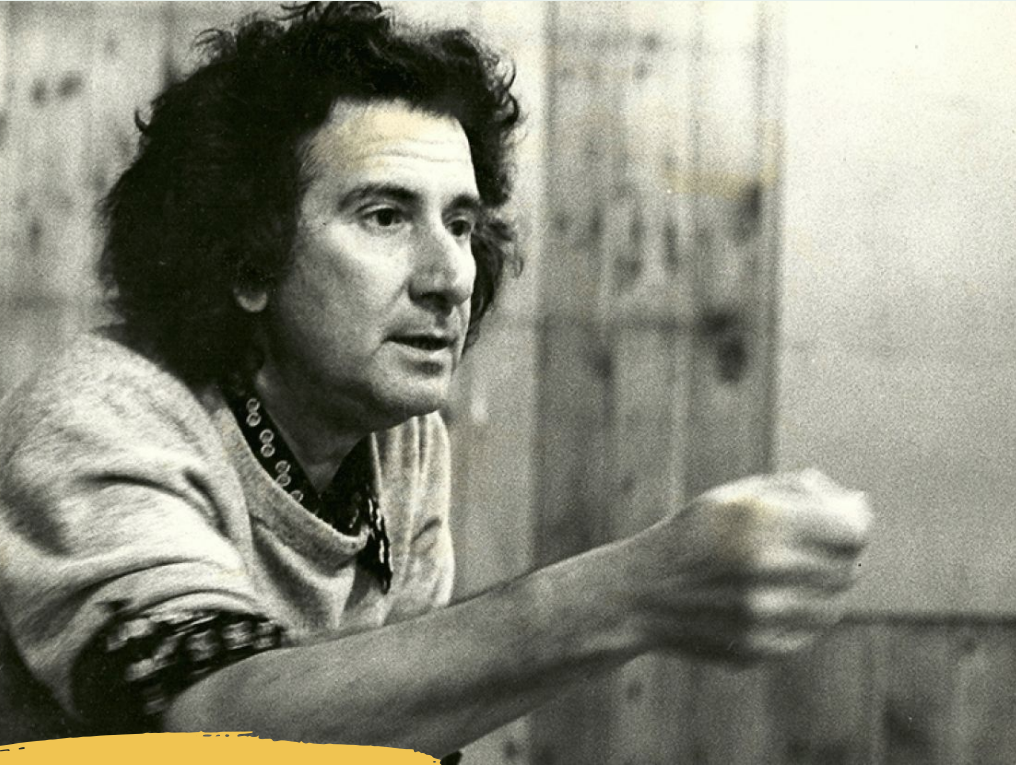


# Soundscapes

**Round One:** Anything goes

**Round Two:** Voices ONLY





# How Many A's in a Single A?

Augusto Boal





# Foley Stories

**Step One:** Complete these sentences to create your story

1. Once upon a time...
2. And every day...
3. Until one day...
4. And because of that...
5. And because of that...
6. Until finally...
7. And ever since then...



# Foley Stories

**Step Two:** Add a sound effect to each sentence to enhance your story

**Step Three:** Assign people to each sentence and sound effect (*Feel free to have multiple people do a single sound effect if that helps*)



# Foley Stories

**Step Four:** Rehearse and share your story with the group. Think about how you can use your voice to make the story even more interesting.

*Remember that everyone should have a part to play.*






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CDOL Padlet • 17h  
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Add comment

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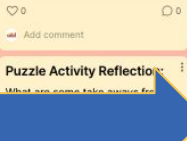
  
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Add comment

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Add comment

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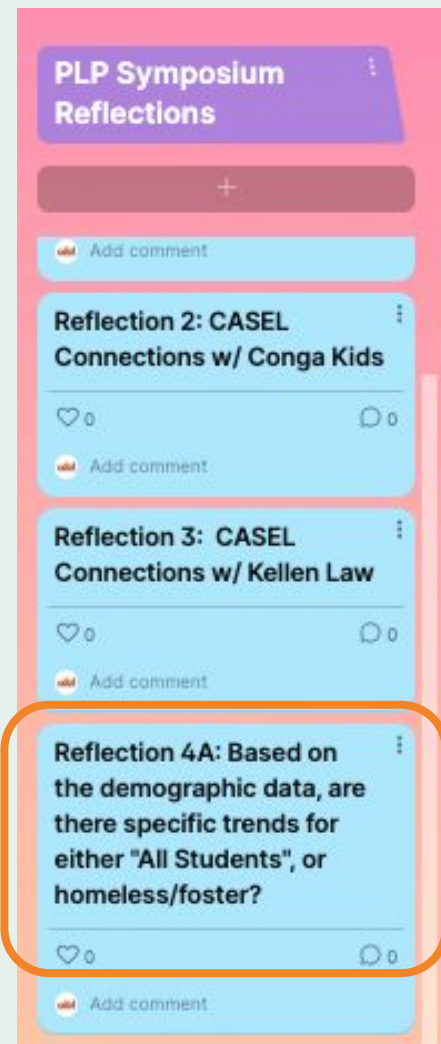
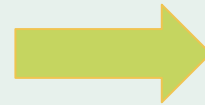
**Student Engagement through SEL/Arts Integration**



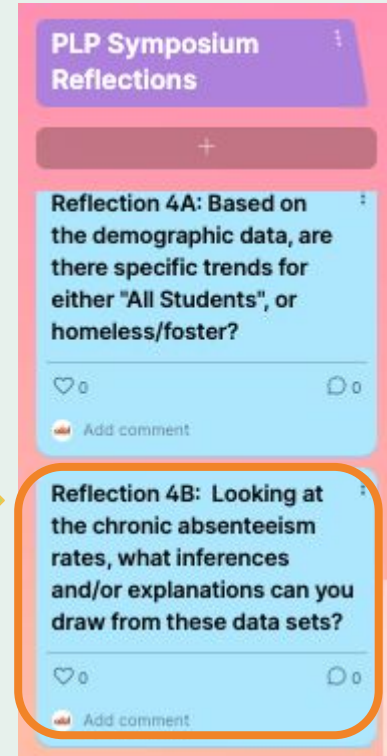
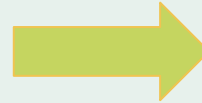
...the fact that the *Journal* is a journal of the American Psychological Association, the largest and most prestigious of the professional organizations in the field of psychology, is a source of great pride for me.



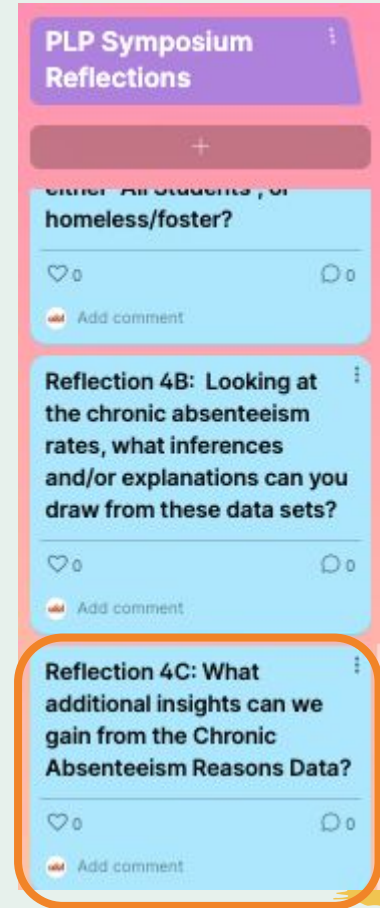
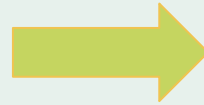
**4a. Based on the demographic data, are there specific trends for either “All students”, or homeless/foster?**



**4b. Looking at the chronic absenteeism rates, what inferences and/or explanations can you draw from these data sets?**

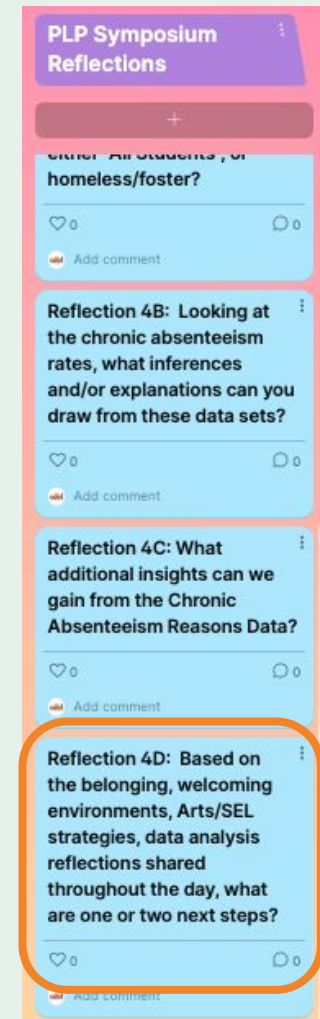
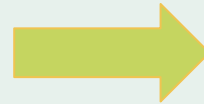


## 4c. What additional insights can we gain from the Chronic Absenteeism Reasons Data?





**4d. Based on the belonging, welcoming environments, Arts/SEL strategies, data analysis reflections shared throughout the day, what are one or two next steps?**



<https://promisinglearners.lacoe.edu/>



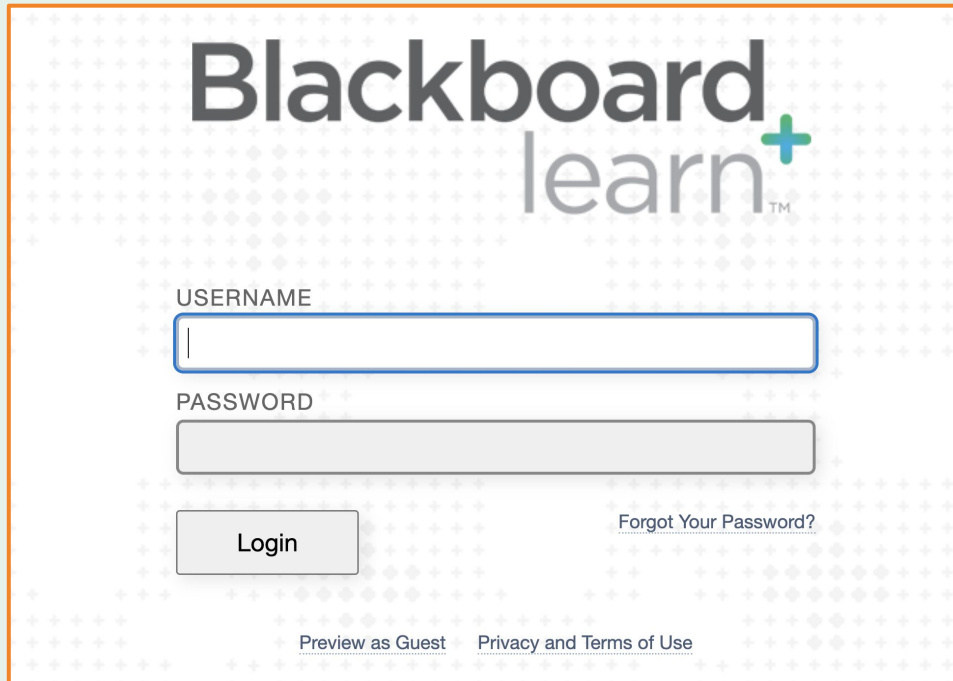
## How Does This Grant Project Support Youth in Foster Care and Youth that are Homeless?



The Los Angeles County Office of Education's (LACOE) Center for Distance and Online Learning (CDOL), in the Division of Curriculum and Instructional Services, has expanded the Promising Learners Project (PLP) that proposes to provide school and district staff training that significantly increases pupil engagement, improves school climate, expands evidence-based, non-punitive practices, and establishes partnerships with community-based organizations. This 3 year grant project supports Baldwin Park, Hacienda La Puente, Keppel Union, and Norwalk-La Mirada school districts in creating Positive Learning Experiences through a Multi-



# Blackboard Online Module Navigation

The image shows the Blackboard Learn login page. At the top, the 'Blackboard learn+' logo is displayed in a large, dark grey font. Below the logo, there are two input fields: 'USERNAME' and 'PASSWORD'. The 'USERNAME' field is a blue-outlined rectangle, and the 'PASSWORD' field is a grey-outlined rectangle. Below the 'PASSWORD' field is a 'Login' button with the text 'Login' in a dark grey font. To the right of the 'Login' button is a link that says 'Forgot Your Password?'. At the bottom of the page, there are two links: 'Preview as Guest' and 'Privacy and Terms of Use'. The background of the login form has a light grey grid pattern.

- ❖ Visit :  
<https://laoe.blackboard.com>
- ❖ Username: lastname\_firstname
- ❖ Password: bblearn
  - \*You can change your password after you log in.
  - Case-sensitive. Enter **all lowercase letters** and no spaces



# Upcoming Customized Coaching Sessions



## Promising Learners Project Customized Coaching Sessions

*Engage, Collaborate, Build Capacity*



[promisinglearners.lacoe.edu](https://promisinglearners.lacoe.edu)

### COACHING SESSIONS:

Content experts will support LEA's in creating a sustainable system in a safe space in which to learn from each other.

- February 22, 2024 @ 2:30pm-3:30pm
- April 10, 2024 @ 2:30pm-3:30pm

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# Thank you

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