



HISTORY REIMAGINED

Reclaiming Stories. Ending Domestic Violence.

Proposal & Budget May 2020 to December 2020

Submitted by

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Table of Contents

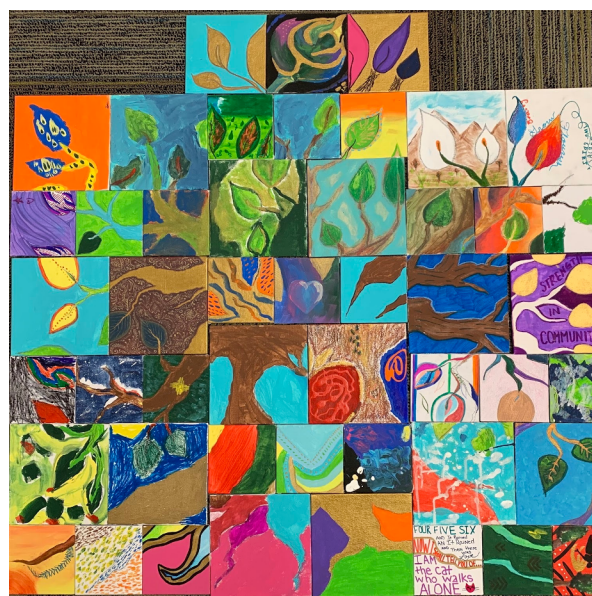
Overview of Concept	3
Past Prototypes & Key Insights	5
Proposal for Year 3	6
Project Budget	8
Budget Narrative	9
8-Month Game Plan	11
Proposed Accelerated Curriculum	12
Business Model Canvas	13
Team Charter	14
About Us	15

Acknowledgments

We would like to thank our coaches from Gobe Group - Olivia, Jaspal, Biruk, Miho, and Mahad - for their encouragement, support, and guidance over the years and especially with the following document.

We also want to thank Blue Shield of California Foundation for taking a risk back in 2018 and putting their faith in us. We are grateful for the Foundation's ongoing commitment to this work and seeing the potential in our strategy and team.

Lastly, we want to thank our former team member Devika Shankar for all her amazing work and contributions to this concept during Year 2! Her ideas, values, and perspectives continue to shape and support the work we do.



Community Tree from Indigenous Pride prototype

History Reimagined: Overview

What is this concept?

History Reimagined is an annual school-based program designed to **increase protective factors for youth ages 10 to 17 at-risk of incarceration in Los Angeles County**. The curriculum is facilitated in classroom settings by teachers, supported by clinical supervisors, and focuses on four critical components:

1. Building trust and mindfulness through quality social relationships;
2. Learning family and community history often missing from history classes;
3. Exploring innovative storytelling methods and forms of expression;
4. Strengthening social connections by creatively sharing history with others.

Research shows that **youth who understand their family and community history (no matter the nature of it) are more confident and resilient in how they navigate the world.*** These youth have **stronger senses of inter-generational connection, representation, and identity** that allow them to learn from the past and carry legacies into the future.

Research also shows that **low self-esteem, childhood trauma, a lack of quality social connections, and a lack of affirming representation are common risk factors** that make youth more vulnerable to the cycle of domestic violence and the school-to-prison pipeline.** These risk factors disproportionately affect youth of color - specifically Black, Brown, and Indigenous youth - LGBTQIA+ youth, immigrant youth, and youth with mental or developmental disabilities.

These same youth also face the challenge of **navigating academic settings without having their identities, experiences, or intergenerational stories reflected back**. In fact, history curriculum still focuses predominantly on the narratives of white, European, heterosexual, cisgender, able-bodied men. Meanwhile, youth at-risk continue to experience prejudice and discrimination by teachers.

In response to these findings, we designed a prevention strategy that **increases protective factors for youth at-risk by connecting them with their own family and community stories, and by building stronger social relationships with their family, guardians, school, and community.**

Research References

*Fivush, Duke & Bohanek. (2010) "Do You Know: The power of family history in adolescent identity and well-being." Emory University

*Koenig Kellas. (2007) "Family Ties: Communicating Identity Through Jointly Told Family Stories." University of Washington

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**Prevention Institute. (2017) "A Health Equity and Multisector Approach to Preventing Domestic Violence." Blue Shield of California Foundation

***Washington. (2018) "Diversity in Schools Must Include Curriculum." The Century Foundation



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History Reimagined: Overview

How did this concept begin?

In early 2018, Gobee Group and Blue Shield of California Foundation initiated the recruitment process for **Reimagine Lab**, a 6-month fellowship during which participants (Fellows) would **identify user groups and design innovative, human-centered strategies for domestic violence prevention in California**. By March 2018, 16 Fellows from various backgrounds and expertise fields were selected (less than 5% of the applicant pool).

From April 2018 to September 2018, the Fellows met monthly in different cities throughout California to begin the design process. The 16 Fellows were divided into 5 groups based on user groups identified (ex. Black men and boys, women of color, youth at-risk of incarceration), and began collecting data and conducting research to understand the needs and challenges of their user groups. By September 2018, each team presented their initial concepts for domestic violence prevention to the other Fellows and Gobee Group.

History Reimagined was one of the 5 strategies.

How did this concept evolve?

The following year (Year 2), Fellows were invited back to continue developing their strategies. After quick pitches of the 5 strategies to Blue Shield of California representatives, **History Reimagined was selected as one of 3 strategies to be focused on**. As a result, the History Reimagined team increased from 2 to 4 Fellows, adding new perspectives, expertise, and ideas to the mix.

Over the course of June to November 2019, our team **facilitated 3 prototype events to test parts of our strategy and received input from 170 participants** (see *Past Prototypes & Key Insights* on next page). Based on user feedback and key insights, our team decided to:

- Implement the concept as a school-based program;
- Begin the curriculum with tools to build trust within and with others (grounding and mindfulness activities);
- Emphasize the power and impact of storytelling.

By November 2019, the History Reimagined team presented a better tested and developed version of the original concept to Blue Shield of California representatives, as well as to sector leaders and other Fellows, in Oakland. In the presentation, we also outlined a pilot curriculum and long-term goals for growth and sustainability of our concept.

How will this concept continue to evolve?

This document outlines our team's plan for May 2020 to December 2020. We look forward to building a larger team, formalizing partnerships, developing our curriculum and teaching training, and piloting an accelerated version of the curriculum in a middle school setting.



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Past Prototypes & Key Insights



Transgender Youth Camp (July 2019)

We connected with the Laurel Foundation to facilitate a workshop at their Trans Youth Camp, during which 15 participants (trans and non-binary youth ages 13-17) painted portraits and messages related to a family or community member's story on a trans pride flag. We also conducted an evaluation to gain insight. Key Insights include:

- Youth feel less safe in school settings;
- Youth enjoy creative outlets that are tied to building pride in their narrative;
- Youth are unavailable for after-school programming.



Green Dot Public School (September 2019)

Our team coordinated with Green Dot Public Schools in South Los Angeles to host a workshop with 15 carefully selected students focused on storytelling methods, such as poetry, music, and movement. Key Insights include:

- Youth enjoy physical movement and collaboration with each other;
- Youth require flexibility in program structure to meet their needs and capacity;
- Youth need time to adjust in new spaces and build trust within themselves, other youth, and facilitators.



Indigenous Pride (October 2019)

We reserved a booth for Indigenous Pride at the Autry Museum of the American West, at which we hosted a space for over 125 attendees to learn more about our program and paint or color a small canvas tile for a larger "Community Tree" when assembled. Key Insights include:

- Adults and parents felt strongly that current school history curriculum is not adequate for youth;
- Community members are eager to get involved in resilience-building programs for youth;
- Creative and self-regulation activities create an opportunity to feel safer in sharing stories.

Proposal for Year 3

"To build **confidence, resilience, trust, and agency** in youth at-risk of incarceration by reclaiming stories and creatively sharing **family and community history**, with the goal of helping to end the **school-to-prison pipeline** and the **cycle of domestic violence**."

Team Goals

For Year 3, our team is excited to continue developing History Reimagined and addressing our staff structure, product (the curriculum), and impact of our work. Our goals include:

1. **Increasing our team's capacity and impact** by recruiting more staff members and building partnerships with key organizations;
2. **Formalizing our accelerated curriculum and annual curriculum**, with feedback from experts, consultants and organizations in resilience, history, and storytelling fields;
3. **Piloting the accelerated curriculum**, a short-term version of our annual curriculum, in a middle school setting to test our product's validation and design;
4. **Measuring impact of our curriculum and implementation process** to share findings with prospective long-term partners, foundations, and sponsors.

Key Learning Objectives

Our team is curious about several aspects of our concept and its implementation, especially as we are faced with several challenges and emerging factors. Our learning questions include:

- ▶ As we increase our team's capacity, how will our team's work style, cohesion, and values be impacted or change? How will this impact the vision and overall concept?
- ▶ With COVID-19 and an unknown time length of social distancing, what will be the most effective and accessible method and time to facilitate the curriculum?
- ▶ What other factors and user groups (ex. parents, siblings, extracurricular mentors or coaches) will help ensure effective and sustainable implementation of the curriculum?

Team Objectives & Timeline

In order to achieve our Team Goals, we have outlined our objectives (see *8-Month Game Plan*):

Goal 1: Recruit and hire paid interns; Train and develop our staff; Attend workshops and training.

Goal 2: Hire expert consultants for curriculum development; Coordinate focus groups of users and community members to provide feedback; Organize online survey to identify gaps.

Goal 3: Train facilitators and provide ongoing clinical support; Provide overview and orientation to parents and caregivers of participants; Partner with school to identify participants.

Goal 4: Conduct interviews and surveys with facilitators, participants, and other relevant parties to measure short-term impact of accelerated curriculum (see *Challenges* on next page).



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Proposal for Year 3 (continued)

Challenges

1. **COVID-19:** With an unknown length of time that social distancing and other safety efforts will last, our team members have been in lengthy discussions to explore alternative plans and be flexible under the circumstances. We are interested in testing our accelerated curriculum or parts of it via video conference platforms, testing most effective times in a school day based on student availability and capacity at home to facilitate curriculum, and testing potential facilitators beyond teachers (ex. parents);
2. **Budget Restrictions:** Our team has decided to advocate for an 8-month plan rather than a 6-month plan to have more time to test an accelerated version of our curriculum. With everything we have planned, we will be looking to additional funding sources and sponsors to expand our budget in order to extend our timeline and/or increase budget for 8-month timeline to strengthen quality and impact of our curriculum (see *Cost Share* below for more info on potential funding sources);
3. **Staff & Facilitator Capacity:** Due to our limited team size, we are restricted with how much of our game plan we can achieve. As a result, one of our first priorities is to expand our staff size by recruiting and hiring paid interns (see *Roles & Responsibilities* below). We also understand that curriculum facilitators may have low capacity or face "burn out." We plan to provide ongoing supportive services to facilitators during this period;
4. **Measuring Impact:** We recognize the challenge in measuring the impact of the accelerated curriculum on participants' levels of resilience and confidence. Instead, we will be measuring other potential outcomes such as improvements in relationship quality (protective factors), decreases in child abuse incidents or non-compliant school behavior, and increases in awareness of and willingness to seek available supportive services.

Roles & Responsibilities

Co-Directors (Addison and Ana Rosa) will share decision-making responsibilities and power. They will manage office interns, ensure timeline and respective objectives are adhered to, maintain team contract and values, seek long-term funding opportunities, build partnerships for consultation and implementation, and lead the team to success.

Office Interns will be recruited and hired for various projects: (1) Communications - social media, website, email; (2) Program Coordination - training, facilitator support; (3) Development - grant seeking and writing, partnerships, sponsorship; (4) Data & Research - evaluations.

Cost Share

At the end of the day, our team is eager to continue developing this strategy, and we will donate additional time beyond our expected hours (if capacity allows) to ensure that our 8-month plan is successful and effective. We will also be seeking additional funding from the Los Angeles County Department of Mental Health's UsCC Subcommittees, other violence prevention foundations, and sponsorship from Ancestry.com and 23 & Me.



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Project Budget

History Reimagined

Year 3 Development: May 1, 2020 to December 31, 2020

Submitted on April 17, 2020

Income

<u>Source</u>	<u>Amount in (\$)</u>
Blue Shield of California	\$75,000
TOTAL:	\$75,000

Note: Our team is seeking additional long-term funding. We will be submitting a project proposal in May 2020 to Los Angeles County Department of Mental Health's UsCC Subcommittee to increase our 8-month game plan budget and/or extend this period into 2021. We are also seeking sponsorship from various organizations and companies, such as Ancestry.com.

Expenses

<u>Item</u>	<u>Amount in (\$)</u>
Co-Director I (26%)	\$20,000
Co-Director II (16%)	\$12,000
Internships (3%)	\$2,000
Staff Development & Training	\$2,000
Facilitator Training & Support	\$12,500
Consultation	\$12,000
Equipment	\$2,000
Fundraising Events & Projects	\$1,000
Occupancy	\$500
Postage & Delivery	\$500
Printing & Copying	\$2,500
Supplies	\$4,000
Communication & Internet	\$2,000
Travel	\$2,000
TOTAL:	\$75,000



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Budget Narrative

Co-Director I

This Co-Director is responsible for the day-to-day operations of the organization. This role will manage the team of interns and weekly goals, and seek long-term funding opportunities. This position requires 20-30 hours of service per week at an hourly rate of \$25 (2,500 monthly).

Co-Director II

This Co-Director is responsible for financial operations in relation to payables, receivables, expenses and treasury. This role will build partnerships with administrators and key consultants, and coordinate clinical supervision for curriculum facilitators. This position requires 10-20 hours of service per week at an hourly rate of \$25 (\$1,500 monthly).

Office Interns (qty: 4)

Our team will recruit and hire up to 4 interns to support with communications, program coordination, development, and research. These positions require 5-10 hours of service each week, with each intern receiving \$500 as a stipend (\$250 at the beginning and \$250 at the completion of the internship).

Staff Development & Training

Our team will have opportunities over the 8-month period to receive training and professional development relevant to their position and to our team's goals. This may include training on Trauma-Informed Care Approaches and resilience-building techniques, as well as attending conferences to learn from similar and/or potential partner organizations and strategies.

Facilitator Training & Support

The Accelerated Curriculum we will be testing during the 8-month period requires our facilitators (Teachers) and coordinators (Clinical Supervisors) to have the tools, time, and support to bring it to life. Our team will allocate \$5,000 for training of coordinators and facilitators (budget includes travel, lodging, meals, and activities for "training retreat"), \$1,500 for coordination by Clinical Supervisors (1-3 at \$500/each), and \$6,000 for facilitation by Teachers (4-6 at \$1000/each).

Consultants

During the 8-month process, we have allocated time for our team to receive consultation and feedback from expert organizations and individuals in relevant fields on our curriculum and structure of program. Consultants we plan to work with include Lumos Transforms, Mirror Memoirs, Calmer Choice, Mind Foundry, and other organizations.

Equipment

We will invest in and/or rent equipment (1) to help document events and milestones in our 8-month process, (2) to create photo/video content for our social media/website (informational videos, video interviews, staff photos), and (3) to develop a podcast for participants, facilitators, and supporters.



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Budget Narrative (continued)

Fundraising Events & Projects

Our team will be applying for multiple funding opportunities in the late Spring and Summer to increase funding for our current timeline and for the months after (2021). We are interested in coordinating a fundraising event led by our development intern, for which we have set aside a small budget.

Occupancy

We have set aside a small budget for a physical office location or space if needed. Our team plans to meet and work primarily by phone or video conference from our respective locations (work or home), and use spaces that we already have access to for in-person meeting as needed. With COVID-19 in mind, we may avoid any in-person meetings during the entire 8-month period and rely on phone or video conferencing.

Postage & Delivery

Mailing of promotional materials for our collaborative partners, potential users, and champions. Supplies include postage, envelopes, and copies of said materials.

Printing & Copying

Our team will use the printing budget to print MOUs with partner organizations (consultants, curriculum partners, schools), parents/guardian consent forms for youth participation, hard copies of curriculum and relevant documents for facilitators and participants, completion certificates for youth participants, and other necessary documents and forms.

Supplies

Supplies refer to office supplies and stationery, promotional materials, and wellness "swag bags" for participants and facilitators (ex. snacks, toiletries, water bottle, stickers, notebook/journal) used during the 8-month period.

Communication & Internet

Our team will invest in video conferencing platforms (ex. Zoom, Braincert, Teachable, OutSchool) for meetings and to facilitate our training/curriculum if needed (if schools are closed in the Fall due to COVID-19). Our team will also renew our website (www.historyreimagined.org), invest in email accounts (@historyreimagined.org), and purchase necessary technology resources.

Travel

We have allocated funding for team travel to and from conferences, training, partnership and consultant meetings, site visits, interviews, and other tasks. If social distancing continues throughout our game plan, this portion of the budget may be used toward incentives for participants or facilitators.

8-Month Game Plan

In order to properly test and gather data on our curriculum while school is in session, our team is advocating for a **8-month game plan** rather than a 6-month game plan. Over the course of May to December, the History Reimagined team will focus on **building our staff and partnerships**, **designing our detailed accelerated curriculum** with consultation and feedback from various organizations, **testing our accelerated curriculum** in a middle school setting, and **compiling data** from our efforts to determine next steps and the effectiveness of the program.

Team Skills + Resources

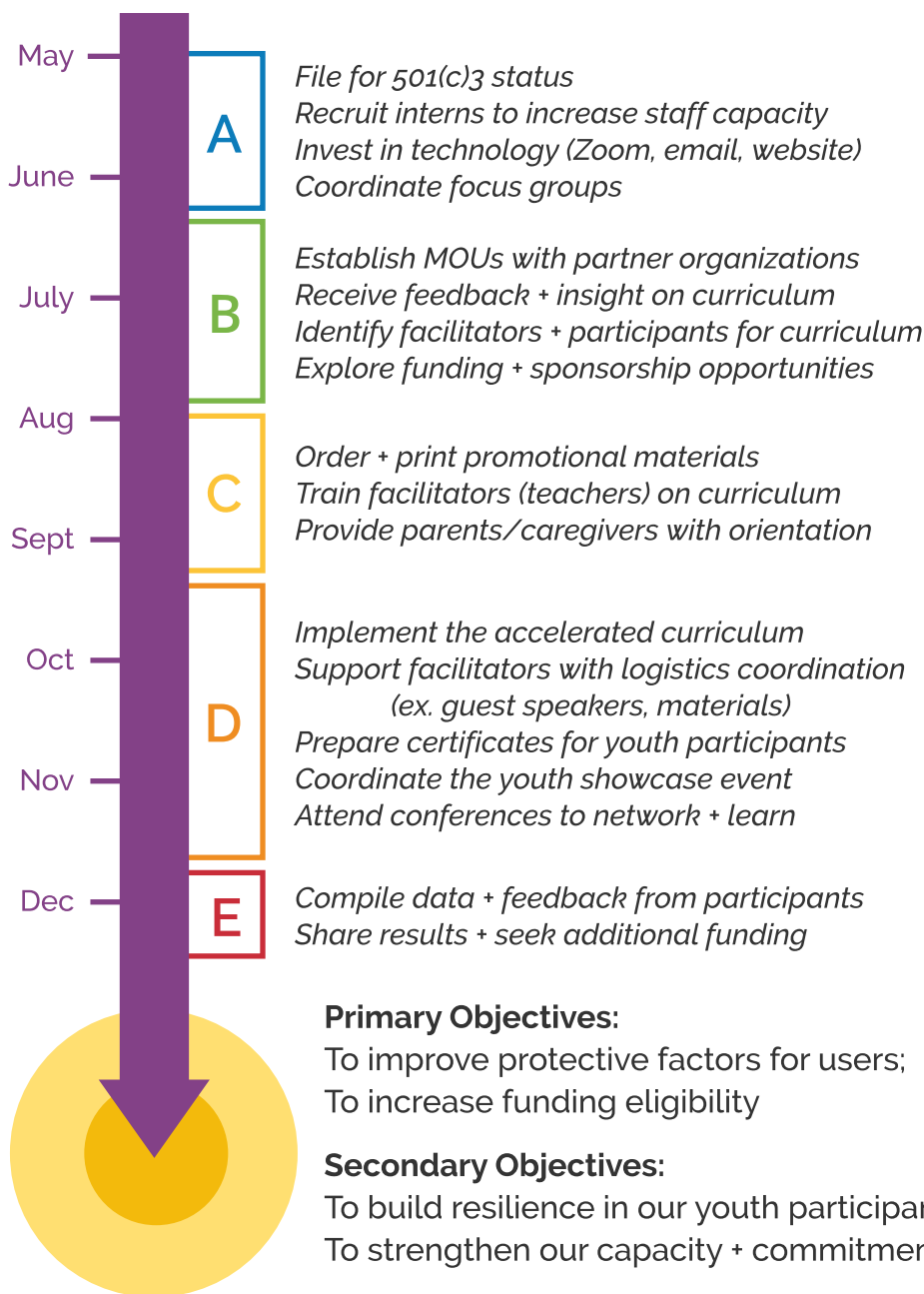
Facilitation + Training
Clinical Services Background
Resilience Tools
Strategic Thinking
Influencing + Networking
Relationship Building

Challenges

COVID-19 Issues
Budget vs. Goals
Ideal Scale of Project
Avoiding Retraumatization
Preventing Facilitator Burnout
Buy-In from Partners
Measuring Youth Impact

Success Factors

Big, Creative Ideas
Connection to Resources
Honesty + Transparency
SMART Thinking Approach
Brainstorming + Discussion
Passion for DV Prevention



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Proposed Accelerated Curriculum

We plan on developing History Reimagined into a year-long school-based curriculum in order to provide students, teachers, and their community with the time and energy to build resilience, to research history, to explore storytelling methods, and to showcase their findings. Based on the budget and timeline we have available for this year, our team would like to **prototype an accelerated version of our curriculum and analyze data from it**. We look forward to partnering with Green Dot Public Schools (7 potential pilot locations) again this year to facilitate this curriculum in Fall 2020 after receiving feedback and consultation from expert organizations and groups.

Pre-Curriculum: Orientation for Parents & Caregivers of Youth Participants

Parents and caregivers will be given an overview of the curriculum and the goals of the program, ideas for participation in program, and effective tools and prompts for storytelling to promote sharing personal, family, and/or community history with youth participants after hours.

Feel Safety Within: *Trust, Mindfulness, and Resilience Tools*

Week 1 (Sept 14)	Self-Regulation & Mindfulness
Week 2 (Sept 21)	Emotional Intelligence
Week 3 (Sept 28)	Navigating Stress & Triggers
Week 4 (Oct 5)	Building Resilience + Reframing Understanding of History

Reclaim Your Story: *Researching Family & Community History*

Week 5 (Oct 12)	Tools for History Research & Interviewing
Week 6 (Oct 19)	Community Voices & Stories
Week 7 (Oct 26)	Reframing Narratives for Resilience (DV Prevention)

Find Your Path: *Creative Storytelling Methods*

Week 8 (Nov 2)	Community Examples of Storytelling Methods
Week 9 (Nov 9)	"History Book" Zine & Debrief

Be Your Story: *Building Connections with Family & Community History*

Week 10 (Nov 16)	Showcase Event with Local Community
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Post-Curriculum: Data Collection & Analysis

After the program ends, our team will follow-up with the students, teachers (facilitators), and parents or caregivers involved to learn impacts of the curriculum. This data will be compiled into a report to share with our participants and prospective funding sources. Participants will also receive certificates of completion and additional resources if needed to amplify their stories/messages.



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Business Model Canvas

Key Partners

Middle & High Schools with Clinical Supervisors

Museums, Artists, and Archive Collectives

AmeriCorps as potential facilitators of the curriculum

DCFS, DMH, UCLA, Lumos Transforms, consultants for feedback on curriculum

Value Proposition

Building resilience and confidence through history

Gaining trust in oneself and others through curriculum

Increasing protective factors from incarceration by strengthening relationships with teachers, community, and other youth participants

Relationships

Our team has already established relationships with GreenDot Public Schools, UCLA's cohort of Ethnic Studies trainers and youth advocates, museums, archives, and community organizations. We hope to establish partnerships with DCFS, DMH, and consultants

Channels

We plan on implementing our program in-person via facilitators (teachers) in classroom settings. Users can be reached and recruited via school clinical supervisors, administrators, teachers, and DCFS. With COVID-19, we can facilitate the curriculum via webinar.

Co-Creators (Users)

Youth Ages 10-17 At-Risk of the School-To-Prison Pipeline. Includes:

- Youth of color (Black, Brown and Indigenous)
- LGBTQ+ Youth
- Youth Navigating Foster Care
- Youth with Mental Health Issues/Needs

Key Activities

Hiring and training core staff

Recruiting and training facilitators (teachers) to implement the annual curriculum

Coordinating with participating schools, parents/guardians, and community resources

Key Resources

Time, passion + compassion

Core staff (admin + interns)

Funding for:

- Staff salaries
- Travel
- Training
- Materials, supplies
- Consultation services
- Curriculum facilitation

Value Streams: Returns

Decrease in family and community violence

Users become history resources and models of resilience for other youth and members of their community

Users become storytellers and continue legacy of those they learn about

Value Streams: Costs

Compensation for staff, consultants, and facilitators

Purchasing technology, such as email accounts, website, online video/training platforms, and equipment

Materials and supplies to promote and implement curriculum in schools



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Team Charter

Energy Sources

Committed to the vision of this work
 Compensation for labor and energy invested
 Positive impact on users in our program
 Words of affirmation and encouragement

Team Expectations

Flexibility (ELMO)
 Passion + Commitment
 Integrity to our word
 Care + Concern
 Respect for individual differences
 Project Before Ego

Team Values

Healing-Centered
 Think Big
 User Focused
 Hopeful Yet Realistic
 Feedback is Our Friend
 Trust Ourselves Through the Process

Team Goals

Create a program that builds resilience for our users and community
 Remain committed and passionate about cause
 Grow in the issue and in the field
 Strong communication, transparency, respect
 "It's all about the youth"



Trouble

When trouble arises, our team agrees to:

1. Communicate
2. Ask for Clarification
3. Center Our Users
4. Be Accountable
5. Seek Support

Team Members

Co-Directors

- Addison
- Ana Rosa

Internships:

- Communications
- Development
- Coordination
- Research/Data
- Quality Assurance

Driver

Although Addison will be the "Driver" and has more availability to coordinate and develop the program, both Ana Rosa and Addison will share decision-making power as Co-Directors.

Obstacles

Schedules and availability of team
 Long-term funding
 Leadership styles and number of staff
 Unclear expectations
 COVID-19 issues



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About Us

Our team of Fellows has been collaborating since the beginning of Reimagine Lab in 2018, but have been working together as the History Reimagined team since 2019. We are excited to continue this work, and we look forward to expanding our team to increase impact and ensure success.



Ana Rosa Najera (she/her)

Ana Rosa is a Spanish-English bilingual Licensed Clinical Social Worker, Green Belt Nia Instructor, Certified TRE Provider and Certified Facilitator of The Resilience Toolkit at Lumos Transforms. A lifelong helper, Ana Rosa earned her undergraduate degree in social science from UC Irvine and obtained her masters in social work from Boston University. Her desire to love and support others through difficult times led her to global volunteer opportunities: serving disabled adults in Lyon, France, and caring for HIV positive orphans in Tanzania. Her career as an LCSW has focused on guiding families with young children through transitions and trauma. Whether her clients' needs centered on developmental delays, the challenges of the foster care system, abuse, or neglect, Ana Rosa found that the ability to self-heal was the best gift she could give anyone struggling to meet life's challenges.



Addison Rose Vincent (they/them)

Addison is a 27-year-old educator, LGBTQ+ advocate, and community organizer in Los Angeles. Born in Canada and raised in Michigan, they moved to California in 2010 to attend college and come out as their more authentic self. Since then, Addison has served a number of non-profit organizations to advocate for and empower LGBTQ+ people, including Strength United, The TransLatin@ Coalition, and Asian Pacific AIDS Intervention Team (APAIT). Addison currently serves as the Founder and Lead Consultant of Break The Binary LLC, the Executive Director of the Intersex & Genderqueer Recognition Project, and the Founder of the Non-Binary Union of Los Angeles (NBULA). Addison is passionate about creating affirming and empowering spaces for their community, and they use their own personal social media platforms to share their story and help others address shame, stigma, and trauma.



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