

Arts in Corrections County Jails Project



California Lawyers for the Arts

in collaboration with Dr. Larry Brewster of the University of San Francisco and the following organizations: The William James Association, Fresno Arts Council, Community Works West, Jail Guitar Doors, Sacramento Metropolitan Arts Commission, Nevada County Arts Council, Yuba-Sutter Regional Arts Council, San Diego County Sheriff's Department, Arts and Culture Commission of Contra Costa County, Riverside Arts Council, Arts Orange County, Mariposa County Arts Council, Siskiyou County Arts Council, and San Mateo County Arts Commission.

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Watercolor by student at Marsh Creek Detention Facility
Photo courtesy of Roger Renn, AC5

Introduction

California Lawyers for the Arts (CLA) became involved in advocacy to restore California's stellar Arts in Corrections programs in 2011, just as the US Supreme Court was requiring the state to reduce severe overcrowding in the state's prisons. In addition to having the nation's largest state prison population, California also claimed one of the highest recidivism rates in the country at nearly 70%. We worked actively with Dr. Larry Brewster of the University of San Francisco and the William James Association to conduct a collaborative demonstration project in several state prisons that involved pre and post surveys of the students. Based on the evidence we gathered at that time, the California Department of Corrections and Rehabilitation (CDCR) was persuaded to provide the California Arts Council with a \$2.5 million contract in 2014 for a two-year pilot project providing arts programs in up to 19 state prisons.

CLA's Arts in Corrections Initiative has received funding from the National Endowment for the Arts, the Quentin Hancock Fund, the Wallace A. Gerbode Foundation, the Andy Warhol Foundation and the Art for Justice Fund, as well as funding from the California Arts Council through its Statewide and Regional Networks program. The initiative brings a new level of awareness and appreciation for the value of effective arts programming in correctional facilities. The goal of this multi-year study is to measure the behavioral and attitudinal changes experienced by residents in county jails throughout California and the impact on their lives through self-reported surveys administered at the end of sequential art classes. A third year of support from the NEA Locals program during 2018 has supported outreach to additional counties in California and the development of a tool kit, including this report, for national distribution.

During the first two phases of the project, we collaborated with arts organizations in Fresno, Santa Cruz, San Francisco, Los Angeles, Sacramento, Nevada, Sutter, and Yuba counties to document the results of 8-18 week art classes in their local jails. In the third phase, we worked with an additional seven counties, coordinating with artists and arts organizations in San Diego, Contra Costa, Riverside, Orange, Mariposa, Siskiyou, and San Mateo counties. At the end of each program, the participants completed questionnaires that were designed by Dr. Brewster of the University of San Francisco School of Management. For this third edition, we evaluated the results of the surveys completed by a total of 193 men and women.

The art classes were held in Fresno County Jail, Santa Cruz Main Jail, San Francisco County Jail – San Bruno Complex, MCJ Twin Towers Correctional Facility in Los Angeles, Sacramento County Jail – Rio Cosumnes Correctional Center, Wayne Brown Correctional Facility in Nevada City, Sutter County Jail, Yuba County Jail, Las Colinas Detention and Reentry Facility in San Diego County, Marsh Creek Detention Facility in Contra Costa County, Robert Presley Detention Center in Riverside, the Intake Release Center in Orange County, Mariposa County Adult Detention Facility, the Day Reporting Center in Siskiyou County, and Maple Street Correctional Center in San Mateo County.

The residents engaged in the arts reported a number of attitudinal and behavioral changes that can improve their lives. In addition to helping the inmates and their institutions, these benefits can extend to their families, their communities, and the society to which they return. Artists engaged in this work benefit from having socially meaningful work that connects them to larger public policy issues.

Organizations, Artists, and Class Descriptions

A number of key individuals and organizations played vital roles in implementing this project by recruiting and selecting artists, scheduling programs with staff at the venues and facilitating the completion of the surveys. These essential administrative services were provided by Lilia Chavez of the Fresno Arts Council (FAC), Laurie Brooks of the William James Association (WJA), Amie Dowling of the University of San Francisco (USF) and Community Works West (CWW), Kat Kambes, Wayne Kramer and Margaret Kramer of Jail Guitar Doors (JGD), Shelly Willis and Erika Kraft of the Sacramento Metropolitan Arts Commission (SMAC), Eliza Tudor of the Nevada County Arts Council (NCAC), David Read of the Yuba-Sutter Regional Arts Council (YSA), Linda Litteral, an independent teaching artist in San Diego, Roger Renn of the Arts and Culture Commission of Contra Costa County (AC5), Patrick Brien of Riverside Arts Council (RAC), Rick Stein of Arts Orange County (ArtsOC), Cara Goger of Mariposa County Arts Council, Lugene Whitley of Siskiyou County Arts Council (SCAC), and Robin Rodricks and Juda Tolmasoff of the San Mateo County Arts Commission.

The Fresno Arts Council recruited an experienced teacher, Steve Ono, to teach a beginning guitar course in the Fresno County Jail, coordinating with jail staff to secure instruments and to schedule the 18-week program. The William James Association brought teaching artist T.S. Anand into the Santa Cruz Main Jail to teach an 18-week, mixed-media collage program. The JGD teaching artist, Jason Heath, taught a 12-week music and songwriting course in Los Angeles' largest jail, Twin Towers Correctional Facility.

In coordination with the USF and CWW, Amie Dowling taught a 12-week theatre and movement program twice a week in the San Francisco County Jail – San Bruno Complex that included USF students collaborating with the residents to create an original performance piece. While the “outside” students received college credit from USF, the “inside” students who enrolled in the Five Keys Charter School could receive credit towards their high school diplomas. The scripted, choreographed performances were documented in a series of short videos by the Bay Area Video Coalition.

After facilitating a required agreement with the County Board of Supervisors, SMAC collaborated with co-teachers Kim Scott and Andy Cunningham, who taught a 12-week drawing course at the Sacramento County Jail. Veteran actor, director and playwright John Deaderick taught a 12-week theatre class at the Wayne Brown Nevada County Correctional Facility. Artist Anthony Emmolo taught three 10-week pencil drawing classes at the Sutter County Jail. Rebecca Wallace taught a 10-week drawing class at Yuba County Jail in Marysville.

CLA contracted with artist Linda Litteral to teach a 12-week Trauma and Healing drawing course for women at Las Colinas Detention and Reentry Facility in San Diego. Roger Renn of AC5 recruited Allison Jacobs to teach a 13-week drawing and watercolor class for inmates at the Marsh Creek Detention Facility in Contra Costa County. In coordination with Patrick Brien of RAC, experienced actor and dancer Zoot Velasco taught a 10-week theatre and performing arts class to inmates at the Robert Presley Detention Facility in Riverside.

Students at the Intake Release Center in Orange County practiced conflict resolution through dialogue and narrative writing in a 10-week creative writing class with teacher Dave Barton. The Mariposa County Arts Council was awarded a grant through the Mariposa Probation Department to cover the cost of jail staff overtime to supervise a 10-week class. With this additional support, Cara Goger recruited Laura Phillips to teach poetry at the Mariposa County Jail. At the Day Reporting Center in Siskiyou county, students practiced drawing and painting and made holiday cards for loved ones during a 10-week class with Mark Oliver. Finally, Commissioners Juda Tolmasoff and Robin Rodricks of the San Mateo County Arts Commission arranged a 10-week drawing and watercolor course for female inmates at Maple Street Correctional Center with teacher Ryann De Souza.

As our principal researcher, Dr. Brewster analyzed the results of the survey instruments. An emeritus professor in the School of Management at USF, he has been evaluating arts programming in correctional institutions for decades. His seminal analysis of the efficacy of arts-in-corrections programs in 1983 showed the cost savings of reduced disciplinary incidents. The cover photos were provided by teaching artist Mark Oliver from Siskiyou county and Roger Renn of the Arts and Culture Commission of Contra Costa County. This report was completed under the direction of Alma Robinson, CLA Executive Director, with support from Program Development Coordinator Ariel Heinicke. Previous editions and data were coordinated by Weston Dombroski, former Program Development Coordinator, and Anisa Siddiqui, data analyst and research assistant of Dr. Brewster.

Participant Feedback and Demographics

Beginning in the fall of 2015, participants in the art programs at the 15 county jails in Fresno, Santa Cruz, San Francisco, Los Angeles, Sacramento, Nevada, Sutter, Yuba, San Diego, Contra Costa, Riverside, Orange, Mariposa, Siskiyou, and San Mateo Counties completed surveys that provided feedback about their experiences so that we could evaluate the overall outcomes and effectiveness of their engagement with art.

Out of the total of 193 men and women who participated in these programs, 31% of the respondents were 20-29 years old, over one-third (37%) were between 30-39 years of age, 19% were between the ages of 40-49, 10% were between 50-59 years old, and 3% were 60 years of age or older (Table 1). The average age of the participants was 36.

Table 1
What is your age?

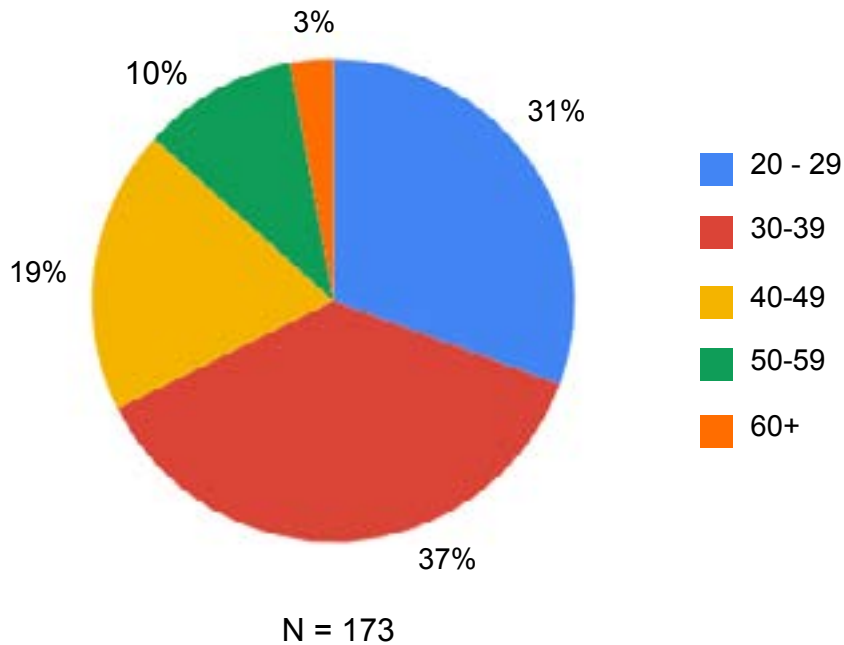


Table 2 shows that 33% of the participants had some or no high school, 23% were high school graduates, 36% had completed some college, and 8% were college graduates. Table 3 shows that over one-third (36%) of all participants identified as Hispanic/Latin American, 29% identified as Caucasian, 10% as African American, 7% as Asian American/Pacific Islander, 5% as Native American, and 13% self-identified as “mixed race/other.” Over one-third of the participants (44%) had been incarcerated for less than six months, 36% had been serving between six months to one year, 19% of participants had been serving between one and five years, and 2% had been serving over 5 years. (Table 4)

Table 2
What level of education have you completed?

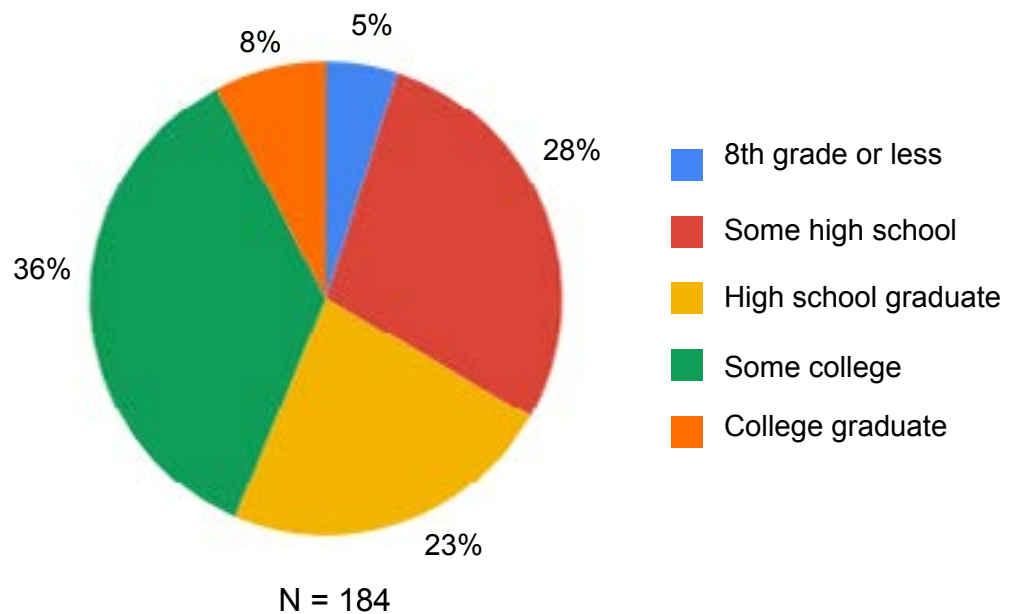


Table 3
You identify as

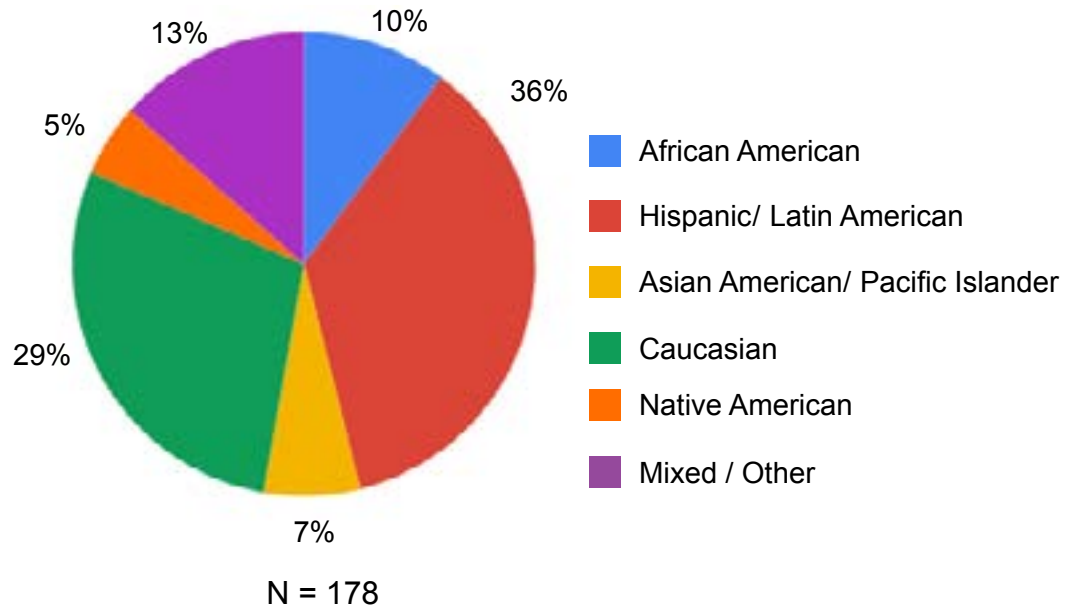
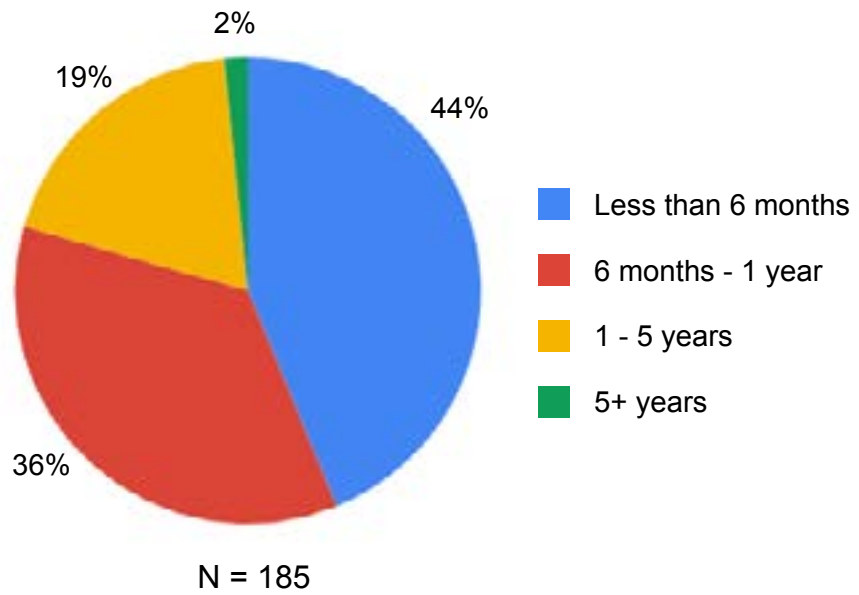


Table 4
How long have you been incarcerated?



Nearly every participant agreed that their art instructors showed respect to each student (88% strongly agreed, 11% agreed) (Table 5). The majority of participants either strongly agreed (67%) or agreed (24%) that they looked forward to their art classes more than any other activity offered to them in jail (Table 6). Significantly, 96% of participants felt better about themselves as a result of the program (Table 7), while 96% of the participants said that the program provided a safe environment to explore their creativity (Table 8). The majority of participants agreed that the art program enabled them to communicate better with others (55% strongly agreed, 32% agreed) (Table 9).

Table 5
Arts instructors show respect to each student

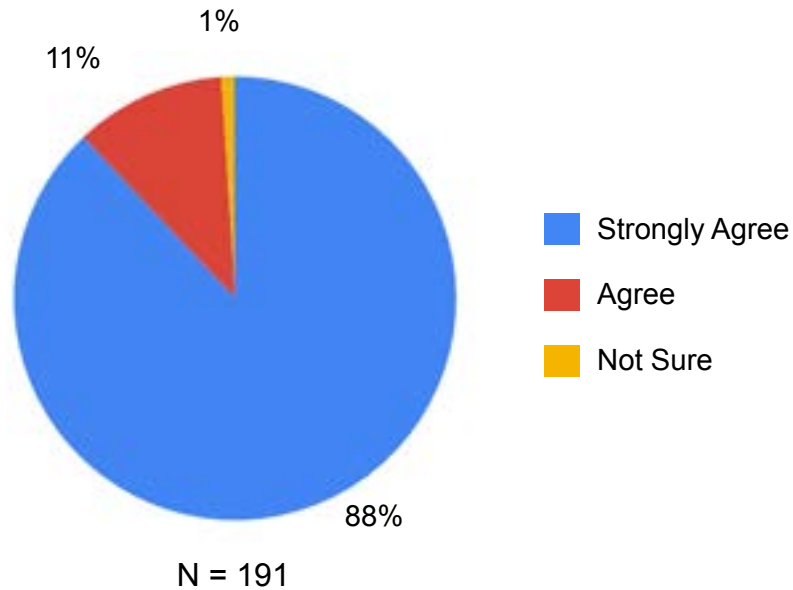


Table 6
I look forward to art classes more than any other activity

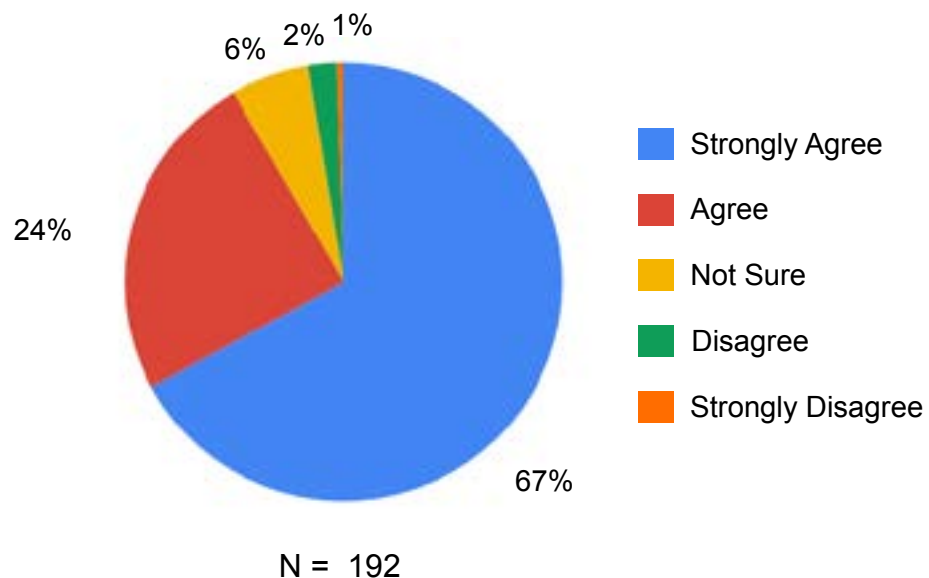


Table 7
I feel better about myself

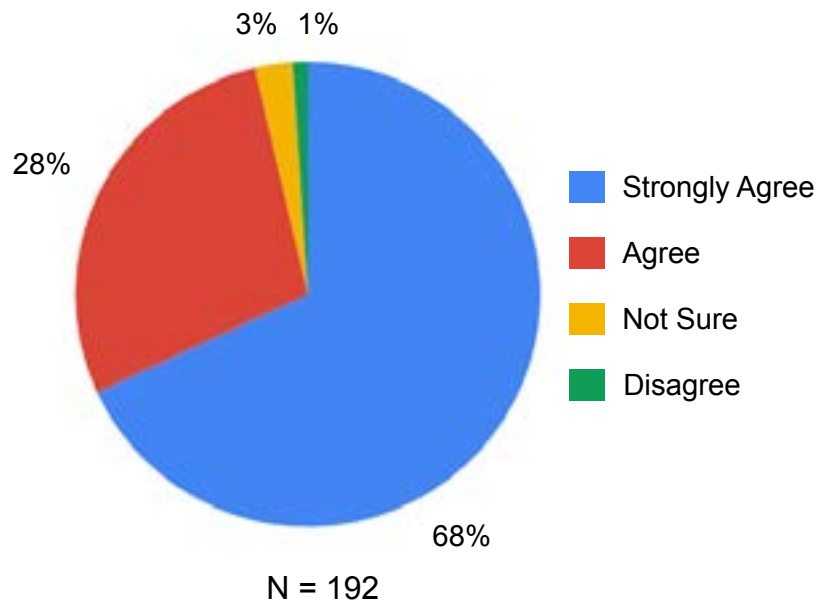


Table 8
The arts program provides a safe environment for me to explore my creativity

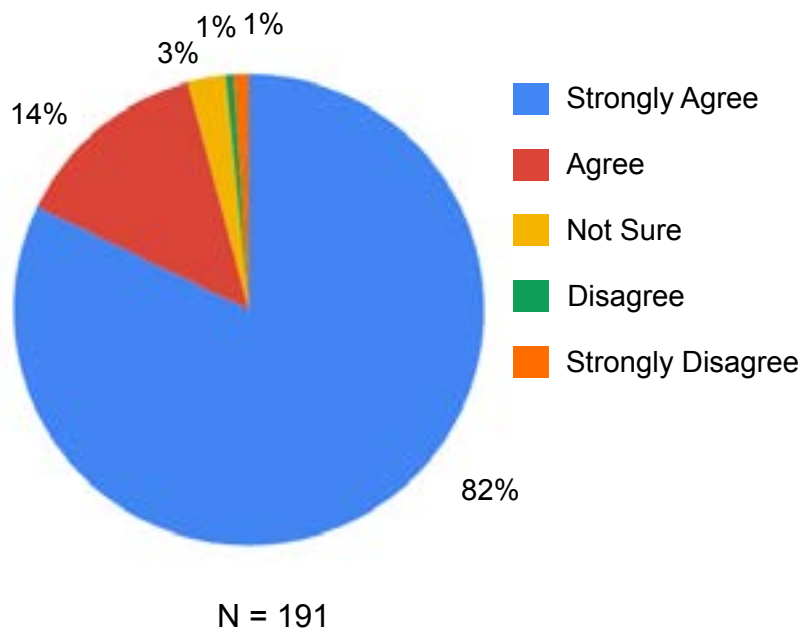
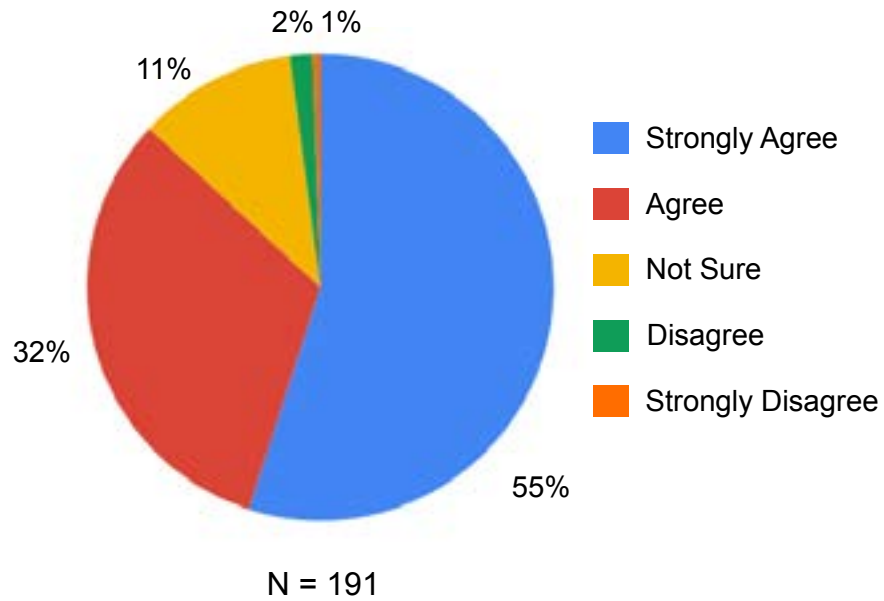


Table 9
I am better able to communicate with others



Ninety-two percent of participants reported that they felt less stress and frustration when working on their art (Table 10). A significant majority of respondents (87%) reported they were better able to express their emotions (Table 11), and equally important, 85% reported less racial tension in their classroom than elsewhere in the facility (Table 12). A large number (81%) found that the participants “interacted differently” inside the art program than elsewhere in the facility (Table 13).

Table 10
I am less stressed and frustrated when working on my art

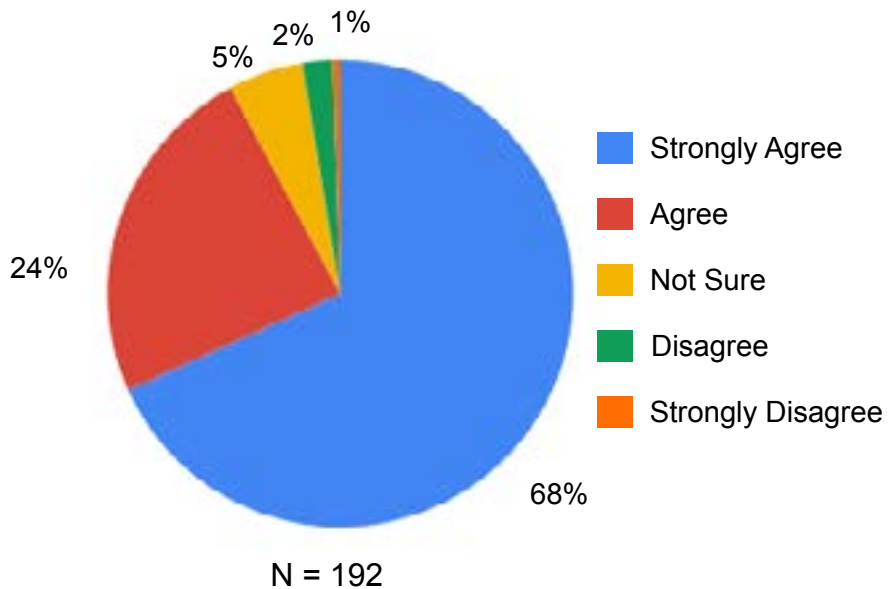


Table 11

I am better able to express my emotions

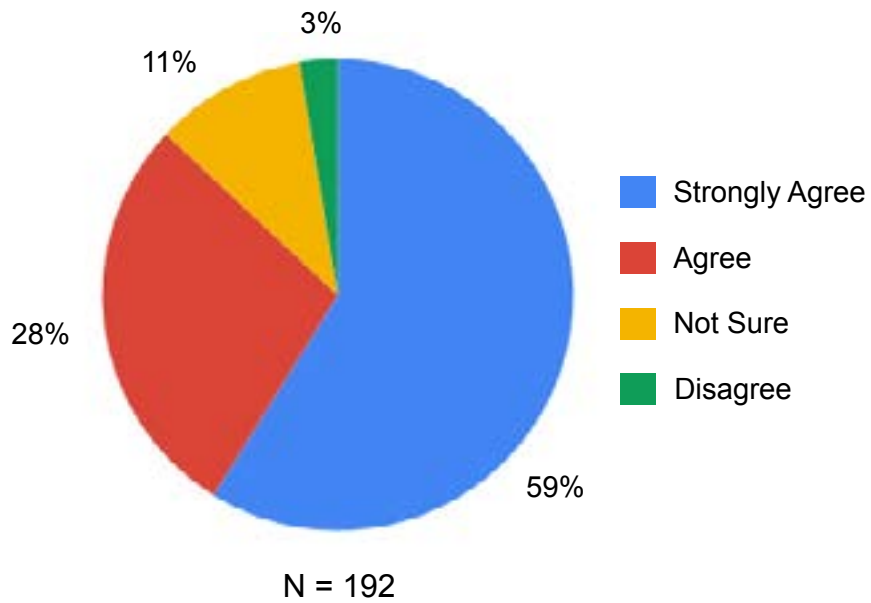


Table 12

There is less racial tension in the arts program than elsewhere in the facility

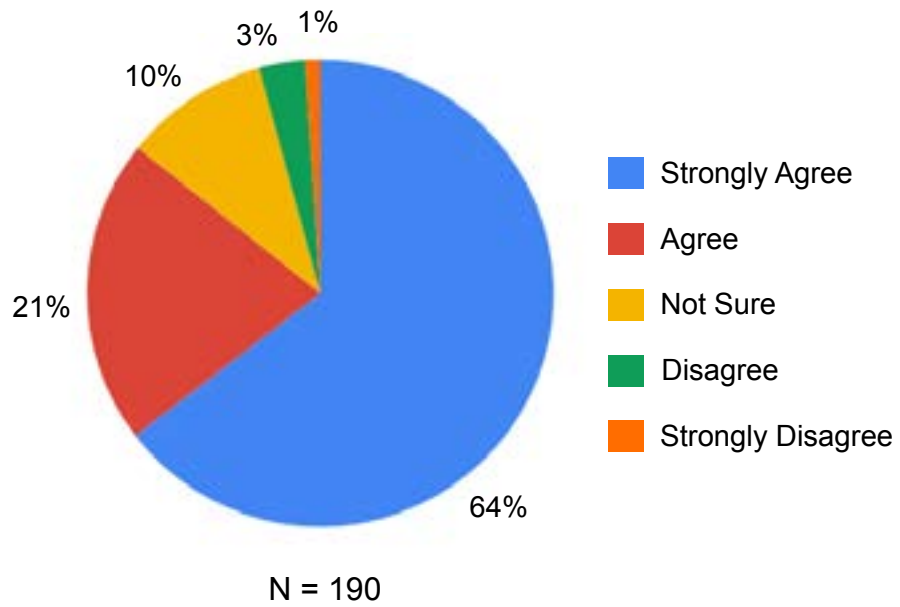
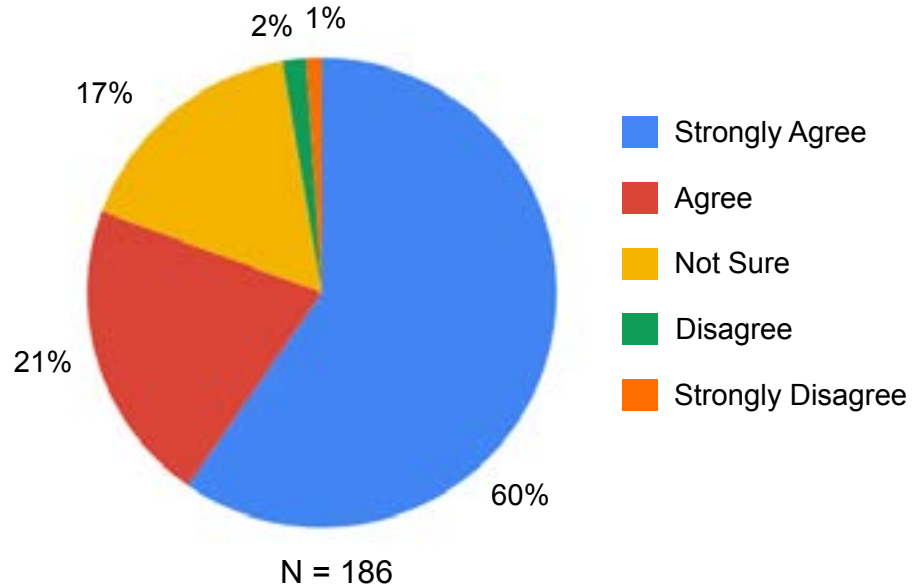


Table 13
 Participants interact differently inside the arts program
 than elsewhere in the facility



The responses to the surveys also demonstrate that these programs help to change the participants' behavior and attitudes toward one another and jail staff, with 85% reporting that they enjoyed better relationships with other residents since their involvement in the art program (Table 14) and 73% reporting that they enjoyed a better relationship with staff (Table 15). Ninety percent reported that they tried "things in the art program that I never expected" (Table 16). In other words, the program enabled most of the participants to explore their artistic and creative potential, which can in turn, promote intellectual flexibility and enhanced problem-solving skills as well as greater confidence and self-esteem.

Table 14
 I enjoy better relationships with other inmates since
 my involvement in the arts program

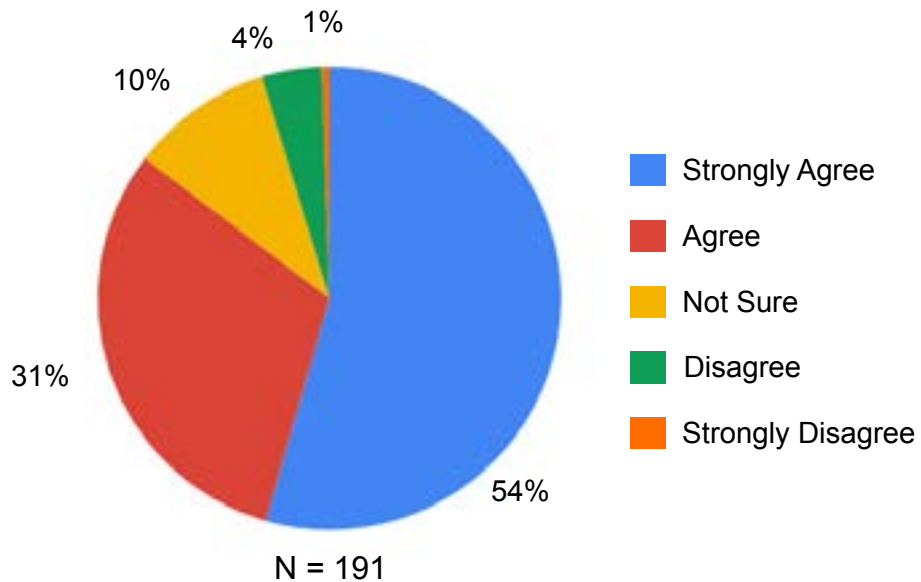


Table 15

I enjoy better relationships with jail staff since my involvement in the arts program

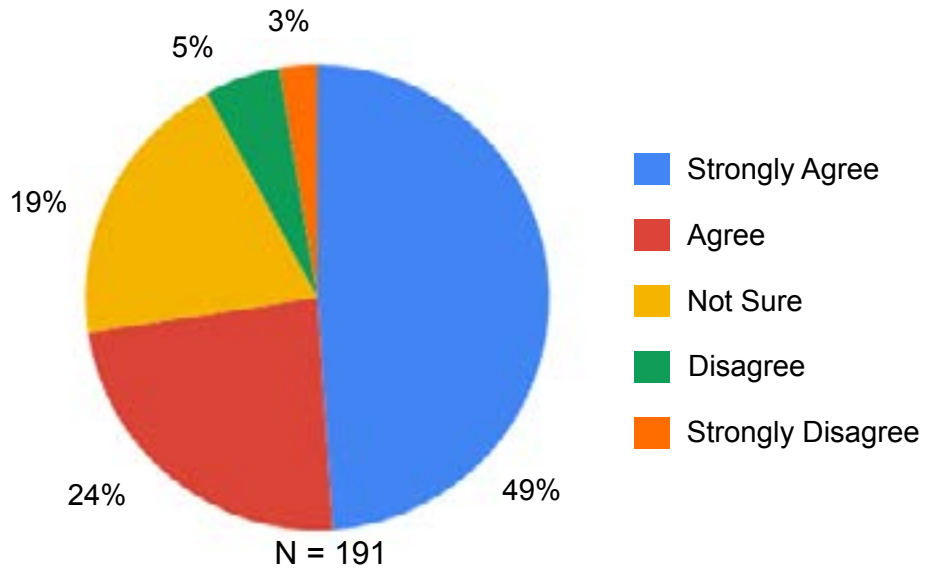
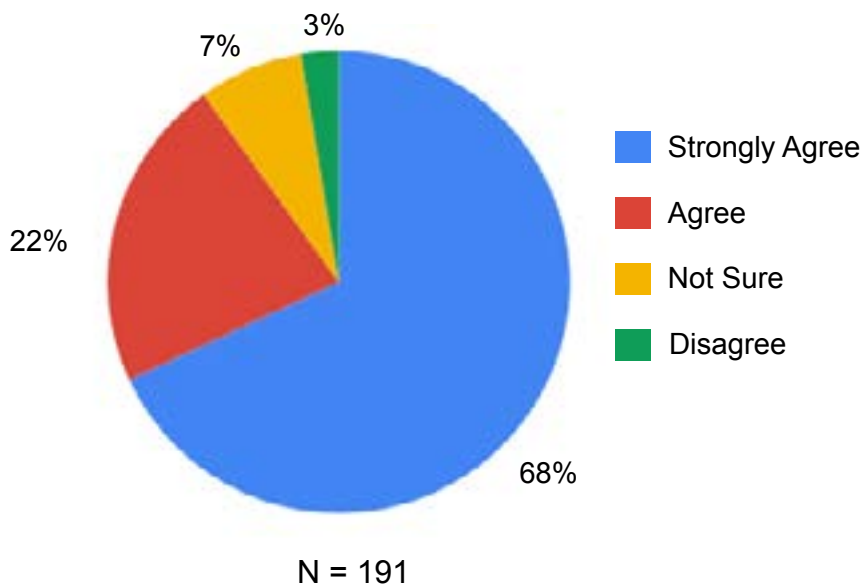


Table 16

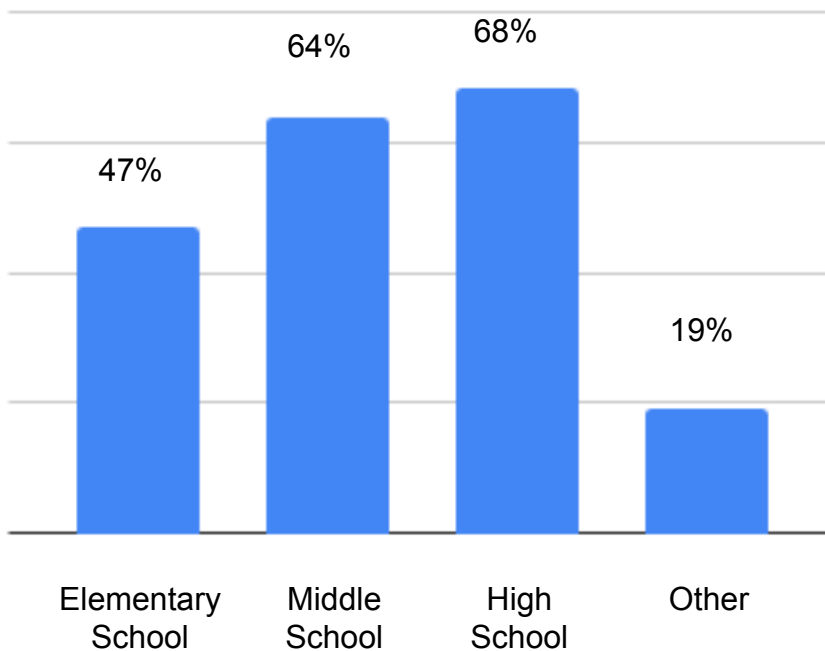
I have tried things in the arts program that I never expected



After consulting with Dr. Brewster and several county arts agency representatives, we added two questions to the survey instrument in order to assess students' arts education backgrounds. The questions (numbers 23 and 24) are included in the expanded participants' questionnaire that was distributed to students in six classes during the third phase. Question 23 asks students to select all academic stages where they had partaken in formal arts or music classes. Table 17 shows that 47% had taken arts classes in elementary school, 64% had taken arts in middle school, and 68% had participated in an arts class in high school. These findings demonstrate that for nearly one-third of the respondents, the arts program at the county jail was their first exposure to formal arts instruction.

Question 24 asks students to identify which, if any, stages in their lives they have practiced art or music on their own. Table 18 reveals that 59% have done art independently as a child, 46% as a teenager, and 57% have practiced on their own as an adult. Several students shared that they intend to continue their practice of art on their own both while in jail and upon release. For example, a participant of the Marsh Creek Detention Facility commented, "thinking about the future includes art with family," and a resident from Las Colinas stated, "I now read about creativity, draw, plan to utilize art to enhance emotional growth and to help others use art in the future. The class was one of the most inspiring things that has ever happened to me."

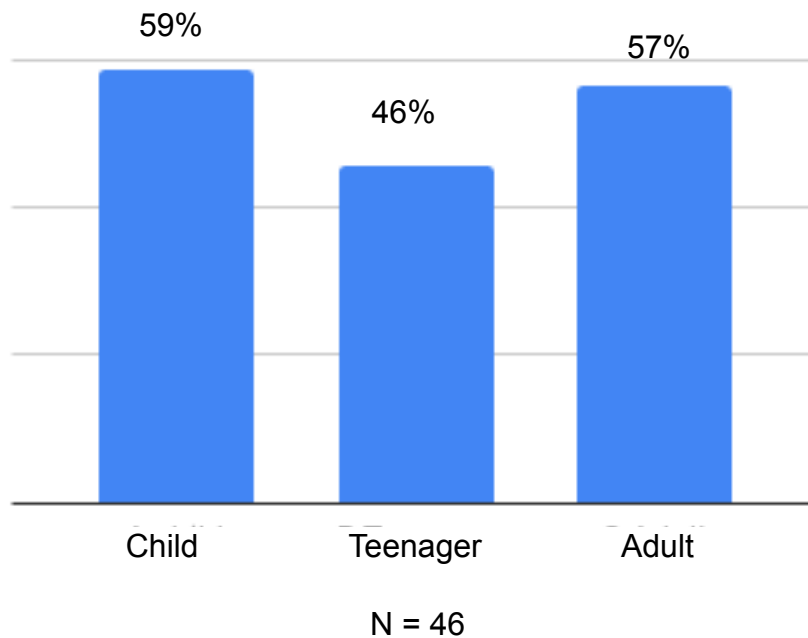
Table 17
Did you have any arts or music classes in...?



N = 47

Table 18

Did you do any arts or music on your own as a..?



The overwhelming majority of the participants showed through their responses that the art programs they engaged in could be potentially life changing as they learned to feel better about themselves and others. They felt respected by their teachers, and they were able to express their emotions and communicate better with others. In the art classes, they experienced safer, less racially charged environments. Their engagement with making art reduced the tension and frustration often associated with their life experiences, including incarceration.

Comments from Participants

When asked, “How do you feel when you are in the art space?” one participant responded, “I am free to be myself and not intimidated,” while another respondent shared “I feel like I am doing something good for me.” Another shared, “I get so relaxed and feel good about myself and I’m able to open up,” and one stated “I feel like it is a time for me to express the emotions I have pent up inside. In other places in the facility I don’t feel as free to do that and usually don’t do it well with words...” When asked, “What changes have you made in your life as a result of the arts program?” one respondent wrote that he was “more positive and confident,” one shared that he had “the desire to strive,” another declared “I want to go to school.” A student from the creative writing course at Intake Release Center shared, “I have learned not to judge others until you learn their story” while a student from Maple Street wrote “I’ve changed what I do with my free time. Before I used to do things that weren’t beneficial to me but now I do art in replacement of that.” (More comments are listed in Appendix A.)

Comments from Teaching Artists

Andy Cunningham, one of the teaching artists at the Sacramento County Jail shared these notes about his experience:

“All in all there was a certain sort of calm in the room that was both a space for artistic investigation and internal solace. Many of the students came into the class not knowing each other, hackles up and quiet, but left the class having crossed barriers of culture and society. It was amazing to see what an art class with limited facilities and supplies can generate in both a physical form like drawing and the nonphysical form such as communication and bonds across the prison yard with inmates and deputies.”

Dave Barton, creative writing teacher at the Intake Release Center in Orange County described the rehabilitative values of the course:

“In discussions with the students, they told me that nobody had ever really given them the opportunity to tell their stories. (I started the program as a short play writing class, but most of the students wanted to write narratives, so I revised my plan to work with what they needed.) The writing that came out of them was all over the place in quality, but it was sincere, often intense, and many times brutal. Most of the students had never written anything previously. Last, but not least, that I was genuinely interested in/curious about them seemed to be revelatory. (The supervisors both told me that they had never seen a class have the effect on the students that mine did. I know it certainly moved me a great deal.)”

Laura Phillips, who taught poetry at Mariposa County Jail shared these notes about the experience and values of the program:

“...The arts allow the inmates a safe space to express themselves and express vulnerability. I don't know another discipline that can do that except the arts. One student actually cried after reading a Pablo Neruda poem aloud. (The other students were very supportive in that instance.) One student said some of the published poems I brought in helped him think differently about his daughter's death. I really emphasized Wordsworth's quote that poetry is “the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquillity...” to kind of give them an idea that, when they feel a powerful emotion -- like anger -- they can think about it instead of punching the guy next to them.”

Comments from Correctional Staff

Lieutenant Robbie Bringolf of the Wayne Brown Correctional Facility in Nevada County shared his thoughts on the program:

“...This project brought different groups of inmates together who might previously have had nothing in common with one another; this class left them as friends. I can only imagine breaking down the social barriers among inmates will serve to reduce instances of violence among involved populations. I am very impressed with this program and hope to be able to find funding to continue with something similar in the near future.”

In a news article about the program published by Siskiyou Daily “Art classes give inmates an outlet,” Sheriff Jon Lopey expressed:

“It’s difficult to be incarcerated and these kinds of programs help inmates...In class, they’re positively engaged in a fruitful, enriching way. It gives them a reason to interact with staff, their teacher and other inmates, and they’re developing skills that are beneficial in the outside world. Opportunities like this make their lives better.”

Correctional Programs Supervisor Melody Cantrell of the Orange County Intake Release Center shared:

“The students were extremely respectful toward one another, providing positive feedback and constructive criticism when necessary. The “jail politics” seemed to dissipate whenever they were in class and everyone was viewed as equal. This is not typical throughout the jail facility or in many other classes.”

Art programs like these invite participants to explore and express their creativity, while enjoying feelings of social inclusion, rather than exclusion. These programs, like many other arts programs inside prison walls, take offenders down a path that leads to a new and positive sense of greater humanity.

Outreach Activities and Next Steps

CLA staff presented findings from this study at the Region 7 Training Symposium of the Correctional Education Association in Sacramento in October 2017. Using the art classes at the Rio Cosumnes Correctional Center in Sacramento as a case study, the panel also included Kim Scott, an art teacher, who described the benefits of the program for the participants, and Erika Kraft, former Sacramento Metropolitan Art Commission program administrator, who discussed the process of working with the County Board of Supervisors and the Sheriff’s Department.

With funding from the national Art for Justice Fund, CLA staff and others shared the results of this study at statewide Art for Justice Forums in Michigan, California and New York during 2018. Beth

Bienvenu, Director of the Office of Accessibility at the NEA, reported on project findings at the Georgia Forum as part of her presentation on program evaluation. CLA staff also presented the project during a panel on program evaluation at the biennial conference of Shakespeare in Prisons in San Diego, CA, in March 2018.

Also in 2018, CLA Executive Director Alma Robinson and Eliza Tudor, Executive Director of the Nevada County Arts Council, shared project findings during the April meeting of the California Arts Council. The project was also featured in a resource guidebook on innovative justice programs for the California Judges' Association fall conference. Alma and David Read, Executive Director of Yuba-Sutter Regional Arts Council, presented project results at the California State Sheriffs' Association meeting in October; afterwards, several attending sheriffs expressed strong interest in bringing arts programs to their county facilities. Alma also spoke about CLA's Arts in Corrections projects on a panel presented in October by Shelly Gilbride, CAC Programs Director, during the national conference of Grantmakers in the Arts in Oakland.

With three phases of the demonstration project now complete, our next step is to advocate for sustainable funding for county jail art programs. CLA plans to work with participating local arts agency leaders to advocate for state support for arts programs in county jails. CLA will also host its third Arts in Corrections conference at Santa Clara University from June 24 to 28, 2019 and will use these findings as a case study for legislative advocacy. A special bootcamp on program development and evaluation will be tailored for state and local arts agency leaders from around the country.

Appendix A, "In Their Own Words," is a compilation of subjective comments that were written in response to open ended questions on the survey. Appendix B is a copy of the evaluation survey that was administered to the students. Appendix C is a Spanish language version of the evaluation questionnaire that was translated by the Yuba County Office of Education and obtained by David Read. Appendix D provides a comprehensive list of all the teaching artists, collaborating organizations and venues involved in this project. Appendix E is a list of participating counties and sheriffs from all three phases. Appendix F presents a sample MOU that CLA used to contract with participating county arts agencies.

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<https://www.calawyersforthearts.org/arts-in-corrections.html>

Appendix A

In Their Own Words

The following comments were written by arts program participants in response to several open-ended questions on the survey that was administered during the county jail demonstration project from November, 2015 to December 2018

How do you feel when you are in the art space? How is it different or similar to other physical spaces in the facility?

- There is a sense of peace in art class.
- Free to be myself and not intimidated
- Happy, relaxed, no tension or judgement
- Good, respected and cared for
- Feel free and more creative to express ideas
- I feel well understood.
- Makes me feel like I'm not in jail.
- It's awesome it's like I'm on cloud nine.
- I feel like it is a time for me to express the emotions I have pent up inside. In other places in the facility I don't feel as free to do that and usually don't do it well with words. The exercises in class were freeing.
- There is no rejection in class. Class makes me feel alive. Outside of class I am just another ant on the farm.
- The area of this place in class is excellent by refreshing my mind to think better.
- I feel normal, compared to being incarcerated for 2+ years.
- I feel at ease, calm, interested in the class and like I can be free to express. Not every class or space in the facility you have a sense of freedom. Many places here there are too many rules and people telling you what to do a lot.
- For us it's the same space but with my imagination we go to an acting class in Hollywood.

How would you describe your interactions with others during class? In what ways are they similar or different to other interactions in the facility?

- We are not very social, but we have connected through this class.
- I gave positive input and helped others with their art and encouraged them.
- I interact with inmates I would not normally talk to.
- Collaboration, compromise, healthy communication
- Special unity that isn't found anywhere else in the jail.
- Everyone is more open because art is a universal language that everyone shares.
- Get to know them on a more personal level.

- I feel I understand each person more.
- We are supportive and talk about emotions. We also laugh. Sometimes we can't talk in other parts of the facility or don't open up in our dorm.
- Talk to people in art class that I do not talk to in the dorm/facility.
- My interactions with others have been inspiring. It is amazing how emotionally healing this has been for most of us.
- You learn more about others. More intimate things about others not normally would in jail.
- Open to talk about almost anything, but in your pod you're not able to talk freely that way.

What changes have you made in your life as a result of the arts program?

- Patience and to look at things differently
- Treating people with respect
- Interested in making art
- Try new things
- Realistic goals
- Learned people skills and interaction
- Believing in myself
- More kind and God fearing
- More positive and confident
- More prone to teamwork and write actively
- Learning more advanced practices
- Write music in my free time
- I've learned to laugh more
- I want to go to school.
- How to handle stress
- I try to find more peace amongst those who have the same passion.
- I'm going to start art and change my attitude problem.
- I'm more open to work in front of more than 15 people!!
- I discovered myself being a creative mother.
- I have been able to get through the loss of my daughter and it has given me a hold of my grief.
- I have to draw and learn to do art so now I can go home and do the art my 8 year old daughter love to do her mom just learned how to do.
- I speak out now about how I feel or if something is going on with me, instead of bottling it up.
- I will be making changes when I get home, with my children. I will encourage them to try to use drawing as a type of therapy.
- I draw or doodle when I'm mad or frustrated.

What, if anything, would you change about the arts program?

- Snacks / Food (2 respondents)
- More classes / hours (44)
- Opportunity to display work/ hold an arts show (4)
- More instruments (3)
- Not sure (7)
- Practice time between the week with the guitar and drums
- More artist ideas, maybe a group project
- More activities, this is a change to learn new talents and give us motivation for a better life
- Nothing at all, just let us keep the guitars
- Make the class longer, that way we can do a play
- More funding



Student practicing watercolor at Marsh Creek Detention Facility
Photo courtesy of Roger Renn, AC5

Appendix B

Arts in Corrections — Participant Survey

Thank you for participating in this program evaluation. Your feedback is very important to us. Your answers are confidential and will help us improve the program. Please take a few minutes to complete this survey. Thank you!

Please rate your level of agreement or disagreement with the following statements about the Arts Program and its impact on your life.

1 = Strongly Agree 2 = Agree 3 = Not Sure 4 = Disagree 5 = Strongly Disagree

(please circle the appropriate number)

1. I feel better about myself..... 1 2 3 4 5
2. I look forward to arts classes more than any other activity..... 1 2 3 4 5
3. Arts instructors show respect for each student..... 1 2 3 4 5
4. The arts program provides a safe place for me to explore my creativity..... 1 2 3 4 5
5. I am better able to communicate with others..... 1 2 3 4 5
6. I am less stressed and frustrated when working on my art..... 1 2 3 4 5
7. I am better able to express my emotions..... 1 2 3 4 5
8. I have tried things in the art program that I've never expected..... 1 2 3 4 5
9. People interact differently inside the arts program than elsewhere in the facility..... 1 2 3 4 5
10. There is less racial tension in the arts program than elsewhere in the facility..... 1 2 3 4 5
11. I enjoy better relationships with other inmates since my involvement in the arts program..... 1 2 3 4 5
12. I enjoy better relationships with jail staff since my involvement in the arts program..... 1 2 3 4 5
13. What is your age? _____
14. How many classes of the art program did you attend? _____
15. What level of education have you completed?
 - a. 8th grade or less
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate
16. How long have you been incarcerated?
 - a. Less than 6 months
 - b. 6 months - 1 year
 - c. 1 - 5 years
 - d. 5 + years

17. You are (you may circle more than one)
- | | |
|--------------------------------------|----------------------------|
| a. African American | d. Caucasian |
| b. Hispanic / Latin American | e. Native American |
| c. Asian American / Pacific Islander | f. Middle Eastern American |
18. How would you describe your interactions with others during the class? In what ways are they similar or different to other interactions in the facility?
19. Who or what influenced your decision to participate in the arts program?
20. How do you feel when you are in the arts space (e.g. class, art studio?) How is it similar or different from other physical spaces in the facility?
21. What change(s) have you made in your life as a result of the arts program?
22. What, if anything, would you change about the arts program?
- | | |
|---|--|
| 23. Did you have any arts or music classes in...?
(please circle all that apply) | 24. Did you do any art or music on your own as a...?
(please circle all that apply) |
| a. Elementary school | a. Child |
| b. Middle school | b. Teenager |
| c. High school | c. Adult |
| d. Other: _____ | |

Thank you!!!

Appendix C

Arte en el Reclusorio — Encuesta para Participantes

Gracias por participar en esta evaluación del programa. Su opinión es muy importante para nosotros. Sus respuestas son confidenciales y nos ayudarán a mejorar el programa. Por favor, tome algunos minutos para completar esta encuesta.

Por favor, califique su nivel de acuerdo o desacuerdo con las siguientes declaraciones sobre el programa de Arte y el impacto de este en su vida.

1 = Totalmente de acuerdo **2 = De acuerdo** **3 = No estoy seguro** **4 = No estoy de acuerdo** **5 = Totalmente en desacuerdo**

(Por favor marque con un círculo el número apropiado)

- | | |
|--|---|
| 1. Me siento mejor conmigo mismo..... | 1 2 3 4 5 |
| 2. Espero las clases de arte más que cualquier otra actividad..... | 1 2 3 4 5 |
| 3. Los instructores de arte muestran respeto hacia cada uno de los estudiantes..... | 1 2 3 4 5 |
| 4. El programa de arte proporciona un ambiente seguro para explorar mi creatividad..... | 1 2 3 4 5 |
| 5. Puedo comunicarme mejor con los demás..... | 1 2 3 4 5 |
| 6. Me encuentro menos estresado y frustrado cuando trabajo en mi arte..... | 1 2 3 4 5 |
| 7. Puedo expresar mejor mis emociones | 1 2 3 4 5 |
| 8. He intentado cosas en el programa de arte que nunca esperé | 1 2 3 4 5 |
| 9. La gente interactúan de manera diferente dentro del programa de arte que en cualquier otro lugar
otro lugar de la institución..... | 1 2 3 4 5 |
| 10. Hay menos tensión racial en el programa de arte que en cualquier otro lugar de la institución..... | 1 2 3 4 5 |
| 11. Tengo mejores relaciones con otros reclusos desde que participo en el programa de arte..... | 1 2 3 4 5 |
| 12. Tengo mejores relaciones con el personal de la cárcel desde que participo en el programa de arte.. | 1 2 3 4 5 |
| 13. ¿Qué edad tiene? _____ | |
| 14. ¿A cuántas clases del programa de arte ha asistido? _____ | |
| 15. ¿Qué nivel de educación ha completado? | 16. ¿Cuánto tiempo llevas en la cárcel? |
| a. Grado 8 o menos | a. Menos de 6 meses |
| b. Alguna educación secundaria | b. 6 meses – 1 año |
| c. Educación secundaria | c. 1 – 5 años |
| d. Alguna educación preparatoria | d. 5 + años |
| e. Educación preparatoria | |

17. Usted es: (puede marcar más de una opción)
- a. Afroamericano
 - b. Hispano/Latinoamericano
 - c. Asiático-americano/ Isleño del Pacífico
 - d. Caucásico
 - e. Nativo Americano
 - f. Medio Oriente Americano
18. ¿Cómo describiría su interacción con los demás durante la clase? ¿De qué forma estas interacciones son similares o diferentes con otras interacciones dentro de la institución?
19. ¿Quién o qué influyó en su decisión de participar en el programa de arte?
20. ¿Cómo se siente cuando se encuentra dentro del espacio destinado para arte (e.g. clase, estudio de arte)? ¿De qué manera es similar o diferente de otros espacios dentro de la institución?
21. ¿Qué cambio(s) ha hecho en su vida como resultado de su participación en el programa de arte?
22. Si hay algo, ¿que cambiará a cerca del programa de arte?
23. ¿Ha asistido a las clases de arte o música en...? (circule todo lo que aplique)
- a. Escuela primaria
 - b. Educación secundaria
 - c. Educación preparatoria
 - d. Otra: _____
24. ¿Ha hecho arte o música por su cuenta como un...? (circule todo lo que aplique)
- a. Niño
 - b. Adolescente
 - c. Adulto

iGracias!

Appendix D

Organizations / Venues / Teaching Artists

William James Association
Santa Cruz Main Jail
259 Water Street
Santa Cruz, CA 95060

Teaching artist:	T.S. Anand
Type of arts program:	Visual arts - Mixed media collage
Start date:	12/16/15
Total # of classes:	18
Total # of weeks:	18
Classes per week:	1
End date:	3/30/16
Total # of respondents:	9

Fresno Arts Council
Fresno County Jail
1224 M Street
Fresno, CA 98721

Teaching artist:	Steve Ono
Type of arts program:	Beginning guitar
Start date:	3/29/16
Total # of classes:	18
Total # of weeks:	18
Classes per week:	1
End date:	7/26/16
Total # of respondents:	7

Community Works West
SF County Jail # 5 - San Bruno Complex
1 Moreland Drive
San Bruno, CA 94066

Teaching artist:	Amie Dowling
Type of arts program:	Theatre/Movement
Start date:	9/11/15
Total # of classes:	24
Total # of weeks:	12
Classes per week:	2
End date:	12/4/15
Total # of respondents:	12

Jail Guitar Doors
MCJ/Twin Towers Correctional Facility
450 Bauchet Street
Los Angeles, CA 90012

Teaching artist:	Jason Heath
Type of arts program:	Music/songwriting
Start date:	3/30/16
Total # of classes:	12
Total # of weeks:	12
Classes per week:	1
End date:	6/1/16
Total # of respondents:	12

Sacramento Metropolitan Arts Commission
Sacramento County Jail - Rio Cosumnes Correctional Center
12500 Bruceville Road
Elk Grove, CA 95757

Teaching artists:	Andy Cunningham and Kim Scott
Type of arts program:	Drawing
Start date:	9/6/16
Total # of classes:	12
Total # of weeks:	12
Classes per week:	1
End date:	11/29/16
Total # of respondents:	5

Nevada County Arts Council
Wayne Brown Nevada County Correctional Facility
925 Maidu Avenue
Nevada City, CA 95959

Teaching artist:	John Deaderick
Type of arts program:	Theatre
Start date:	6/19/17
Total # of classes:	12
Total # of weeks:	12
Classes per week:	1
End date:	8/18/17
Total # of respondents:	15

Yuba-Sutter Regional Arts Council
Sutter County Jail
1077 Civic Center Boulevard
Yuba City, CA 95993

Teaching artist: Anthony Emmolo
Type of arts program: Drawing
Start date: 10/23/17
Total # of classes: 30
Total # of weeks: 10
Classes per week: 3
End date: 1/18/18
Total # of respondents: 19

Yuba-Sutter Regional Arts Council
Yuba County Jail
215 5th Street
Marysville, CA 95901

Teaching artist: Rebecca Wallace
Type of arts program: Drawing
Start date: 10/18/17
Total # of classes: 10
Total # of weeks: 10
Classes per week: 1
End date: 12/20/17
Total # of respondents: 21

San Diego County Sheriff's Department
Las Colinas Detention and Reentry Facility
451 Riverview Parkway
Santee, CA 92071

Teaching artist: Linda Litteral
Type of arts program: Drawing and Painting
Start date: 3/15/18
Total # of classes: 12
Total # of weeks: 12
Classes per week: 1
End date: 5/11/18
Total # of respondents: 16

Arts and Culture Commission of Contra Costa County
Marsh Creek Detention Facility
12000 Marsh Creek Road
Clayton, CA 94517

Teaching artist:	Allison Jacobs
Type of arts program:	Drawing and watercolor
Start date:	5/21/18
Total # of classes:	13
Total # of weeks:	13
Classes per week:	1
End date:	8/13/18
Total # of respondents:	24

Riverside Arts Council
Robert Presley Detention Center
4000 Orange Street
Riverside, CA 92501

Teaching artist:	Zoot Velasco
Type of arts program:	Theatre
Start date:	7/14/18
Total # of classes:	10
Total # of weeks:	10
Classes per week:	1
End date:	12/28/18
Total # of respondents:	5

Arts Orange County
Intake Release Center
938-998 W. 6th Street
Santa Ana, CA 92703

Teaching artist:	Dave Barton
Type of arts program:	Creative Writing
Start date:	8/15/18
Total # of classes:	10
Total # of weeks:	10
Classes per week:	1
End date:	10/17/18
Total # of respondents:	6

Mariposa County Arts Council
Mariposa County Jail
5379 CA-49
Mariposa, CA 95338

Teaching artist:	Laura Phillips
Type of arts program:	Poetry
Start date:	9/28/18
Total # of classes:	10
Total # of weeks:	10
Classes per week:	1
End date:	12/7/18
Total # of respondents:	8

Siskiyou County Arts Council
Day Reporting Center
315 S. Oregon Street
Yreka, CA 96097

Teaching artist:	Mark Oliver
Type of arts program:	Drawing and Watercolor
Start date:	9/26/18
Total # of classes:	10
Total # of weeks:	10
Classes per week:	1
End date:	12/4/18
Total # of respondents:	7

San Mateo County Arts Commission
Maple Street Correctional Facility
1300 Maple Street
Redwood City, CA 94063

Teaching artist:	Ryann De Souza
Type of arts program:	Drawing
Start date:	10/26/18
Total # of classes:	10
Total # of weeks:	10
Classes per week:	1
End date:	12/21/18
Total # of respondents:	8

Appendix E
Participating Counties

Year	County	Facility	Sheriff
2015	San Francisco	SF County Jail #5 - San Bruno Complex	Vicki Hennessy
2015	Santa Cruz	Santa Cruz Main Jail	Jim Hart
2016	Sacramento	Sacramento County Jail - Rio Cosumnes Correctional Center	Scott Jones
2016	Fresno	Fresno County Jail	Margaret Mims
2016	Los Angeles	MCJ Twin Towers Correctional Facility	Jim McDonnell
2017	Nevada	Wayne Brown Correctional Facility	Shannan Moon
2017	Yuba	Yuba County Jail	Wendell Anderson
2017	Sutter	Sutter County Jail	J. Paul Parker
2018	San Diego	Las Colinas Detention & Reentry Facility	William Gore
2018	Contra Costa	Marsh Creek Detention Facility	David Livingston
2018	Riverside	Robert Presley Detention Center	Chad Bianco
2018	Orange	Intake Release Center	Donald Barnes
2018	Mariposa	Mariposa County Jail	Doug Binnewies
2018	Siskiyou	Day Reporting Center	Jon Lopey
2018	San Mateo	Maple Street Correctional Facility	Carlos Bolanos

Appendix F

Sample Memorandum of Understanding

California Lawyers for the Arts (CLA) a nonprofit corporation, and the _____ Arts Council (AC), agree to collaborate to provide arts programming for residents at the _____ County Jail, under the auspices of the CLA's Arts in Corrections County Jail Demonstration Project, beginning _____ and extending through _____. The purpose of this collaboration is to recruit high quality teaching artists to teach classes in the _____ County Jail, provide oversight and support to those artists as they develop their programs, and evaluate the project as part of a statewide evaluation of arts programs in county jails.

Roles

CLA will provide evaluation materials, including a survey instrument, previous reports, and project follow up information to be presented to the _____ County Sheriff's Department that demonstrates the results of the project.

AC will provide the following through this collaboration: selection of the artist for the pilot project, pay the artist for services and supplies, and community publicity to gain attention for the artistic expressions of the students (must be coordinated with the Public Information Office of the _____ County Jail). In addition AC will provide a representative to attend relevant meetings at the jail, observe ongoing classes as needed to monitor the program, and, as appropriate, coordinate a closing event to celebrate the achievements of the students.

Fiscal Arrangements

AC will bill CLA for services related to this project at the agreed upon flat rate administrative fee of \$_____. In addition, AC will be responsible for paying the artist working under this agreement \$_____/hour for ten to twelve three-hour sessions (which includes travel, class and preparation time), and supplies of up to \$_____ for the program. CLA will reimburse AC upon receipt of invoices for services and supplies, in addition to the administrative fee. AC can invoice CLA as often as monthly.

Benefits

The benefits of this collaboration will be that CLA's specialized experience through its Arts in Corrections Initiative will be shared with AC in order to develop AC's capacity to leverage additional resources for community arts programs. Through this project, CLA and AC agree to work together toward the goal of developing the expertise at AC to be able to independently apply for funds for the project in future years.

The growing network of participating organizations will also provide mutual support as they work together to provide information to local elected officials and to statewide professional associations about the benefits of the arts programs.

Alternative Dispute Resolution

In the event of any misunderstandings arising from this agreement, the organizations agree to use mediation services provided by a mutually selected, neutral provider to work out an amicable resolution.

AC Executive Director

CLA Executive Director

Date

Date