



Six Year Arts Education Plan 2018-2024

Table of Contents	PAGE
Executive Summary	1
Current Reality	2-6
2018-2024 Implementation Plan	7-10
Appendix <ul style="list-style-type: none">◦ Vision Workshop Documentation◦ Community Arts Team Roster	1-2

The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and the Santa Monica-Malibu Unified School District.

Visual and Performing Arts (VAPA)

OUR MISSION

Equity, access, and excellence in arts education for every student in every school is the vision and the goal of the Visual and Performing Arts Department (VAPA) of the Santa Monica-Malibu Unified School District. Through bringing the arts into the classroom and students to the arts, we aim to build and enhance skills and encourage students, teachers and parents to view themselves as life-long learners who are inspired by the arts and to act as creative participants in our school communities. Viewing the arts both as stand-alone subjects taught by credentialed specialists, and as powerful partners to academic subjects through interdisciplinary and arts-infused classes, we work to teach the whole child and prepare all of our students for fulfilling lives and jobs in the coming years. We also provide professional development for our teachers and administrators to enhance their classroom practices and to inspire them as creative leaders in the educational process.

We know the district is committed to the arts. While there have been enormous cutbacks throughout the state that have all but eliminated arts education, our schools still continue to offer VAPA programs. Now is the time to extend this commitment and build a fuller, richer, more comprehensive arts curriculum. This plan serves as a blueprint for such an undertaking and, thereby, a necessary step in continuing toward giving our students the highest quality education possible.

The Santa Monica Malibu Unified School District is one of the first school districts in LA County to become an Arts Education Collective partner. In 2005, the district developed a nine year strategic arts plan and in 2018 the district convened a Community Arts Team to develop an updated six year plan (2018-2024).

In looking to the future, the district would like to see the following vision elements in place as a result of the actions taken as a result of the newly developed plan:

Vision Elements

1. Equitable and high quality pathways in each arts discipline TK-12
2. Highly effective district funded participatory professional development
3. Continued and expanded funding streams for the arts
4. Comprehensive quality arts integration
5. Inclusive and accessible community engagement
6. Commitment to equity and diversity
7. Exposure to high quality arts experiences
8. Energize community partnerships & collaborations
9. Dedicated creative spaces

Current Reality in SMMUSD Arts Education Program

Elementary Schools:	Dance	Music	Theatre	Visual Arts
Cabrillo grades Pre-K - 2	Grades 3 + 5 only			30 weeks
Cabrillo grades 3 – 5		District		30 weeks
Edison grades Pre-K - 2	Grades 3 + 5 only	Stretch grant	30 weeks bilingual instruction, with some integrated visual arts lessons	
Edison grades 3 – 5		District		
Franklin grades TK – 2	Grades 3 + 5 only	15 weeks		15 weeks
Franklin grades 3 – 5		District	15 weeks	15weeks
Grant grades Pre-K – 2	Grades 3 + 5 only	15 weeks		15 weeks
Grant grades 3 – 5		District		30 weeks
McKinley grades TK – 2	Grades 3 + 5 only	Stretch grant	Stretch grant provides 11 weeks of theatre for TK - 5	30 weeks
McKinley grades 3 – 5		District		30 weeks
Muir grades TK – 2	Grades 3 + 5 only	Stretch grant		30 weeks
Muir grade 3 – 5		District		30 weeks
Pt. Dume grades TK – 2	Grades 3 + 5 only	15 weeks		15 weeks
Pt. Dume grades 3 – 5		District	15 weeks	15 weeks
Rogers grades TK – 2	Grades 3 + 5 only	Stretch grant		30 weeks
Rogers grades 3 – 5		District		15 weeks
Roosevelt grades TK – 2	Grades 3 + 5 only	15 weeks		15 weeks
Roosevelt grades 3 – 5		District	15 weeks	15 weeks
SMASH grades K – 2	Grades 3 + 5 only		15 weeks	15 weeks
SMASH grades 3 – 5		District	15 weeks	15 weeks
Webster grades TK – 2	Grades 3 + 5 only	15 weeks		15 weeks
Webster grades 3 – 5		District	15 weeks	15 weeks

Middle Schools:	Dance	Music	Theatre	Visual Arts
------------------------	--------------	--------------	----------------	--------------------

John Adams – 1,063 students	1 dance class	16 band, choir, and orchestra classes	No theatre class. After school spring musical with SMASH	6 classes for grades 6 - 8
Lincoln – 1,077 students	SMMEF-funded visiting dance specialist one day a week in some P.E. classes	15 band, choir, and orchestra classes	No theatre class. After school spring musical. 6th graders don't perform.	6 classes for grades 7 and 8
Malibu – 336 students	SMMEF-funded visiting dance specialist one day a week in some P.E. classes	6 band, choir, and orchestra classes	1 theatre class	5 classes for grades 6 - 8
SMASH – 87 students	SMMEF-funded visiting dance specialist one day a week during P.E. class	Band, choir, and orchestra classes 2 days per week	After school spring musical with JAMS. Integrated Theatre and Visual Srts funded by stretch grant	1 class, 2 days per week

High Schools:

	Dance	Music	Theatre	Visual Arts
Malibu – 615 students	SMMEF-funded visiting dance specialist one day a week in some P.E. classes	3 band, choir, and orchestra classes	2 classes	12 classes
Olympic – 58 students		1 class funded by SMMEF	1 class	3 classes
Samohi – 2,829 students	6 classes	21 band, choir, and orchestra classes	4 classes	33 classes

**Missing Programming
Elementary Schools:**

	Dance	Music	Theatre	Visual Arts
Cabrillo	No Pre-K - 2 or 4	No Pre-K - 2	No Pre-K - 5	
Edison	No Pre-K - 2 or 4			No Pre-K - 5
Franklin	No TK - 2 or 4		No TK - 2	
Grant	No Pre-K - 2 or 4		No Pre-K - 5	
McKinley	No TK - 2 or 4			
Muir	No TK - 2 or 4		No TK - 5	
Pt. Dume	No TK - 2 or 4		No TK - 2	
Rogers	No TK - 2 or 4		No TK - 5	
Roosevelt	No TK - 2 or 4		No TK - 2	
SMASH	No TK - 2 or 4	No TK - 2		
Webster	No TK - 2 or 4		No TK - 2	

Middle Schools:

	Dance	Music	Theatre	Visual Arts
John Adams – 1,063 students			No Theatre class during the school day	
Lincoln – 1,077 students	No Dance class		No Theatre class during the school day. Grade 6 not allowed to perform in after-school spring musical due to high rate of participation.	No Art class for Grade 6
Malibu – 336 students	No Dance class			
SMASH – 87 students	No Dance class	Music classes meet only 2 times per week		

High Schools:

	Dance	Music	Theatre	Visual Arts
Malibu – 615 students	No Dance class			
Olympic – 58 students	No Dance class			
Samohi – 2,829 students				

Opportunities and Considerations

MUSIC

- Improve “marketing” communication regarding availability + stretch grant options
- Increase VAPA representation at school meetings (SSC, PTA, etc.)
- Develop available partnerships in order to offer multi-media classes (SMC, BCOM)
- Increase learning opportunities in music composition

VISUAL ARTS

- Increase teacher trainings and collaboration with arts teachers
- Improve funneling(?), class offerings – pathways

MEDIA ARTS (opportunities in TK-8)

- Explore after school options and utilization of current partnerships
- More Project Based Learning in solving community/world problems

DANCE

- Provide “prep” dance instruction in K-2 for the 3rd & 5th grade programs
- Explore including more dance in the existing music programs and expand the current program
- Create new dance programs in middle schools and high schools
- Hire newly credentialed dance teachers to cover the district (3)
- Explore dance instruction as part of P.E. or outside of P.E.

THEATER

- Identify who’s delivering non-district theater instruction and through which partnerships
- Provide more theater instruction in the middle schools, and expand theater instruction at the elementary level
- Take advantage of the new theater and dance credentialing programs

The considerations from the November 2017 Arts Education Collective Data Profile summarized the following:

What strategies and policies can the SMMUSD implement to ensure all students have equal access to arts education? Goals could be set by:

- School site (elementary, secondary or special education site needs)
- Instructional opportunities (during the day, after school programming, field trips, etc.)
- Arts discipline
- Number and types of students who have access
- What specific strategies can the SMMUSD adopt to address funding challenges and increase arts instruction for students?
- How many FTE arts teachers are needed to provide equitable arts instruction at all grade levels?

After assessing the current reality the planning team identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the developed vision for arts education:

<p style="text-align: center;">Momentum toward the Vision <i>Strengths</i></p>	<p style="text-align: center;">Forces resisting the new direction <i>Challenges</i></p>
<ul style="list-style-type: none"> • The Creative Capital Report states that 43% of Santa Monica’s adults make all or part of their living in arts-related fields. • The district has the longest serving district level arts coordinator (17 years) in LA County. • Enrichment offerings focus on the arts (theater, visual arts, etc.) • JAMS and Samohi offer Dance classes. • The Ed Foundation supports district arts programs. • Longstanding partnerships enhance district-funded arts instruction • Creative skill sets that are volunteered from the parents & community • Strong District Funded support and small business funding support • The district attracts high quality artists and instructional programs • A state of the art auditorium is planned for JAMS. • The Ed Foundation’s Arts Endowment supports continuity of programming and instruction • The Ed Foundation and PTAs collaborate to support the arts. • Community Partnerships (City of Santa Monica, SM Chamber of Commerce, Corporate Heroes, etc.) provide additional support. • There is great progress and momentum in growing arts programs across the district. • The Board of Education supports arts education through its policies, direct funding, and centralized fundraising. • Supportive parents with high expectations 	<ul style="list-style-type: none"> • Unbalanced spending • Conflicting feelings among some school sites regarding centralized fundraising • Restricted time in the school day • Insufficient funding • Competing programs such as STEM and AVID restrict students’ access to VAPA electives. • Insufficient understanding of what’s possible with arts integration • Conflicting messages about equity and access to arts education • Conflicting messaging/communication and potential devaluing of the arts • Insufficient instructional space for the arts and/or disorganized and devalued access to appropriate facilities • Supportive parents with high expectations

Newly Developed Focus Areas

To come up with strategic focus areas to guide the new plan and address the challenges, the SMMUSD arts planning team asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The team developed the following focus areas and goals to support future growth & implementation. The new focus areas include the *key components of what it takes to implement quality arts education.*

FOCUS AREAS & GOALS

A. INFRASTRUCTURE: Coordination & Communication

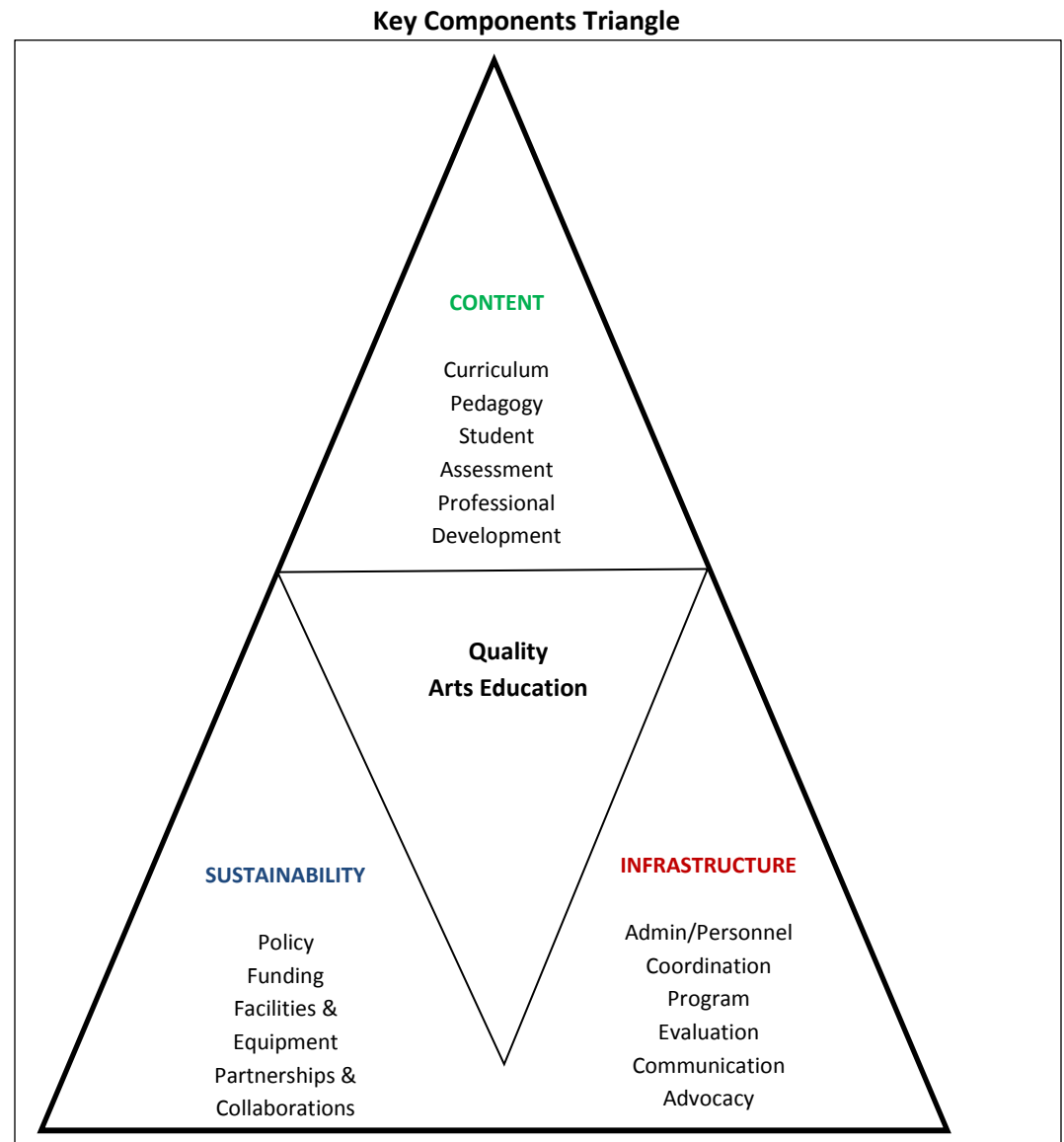
- Goal 1: Expand Communication & Advocacy Strategy
- Goal 2: Increase Administrative Capacity
- Goal 3: Update Program Evaluation

C. SUSTAINABILITY: Funding & Facilities

- Goal 4: Create Sustainable Funding
- Goal 5: Inventory & Expand Facilities

B. CONTENT: Curriculum & Professional Development

- Goal 6: Deliver Quality Professional Development
- Goal 7: Implement & Increase Instruction in Theater & Dance
- Goal 8: Expand and Diversify Music & Visual Arts Programming



**Santa Monica-Malibu Unified School District
Implementation Plan
2018-2024**

FOCUS AREA: COORDINATION & COMMUNICATION

Goal 1: Expand Communication & Advocacy Strategy

Time Frame PHASE I	Actions	Tasks	Person(s) responsible	Budget Implications
2018-2020	Create a web-link through district VAPA page that sets protocols for promoting events, arts education news, etc.	<input type="checkbox"/> DAC VAPA to meet with Community & Public Relations Officer to discuss portal needs <input type="checkbox"/> Discuss & present the specifics at a DAC meeting <input type="checkbox"/> Set portal function to self-sort events by discipline and post on a VAPA calendar by color code (discipline) <input type="checkbox"/> Make use of music teachers' Google calendar	Arts Coordinator, Community & Public Relations Officer, Webmaster, DAC	District Funded
2018-2020	Create a "one sheet" that reveals data from family surveys (Brag sheet)	<input type="checkbox"/> Pull data from the district family survey showing comments + interests in additional arts instruction/programs <input type="checkbox"/> Information on website to communicate to elementary parents what classes are offered at middle and high schools in each discipline	Arts Coordinator, Community & Public Relations Officer, Webmaster, DAC	District Funded
2018-ongoing	Provide information for parents during transition to MS & HS regarding arts classes: 1) how to schedule 2) the value of an arts elective compared with other electives	<input type="checkbox"/> Add the parental scheduling advice to our district web link for arts parents <input type="checkbox"/> Measure if there's an increase in enrollment <input type="checkbox"/> Educate counselors – language around VAPA Pathways	Arts Coordinator/DAC, VAPA teachers	District Funded
2018-ongoing	Advocate for equity in arts instruction by aligning with district policies related to equity	<input type="checkbox"/> Make visible the new mission statement for Visual & Performing Arts (equity, access & excellence) <input type="checkbox"/> Include mission statement in all printed programs, including VAPA related agendas	Arts Coordinator, Community & Public Relations Officer, Webmaster, DAC	District Funded
2018-ongoing	Incorporate cultural competency & understanding of equity in teacher & administrative trainings (PD)	<input type="checkbox"/> Communicate key ideas to teachers/staff through selected professional development & staff meetings <input type="checkbox"/> Support teacher practice to ensure cultural relevancy & sensitivity	Arts Coordinator, Community & Public Relations Officer, Webmaster, DAC	PD Funding

Goal 2: Increase Administrative Capacity

Time Frame	Actions	Tasks	Person(s) responsible	Budget Implications
PHASE I				
2018-2020	Assign one teacher to serve as a teacher lead for each discipline	<input type="checkbox"/> Create & outline the responsibilities of each discipline teacher lead <input type="checkbox"/> Identify funding source and amount for discipline lead <input type="checkbox"/> Post the position (recruit & appoint)	Arts Coordinator	Between \$3,000-5,000 per discipline
2018-2020	Conduct quarterly meetings with discipline leads	<input type="checkbox"/> Calendar dates and key agenda items <input type="checkbox"/> Discipline leads map goals & needs to share with District Arts Coordinator	Arts Coordinator	District Funded
Goal 3: Update Program Evaluation				
Time Frame	Actions	Tasks	Person(s) responsible	Budget Implications
PHASE II& III				
Phase I 2018-ongoing	Develop student assessments	<input type="checkbox"/> Identify tools already being used and update <input type="checkbox"/> Investigate & align tools with partners (i.e., PS ARTS) <input type="checkbox"/> Share tools/assessments via technology	Arts Coordinator, dance & theater teachers, Ed Foundation	District Funded
2020-2024	Revise program evaluation assessments	<input type="checkbox"/> Work with grade levels teams and discipline coordinators to update and make adjustments as necessary	Arts Coordinator, Director of Data & Assessment	District Funded
2020-2022	Execute summative evaluation of music & visual arts programs	<input type="checkbox"/> Determine focus of evaluation and identify evaluation system & protocols <input type="checkbox"/> Support data collection and present evaluation to teachers/specialists/partnerships & School Board	Arts Coordinator, Director of Data & Assessment	District Funded
2020-2022	Continue to develop appropriate formative & summative assessments for all VAPA disciplines	<input type="checkbox"/> Investigate tools used by partners (i.e., PS Arts) <input type="checkbox"/> Work with identified team or discipline coordinators to administer <input type="checkbox"/> Review results and make adjustments as needed	Arts Coordinator, Director of Data & Assessment	District Funded
FOCUS AREA: FUNDING & FACILITIES				
Goal 4: Create Sustainable Funding Sources				
Time frame	Actions	Tasks	Person(s) responsible	Budget Implications
PHASE I				
2018-2020	Analyze district budget and the % spent on VAPA	<input type="checkbox"/> Share the % findings with VAPA DAC and Board of Education <input type="checkbox"/> Present the % of students in the arts in comparison to % of funds spent	Arts Coordinator, Director of Finances	District Funded
2018-2020	Develop a fiscal (budgetary) expansion plan	<input type="checkbox"/> Use LCAP or other permanent sources for funding arts <input type="checkbox"/> Map how all funds will be allocated	Arts Coordinator, Director of Finances	District Funded
2018-ongoing	Fund professional development in the arts	<input type="checkbox"/> Utilize late start PD at elementary sites for arts integration strategies	Arts Coordinator, Assistant Supt. of Ed Services	Grants, Alfred Publishing,

		<input type="checkbox"/> Provide access to PD based on needs for each discipline <input type="checkbox"/> Utilize partnership resources to support implementation		PS Arts, & other potential partners
Goal 5: Inventory & Expand Facilities				
Time frame PHASE I	Actions	Tasks	Person(s)/group responsible	Budget Implications
2018-2020	Develop & implement a plan for use of expanded facilities & new spaces	<input type="checkbox"/> Meetings with Chief Operations Officer of Facilities to discuss potential increase in instructional space for the arts at all sites <input type="checkbox"/> Inventory space that can be used or transformed for arts instruction	Arts Coordinator & Chief Operations Officer (Facilities)	TBD
FOCUS AREA: Curriculum & Professional Development				
Goal 6: Deliver Quality Professional Development				
Time Frame PHASE I	Actions	Tasks	Person(s)responsible	Budget Implications
2018-ongoing	Implement professional development for arts teachers & arts specialists/instructors	<input type="checkbox"/> Support discipline specific arts teachers with self-selecting identified PD opportunities <input type="checkbox"/> Identify and introduce high quality discipline specific PD <input type="checkbox"/> Identify funding & models to support discipline specific PD <input type="checkbox"/> Based on analysis of funding, decide on staff/partner/provider to implement PD	Arts Coordinator, other identified discipline specific PD arts providers (TCAP, etc.)	TBD
2018-2020	Prepare creativity based strategies and professional development for classroom teachers (using strategies from all arts disciplines)	<input type="checkbox"/> Research strategies of arts integration <input type="checkbox"/> Assess & identify current & needed partnerships to implement strategies & professional development <input type="checkbox"/> Assess & identify funding sources <input type="checkbox"/> Work with Principals & district leadership to initiate & implement equitable and culturally responsive instruction (on-going) <input type="checkbox"/> Establish requirements for district arts partners around arts integration	PS ARTS, Arts Coordinator, discipline leads, Principals	TBD
Phase II 2020-ongoing	Arts Integration Professional Development	<input type="checkbox"/> Provide training for each arts teacher/specialist lead in arts integration strategies <input type="checkbox"/> Provide training for all district teachers/instructor & PD providers in arts integration strategies <input type="checkbox"/> Implement arts integration curriculum coaching at each school site based on needs <input type="checkbox"/> Introduce arts integration into existing PD	Arts Coordinator, PS ARTS and other arts integration PD Providers (TCAP, etc.)	TBD
Phase III	Arts Integration Professional	<input type="checkbox"/> Arts Integration partner is phased out by arts teacher		

2022-2024	Development	specialists & other district P.E. Specialists & PD Providers		
Goal 7: Increase & Implement Instruction in Theater & Dance				
Time Frame PHASE I	Actions	Tasks	Person(s)responsible	Budget Implications
2018-2020	Plan increase in theater instruction TK-12	<input type="checkbox"/> Ensure equity by addressing needs in theater school-by-school TK-12 <input type="checkbox"/> Identity high quality standards-based theater arts integration partners that address SMMUSD social justice standards, culturally relevant curriculum, and how they relate to the TK-5 curriculum <input type="checkbox"/> Assess needs for new hires, facilities at John Adams, SMASH, & Lincoln, etc.	Arts Coordinator, theater teachers, Ed Foundation	TBD
2018-2020	Plan increase in dance instruction TK-12	<input type="checkbox"/> Assess current P.E. staff/curriculum for dance <input type="checkbox"/> Identify which teachers are currently teaching dance <input type="checkbox"/> Identity high quality standards based dance arts integration partners that address SMMUSD social justice standards, culturally relevant curriculum, and how they relate to the curriculum TK-5 <input type="checkbox"/> Address needs for new hires + professional development needed for dance	Arts Coordinator, dance teachers, Ed Foundation	TBD
Phase II & III 2020-ongoing	Implement theater & dance instruction	<input type="checkbox"/> Hire credential teachers as needed (TADA language) <input type="checkbox"/> Ensure that theater & dance instruction is implemented at all school sites <input type="checkbox"/> Add dance/P.E. electives to HS – different disciplines/genres	Arts Coordinator, dance & theater teachers, Ed Foundation	TBD
Phase I 2018-ongoing	Develop student assessments	<input type="checkbox"/> Identify tools already being used and update <input type="checkbox"/> Investigate & align tools with partners (i.e., PS ARTS) <input type="checkbox"/> Share tools/assessments via technology	Arts Coordinator, dance & theater teachers, Ed Foundation	District Funded
Goal 8: Expand & Diversify Music & Visual Arts Programs				
Time Frame PHASE I	Actions	Tasks	Person(s)responsible	Budget Implications
2018-ongoing	Increase support, deepen and & diversify MUSIC INSTRUCTION TK-12	<input type="checkbox"/> Solicit input from music teachers <input type="checkbox"/> Conduct an analysis of current programs (gaps, grade levels, school sites & cultural) <input type="checkbox"/> Use findings to address gaps <input type="checkbox"/> Discuss with the staff the possibilities of incorporating music	Arts Coordinator, music teachers	TBD

		<p>media and technology class at the secondary level</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add culturally relevant electives in music such as a Mariachi pathway - elementary through high school <input type="checkbox"/> Provide training to existing teachers/instructors where applicable music/media/cultural 		
2018-ongoing	Increase support, deepen & diversify VISUAL ARTS INSTRUCTION TK-12	<ul style="list-style-type: none"> <input type="checkbox"/> Solicit input from visual arts teachers <input type="checkbox"/> Conduct an analysis of current programs (gaps, grade levels, school sites & cultural) <input type="checkbox"/> Use findings to plan to fill the gaps <input type="checkbox"/> Identify opportunities for extended pathways in animation, film, graphic design, and others <input type="checkbox"/> Provide training to existing teachers/instructors where applicable in new areas - visual/media/cultural 	Arts Coordinator, visual arts teachers	TBD
		<input type="checkbox"/>		

APPENDIX

Page 1	Vision Workshop Documentation
Page 2	Community Arts Team (CAT) Roster

SMMUSD Arts Education Vision Workshop - Documentation

In 6 years what will be in place in our arts education programs & instruction as a result of our actions?

Equitable and High Quality Pathways in Each Arts Discipline TK-12	Highly Effective District Funded Participatory PD	Dedicated & District Funded Infrastructure	Comprehensive Quality Arts Integration	Inclusive and Accessible Community Engagement	Commitment to Equity and Diversity	High Quality Exposure to the Arts	Energizing Community Partnerships & Collaborations	Dedicated Creative Spaces
<p>Theater arts in all grades</p> <p>Dance & theater classes/programs during school day at all middle & high schools</p> <p>Mixed multi-media</p> <p>All 4 or 5 arts disciplines at TK-12</p> <p>Dance in P.E.</p> <p>Movement taught not just as dance</p> <p>Discrete dance program expanded</p> <p>Student influenced programs</p>	<p>Teacher to teacher collaboration to improve coordination – elementary, middle, high</p> <p>Professional Development to include “Mosaic” A PD model on cultural competency & diversity</p> <p>PD credit for arts instruction</p> <p>Professional Development collaboration between artists and educators</p> <p>PD for arts integration</p>	<p>Full district VAPA Administrative Team</p> <p>Sustainable funding for elementary, middle, high</p> <p>Reduced scheduling conflicts</p> <p>Teacher arts leads at all sites</p>	<p>Integrate arts into other subjects (non-trivially) “Leonardo”</p> <p>Arts integration techniques in all subjects</p> <p>Theater through arts integration</p> <p>STEAM</p> <p>Comfort with teaching the arts in all subjects</p>	<p>Parent engagement in arts programming</p> <p>Family nights so parents see the arts program</p> <p>District-wide elementary arts showcase</p> <p>Schools = Hub arts, culture, community</p> <p>Parent arts advocacy training</p>	<p>Cultural arts practices, not just the western canon</p> <p>Cross cultural learning through the arts</p> <p>Curriculum reflecting student diversity</p>	<p>Arts partners teacher connections + resources</p> <p>Annual visits to high quality performances and museums</p> <p>Students experience “live” performances</p>	<p>Media Arts partnerships</p> <p>Partnerships with Teaching Artists</p>	<p>All spaces inspire creative practice</p> <p>Maker Spaces</p> <p>Dedicated arts facilities at all sites</p>

Community Arts Team

District Leadership

Tom Whaley, District Visual & Performing Arts Coordinator

The team consisted of:

- Janis Gabbert, VAPA DAC Voting Co-Chairperson
- Zina Josephs, VAPA DAC Secretary
- Lana Negrete, VAPA DAC member and Bergmann program vendor
- Julie Pearl Slater, VAPA DAC member, actress, and arts educator
- Maria Leon-Vazquez, Board of Education Liaison to the VAPA DAC
- Lupe Ibarra-Smith, DELAC President, dancer, and founder of the JOY Foundation, a local nonprofit that provides essential services for children with disabilities
- Linda Greenberg and Rachel Faulkner, SMMEF
- Lora Cawelti and Sylvia Chavez, P.S. ARTS
- Alisa De Los Santos and Ilaan Mazzini, Education & Community Programs, The Broad Stage
- Nathan Birnbaum, Cultural Affairs Administrator, City of Santa Monica

Kimberleigh Aarn, Arts Education Collective Coach

Los Angeles County Arts Commission – Arts Education Collective

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support, and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. **LACountyArtsEdCollective.org**