



2022-23 End of Year Report

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ATTACHMENTS

1. Funders Council, 2022-23
2. Advancement Grant Projects
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This year-end report summarizes the LA County Arts Ed Collective’s work from July 2022 through June 2023. Efforts across all priority areas are funded by LA County government and general operating support from the LA County Arts Ed Collective Funders Council (see Attachment 1 for list of funding organizations). Restricted funding is noted throughout the report in italics.

The [Arts for All Children, Youth, and Families: LA County’s Regional Blueprint for Arts Education](#) (Arts Ed Blueprint) envisions positive child and youth development that addresses large-scale societal inequities, fosters social-emotional development, promotes healing, builds cohesion and cultural identity, and uplifts communities through the arts.

With a growing network to build capacity within and across the field, and to advance policy change in ways that benefit all youth in LA County, the Arts Ed Blueprint establishes three primary goals for achieving scale, equity, and quality in arts education:

GOAL 1: Develop systems and infrastructure that expand and sustain arts education for all young people in all schools, and in all communities.

GOAL 2: Build and strengthen partnerships and collaborations to create, expand, and leverage resources for arts education.

GOAL 3: Increase public awareness about the importance of arts education and mobilize stakeholders to advocate for robust implementation.

Message from Denise Grande

This past year, the Arts Ed Collective commemorated 20 years of service to the young people of LA County and acknowledged the hundreds of new and longstanding partners who came together to accomplish what none of us could have achieved alone (see page 33).

In November 2022, California residents voted to adopt Proposition 28 and allocate a historic \$1B per year in public funding for schools to hire new arts teachers and expand arts instruction for K-12 students. While this is a significant infusion of public dollars that will advance our collective goals, we know that money alone cannot achieve scale and equity in arts education. It's the consistent and coordinated efforts of multiple stakeholders, over time, that will bring us closer to fulfilling the vision of the LA County Arts Ed Blueprint.

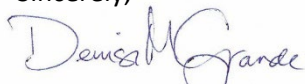
Helping school districts develop and adopt a Strategic Plan for Arts Education has been the foundation of our work since the Arts Ed Collective launched in 2002. Already, school districts are letting us know they are eager to engage in thoughtful consideration of ways to spend Prop 28 funds (page 32), and how these new dollars might be leveraged to match funding from the Advancement Grant Program. If recent investments reported by our grantees (page 10) are any indication, the arts have played a significant role in helping public education recover from the COVID-19 pandemic. The return to in-person professional development offered via Technology Enhanced Arts Learning (TEAL) programming also provided educators with tools and knowledge for shaping their own healing, as well as for building their students' social-emotional learning through the arts (page 13).

Our work beyond schools, and within communities and LA County systems, continues to expand through contracted services for youth in County facilities (see page 13) and through our Creative Wellbeing approach (see page 17). While calls for systems reform and racial equity may have diminished (or receive less public attention) since the summer of 2020, we continue to build infrastructure and tools for supporting systems-impacted young people through the arts, allowing them to heal, thrive, and pursue family-sustaining careers (see page 23) in the creative industries.

Part of our work and commitment is to invest in young people and emerging arts leaders so that they play a role in helping to shape the evolving needs, policies, and strategies of our field, whether it's through the dissemination of anti-racist organizational frameworks (page 28), creation of new leadership bodies (page 29), or engagement of young people as trusted advisers and representatives for our work (page 30).

As we take this moment to reflect on our progress to date, we also look to what's ahead (see page 35). Together we can ensure future generations have access to a culturally relevant, responsive, and sustaining arts education, in schools and in communities, that allows every young person to develop the skills, perspectives, and self-awareness to reach their full potential.

Sincerely,



Denise M. Grande

Division Director, Arts Education and Youth Development
LA County Department of Arts and Culture

School-Based Arts Education

Directs resources to school districts to help them expand arts education in their schools through strategic planning and coaching, matching grants, professional development for classroom teachers, and networking that allows promising practices to be shared across school districts

To expand school-based arts education, school district partners engage in mutually aligned and supportive activities supported by the Arts Ed Collective:

- **Coaching:** School districts interested in creating or updating strategic plans receive year-long coaching to support the expansion of arts education in their schools.
- **Advancement Grant:** School districts that formally adopt strategic arts plans are eligible for matching grants that support implementation of key action items identified in these plans.
- **Professional Development:** Professional development workshops help educators and school district leaders advance knowledge and competencies aligned with their strategic plans, including ways to integrate the arts into teaching of other core subjects, social-emotional learning (SEL), mental health awareness, and culturally relevant/responsive pedagogies.
- **Networking:** We bring school district leaders and practitioners from across LA County together regularly to network, share best practices, and collaborate.

Demographic and Geographic Profile for School District Partners Engaged in 2022-23

During the 2022-23 school year, 52 school districts and three charter school networks were engaged in the Arts Ed Collective's programs and services for School-Based Arts Education. These partners represent 935,146 students. Of these students, 75.5% are English learners, eligible for free/reduced-price meals, and/or foster youth. Student demographics are as follows:

- 68.9% Hispanic or Latino
- 8.3% Not reported
- 8% White
- 5.9% Asian
- 5.3% African American
- 2% Multiracial, Not Hispanic
- 1.3% Filipino
- 0.2% Pacific Islander
- 0.1% American Indian or Alaska Native

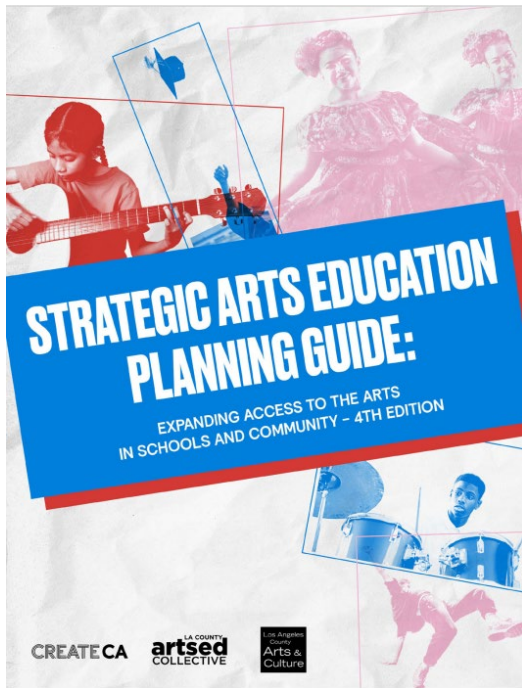
School district partners in 2022-23 also represent the following geographic regions of LA County, based on the *Los Angeles Times'* [Mapping LA](#) project:

- Antelope Valley
- Central LA
- Eastside
- Harbor
- Northwest County
- Pomona Valley
- San Gabriel Valley
- South Bay
- South LA
- Southeast
- Verdugos
- Westside

Highlights

- 14 local education agencies engaged in Strategic Planning & Coaching
- Launch of the 4th Edition of the *Strategic Arts Education Planning Guide*
- \$3.1M in total investments into arts education by 39 local education agencies
- 29 local education agencies represented in Arts Coordinator Network convenings
- 27 school district and school site teams enrolled in blended (online and in-person) professional development in arts integration and social-emotional learning

Strategic Planning & Coaching



The Arts Ed Collective’s strategic planning efforts began in 2003 as a partnership with the California Alliance for Arts Education (now Create CA) and led to the collaborative development and ongoing publication of California’s definitive guide to school district strategic planning for the arts. A fourth edition, [Strategic Arts Education Planning Guide: Expanding Access to the Arts in Schools and Community](#), was released in October 2022. This latest edition incorporates new developments in arts education policy and practice, including distance learning, virtual facilitation, cultural relevant/responsive pedagogies, and shared values of diversity, equity, and inclusion (DEI). The guide is used to support school districts in LA County and across the state via Create CA’s [Arts Now Communities](#).

The Arts Ed Collective improves access to school-based arts education through a strategic planning process that engages school district administrators, educators, and community members. Together, they cultivate and empower arts education leadership, identify strengths and challenges, and build community-based partnerships that expand resources for arts teaching and learning.

During the 2022-23 school year, 14 school districts and charter networks received support from an Arts Ed Collective coach to convene District Arts Leadership Teams and develop, update, or implement a five-year Strategic Arts Plan. Seven districts created new plans, while the other seven built capacity for plan implementation with support from a coach. In total, an estimated 198 educators and school district staff participated in strategic planning efforts. The action plan, budget recommendations, and policy created from this process support long-range implementation of comprehensive, culturally relevant, and standards-based arts instruction across grade levels and school sites.

<p><i>Coaching Team</i> Kimberleigh Aarn (lead) Heather Heslup Jill Newman Sandy Seufert Melissa Valencia</p>

By summer or fall, districts that created new strategic arts plans will have shared them with local school boards for adoption. This milestone demonstrates leadership buy-in and commitment, and these public meetings often include student performances and/or presentations from planning team members. In the following year, school districts with newly adopted plans receive a second year of coaching for plan implementation.

First Year Coaching (Strategic Planning)

Claremont Unified School District

Having created their third Strategic Arts Plan in 15 years, Claremont is a district with strong community and parent engagement. Since the passage of Prop 28, parents and community members have become interested in learning more about the district’s arts plan. As a result, the district organized a public forum in which the teachers’ union, parents, and community members discussed the implications of Prop 28 and provided input on the newly developed arts plan. Thus, the community was able to vet the plan before it went to the school board for adoption in August 2023. Beyond their focus on arts integration and participation in TEAL, Claremont plans to deepen the role of the School Arts Lead Teacher (SALT) position. To support DEI principles and greater articulation of arts courses, Claremont also plans to create an “Arts Equity Map” to expand student access to more arts disciplines.

Culver City Unified School District

Culver City’s District Community Arts Team (which engaged up to 40 members in 2022-23 and has remained active over the years) convened six times between January and May 2023. A smaller subcommittee of 12 members convened through June to finalize their arts plan, which focuses on cultural relevance, student voice, vertical articulation¹, and DEI. The plan also aims to hire more arts teachers, develop course outlines based on [California Arts Standards for Public Schools](#), and expand Career Technical Education (CTE) programs.

El Monte Union School District

El Monte’s strategic arts plan highlights districtwide equity, sustainability, and curriculum development. The district focuses on historically marginalized students in two primary ways:

- 1) Fully funding participation of all students in arts programs that have historically been too expensive for some households. Historically, some students could not participate in the band program if their families/caregivers were unable to afford the rental or purchase of an instrument.
- 2) Outreach to middle school students to help them understand and anticipate arts instruction in high school. Many freshmen often begin high school without understanding how to, or why they should, get involved in arts programs.

iLEAD Schools

iLEAD recently underwent an organizational shift by revising its values, focus, and name. The “iLEAD” acronym now stands for “I Lead by being a Lifelong Learner, Empathic citizen, Authentic individual, and Design thinker.” With the name change, the charter network’s planning team explored how the arts are embedded in each letter of “iLEAD” and clarified how the arts contribute to fostering culture, empathy, and authenticity. Investigating how California Arts Standards support their new vision and values paved the way for generating clear ideas for action. iLEAD’s new plan, which was adopted and approved by executive leadership in May 2023, integrates strategies from the LA County Arts Ed Blueprint, particularly as they relate to deepening diversity, equity, inclusion, and access. It also addresses CTE by proposing the following action items:

- 1) Implement CTE Industry Advisory Committees, work-based learning partnerships, and industry- recognized certifications.
- 2) Increase college credit, including dual-enrollment partnerships and opportunities.
- 3) Vertically align college/career readiness pathways.



iLEAD Antelope Valley, Lancaster

Magnolia Public Schools

Magnolia’s planning team worked to address how arts offerings at some schools far exceed those at others, a major equity and inclusion issue. This is addressed in their strategic arts plan as “Strategic Direction III: Create Equitable Opportunities for Quality VAPA instruction,” with a benchmark goal of providing every student with access to at least two choices of academically rigorous arts courses by Phase III of the plan. Because Magnolia Public Schools is a charter school network and not a traditional school district, adoption of the strategic arts plan does not occur through a school board. Instead, the organization’s Director of Educational Services will embed the plan into the organization’s charter to formalize their commitment to, and adoption of, the plan.

South Whittier Elementary School District

Highly engaged at all levels of the organization (e.g., district administrators, board members, teachers, community members, parents), South Whittier was ready to commit to strategic planning, recruit willing and engaged team members, and put measures in place to make the process accessible for all. This readiness led to a productive and seamless planning effort that culminated in school board adoption of the plan in May 2023. The district’s arts plan

¹ Sequential instruction from one year to the next that follows a coherent and logical process and supports student understanding and progression

anticipates Prop 28 implementation with a strong focus on hiring arts teachers. South Whittier is also hiring a full-time arts coordinator/teacher on special assignment (TOSA).



Valley View Elementary, Newhall
(Sulphur Springs Union School District)

Sulphur Springs Union School District

Sulphur Springs’ strategic planning process developed a plan and strategies for allocating anticipated funding from Prop 28 and the state’s [Arts, Music, & Instructional Materials Discretionary Block Grant](#). The uncertainty of the “when” and “how much” of these funding sources made it challenging, but the planning team was able to consider goals and actions that might be achieved through these funds. The district is aware of the need to ensure that all students receive an equitable arts education experience. To that end, they have included an arts lead position at each school site who will collaborate with the new arts TOSA (at the district level) in coordinating the equity and inclusivity of arts instruction in their district.

Field notes and recommendations from strategic planning coaches

- What would it look like to begin a “DEI, Belonging, and Justice Planning” workshop/convening for districts? I also think we should continue to deepen assessment of a district’s readiness for strategic planning. *Having a desire* to plan and *being ready* to plan is very different. We may yield greater implementation by focusing on the latter.
- Attendance at strategic planning meetings is not always consistent. In a time when there are more demands on teachers and administrators, we need to develop strategies that either streamline the process without sacrificing its integrity or create alternative groupings for parts of the planning process that allow for small groups to complete parts of the plan.
- We need to add a very intentional aspect of our process that directly addresses the elements of inclusivity, diversity, and equity, as well as career pathways. We do emphasize those elements, but we might... embed them into the “current reality” or “strategic directions” workshop.

Building Capacity to Update or Implement Plans

School districts with newly adopted plans from the previous year receive a second year of coaching for plan implementation. A parallel focus is helping planning teams become long-term leadership bodies to sustain progress on their arts plan. In 2022-23, Arts Ed Collective coaches supported year-two planning districts in the following areas:

- Planning and implementation of other Arts Ed Collective services (i.e., Advancement Grant Program, TEAL, Creative Wellbeing)
- Hiring of an arts TOSA and establishing arts leads at school sites
- Convening and facilitating districtwide arts leadership meetings
- Presentations on Prop 28 and block grant funding possibilities
- Development of an action plan for Prop 28 and block grant funds
- Arts-based professional development for principals and counselors
- Arts integration trainings for elementary and middle school teachers
- Development and adoption of a digital visual arts curriculum
- Revision of an arts plan in response to transitions in district leadership
- Actions to encourage greater participation of the arts among special education students
- Districtwide visual and performing arts showcases

<p><i>Second Year Districts</i> Acton-Agua Dulce Unified Antelope Valley Union Castaic Union Paramount Unified Saugus Union Whittier City</p>

Special CTE Project

Azusa Unified School District

Azusa received coaching support in re-thinking their high school visual arts programming, with the intention of building a visual arts CTE pathway. The district convened a full-day visual arts Professional Learning Community to discuss programming needs and consider updates and recommendations. Other goals included mapping out Prop 28 funding priorities and updating arts coordinator job responsibilities to expand districtwide arts coordination.

School District Strategic Planning had dedicated support from The Carl & Roberta Deutsch Foundation, National Endowment for the Arts, Perenchio Foundation, Snap Foundation, and Sony Pictures Entertainment. Local education agencies whose plans included components related to Creative Career Pathways for Youth received funding from LA County's Cultural Equity and Inclusion Initiative (CEII).

2022-23 Advancement Grant Program

The Advancement Grant Program offers matching grants to LA County school districts working to expand in-school arts education for students. Grant funds assist districts in achieving key action items in their Strategic Arts Plans, and help them to launch, expand, or sustain projects that align with priority goals. Districts with an active strategic plan may apply for up to \$25,000 in matching funds, with priority given to those with large student enrollments (10,000+) and/or a greater than Countywide average of students who are English learners, eligible for free/reduced-price meals, or foster youth (also called the Unduplicated Pupil Count).



Student artworks at Mountain View School District (El Monte)

During the 2022-23 cycle, 39 school districts and charter networks were awarded a total of \$893,700 in matching grants to advance and/or sustain arts education infrastructure. Twenty-six grantees received priority points for having a student population of 10,000+ and/or a greater than Countywide average of students in the Unduplicated Pupil Count. See Attachment 2 for a list and summary of grantee projects.

Out of 40 initial grantees, Keppel Union Elementary School District ended up declining their \$15,300 award due to transitions in staffing and priorities at the organization. Three grantees (Alhambra Unified, Arcadia Unified, and Whittier Union) came in under budget on their grant-funded projects by a total of \$12,450.

Overview of Investments

With a total cash match of \$2.2M from grantees, the program yielded \$3.1M in total investments toward school-based arts education during the 2022-23 school year. These combined funds supported grantee projects across six eligible categories:

	Cash Match	Grant Award	Grand Total
Direct Services to Students (44%)	\$1,064,384	\$344,770	\$1,409,154
Instruments, Equipment, Instructional Supplies, and Materials (28%)	\$643,570	\$258,837	\$902,406
Professional Development (16%)	\$350,415	\$150,792	\$501,207
District Arts Coordination (8%)	\$139,795	\$98,728	\$238,523
Curriculum Development (3%)	\$75,635	\$31,976	\$107,610
Other (1%)	\$8,598	\$8,598	\$17,196
Grand Total	\$2,282,395	\$893,700	\$3,176,096

Impacts to Students and Educators

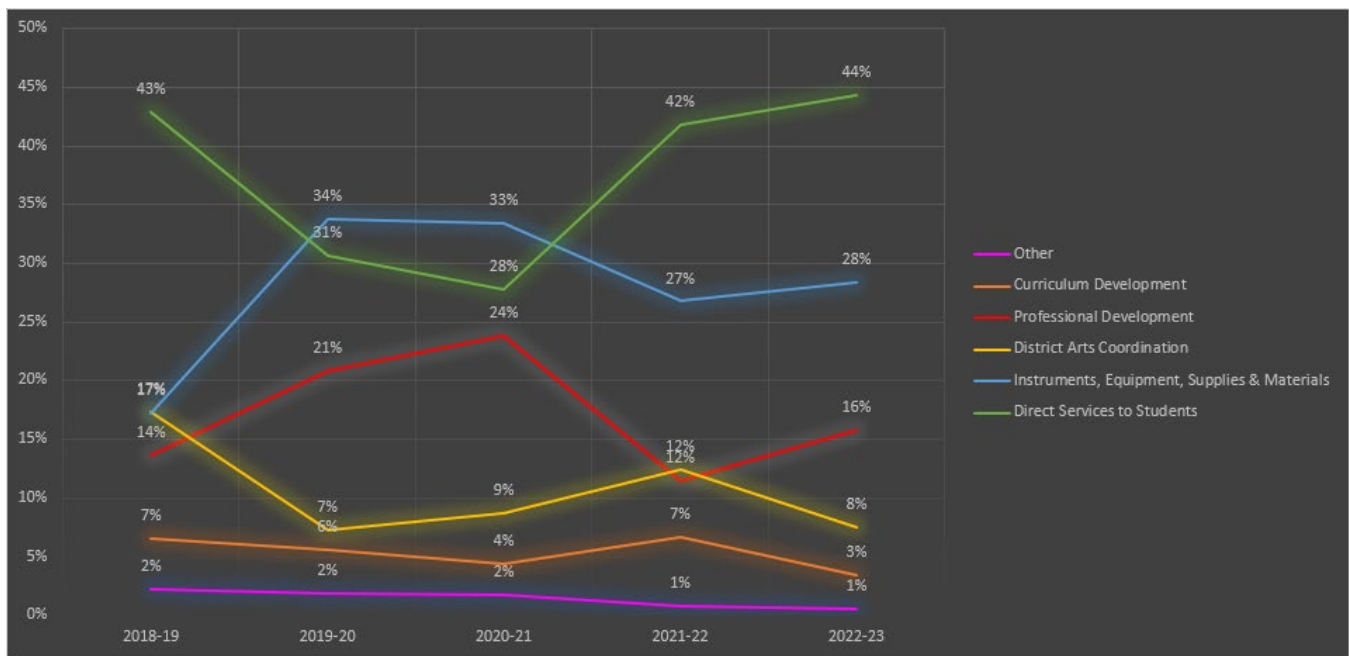
DIRECT SERVICES TO STUDENTS	# OF STUDENTS	# OF INSTRUCTIONAL HOURS
Teaching Artist Residencies	29,250	3,200
Assemblies and Workshops	19,812	777
Field Trips	3,585	123
Other	18,589	1,630
TOTAL	71,236	5,730

	# OF TEACHERS	# OF INSTRUCTIONAL HOURS
TEACHER PROFESSIONAL DEVELOPMENT	1,574	1,587

Year-to-Year Comparisons

The 2022-23 cycle set the record for the highest total spending (combining grants and district cash match) on arts education in the history of the Advancement Grant Program (2014-15 through present). In terms of total spending, investments in “Direct Services to Students” and “Instrument, Equipment, Instructional Supplies, and Materials” are also at an all-time high. This year, grantees also reported the highest-ever total number of students served through direct services funded by the Advancement Grant Program.

Since school districts began returning to in-person instruction in 2021-22, Direct Services to Students has remained steady as the top investment category. While investments into Professional Development have rebounded from last year’s downturn (from 12% in 2021-22 to 16% in 2022-23), school districts continued to face substitute teacher shortages making it difficult to free up teacher time for professional development or curriculum development. For grantee perspectives on the anticipated impacts of Prop 28, please see page 32.



DIRECT SERVICES TO STUDENTS	2018-19	2019-20	2020-21	2021-22	2022-23
# of students	64,418	41,721	39,906	52,136	71,236
# of instructional hours	11,451	5,117	6,726	4,051	5,730

PROFESSIONAL DEVELOPMENT	2018-19	2019-20	2020-21	2021-22	2022-23
# of teachers	2,235	1,662	1,269	803	1,574
# of instructional hours	1,440	1,038	1,397	671	1,587

The 2022-23 Advancement Grant Program received dedicated support from the Herb Alpert Foundation, The Angell Foundation, The Carl and Roberta Deutsch Foundation, The Music Man Foundation, and Snap Foundation. School district projects with components related to Creative Career Pathways for Youth received funding from LA County’s Cultural Equity and Inclusion Initiative (CEII).

Arts Coordinator Network

The [Arts Coordinator Network](#) is part of a wide-reaching strategy to help LA County’s 80 school districts build infrastructure for expanding and sustaining equitable arts education across their schools. Through these quarterly gatherings, school district Arts Coordinators connect with each other to share expertise, strategies, and helpful tools and resources. Established in 2006, the Arts Coordinator Network is co-designed and co-produced in partnership with the Department of Arts and Culture, LA County Office of Education (LACOE), and Arts for LA.

Convening Dates	Participating Districts (29)	Guest Speakers	Topics & Resources Covered
September 23, 2022	Acton-Agua Dulce Unified Antelope Valley Union	Create CA	California Arts Education Framework
November 17, 2022	Arcadia Unified Azusa Unified	Gay Men’s Chorus of Los Angeles	Arts, Music, & Instructional Materials Discretionary Block Grant
February 16, 2023	Beverly Hills Unified Burbank Unified		Creative Wellbeing Curriculum Guide
April 28, 2023	Claremont Unified Conejo Valley Unified (Ventura County) Culver City Unified East Whittier City Hacienda La Puente Unified ICEF Public Schools iLEAD Schools Long Beach Unified Los Angeles Unified Los Virgenes Unified Lynwood Unified Monrovia Unified Montebello Unified Mountain View Newhall Norwalk La Mirada Unified Paramount Unified Pomona Unified San Gabriel Unified South Whittier Torrance Unified Whittier Union Wiseburn Unified		Online resources curated by LACOE Creative Careers Online LA County Land Acknowledgment Arts Ed Collective’s 20 th Anniversary Case studies from Azusa, Culver City, and Montebello Surveying and informing school communities about Prop 28 funding goals Managing time and priorities as a part-time VAPA (Visual and Performing Arts) TOSA (Teacher on Special Assignment)

Technology Enhanced Arts Learning (TEAL)



[Moon phases animation project](#) with first grade students at Arts in Action Community Charter School (East Los Angeles)

Since 2015-16, the LA County Office of Education's (LACOE) Center for Distance and Online Learning (CDOL) has partnered with the Department of Arts and Culture to provide no-cost, high-quality professional learning through the [Technology Enhanced Arts Learning](#) (TEAL) project. The goal of TEAL is to increase student access to the arts by expanding the capacity of TK-8 teachers to provide culturally inclusive, integrated arts instruction that centers social-emotional learning (SEL) and anti-racist pedagogy. TEAL helps educators build knowledge and skill to embed the arts within their classroom curriculum, while improving academic and social-emotional outcomes for all students. In addition to in-person workshops, TEAL is reinforced by eight online learning modules², technical support, and customized coaching.

A blend of distance and in-person learning allows educators across LA County to deepen their instructional and student engagement practices, while TEAL's trainer-of-trainers model also prepares lead teachers to disseminate the content to additional classroom teachers at scale. Optimal school district participation involves a team of four lead teachers who serve as TEAL coaches and build districtwide capacity by training additional teachers at their school sites as part of a TEAL implementation plan within their district. Higher education partners also embed TEAL content and resources into coursework for pre-service educators earning their teaching credentials.

To accommodate school districts implementing a variety of instructional models (e.g., in-person, hybrid, independent studies) due to the COVID-19 pandemic, LACOE continued to implement both synchronous and asynchronous distance learning. This approach provided the flexibility and support necessary for participating school districts to guide implementation of the program at their school sites. During the 2022-23 school year, TEAL conferences served a total of 209 educators from across 27 local education agencies and schools.³

² Introduction to Arts Integration; Visual Arts Integration; Music Integration; Dance Integration; Theatre Integration; Media Arts Integration through Digital Storytelling, Introduction to Science, Technology, Engineering, Arts, and Math (STEAM); and Social Emotional Learning through the Arts

³ Alhambra Unified; Arts in Action Elementary Charter School; Baldwin Park Unified; Burbank Unified; Century Community Charter School; Claremont Unified; Glendora Unified; Hacienda La Puente Unified; iLEAD Schools; Inglewood Unified;

Conferences	Personnel	Content	Additional Resources
Foundational TEAL January 18, 2023 The California Endowment	<i>Keynote:</i> Kimberli Breen Peggy Burt <i>Presenters:</i> Andrew Grueschow Conga Kids Kellen Law Jennifer Mataele (LACOE) Shan Tu (LACOE)	Movement and dance, instrumental music, theatre Unconscious bias (stereotypes, challenging assumptions) Integration of “blindspot” activities from Project Implicit Social dances of the African diaspora (Conga Kids) Getting familiar with TEAL virtual resources	Customized coaching sessions Virtual office hours Care packages for self-care, student voice and leadership, culturally responsive practices TEAL Open Educational Resource (including introductory toolkit with lesson plans, artist interviews, and other digital assets)
Advanced TEAL February 1, 2023 The California Endowment	<i>Keynote:</i> Kimberli Breen Peggy Burt <i>Breakout Sessions:</i> Veronica Alvarez Kellen Law Leeav Sofer Young Producers Group	Breakout sessions in the visual arts, vocal music, movement/theatre, and media arts CASEL's SEL framework Creating safe and positive environments for adults and children through Multi-Tiered Systems of Support (MTSS) Social dances of the African diaspora (Conga Kids)	Virtual coaching sessions about culturally responsive arts integration and SEL in MTSS, Prop 28 funding, and family/community engagement through arts integration and SEL Virtual office hours TEAL Open Educational Resource

Foundational and Advanced TEAL

“Without the considerable team effort that went into supporting students’ learning and their SEL needs, all of the changes necessary due to the pandemic, and our recovery from it, would have been much more challenging.” – Hacienda La Puente Unified

This year’s TEAL conferences were the first instances of in-person TEAL programming since the beginning of the COVID-19 pandemic and were open to school administrators, teachers, counselors, psychologists, expanded learning staff, parents/caregivers, and community members. Tailored for school district teams new to TEAL, the Foundational TEAL conference focused on culturally inclusive and integrated arts instruction that advances SEL and understandings of unconscious/implicit bias. Eighty-two participants from across 14 school districts and 27 school sites learned fundamental arts integration strategies from a wide range of TEAL content specialists and teaching artists.

Recruitment of new TEAL school district teams focused on those working in LA County regions identified as “precarious” or “struggling” by Measure of America’s [A Portrait of LA County](#), particularly school districts located in Southeast Los Angeles. As a result of intentional outreach efforts, LACOE established new relationships with schools like Jaime Escalante Elementary School (LAUSD) in Cudahy.

Keppel Union; Lancaster Elementary School District; Lennox School District; Los Angeles Unified (Bryson Avenue Elementary School, Harrison Street Elementary School, Heliotrope Avenue Elementary School, Jaime Escalante Elementary School, Loyola Village Fine and Performing Arts Magnet School, Martha Escutia Primary Center); Magnolia Educational & Research Foundation; Monrovia Unified; Montebello Unified; Mountain View; Palmdale Elementary School District; Pasadena Unified; Whittier City; and Wilsona School District

Engaging a total of 127 educators from across 20 school districts and 26 school sites, the Advanced TEAL conference targeted school district teams who previously attended the Foundational TEAL conference and were interested in deepening their knowledge of culturally inclusive arts integration and anti-racist pedagogy. One participant reflected, “There was one moment in particular that was pivotal to me in realizing how much our implicit bias affects the lens in which we teach... that was huge for me.”



Student artworks from Century Community Charter School (Inglewood)

Case Studies

- [Arts in Action Community Charter Schools](#) (East Los Angeles)
Implementation of TEAL within classrooms, after-school programs, art contests, and art festivals
- [Century Community Charter School](#) (Lennox Elementary School District, Inglewood)
Arts integration lesson plans that provide opportunities for students to share their voices
- [Hacienda La Puente Unified School District](#)
Integration of TEAL presenters and teaching artists into a districtwide professional learning conference

Future of TEAL

After nearly a decade of providing hybrid in-person and online learning opportunities, LACOE CDOL has transitioned the program to a fully virtual model. Educators and other school district staff across LA County may continue to access self-paced [online learning modules](#), [Open Educational Resources](#) (including guides, lesson plans, and suggested classroom activities), and [videos](#) (including artist interviews, case studies, and workshops) for asynchronous professional development.

TEAL received dedicated support from the Perenchio Foundation.

Community-Based Arts Education

Embeds arts-based youth development across LA County systems to help young people, families, and the adults who work with them to heal and thrive

The [Countywide Plan for Elevating the Arts as a Justice Reform Strategy](#) (Arts and Justice Reform Plan), adopted by the Board of Supervisors in October 2020, provides strategic direction for the Arts Ed Collective to bring healing-centered, arts-based experiences to incarcerated youth and communities adversely impacted by policing, incarceration, and the child welfare system. Core components of the plan center on prevention, community development, diversion, custodial care, and re-entry strategies. They also build upon four themes that uplift the benefits of arts and culture:

Wellbeing: Arts and culture help address issues of mental health, emotional regulation, stability, and the social-emotional wellbeing of clients.

Empowerment: Arts and culture offer ways to connect creative voice and self-determination, and to mentor and inspire system-involved individuals.

Empathy: Arts and culture build empathy between individuals, families, and community members, and promote values of compassion, kindness, and service.

Inclusion: Arts and culture provide opportunities to engage, celebrate, convene, and educate diverse audiences.

Since 2014, the Department of Arts and Culture has worked with other County agencies to serve youth and families in communities of color identified as most disproportionately impacted by County systems. Teaching practices within this work are designed to affirm the backgrounds of students of color; invite their cultural knowledge, prior experiences, and frames of reference; and sustain cultural ways of being while supporting them to critique dominant power structures in society. Healing-informed arts instruction emphasizes strengthening youth development outcomes through interdisciplinary project-based learning. The frequency and content of classes vary across venues and arts partners. Ideally, classes run twice per week and include two teaching artists and 12–15 students.

Highlights

- Thirty-two community-based arts organizations (CBOs) provided arts instruction for 2,814 systems-impacted youth, professional development for 4,262 adults who care for them, and community arts events for 5,019 youth and families in historically underserved neighborhoods at 56 sites across LA County
- Arts-based professional development for Probation Officers and foster care service providers
- The Creative Wellbeing approach to fostering wellness and creativity in systems-impacted youth and youth-serving adults implemented in partnership with two school districts and four foster care service providers



Danza Mexica performers at a mural unveiling and culmination ceremony for young people incarcerated at Camp Rockey (San Dimas)

Services for Youth in Institutions

(Intervention Strategy in Partnership with the LA County Probation Department)

Type	Site	Youth Served (1,126)	Arts Partners (17)
Juvenile Detention Facilities (8)	Camp Afflerbaugh (La Verne)	78	The Actors' Gang The Advot Project Arts for Healing and Justice Network Boyle Heights Arts Conservatory Center for the Empowerment of Families Give a Beat Homeboy Art Academy InsideOUT Writers Jail Guitar Doors Rhythm Arts Alliance Spirit Awakening Theatre of Hearts / Youth First Tia Chucha's Centro Cultural The Unusual Suspects Theatre Company Versa-Style
	Campus Kilpatrick (Malibu)	70	
	Dorothy Kirby Center (Commerce)	47	
	Camp Paige (La Verne)	37	
	Camp Glenn Rockey (San Dimas)	23	
	Camp Scott (Santa Clarita)	11	
	Central Juvenile Hall (Lincoln Heights)	458	
	Barry J. Nidorf Juvenile Hall (Sylmar)	345	
Juvenile Day Reporting Centers (4)	Beach High – Intensive Learning Program (Long Beach)	3	artworxLA Boyle Heights Arts Conservatory Rhythm Arts Alliance Street Poets Inc.
	Boyle Heights Technology Youth Center	15	
	Horace Mann UCLA Community School (South LA)	30	
	Panorama High School (Panorama City)	9	

Culmination Events

On December 11, 2022, Camp Glenn Rockey (San Dimas) hosted a mural unveiling event to culminate a year-long teaching artist residency coordinated and facilitated by the Arts for Healing and Justice Network (AHJN) and Tia Chucha's Centro Cultural. About 40 youth participated on the mural project (led by Tia Chucha's instructor Elvia Aguirre), which included opportunities for advancing academic objectives (through creative writing) and employment readiness. The mural (titled "Be Legendary") represented the young people's positive and constructive vision for a creative future.

Audience members at the mural unveiling included youth and their parents, probation officers, LA County officials, as well as AHJN and Tia Chucha's staff. In addition to a healing circle led by Danza Mexica performers, young people involved in the mural project addressed the audience, sharing what they learned and the significance of the project.



"Spirit Animals" mural at Camp Paige (La Verne)

On March 9, 2023, the Department of Arts and Culture co-hosted a “Celebration of Learning” event at Camp Paige (La Verne) to recognize the work of incarcerated young people engaged in arts-based learning and healing with cultural partners. Youth participants shared how their positive visions and choices can inspire and uplift others who have been stigmatized, while articulating and taking pride in their gifts. The event featured:

- The unveiling of a new mural in the dining hall that was conceived, created, and installed by youth under the direction of Homeboy Art Academy teaching artists Wenceslao Quiroz, Dario Debora, and Fabian Debora
- Presentation of an original play, written and performed by youth under the guidance of Jarvis Griggs (The Advot Project)
- Performances of original lyrics and songs written and created by youth under the direction of Jason Heath and Sheray (Jail Guitar Doors)

Camp Rockey Probation Officer Training

On May 10, 2023, AHJN hosted a six-hour training for 15 probation officers at Camp Glenn Rockey. Using poetry, visual art, interactive activities, and facilitated dialogue, teaching artists held space for Probation Department staff to focus on self-care, discuss the effects of vicarious trauma and a stressful work environment, and strengthen bonds with their colleagues.

The training was developed to increase Probation staff’s understanding of the arts as a tool for burnout prevention, emotional regulation, and community building. It also worked to grow trust between Probation staff and teaching artists, with the goal of improving outcomes for young people under their care. After completion of the training, 11 of 15 officers requested that AHJN’s healing-informed arts training be offered at least quarterly.

“We wear a mask every day so we can't really be vulnerable with our coworkers or with the kids. And today we were able to cry with our coworkers and understand some things they've been through in their lifetime that we probably would never have found out.” – Probation Officer

Los Padrinos Juvenile Hall

For nearly a decade, the Arts Ed Collective has provided arts-based, healing-centered instruction to pre-adjudicated youth at Central and Barry J. Nidorf Juvenile Halls, using the Department of Arts and Culture’s expertise and networks to contract with CBOs and create proof of concept of the arts as a prevention and intervention strategy.

In May 2023, the California Board of State and Community Corrections (BSCC) ordered LA County to move young people awaiting adjudication out of Central and Nidorf, describing them as [“unsuitable for youth habitation.”](#) As a result, the Probation Department began transitioning young people incarcerated at Central and Nidorf to Los Padrinos Juvenile Hall in Downey, a facility that had been decommissioned since 2019.

Over the summer, the Department of Arts and Culture worked with new Probation leadership (as well as the Office of Child Protection, Department of Youth Development, LACOE, and arts providers) to ensure arts programming transitioned to Los Padrinos with as little disruption as possible. The department also received more requests for youth arts programming from LACOE and greater interest in arts-based professional development to shift the work culture of Probation and other LA County agencies. This cohort will meet again in fall 2023 to plan for art-integrated lessons that can be incorporated into ongoing classroom instruction at Los Padrinos.

Services for Youth in Communities

(Prevention Strategy in Partnership with the Department of Parks & Recreation and Department of Youth Development)

Type	Site	Youth Served (5,019)	Arts Partners (13)
County Parks (22)	Amelia Mayberry Park (Whittier)	206	African Soul International The Advot Project Arts for Healing and Justice Network Boyle Heights Arts Conservatory Center for the Empowerment of Families Give a Beat Homeboy Art Academy Jail Guitar Doors Justice for My Sister LA Commons P.S. Arts Project Knucklehead Tia Chucha's Centro Cultural
	Belvedere Community Regional Park (East LA)	450	
	Charter Oak Park (Covina)	99	
	City Terrace Park (LA)	201	
	Earvin "Magic" Johnson Park (Willowbrook)	1,159	
	East Rancho Dominguez Park (Compton)	747	
	El Cariso Community Regional Park (Sylmar)	245	
	Eugene A. Obregon Park (East LA)	170	
	Franklin D. Roosevelt Park (South LA)	35	
	George Washington Carver Park (South LA)	36	
	Jackie Robinson Park (Littlerock)	77	
	Lennox Park	7	
	Loma Alta Park (Altadena)	119	
	Mona Park (Compton)	153	
	Pamela Park (Duarte)	68	
	Ruben F. Salazar Park (Los Angeles, 90023)	348	
	San Angelo Park (La Puente)	83	
	Stephen Sorensen Park (Lake Los Angeles)	104	
	Val Verde Park (Castaic)	52	
	Valleydale Park (Azusa)	293	
	Ted Watkins Memorial Park (South LA)	347	
	William Steinmetz Park (Hacienda Heights)	20	
Continuation / High Schools (3)	Frontier Continuation High School (Whittier)	15	artworxLA Homeboy Art Academy Spirit Awakening
	Tri-C Community Day School (Los Angeles, 90021)	30	
	Whittier High School (Whittier)	205	
Diversion	No diversion services took place during the 2022-23 fiscal year. ⁴		

Funding for Justice-Involved Youth and Youth in Communities was provided through the Juvenile Justice Crime Prevention Act (administered by the LA County Probation Department).

⁴ In summer 2022, the Office of Youth Diversion and Development transitioned to become the Department of Youth Development (DYD), began hiring new staff, and expanded their service area by contracting with a total of ten social service agencies to provide diversion services for youth. This required the Department of Arts and Culture to cultivate relationships with new staff, who were often in transition, adjusting to a new administrative structure, and designing delivery models in partnership with their newly contracted agencies. Planning therefore moved slower than in past years and focused on laying the groundwork for successful implementation across multiple DYD program managers and sites. However, as of summer 2023, arts-based diversion contracts have been assigned and issued for cultural partners to begin work in six of ten diversion sites in 2023-24.

Creative Wellbeing

Creative Wellbeing is a strategic collaboration between the LA County Department of Arts and Culture, Office of Child Protection (OCP), Department of Mental Health (DMH), Department of Children and Family Services (DCFS), and the [Arts for Healing and Justice Network](#) (AHJN). As a strengths-based, whole-systems approach to nurturing creativity, wellbeing, and protective factors in schools and communities, this project offers healing-informed arts instruction for youth as well as arts-based professional development for educators and other adults who work with young people.

The intentional, parallel focus on supporting both young people and the adults who serve them is central to the model. As young people engage in weekly healing-informed arts instruction, they explore identity and self-expression and discover ways to connect with each other and caring adults. Similarly, as youth-serving adults engage in arts-based professional development and self-care sessions, they increase their understanding of healing-informed approaches, mental health protective factors, self-attunement, and the preventative significance of their own self-care.



Installation view of *No Boundaries* exhibition of artworks by Rose City High School students

Services in Partnership with School Districts

School District Partners	Scope of Services (894 youth and 360 adults served)
<p>Pasadena Unified School District</p> <p>Community-based organizations (CBOs):</p> <ul style="list-style-type: none"> AHJN artworxLA Boyle Heights Arts Conservatory Gay Men’s Chorus of Los Angeles Give a Beat Homeboy Art Academy Jail Guitar Doors No Easy Props Street Poets Inc. The Actors’ Gang WriteGirl 	<p>Pasadena High School</p> <ul style="list-style-type: none"> • Three teaching artist residencies in the community school’s therapeutic classroom and Focus Point special educational program • Professional development (PD) sessions for teachers/staff • Four <i>Creative Careers & Wellbeing</i> workshops for arts pathway students <p>Rose City Continuation High School</p> <ul style="list-style-type: none"> • Two PD sessions for teachers/staff • Five teaching artist residencies for students • Support for student leaders in curation of the district’s annual <i>No Boundaries</i> exhibition

Whittier City School District CBOs: AHJN Boyle Heights Arts Conservatory Fostering Dreams Project Gay Men’s Chorus of Los Angeles Jail Guitar Doors No Easy Props Rhythm Arts Alliance The Unusual Suspects Theatre Company WriteGirl	Five PD sessions for teachers Eight teaching artist residencies for students
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Services in Partnership with Foster Care Service Providers (DCFS and DMH sites)

In 2020, the Department of Arts and Culture began working with DCFS to embed the Creative Wellbeing approach into services for adult staff and foster youth in congregate care centers such as Short-Term Residential Therapeutic Programs (STRTPs) and Temporary Shelter Care Facilities (TSCFs), where positive educational and social-emotional outcomes are less frequent than for those in family-based settings. Although reducing the use of congregate care is a best practice in child welfare systems, many young people with severe mental health challenges and/or learning disabilities spend more time than is ideal in congregate care before being placed in family-based foster care. Because the impacts of trauma (and vicarious trauma) are heightened in these settings, youth and adults can benefit from arts-based, healing-centered strategies that bolster protective factors and meaningful self-care.

DCFS and DMH Partners	Scope of Services (82 youth and 241 adults served)
Dream Home Care (STRTP) Jail Guitar Doors (CBO)	11 teaching artist residencies for foster youth Four arts-based PD sessions for staff members of STRTPs and TSCFs
Haskell House (TSCF) Give a Beat (CBO)	
The Virtuous Woman (STRTP) No Easy Props (CBO) WriteGirl (CBO)	
Wilbur House (TSCF) No Easy Props (CBO) Fostering Dreams Project (CBO)	
ZOE House (STRTP) Street Poets (CBO)	

Open Cohorts and Special Events

Open cohorts (online and in-person) allow participants to build relationships with LA County agencies, pilot ideas for embedding the arts into their daily work, and engage in self and community care practices to prevent burnout. For wider dissemination of the Creative Wellbeing approach, healing-centered, arts-based workshops and engagements are also embedded within external events hosted by Arts Ed Collective partners.

Events	Implementation Partners	Audience (704 youth and 2,969 adults)
LA County Suicide Prevention Network (LASPN) 12th Annual Suicide Prevention Summit (Sep 14–16, 2022)	CONTRA-TIEMPO Jail Guitar Doors New Hope Rhythm Arts Alliance Street Poets Inc. UCLArts & Healing The Unusual Suspects Theatre Company	LASPN stakeholders
SoCal Grantmakers Annual Conference (Sep 20, 2022)	Street Poets Inc.	Philanthropic representatives
LACOE Homeless and Foster Youth Symposium (Oct 27, 2022)	AHJN Versa-Style Dance Company	LACOE staff Educators
LASPN Quarterly Meeting (Jan 10, 2023)	No Easy Props	LASPN stakeholders

DMH, LACOE, and UCLA 5 th Annual School & Community Symposium (Feb 15, 2023)	The Unusual Suspects Theatre Company	LACOE and DMH staff Educators
Creativity Matters' The GRID Summit (Mar 1–3, 2023)	No Easy Props	High school students
Conrad N. Hilton Foundation Foster Youth Initiative grantee convening (Mar 13–14, 2023)	Versa-Style WriteGirl	Hilton Foundation grantees
“Intro to Creative Wellbeing and Application to Clinical Practice” session @ Sheila Kuehl Family Wellness Center (Apr 12, 2023)	LA County Department of Arts and Culture	Social workers and DMH interns
Creative Wellbeing sessions @ San Fernando Child & Family Center (Apr-Jun 2023)	AHJN No Easy Props	DMH clinicians and interns
“Introduction to Creative Wellbeing” session (May 9, 2023)	LA County Department of Arts and Culture	DCFS Lancaster staff
DMH's The Valley Takes Action for Mental Health event (May 20, 2023)	AHJN Justice for My Sister Versa-Style Dance Company WisdoMania Foundation	DMH staff San Fernando Valley residents
LA County Dept. of Health Services (DHS) Ambulatory Care Network Town Hall	AHJN Gay Men's Chorus of Los Angeles	DHS staff and stakeholders

Wellbeing4LA

An ongoing partnership with the UCLA Prevention Center of Excellence and the [Wellbeing4LA Learning Center](#) offered additional opportunities for engagement across the Creative Wellbeing network, which includes educators, mental health professionals, advocates, youth content advisors, youth development workers, teaching artists, LA County staff, and others. About 692 adults and eight youth participated in Wellbeing4LA / Creative Wellbeing engagements in 2022-23.

- Learning Community: Three virtual convenings (Dec 14, Mar 1, and Jun 14) nurtured community-building and provided structured ways to help individuals and groups adapt and implement a healing-centered arts approach into their work, healing journeys, and systems-change efforts.
- Renewal Retreat: Every season, this three-part, interactive series of workshops covered the foundational concepts of the Creative Wellbeing approach, the impact of culturally relevant engagement on mental wellbeing, and strategies for incorporating healing-informed arts into interactions with youth and families.
- Self & Community Care Open Session: The Self & Community Care series (Oct 12, Jan 11, and Apr 5) was dedicated to all adults who support young people in LA County, creating space for them to explore creativity, build community, and support their own healing and wellbeing.

Creative Wellbeing received dedicated support from the Conrad N. Hilton Foundation and Juvenile Justice Crime Prevention Act (administered by the LA County Probation Department).

Creative Career Pathways for Youth

Address systemic barriers within creative industries and support young people of color in entering and shaping LA County's creative economy

The Arts Ed Collective works to expand opportunities for young people (ages 14-24) to access careers in the arts and creative industries. With the goal of cultivating a more diverse and inclusive workforce, our focus is on those who have historically been excluded from, and underrepresented in, these fields. In 2018, the Department of Arts and Culture published the [Building Creative Careers for Youth](#) field scan report, which includes research interviews with arts organizations, school districts, industry professionals, and young people. This field scan offers 23 recommendations to remove barriers and improve access to creative careers for LA County youth.

Highlights

- Creative Careers Online workshops for 60 young people at three Best Buy Teen Tech Centers across Los Angeles
- Department of Arts and Culture's engagement in the statewide Arts, Media, and Entertainment High Road Training Partnership (AME-HRTP)
- Launch of a Request for Proposals (RFP) for the Media Career Pathways Prototype program
- Local education agencies engaged in strategic plans for arts education, including approaches to expanding career pathways and CTE (see page 6)
- Six Advancement Grant projects related to Career Technical Education (CTE) and Creative Career Pathways for Youth (see Attachment 2)



Youth documentarians Ryan Burks, Damarius Velazquez, and Shoni Monet Doe film activities at Creativity Matters' 2023 GRID Summit

Creative Careers Online

[Creative Careers Online](#) is a collaborative project of the Department of Arts and Culture, Gladeo, and Create CA. This no-cost, online career navigation platform is designed to inspire young people to discover, prepare for, and pursue careers in the arts and creative industries. It provides exposure to a variety of creative careers, information about what is needed to land a first job, and interviews with diverse professionals who speak frankly about how to succeed in their field. Most importantly, its content is specifically tailored to support youth of color who are underrepresented in the creative sector, identifying important steps they can take within and beyond their communities to pursue creative jobs in high-growth industries.

Teen Tech Centers

Sponsored by Best Buy, the [Greater LA Education Foundation](#) (GLA), and a coalition of other business and philanthropic partners, Best Buy Teen Tech Centers offer after-school spaces for adolescents to explore their interests and develop critical skills through hands-on, project-based learning. Each center is housed within a community-based organization (CBO) and works to bridge the [digital divide](#) by giving young people access to the tech resources and mentorship they need to build skills and confidence for success in school and careers.

In collaboration with GLA and Teen Tech Centers located in three CBOs⁵ in LA County, the Department of Arts and Culture solicited feedback from young people of color about Creative Careers Online and offered workshops that promote awareness about creative career pathways for youth and youth-serving adults. Workshops in fall/winter 2022 introduced participants to Creative Careers Online and built their knowledge and awareness of creative industries. Participants were mostly Latino and Black youth, with two or three adult staff per site. After each workshop, participants provided their feedback through a written survey and served as Creative Careers Online "ambassadors" to share their learning with others and promote the tool among their peers, family members, and

⁵ [Bresee Foundation](#) (Koreatown), [Legacy LA](#) (Boyle Heights), [Vermont Slauson Economic Development Corporation](#) (VSEDC) (South LA)

teachers. Workshops focused on youth engagement by allowing time for self-guided exploration of Creative Careers Online and facilitated group discussion about creative careers.

Out of 60 total participants, 38 responded to a post-workshop survey and 19 served as Creative Careers Online ambassadors. The following are key findings from the feedback received:

- Creative Careers Online is easy to use for a broad range of youth, from 11 years old to college age. Youth are interested in career readiness at early ages.
- Youth are familiar and interested in careers in the creative economy but often do not see themselves in these roles.
- Youth seem unaware of arts education programs and work-based opportunities in their communities.
- Young people appreciated the career match quiz, detailed job descriptions, and salary information provided by Creative Careers Online.
- Adults who work with youth want to know more about creative careers and expressed interest in a self-guided curriculum.
- 86.5% of survey respondents felt more hopeful about their career options after attending the workshop.
- 94.6% of those surveyed felt more informed about Creative Careers.
- 91.9% felt more knowledgeable about the types of careers within the creative sector.
- 91.9% thought it was “important” or “very important” to hear from a diverse group of professionals speak openly about their career journey and success.
- 94.6% said they would share what they learned about Creative Careers Online or creative careers with others.

The next phases of Creative Careers Online will include additional features, job profiles, and video spotlights. The Department of Arts and Culture and GLA are also looking to adapt and scale Creative Careers Online workshops for school-based educators and train them on the use of the tool in classrooms.

High Road Training Partnerships

The Arts, Media, and Entertainment High Road Training Partnership (AME-HRTP) is a coalition of workforce intermediaries, studios, media production companies, foundations, CBOs, government agencies, training providers, labor unions (e.g., IATSE), national apprenticeship program sponsors, and local education agencies committed to addressing systemic disparities in the entertainment industry.

AME-HRTP expands on the work of the California Department of Education’s AME Workforce Training Initiative, which supports high-quality career technical education (CTE) training programs in K-12 and adult education settings. In March 2022, members of the AME Workforce Training Initiative statewide advisory group formed the Entertainment Equity Alliance (EEA) to convene workforce intermediaries and labor partners and establish a network of registered apprenticeships that support training, recruitment, and placement of diverse talent in high-growth career pathways in film and digital media⁶.

By working with labor partners, CTE programs, adult education programs, community colleges, and juvenile court and community schools, high-quality training opportunities will be available through public education, IATSE Locals, and community-based training centers. For its part in the AME-HRTP, the Department of Arts and Culture is building and embedding Creative Careers Online as a statewide portal for easy access to AME-HRTP resources, applications, training partners, and other opportunities.

⁶ Animation, visual effects (VFX), and games; entertainment business and marketing; graphic design; music and audio production; multimedia production and editing; production crafts and trades

Media Career Pathways Prototype

In May 2023, the Department of Arts and Culture, building on and in complement to the LA County Department of Economic Opportunity's Film and Digital Media Initiative, began inviting proposals from organizations that can provide a comprehensive Media Career Pathways Prototype (MCP) for LA County opportunity youth, youth in or transitioning out of foster care, youth impacted by the justice system, and low-income youth of color, all of whom face significant structural and social barriers to entering family-sustaining careers in the media professions.

The goals of the MCP are to:

- Create pathways to family-sustaining careers in the arts and creative sectors to systems-impacted youth, systems-involved youth, opportunity youth, youth of color, low-income youth, and others who have been historically underrepresented or excluded.
- Offer the California Department of Education's AME Workforce Training Initiative model (which provides industry-aligned education, work-based learning, and apprenticeship opportunities) in community settings for youth who do not have access to school-based CTE.
- Address key social and structural barriers through community-embedded and culturally responsive approaches.

MCP also directly addresses the following key recommendations from the Creative Career Pathways for Youth field scan.

- Recommendation No. 22: Create extended on-ramps for system-involved youth by coordinating career pathway programs, supportive service providers, case workers, and mentors or navigators to work as a team to support opportunity youth.
- Recommendation No. 21: Explore apprenticeship as an employment model that brings together employers in particular creative industries with educators who can provide training and nonprofit organizations that can provide supportive services.
- Recommendation No. 19: Identify mentors and navigators including industry leaders, program graduates, arts administrators, and educators who can help opportunity youth navigate the system and develop professional networks.

The prototype focuses on media industries due to their bright forecast for growth, lower barriers to entry, higher demand for skills that are transferable across different industries, and greater resilience in the COVID-19 era. Qualified organizations are those currently providing services to BIPOC, systems-impacted, and/or opportunity youth in East LA, South LA, or Antelope Valley. Proposals were due on July 6, 2023, and reviewed by a panel of creative industry specialists, CBO partners, and young adults with lived experience.

Shared Learning

Department of Arts and Culture staff and community arts partners work together to help inform young people, educators, and the youth development field about the viability of creative careers and regional/statewide efforts to remove structural and social barriers to family-sustaining jobs in the creative industries.

The following are highlights from the past year in which Creative Career Pathways for Youth and Arts Ed Collective partners were featured:

Events	Presenters	Content
<p>“History to Future” forum (LAEDC)</p> <p>February 28, 2023</p> <p>Microsoft Playa Vista</p>	<p>Meia Johnson (Department of Arts and Culture)</p>	<p>Conversation on workforce opportunities and pipeline initiatives, bringing together panelists from the entertainment industry (e.g., IATSE, Handy Foundation, Netflix, Warner Bros. Discovery)</p>
<p>2023 GRID Summit (Creativity Matters)</p> <p>March 1, 2023</p> <p>The Beehive (South Los Angeles)</p>	<p>Meia Johnson</p> <p>Michelle Cho (Gladeo)</p> <p>Grace Cho (Gladeo)</p> <p>Asia One (No Easy Props)</p> <p>Cre8 (No Easy Props)</p>	<p>Convening 400+ youth and 50+ educators, the GRID Summit featured two rounds of breakout sessions covering a variety of creative career pathway topics.</p> <p>In partnership with the Arts for Healing and Justice Network (AHJN) and No Easy Props, teaching artists Asia One and Cre8 led two rounds of “Hip Hop Practices to De-Stress and Boost Creativity.” In this experiential workshop, students were invited to move and express themselves. Artists also led students to explore and reflect how fundamentals of Hip Hop dance and culture support community-building and collective wellbeing.</p> <p>The Department of Arts and Culture and Gladeo hosted two workshops about the Creative Careers Online platform and steps for pursuing a creative career in arts, media, and entertainment.</p> <p>As part of the Arts Ed Collective’s youth engagement approach, 2019 Youth Advisory Council alum Shoni Monet Doe and two Creative Careers Online ambassadors (Ryan Burks and Damarius Velazquez) filmed Creative Careers Online workshops and interviewed youth participants. Video footage captured and edited by Shoni will serve as a youth-focused “sizzle reel” to promote Creative Careers Online.</p>
<p>Artistic Community Expo (Inner-City Arts)</p> <p>April 8, 2023</p> <p>Inner-City Arts (Downtown Los Angeles)</p>	<p>Meia Johnson</p>	<p>Panel discussion to build awareness of careers in the creative industries and to share the Creative Careers Online tool with community members</p>

Creative Career Pathways for Youth received dedicated support from LA County. Creative Careers Online workshops at Best Buy Teen Tech Centers received dedicated support from Susan Steinhauser, Daniel Greenberg, and The Greenberg Foundation. The Media Career Pathways Prototype will receive dedicated support from the Juvenile Justice Crime Prevention Act (administered by the LA County Probation Department).

Shared Learning & Leadership

Enable practitioners and advocates to pool resources and leverage expertise for greater impact while cultivating diverse leadership within communities, across sectors, and at all levels of experience

Highlights

- 3,408 individuals engaged at 157 stakeholder convenings for learning, sharing and collaboration
- Ongoing collaboration with Flourish Agenda and a working group of 37 arts practitioners, culture bearers, and young adults to develop a shared understanding of, and an evaluation framework for, arts-based, healing-centered engagement
- Thirty-three (33) individuals from the arts, nonprofit, and education sectors engaged in capacity-building resources and workshops that advance inclusion, diversity, equity, and anti-racism (IDEA)
- 52 individuals engaged in efforts to activate diverse, cross-sector leadership in the Arts Ed Collective
- 24 young people engaged as paid fellows, advisers, and representatives of the Arts Ed Collective

Convenings

Between July 2022 and June 2023, the Arts Ed Collective hosted 158 events for learning, sharing, and collaboration. Attendance counts estimate 5,987 check-ins and 3,408 unduplicated participants. Attendees represented 45 LA County school districts, three charter networks, five LA County government agencies, and 130 community-based organizations (CBOs). These convenings support each of the Arts Ed Collective's strategic priorities with content for targeted audiences and the broader public:

- *Councils* are bodies that guide the work of the Arts Ed Collective. The Funders Council and its subcommittees were active during this period.
- *Workgroups* meet consistently over time to focus on implementation of specific, systemic strategies for arts education. District Arts Leadership Teams, Expanded Weaver Team, and Healing Centered Engagement (HCE) Working Group were active during this period.
- *Professional Learning Communities (PLC)* establish consistent learning networks for educators, arts coordinators, teaching artists, and strategic planning coaches. Each PLC determines its own learning agenda. The Arts Ed Collective's strategic planning coaches, school district arts coordinators, and Creative Wellbeing PLCs were active during this period.
- *Conversations* promote learning and collaboration centered on a specific topic (e.g., the role of the arts in the juvenile justice system, career pathways to the creative economy, education research, public policy, collaboration among local partners). The *Relationships, Resources, and Rest* conversation series was active during this period.
- *Workshops* provide standalone, interactive learning opportunities. The Arts Ed Collective offered Creative Wellbeing, Creative Career Pathways for Youth, and IDEA Wave Co-Lab workshops during this period.

Please see Attachment 3 for a detailed overview and summary of all Arts Ed Collective convenings in 2022-23.

Arts-Based Healing Centered Engagement

Since May 2022, a diverse, intergenerational group of community-based practitioners have convened and collaborated as a professional learning community (PLC) to develop a shared understanding of, and an evaluation framework for, arts-based, healing-centered engagement. Flourish Agenda, a national consulting firm founded by Dr. Shawn Ginwright and Nedra Ginwright, facilitated the PLC based on their [Healing Centered Engagement \(HCE\) Practitioner Certification](#) curriculum.

HCE is an asset-based and culturally rooted approach to healing and wellbeing for young people of color and their adult allies. First coined by Dr. Ginwright in 2018, HCE is based on more than 30 years of research and practice with young people, schools, probation departments, and social workers.

Because the values of self-definition and community co-design are central to anti-racist organizational practice, the Arts Ed Collective's definition of arts-based healing-centered engagement must be rooted in the experiences of the people doing this work within the communities we aim to center and resource. Building on the success of last year's [HCE Foundations Series](#), the Department Arts and Culture formed a HCE Working Group of 37 artists, teaching artists, arts administrators, cultural organizers, peacebuilders, and young adults (see Attachment 4 for a full roster).

Facilitated by Flourish Agenda, the HCE Working Group met over nine months (May 2022–January 2023) to draft a framework for arts-based HCE in LA County that builds on Flourish Agenda's approach, supports a shared language and community of practice, and honors unique culturally- and community-specific approaches. The framework was released at a public event in August 2023, featuring stories from Working Group and community members that embody the framework's core components of agency, decolonization (of culture and power), intentionality, and community-building.

Moving forward, the framework will provide a foundation for ongoing professional development, peer learning, and partnership-building among the Arts Ed Collective's community and government partners. Additionally, it will be used internally to guide and support decision-making, solicitation design, and program evaluation.

The Healing Centered Engagement Professional Learning Community received dedicated support from the Juvenile Justice Crime Prevention Act (administered by the LA County Probation Department).

IDEA Wave

The IDEA Wave Co-Lab is a team of arts practitioners⁷ who came together through the Arts Ed Collective's [Art of Leadership](#) program in 2019. Emerging leaders in the arts began conversations about equity in arts education funding and later formed a working group of artists, educators, and researchers invested in envisioning and creating a future in which historically excluded communities (across race, gender, class, and ability) have the resources and structures they need to thrive.



Since 2020, the IDEA Wave team has produced capacity-building resources and workshops that advance inclusion, diversity, equity, and anti-racism (IDEA) within the arts, education, and nonprofit sectors. On October 7 and 28, 2022, the team hosted a series of online workshops offering an entry point for organizations to map where they

⁷ Jade Elyssa Cariaga, Ana Cervantes, Mandisa Haarhoff, Lakhiya Hicks, Jennifer Kane, Evelyn Serrano, Nokuzola Songo

are in their IDEA journey, identify strengths and areas of possibility, and leave with the understanding that they, no matter their positionality, are powerful agents of change within their sector.

Up to 33 individuals from arts organizations, individual schools, and school districts from within and outside of LA County participated in the October series. Participants expressed a desire to address a variety of organizational challenges, including initiating community engagement efforts, expanding staff/board diversity, decentering Eurocentric art forms, integrating ethnic studies into arts education curriculum, and establishing culturally responsive arts opportunities.

The IDEA Wave team holds as a core ethic that knowledge is co-created, and that true transformative change relies on the ongoing vulnerability of those engaged in the process. As a result, the IDEA Wave workshops functioned as a networking environment where participants could connect and co-imagine possibilities for each other's practices and form affiliation groups, based on shared interests and challenges, that could be carried over beyond the time and space of the workshops.

Arts Ed Collective Leadership Circle

In 2022, the Department of Arts and Culture formed a working group of agency staff and leadership alumni to collaborate across diverse networks of people whose work and advocacy efforts align with goals of equity in arts education and arts-based youth development. By developing their role as “network weavers,” this team helped imagine and plan for new ways of engaging the field and expanding leadership in the Arts Ed Collective, specifically through convenings that encourage interpersonal connection, individual healing, collective growth, and systems change. An outgrowth of the [Arts Ed Innovation Lab](#), the Expanded Weaver Team⁸ explored ways to engage community voice and establish practices based on what they surface and learn through community engagement.

As part of a three-part, online conversation series titled “Relationships, Resources, and Rest: Strengthening Our Collective Foundation for Systemic Transformation” (October–December 2022), co-designed by the Expanded Weaver Team, and hosted in partnership with the [Presencing Institute](#), the Arts Ed Collective convened up to 52 unique individuals from various networks to set the stage for activating diverse, cross-sector leadership. Attendees came from a variety of organizations and roles, including artists, cultural organizers, foundation staff, nonprofit board members, arts directors, art teachers, violence prevention/intervention coordinators, mental health advocates, community health workers, dancers, choreographers, writers, abolitionists, theatre artists, arts education researchers, poets, youth development workers, youth advocates, and, overall, people who care deeply about youth in LA County.

Informed by these conversations from the fall/winter, the Department of Arts and Culture and Presencing Institute began to re-imagine a leadership body for the LA County arts education ecosystem. To begin this process, they convened the Arts Ed Collective Leadership Design Team, comprised of 12 individuals⁹ from the Arts Ed Collective network. The Presencing Institute then helped gather data and feedback from the Leadership Design Team to publish a set of recommendations for a new Leadership Circle that engages authentic shared leadership for the field (see Attachment 5). Drawing on the visioning work of Arts Ed Collective stakeholders over the last several years, the recommendations offer a shared vision of what the best form of leadership for the Arts Ed Collective might look like, helped articulate the Leadership Circle’s vision and needs, named evidence/actions that demonstrate success in realizing its shared vision, and developed a list of key activities for first-year implementation.

⁸ Tracie Andrews, P. Valerie Dauphin, Heather Heslup, Elida Ledesma, Maritza Lopez, Sarah Lyding, Sara McDaniels, Shoni Monet Doe, Hatha Parrish, Kelly Redmond

⁹ *Community Members:* Shoni Monet Doe, Heather Heslup, Maritza Lopez, Elida Ledesma, Sara McDaniels, Kelly Redmond
Department of Arts and Culture Staff: Abraham Ahn, Irina Contreras, Denise Grande, Megan Kirkpatrick, Gillian McCarthy
Supported by the Presencing Institute Team: Kate Johnson, Marie McCormick, Kris Smith

Based on the mission, vision, and values of the proposed Leadership Circle, the Leadership Design Team will pursue steps in 2023-24 to nominate, recruit, and onboard new Leadership Circle members using a selection process that ensures participation and input that are representative of LA County’s diverse communities.

Youth Engagement

The Arts Ed Collective embeds youth voice and leadership into its activities by engaging youth and young adults as paid consultants, advisors, artists, and panelists across its strategic priorities. In 2022-23, a total of 27 young people supported Arts Ed Collective programs and/or served as representatives at external events. Our network of community-based organizations, school districts, and youth leadership bodies across LA County helped connect these individuals to the Arts Ed Collective.

Strategic Priorities	Roles / Scope of Work	Individuals Engaged	Partner Organization
School-Based Arts Education	Grant review panelist for the 2023-24 Advancement Grant Program	Angela Young Rudy Torres	
Community-Based Arts Education	Facilitator, advisor, and/or storyteller for Creative Wellbeing Professional Learning Community	Briana Isordia Daniel Bisuano Diana Sanchez Jacqueline Robles Irma Rose Viera Michael Papias Mora Greer Shailen Dawkins	Arts for Healing and Justice Network (AHJN) Los Angeles County Suicide Prevention Network (LASPN) Pasadena Unified School District
Creative Career Pathways for Youth	Consultant and facilitator for Creative Careers Online workshops for three Best Buy Teen Tech Centers	Monica Juarez	
	Documentarians for Creativity Matters’ 2023 GRID Summit	Damarius Velazquez Ryan Burks Shoni Monet Doe	Vermont Slauson Economic Development Corporation (VSEDC)
Shared Learning & Leadership	Youth Advisor serving on the Arts Ed Collective Funders Council	Autumn Taylor Maritza Lopez Rudy Torres	
	Participant in a working group to develop a shared, arts-based Healing Centered Engagement (HCE) framework	Daniel Bisuano Edgar Jimenez Gloria Gonzalez Jared O’Brien	
	Participant in a Leadership Design Workgroup to help expand the Arts Ed Collective’s network and create a new leadership body	Maritza Lopez Shoni Monet Doe	

	Panelist on “Amplifying and Uplifting Youth Voices” session at the 2023 Collective Impact Action Summit	Jeffrey Acevedo Maritza Lopez	
Communications & Advocacy	Contributed artwork for the Arts Ed Collective’s 20th Anniversary Celebration Book	A. Solorzano Luis Gutierrez Marinuara L. Monroy Mayah Aguilera Tabitha Bunch-Arias Tia Reed Tyresa Huddle	Boyle Heights Arts Conservatory Center for the Empowerment of Families Homeboy Art Academy Spirit Awakening
Research & Evaluation	Reviewer for Creative Wellbeing program evaluation tool	Irma Rose Viera	LASPN

Equity Crosswalk

In 2020, the Arts Ed Collective Funders Council formed the Equity Subcommittee in response to nationwide racial justice reckonings. Since then, the subcommittee has established a space for challenging inequitable systems/practices, cultivating understanding about each other’s efforts in advancing equity, looking internally at the Arts Ed Collective as a reflection of what needs to happen in the broader system, and defining equity for resources over which the initiative has control and agency.

In 2022-23, the Equity Subcommittee helped launch an internal tool to map how Arts Ed Collective programs and services align with Arts Ed Blueprint goals and outcomes related to racial and cultural equity. The Equity Crosswalk (see Attachment 6) is a living document for providing transparency around how the Arts Ed Collective is meeting, or falling short of, equity goals.

In short, the Equity Crosswalk documents how the initiative operates programmatically and strategically, and how it prioritizes the needs of young people of color who have historically faced systemic abandonment and neglect. In some cases, it names how programs are targeted for specific communities or groups of young people. In others, it broadly describes how questions of equity and access are incorporated into their design or implementation.

Intended to evolve and shift over time, the document is a tool to hold the initiative accountable to equity goals and help it move forward in concrete ways. Because not every issue or challenge surfaced by the Equity Crosswalk can be addressed by the Department of Arts and Culture or the Funders Council alone, we invite community members, young people, educators, government agencies, and nonprofit partners to see themselves in this collective impact effort and help build on solutions/strategies.

Communications & Advocacy

Build public will and accountability for expanding youth access to the arts in school, after school, and within communities

Highlights

- Passage and implementation of Proposition 28
- Arts Ed Collective 20th Anniversary book released in June 2023

Proposition 28

On November 8, 2022, California voters approved [Proposition 28](#), which is projected to provide roughly \$1 billion annually to California public schools for arts education (beginning July 2023). Funding from this initiative is expected to support the hiring of thousands of new arts teachers in LA County, accelerating progress toward the goal that all students receive arts instruction—all year, every year—as set forth in the Arts Ed Blueprint.

Although uncertainty remains about the state’s funding criteria, the Arts Ed Collective anticipates greater demand in the near and long-term future for districtwide strategic planning support. As a statewide leader in this work, LA County can present models for what an arts-rich school day might look like across diverse school districts, ranging from the small and rural to the large and urban. The Arts Ed Collective and statewide partner Create CA continue to monitor the rollout of Prop 28, consider implications for public schools and community arts organizations, and provide support to the field as needed.

In the spring, 40 school district grantees of the Advancement Grant Program reported to the Department of Arts and Culture on their ideas, plans, and concerns for implementing Prop 28 funds. In general, school districts reported increased energy and collaboration around arts education within their organizations as a greater number of voices are engaged in arts education planning. Trends and analyses of their open-ended responses are summarized below.

Planning is underway

- Nearly all the districts have generated robust ideas for how to apply the new funding, with some beginning to solidify their plans and take action.
- A quarter of respondents shared that their district has engaged in collecting input from multiple voices through parent surveys, arts teacher meetings, principal wish lists, and collaborative community meetings.
- Some districts shared their initial plans for increasing arts instruction. From this small sample, there was a trend toward hiring music and visual arts teachers for elementary schools, and dance and media arts teachers for secondary schools.
- Six districts have already posted new positions and two districts reported that they have transitioned some of their part-time arts teachers to full-time.
- Only three respondents indicated that they are awaiting state guidance before coming up with ideas or plans.

Coaching, community, and communication

- Respondents shared their appreciation for the work of the Arts Ed Collective to ensure regional communication and networking and expressed desire for ongoing supports.
- Over half of the districts expressed an interest in receiving coaching support for their districts to revise district arts plans, engage principals in site-level plans, build common understanding and goals across their communities, and/or identify creative and strategic implementation approaches.
- Thirty-five percent (35%) requested support with staying updated on Prop 28 guidelines. School district arts leaders expressed a need for continued communication that is easy to understand,

sharable, and timely so that school board members, teachers, principals, district administrators, and community members have a shared understanding of the opportunity and the guidelines.

- Forty-five percent (45%) indicated that they would value continued opportunities to network with other school districts and learn from each other’s creative approaches and implementation progress.
- Thirty-three percent (33%) shared a need for professional learning support for their teachers with multiple districts naming a specific need for support with arts integration.

Concerns

- Multiple respondents expressed concern about principals having adequate support to make strategic decisions and manage the funds directly.
- Multiple respondents acknowledged the impending challenge of finding an adequate teacher workforce to fill newly created positions.
- Multiple respondents from elementary school districts expressed concern over the limited impact that Prop 28 might have due to their small student enrollment numbers yielding relatively small funding allocations for each school site.
- Some reported concerns about drops in other funding sources resulting in a need for more grant seeking in the coming year.

For up-to-date information on Prop 28 implementation, please refer to Create CA’s [“What We Know \(So Far\)”](#) page.

20th Anniversary Celebration Book

Released in June 2023, the [20th Anniversary Celebration Book](#) highlights two decades of work and progress towards achieving scale and equity in arts education. The Arts Ed Collective’s story began in 2002 when the LA County Board of Supervisors launched it as the regional initiative working to ensure all young people grow up with the arts. Now more than 20 years later, the Arts Ed Collective stands as a national model of public-private collective impact, reaching over one million LA County youth each year. This Celebration Book acknowledges the hundreds of individuals, organizations, and communities who have come together to accomplish more than any of us could have achieved alone.

Yet the work is not done. To counter decades of systemic inequity and limited investment in arts education, we must continue to push for greater access, particularly for those who historically have not been given opportunities to experience the many benefits an arts education provides. We welcome others to play an important role in growing this initiative, building on what’s been accomplished thus far, so that every young person in LA County can engage in the arts—all year, every year—and reach their full potential.



Research & Evaluation

Collect and analyze data to inform strategies, identify Countywide trends, and educate the public about systemic inequities and the impacts of arts education

Creative Wellbeing Evaluation

In 2020, the Department of Arts and Culture commissioned [Harder+Company Community Research](#) to evaluate the pilot phase of the Creative Wellbeing program. Findings from that evaluation were published in the [Creative Wellbeing: Arts, Schools, and Resilience Evaluation](#) report. Also produced during this time were recommendations on how to [implement](#) and [evaluate](#) healing-informed arts education approaches like Creative Wellbeing.

Over the past year, the department re-engaged Harder+Company to implement a follow-up evaluation of Creative Wellbeing. This evaluation will measure the impact of the project, capturing best practices and lessons learned from the 2022-23 program year to inform future phases of programming. It will also build on the program evaluation and tools developed during the pilot phase, comparing past iterations of the program with current implementation.

In addition to program evaluation, researchers will identify opportunities for long-term systemic change through Creative Wellbeing. This includes conducting a literature review of evidence-based mental health supports that align with our work and examining whether Creative Wellbeing might qualify for sustainable sources of funding like the federal Family First Prevention Services Act (FFPSA). Identifying stable sources of funding will allow LA County agencies to fully integrate and sustain arts-based, healing-centered practices within their service delivery models, long term.

Findings from this latest evaluation of Creative Wellbeing will be completed and released in winter 2023-24.

Creative Wellbeing evaluation receives dedicated support from the Conrad N. Hilton Foundation.

Looking Ahead

The passage of Prop 28 has not diminished demand for, nor made redundant, our core programs and services. School district requests for strategic planning have increased since last November, and we continue to observe strong interest in matching grants to complement and expand on anticipated Prop 28 funds. Public dollars have waxed and waned throughout the Arts Ed Collective's history. This moment is no different, as no single solution can be the panacea for decades-long disinvestment.

There is, however, more public interest in school-based arts education because of Prop 28, as well as more concern about how the state will hold local education agencies accountable for spending these funds as California voters intended. For school districts looking for guidance on implementation, the Arts Ed Collective and its statewide partner Create CA continue to provide expertise and facilitate a community of practice that will ensure Prop 28 funds become a valuable addition to, and not a supplanting of, existing resources and revenue.

As part of our efforts to advance Creative Career Pathways for Youth, the Media Career Pathways Prototype will launch in 2023-24, led by a community partner based in Watts/Willowbrook. This prototype will innovate and expand on existing workforce development programs by integrating a full suite of place-based approaches, industry-aligned media arts education, apprenticeships and other work-based learning opportunities, case management, soft-skills training, college and career readiness, professional development for adult staff, and long-term mentorships for opportunity/systems-involved youth—all under a collective impact model that has the potential to scale its impact to communities and young people Countywide.

Now more than three years into LA County's adoption of the Arts Ed Blueprint, the expanded scope and evolving partnerships of the Arts Ed Collective require us to examine and evaluate our impact in ways that extend beyond K-12 schools and in-school arts instruction. New indicators and metrics for success are needed to make sure we're making measurable progress in developing systems, building partnerships, and mobilizing stakeholders to make the arts a meaningful part of every child's growth and development. In the next year, the Department of Arts and Culture and its partners will consider and begin work on multiple approaches to tracking progress on the Arts Ed Blueprint over time. This multi-year evaluation plan will include established models for evaluating progress (like the LA County Arts Ed Profile) and integrate new quantitative and qualitative measures.

And finally, we look forward to refreshing our past leadership body for the Arts Ed Collective, to be more representative of LA County's diverse communities and to draw upon the expertise and wisdom of people at different stages of life and career. This advisory body, re-named the Arts Ed Collective Leadership Circle, will help steer the course for the next 20 years and more, toward a vision of the future grounded in racial and cultural equity, resilience to crises, and social justice through the arts.



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The Ralph M. Parsons Foundation

Matty Wilder, Senior Program Officer
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Wendy Chang, Director
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Youth Advisors
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Autumn Taylor
Rudy Torres

Founding Chair
Janice Pober, (Former) Senior Vice President
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Sony Pictures Entertainment

Attachment 2 2022-23 Advancement Grant Recipients

District	2022-23 Project Descriptions
Acton Agua-Dulce Unified School District	to support the district-wide expansion of music instruction, district arts coordination, and culturally relevant teacher professional development in arts integration
Alhambra Unified School	to support teacher professional development with a consultant to align lessons, curriculum, objectives, and goals across arts disciplines to ensure equitable access to VAPA instruction, the expansion of Technology Enhanced Arts Learning (TEAL) professional development, and district arts coaching
Antelope Valley Union High School District	to support teacher participation in the arts steering committee, teacher professional development opportunities, and the expansion of student participation in the district-wide arts festival
Arcadia Unified School District	to support the expansion of district-wide multimedia and performing arts resources through the purchase of musical instruments, costumes, instructional materials, digital technology, and software
Azusa Unified School District	to support elementary visual arts instruction through the addition of teachers, and the preservation of district arts coordination
Baldwin Park Unified School District	to support the district-wide expansion of music instruction to fifth grade with the purchase of musical instruments
Burbank Unified School District	To support the preservation of a secondary music mentor program, arts integration teacher professional development, and to initiate collaborative planning time for VAPAM teachers
Centinela Valley Union High School District	to support performances for students with pre-performance teacher professional development, curriculum development for arts integration, and the purchase of a portable stage for the performing arts
Claremont Unified School District	to support culturally responsive professional development in arts integration with social-emotional learning, teacher collaboration time for curriculum development, and the purchase of instructional materials and supplies.
Compton Unified School District	to support the expansion of artist residencies with new community arts partners, and the expansion of Meet the Masters lessons
Covina-Valley Unified School District	to support the purchase of musical instruments for middle and high schools
Culver City Unified School District	to support teacher professional development in STEAM, the development of culturally relevant arts curriculum, district arts coordination coaching, and instructional materials
El Monte Union High School District	to support teacher collaboration time for updating Year 1 arts course descriptions and curriculum guides district-wide
Garvey Elementary	to support the expansion of professional development in the new arts standards by the California Arts Project, curriculum development, the district arts showcase, and the purchase of instructional materials and arts supplies
Gorman	to support the expansion of district-wide VAPA instruction, the initiation of an after-school arts program, and the purchase of musical instruments, arts supplies and instructional materials
Hacienda La Puente Unified School District	to support the expansion of professional development in the arts, social emotional learning and technology integration, the purchase of technology and accessories for elementary, the preservation of the Arts Showcase, and collaboration time with the Librarian and Tech TOSA on Read Across HLPUSD campaign
Hawthorne School District	to support professional development in arts integration for transitional kindergarten through fifth grade teachers, the expansion of the arts docent program, collaboration time for elementary Arts Leads to develop arts integration lessons and to attend professional development, and the production of an educational Music video for after-school programs
iLead Charter Network	to support year-round artist residencies in dance, music, theater and visual arts with a teacher professional development series by Theatre of Hearts/Youth First for iLead Antelope Valley Learning Center
Inner City Education Foundation	to support elementary teacher professional development in social emotional arts learning by Everyday Arts, the re-initiation of the afterschool dance program at ICEF Inglewood, the preservation of the elementary visual arts teacher and arts fields trips for ICEF Innovation, and the purchase of arts supplies
Keppel Union School District	to support the expansion of music instruction to an additional site, the purchase of visual arts supplies for district-wide arts instruction, and school site beautification projects
Lawndale Elementary School District	to support dance performances for students, elementary dance integrated curriculum development, the purchase of visual arts curriculum subscription and music software for middle school
Lynwood Unified School District	to support professional development in arts integration for second through sixth grade teachers by P.S. Arts
Magnolia Public Schools	to support the addition of a new district arts coordinator position, teacher professional development in arts integration and social emotional learning, and leadership development for the arts team
Monrovia Unified School District	to support a part-time music instructor for district-wide elementary music instruction with social emotional learning integration
Montebello Unified School District	to support the expansion of visual arts teacher professional development by the California Arts Projects and additional coordination support hours for the Arts TOSA
Mountain View School District	to support the purchase of district-wide visual arts curriculum, supplies, and teacher professional development

District	2022-23 Project Descriptions
Newhall	to support the expansion of theater and dance instruction with English Language Arts integrated professional development for second grade teachers and social emotional learning integrated professional development for sixth grade teachers, and the purchase of a district-wide visual arts curriculum license
Norwalk La Mirada Unified School District	to support elementary teacher professional development in arts integration with social emotional learning by the California Arts Project
Paramount Unified School District	to support the expansion of arts integration professional development and coaching to two additional elementary sites by P.S. Arts, the preservation of the after-school musical theater program at two elementary sites, and expansion of access to field trips and assemblies
Pasadena Unified School District	to support artist residencies modeling discrete and integrated arts lessons for kindergarten through twelfth grade classrooms, and the expansion of professional development and curriculum coaching in arts integrated social emotional learning for elementary arts leads and teaching artists
Pomona Unified School District	to support the expansion of the Teacher Art Lead initiative to include additional elementary sites, and the addition of a part-time Arts TOSA position
Rosemead School District	to support the expansion of district-wide teacher professional development in arts integration and artist residencies by the Music Center
San Gabriel Unified School District	to support the expansion of district-wide teaching artist residencies for third, fourth, and fifth grades by L.A. Arts Group, and professional development in arts integration for elementary teachers district-wide
Saugus Union	to support teacher professional development in arts integration, and the expansion of the Meet the Masters program by developing additional resources and integrated lessons
South Pasadena Unified School District	to support the creation of a multimedia arts production laboratory, and the development of new coursework in film/video and multimedia production for the high school Production and Managerial Arts Pathway
Sulphur Springs Union School District	to support district-wide artist residencies for transitional kindergarten through sixth grades general and special education students, teacher professional development in arts integration, and the purchase of art supplies and instructional materials
Torrance Unified School District	to support arts integrated social emotional learning instruction for transitional kindergarten district-wide, the development of transitional kindergarten to twelfth grade arts articulation, and the expansion of district arts coaching
Whittier City School District	to support theater artist residencies for all middle school English Language Development classes, dance or theater artist residencies for fifth grade district-wide, and professional development in arts integration for elementary teachers
Whittier Union High School District	to support intra-district collaboration for articulation and student transportation, arts specific professional development and conferences for teachers, collaboration time for curriculum development of ethnic studies course, the purchase of storage and supplies for dance and theater, and district arts coaching
Wiseburn School District	to support district-wide elementary arts instruction and teacher professional development by P.S. Arts, and the expansion of middle school Music and Media Arts Pathways through the development of a new media arts elective course

Strategy	Event Name	# of events	Attendance	Objective
School-Based Arts Education	Arts Ed Collective Coaches Professional Learning Community	3	15	Strategic Planning Coaches engaged in co-learning and collaboration as they shared field experiences and participated in training and mentorship.
	Arts Coordinator Network Professional Learning Community	4	91	With support from Dept. of Arts and Culture staff and Jeannine Flores of LACOE, School District Arts Coordinators shared arts education strategies and updates from the field.
	Arts Ed Collective Strategic Planning Orientation (Workshop)	1	15	School District Arts Coordinators convened to develop an understanding of the strategic planning process, engage in peer learning, and build community.
	District Arts Leadership Team Workgroups*	56	881	Strategic Planning Coaches convened school district leaders and practitioners from 14 local education agencies to develop a Strategic Arts Plan or support implementation of an existing plan.
	Coaching for School Districts: Naming Priorities for Arts Education Funding (Workshop)	1	8	Facilitated by Arts Ed Collective Strategic Planning Coaches, this workshop invited school district staff across LA County to name arts education priorities and begin developing strategies for utilizing Prop 28 and Block Grant funding.
	Arts Education Funding for School Districts (Workshop)	1	158	School District Arts Coordinators and community arts providers from across LA County received the latest information regarding Prop 28 and Arts, Music, & Instructional Materials Discretionary Block Grant. Facilitated by Jeannine Flores (of LACOE and Create CA), participants explored implications for school districts, charters, and community arts organizations.
	Advancement Grant Program Office Hours (Workshop)	3	6	Drop-in virtual office hours to support districts in applying for Advancement Grant funding
	Promoting Racial Equity in the Grant Panel Process (Workshop)	1	14	In partnership with the LA County Human Relations Commission, the Dept. of Arts and Culture presented a grant panelist workshop designed to ground Advancement Grant Program panelists in equity-based grantmaking practices. The goal of this session was to help equip grant panelists in working together to meet a shared commitment to fair and equitable distribution of cultural resources by exploring what implicit bias is, how it works, its possible effects in grantmaking, and constructive ways to discuss it.
	Creative Wellbeing Professional Development for School Districts (Workshops)	8	321	Creative Wellbeing trainings focused on weaving together healing-centered arts engagement, culturally-relevant and sustaining pedagogy, self-care, and mental health promotion concepts. Adult participants included educators, school administrators and support staff, mental health clinicians, social workers, school counselors, foster and unhoused youth liasons, parents, and caregivers.
Community-Based Arts Education	Creative Wellbeing and Wellbeing4LA Renewal Retreat Series (Workshops)	12	451	In partnership with the UCLA Prevention Center of Excellence and the Wellbeing4LA Learning Center, Creative Wellbeing Renewal Retreats were offered three times per year, and on-demand. This interactive three-part series provided space for participants to experience healing-informed arts practices, develop knowledge and the ability to apply the practices, access resources, renew intentions for their work, and consider new ways to engage young people.
	Creative Wellbeing and Wellbeing4LA Self & Community Care Space (Workshops)	3	117	The Arts Ed Collective partnered with the UCLA Prevention Center of Excellence and the Wellbeing4LA Learning Center to provide self- and community-care open sessions for adults who support young people in LA County. These one-hour sessions featured experiential, healing-centered arts activities led by teaching artists from Arts for Healing and Justice Network (AHJN) member organizations.
	Creative Wellbeing and Wellbeing4LA Professional Learning Community	3	124	In partnership with the UCLA Prevention Center of Excellence and the Wellbeing4LA Learning Center, the Creative Wellbeing Learning Community offered quarterly virtual gatherings. A virtual hub on the Wellbeing4LA Learning Center platform also offered ongoing asynchronous networking opportunities.
	Creative Wellbeing Professional Development for DCFS Providers (Workshops)	4	225	Creative Wellbeing provided professional development for adults who support young people in child welfare settings as part of DCFS-contracted foster care service organizations. The trainings focused on weaving together the Creative Wellbeing curriculum guide's four foundational concepts (healing-centered arts engagement, culturally-relevant and sustaining pedagogy, self-care, and mental health promotion). Adult participants included site administrators and staff, mental health clinicians, social workers, and volunteers.
	Creative Wellbeing Professional Development for LA County Departments	7	683	Staff from LA County departments participated in Creative Wellbeing professional development throughout the year. These departments included the Dept. of Child and Family Services, Dept. of Health Services, and Dept. of Mental Health.
	Creative Wellbeing at External and Special Events	12	2286	Creative Wellbeing professional development workshops were embedded throughout various partner events in LA County. These events included the 12th Annual Los Angeles Suicide Prevention Network Annual Summit, LACOE Homeless and Foster Youth Summit, 5th Annual DMH/LACOE/UCLA School and Community Symposium, Creativity Matters' GRID Summit, SoCal Grantmakers 2022 Annual Conference, and a foster youth grantee convening hosted by the Conrad N. Hilton Foundation.
	Camp Rocky Probation Officer Workshop	1	15	LA County Probation Department staff participated in a healing-centered arts workshop facilitated by AHJN to mitigate burnout, address vicarious trauma, and build connections between staff and teaching artists.
Creative Career Pathways for Youth	Creative Careers Online / Best Buy Teen Tech Center Workshops	3	60	With support from the Greater LA Education Foundation, Dept. of Arts and Culture staff and consultant (Monica Juarez) facilitated three workshops at Best Buy Teen Tech Centers across Los Angeles to introduce the Creative Careers Online platform through self-guided exploration and facilitated group discussion about the viability of creative careers. Participants were asked to provide feedback through a written survey and then invited to serve as Creative Careers Online "ambassadors" who share their learning with others and promote the tool among their peers, family members, or teachers.
Shared Learning & Leadership	Arts Ed Collective Funders Council	18	175	Quarterly meetings of the full membership, as well as subcommittee meetings, provided a forum for funders to expand their knowledge and provide strategic guidance.

Relationships, Resources, and Rest: Connecting, Supporting, and Caring for Each Other (Conversations)	3	73	"Relationships, Resources, and Rest: Connecting, Supporting, and Caring for Each Other" was a three-part series offering space and time for the Arts Ed community to: <ul style="list-style-type: none"> • Develop and deepen relationships with arts education and youth development educators, leaders, and advocates across LA County • Consider opportunities for collaboration, innovation, and collective impact that advance work in our communities and shared values and goals of the LA County Arts Ed Blueprint • Rest, reflect, and honor the work we do individually and collectively.
Network Weaver Team (Workgroup)	5	28	In collaboration with Dept. of Arts and Culture staff, this working group of arts, education, and social justice leaders helped imagine and plan for new ways of engaging the field and expanding leadership in the Arts Ed Collective.
IDEA Wave Workshop Series	2	60	Using tools and resources developed by the IDEA Wave Co-Lab, the IDEA Wave workshop series provided a guided journey towards equity, diversity, inclusion, healing, and anti-racism by offering an entry point to develop sustainable processes and shared values within organizations. The workshops introduced participants to tools designed to support their organizations' journeys towards inclusive, equitable, accessible, and anti-racist approaches for collaboration.
Healing Centered Engagement (HCE) Foundations Series (Workshop)	1	28	Initiated in 2021-22 and facilitated by Flourish Agenda, this workshop series centered creative practice while helping participants understand the HCE framework, think about its applications, and illuminate how arts and culture can support the creation and sustaining of healing-centered environments. The July 2022 session explored the fifth and final HCE principle, Aspirations. This session invited participants to aspire toward a world where our collective goals and dreams create the conditions that allow young people and their families to flourish.
Healing Centered Engagement (HCE) Professional Learning Community and Workgroup*	6	153	The HCE PLC and workgroup engaged culture bearers and arts practitioners as part of an ongoing learning journey that aims to evolve the framework of arts-based, healing-centered work in LA County. The workgroup experience consisted of monthly two-hour convenings that engage cohort members in exploring the interplay between Healing Centered Engagement and the arts, and in collaborative processes of crafting a shared language of how youth and youth practitioner engagement in arts and culture can address individual/systemic harm, restore well-being, and foster a culture of restoration, hope, and healing.
Totals	158	5,987	

*attendance is estimated

Attachment 4 - Roster of working group members for developing a shared arts-based HCE framework

HEALING CENTERED ENGAGEMENT (HCE) WORKING GROUP

Participant	Background
Alyssa M. Garcia	Artist Director of Education & Programs, Las Fotos Project
Amy Ruvalcaba	Artist Director of Operations, Side Street Projects
Anu Yadav	Playwright, actor Creative Strategist (Artist-in-Residence), LA County Department of Mental Health
Aya Seko	Workshop Coordinator, artworxLA
Barbara Fant	Poet, performer Artistic Director, Street Poets
Bosco Maltez	Artist, writer, educator
Briauna Holmes	yoga instructor Project Manager, Center for the Empowerment of Families
Carlos Eduardo Gacharná	Artist Youth Development Specialist, artworxLA
Daniel Bisuano	LA County Youth Commissioner
Da'Shaunae Marisa Jackson-Lewis	Artist, photographer
Derrick Spiva	Composer and musician Artist-Educator, LA Chamber Orchestra
Edgar Jimenez	Teaching Artist, Boyle Heights Arts Conservatory radio show host, KQBH 101.5 FM
Elida Ledesma	Executive Director, Arts for Healing and Justice Network
Gloria Gonzalez	Youth Development Coordinator, Youth Justice Coalition LA Youth Uprising
Gustavo Alberto Garcia Vaca	Artist, writer
Irina Contreras	Artist Program Associate, LA County Department of Arts and Culture
Izell Watkins	Lead Mentor / Case Manager, Center for the Empowerment of Families
Jared O'Brien (Jaybo)	Musician, songwriter Freedom Arts Director, Youth Justice Coalition
Jess Gudiel	Artist Artist-in-Residence, Watts Towers Arts Center
Joel Garcia	Artist, arts administrator, cultural organizer Director, Meztli Projects
Johnny "J.T." Torres	Gang interventionist
Kate Cervantes	Artist 2019 Arts Ed Collective Youth Advisory Council alum
La Tisha Conto	Writer, filmmaker Directing Change
Lauren Saint-Danic	Associate Marriage and Family Therapist, Bay Area Community Resources Group Facilitator, Dance for All (UCLArts & Healing)
Mildred (Milly) Correa Hernandez	Graphic designer, illustrator Communications Manager, Armory Center for the Arts
Monica Juarez	Artist Teaching Artist, Tia Chucha's Centro Cultural 2019 Arts Ed Collective Youth Advisory Council alum
Myriam D. Savage (Mimi)	Drama therapist Associate Professor, California Institute of Integral Studies Podcast Host, The Creative Psychotherapist
Natalie M. Godinez	Artist, educator Community Engagement Manager, Self Help Graphics & Art
Nneoma Duruhsie-Ogudoro	Founder, Wazobia Dance
Olga Koumoundouros	Artist Creative Strategist (Artist-in-Residence), LA County Office of Violence Prevention
Omar G. Ramirez	Artist, educator Restorative Cultural Arts Practitioner, Boyle Heights Arts Conservatory
P. Valerie Dauphin	Teaching artist, fitness instructor, life coach Founder, Feel Good Kick Ass
Ping Ho	Founder and Director, UCLArts & Healing
Rachel Mendoza	Program Assistant, LA County Department of Arts and Culture
Reginald Johnson	Founder, Willowbrook Inclusion Network
Stacie Yeldell	Singer-songwriter, composer, music psychotherapist Founder, Amöntra
Stephanie Monte	Educator, multimedia journalist Program Manager, Boyle Heights Arts Conservatory
Vojislav Radovanović	Artist, filmmaker Artist-in-Residence, Lancaster Museum of Art & History

LA County Arts Ed Collective Re-Imagining Network Leadership

Dear Future Leadership Circle - Recommendations from the Design Team

April - June 2023



Dear future Leadership Circle,

It has been a true labor of love to have the opportunity to begin the work of dreaming up a leadership body that would support the wellbeing and access to the arts for all youth in LA county. A great deal of heart, soul, and intention went into building this foundation, and we feel a deep appreciation for you bringing your voice and your leadership in this work.

*Below we share our wishes for you and hand off our recommendations for the work ahead. **We offer all of these materials to you with a light touch and a spirit of hope and trust as you all iterate these materials and adapt them** to the needs that arise within the lives of our youth and our arts education ecosystem.*

With confidence and care,

The Design Team, June 2023

*Shoni Doe, Heather Heslup, Elida Ledesma, Maritza Lopez, Sara McDaniels, Kelly Redmond
Abraham Ahn, Irina Contreras, Denise Grande, Megan Kirkpatrick, Gillian McCarthy*

Our Wishes & Hopes for You

We closed our final session as a Design Team in May 2023 by reflecting on and then sharing aloud the wishes that we have for all of you from the future Leadership Circle in the work ahead.

Our wishes for you include:

- That you experience a sense of wholeness with yourselves so you can bring that to others
- That you always remember that you are your ancestors' wildest dreams
- That you remember your voices and your essence are needed, appreciated, and valued
- That you remember we can always do things together rather than doing them alone
- That you will be part of not just a leadership circle, but a beloved community of peers, colleagues, and co-conspirators prefiguring the world you want to live in
- That you find in this foundation that we're offering, which was laid by the brilliance and wisdom and commitment of community members, a space where your voice and perspectives can be nurtured and can grow and thrive
- That you continue to live and breathe arts for all in everything that you embark upon with the leadership circle as you advance equity, access, and opportunity for every individual and organization that is interested in being in the arts education community
- That the new leadership circle feels welcomed and supported with trust and respect

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The role of the artist in society is to make enlightened society **visible**.

– Chogyam Trungpa Rinpoche

Introduction & Design Team Intentions

In February 2023, the LA County Department of Arts and Culture, in partnership with the Presencing Institute, began a process to re-imagine what a network leadership body for the LA County arts education ecosystem would look like.

“We see the creation of this network leadership body as a process of collective art-making, with its own elements, rhythms, and inherent beauty. The success of this work of art – a design for leadership that can be aware of and care for the wellbeing of the whole LA County arts education ecosystem – will be determined by the health and strength of its connections.”

–Denise Grande, Megan Kirkpatrick, Gillian McCarthy

To begin this process, they convened the LA County Arts Education Collective *Re-Imagining Network Leadership Design Team*, 12 people from the LA County arts education ecosystem ([Appendix A](#)).

Intentions of the Design Team’s work included:

- **Review and draw on** the visioning work of network participants over the last several years, as well as the current needs of the evolving network
- **Create a shared vision** of what the best form of leadership for the LA County Arts Ed Collective might look and feel like
- **Articulate the shape of a leadership body** based on the vision and needs (i.e. criteria/guidelines for participation, structure, practice, etc.)
- Name **evidence/ actions** to show “how we will know” that the new “structure/process” is realizing the shared vision
- Develop a list of **first year implementation key steps**

“Leadership is awareness
of and care for the whole
[system, community,
network]”
– Arawana Hayashi

Compiled Recommendations & Foundational Materials

Mission – What is our work?

The mission of the Leadership Circle of the LA County Arts Education Collective is to guide the ongoing, collaborative efforts of a network of individuals, organizations, and public agencies focused on the care and wellbeing of young people, and the adults who support them.

It centers its work within arts education and arts-based youth development, with a focus on affecting institutional, governmental and social change that will ensure all young people grow up with the arts, because the arts are fundamental to human growth and development.

The Leadership Circle carries out its mission by centering the needs of people most impacted by systemic injustice, by gathering, synthesizing, and amplifying their voices, and by being responsive to their needs through the distribution of opportunities and resources of the arts education and youth development fields.

The work of the Leadership Circle is to:

- promote transformative, culturally relevant, high-quality learning in the arts;
- connect and coalesce the people engaged in the network;
- uplift and champion promising practices and resources within and across the field;
- surface both emerging and longstanding opportunities and challenges;
- consider systems-level solutions to increase the health and function of the ecosystem (including but not limited to public infrastructure, connection and alignment with social services, labor practices, physical spaces, more equitable distribution of funds, etc.);
- put forward recommendations for improving our ecosystem in ways that will expand opportunities for young people to engage in transformative arts experiences, in schools and in communities.

Shared Vision & Values – Where are we headed? What grounds us?

Vision

The Leadership Circle helps to cultivate and foster a collaborative network that enables every young person in LA County to have access to the arts, while also supporting the adults who support youth. The evolving vision of this network is guided by a dynamic, engaged, powerful group of individuals who well represent the concerns, challenges, and accomplishments of the larger arts education ecosystem. The members of this Leadership Circle are in deep listening relationships with – and are reflective of – the communities they serve. They are trusted members of the community and are able to influence decision-makers as a result of their broad and inclusive community connections across the County. They employ human-centered and youth-centered approaches to leadership, both inside and out, and acknowledge and build on the good work in arts, education, and youth development already in place across LA County and its many communities.

Values

- **Accountability** to the communities they are a part of and to achieving results for those communities.
- **People-focused – centering on the needs of those most impacted by systems of oppression:** Black and Indigenous people, un/under-documented, those with disabilities, LGBTQ+, those of faith and ethnic traditions marginalized in the US, and court-impacted young people. This Leadership Circle acknowledges intersectionality, and commits to practicing anti-racism, cultural humility, and disability justice.
- **Belief in the power of relationships.** Relationships take time and attention to grow, and the time and labor of this leadership group is honored and compensated.
- **Respect.** Hold deep, unwavering, sincere, respect with every participant in the wide LA County arts education ecosystem.
- **Nimbleness and agility.** Its structure, roles, and practices – centered in transparency and flexibility – allow it to shift to meet the evolving needs of the communities it serves.
- **Collaboration over competition.**

Guidelines/ Operational Strategies – How will we co-create and share our work?

- **Transformational Relationships.** Think outside the box to create relationships in non-transactional ways (e.g. art making spaces, meals, etc.). Ensure these approaches meet the needs of the particular community and the goals.
- **Multi-faceted ways of sharing and receiving information and input.** The goal is accessibility for all. Information is shared in a variety of ways to meet people where they are at - rather than just posting it on a website.
 - **Incorporate listening sessions.** Either regularly, or in the beginning, use listening/ dialogue/ conversation as a methodology for gathering/collecting information. Recognize that dialogue is how feedback happens.
- **Inclusive Programming.** Members of the Leadership Circle identify promising practices and programs they encounter and make them more visible.
- **Solicit Feedback.** Make it easy for people to provide information, input, and feedback on programs, outreach, and impact. This could be through surveys, comment boxes at events, or online feedback forms.
- **Transparency and accountability.** Sharing the purpose of feedback and how it will be used becomes a tool for including more participatory and community-centered forms of thought partnership. Ensure we are not collecting data just for the sake of data collection.
- **Accessibility.** How will this group attend to accessibility in terms of language, space, etc.? Could this group commit to offering ASL and Spanish Language interpretation at meetings?

Tasks

What might Leadership Circle members be doing beyond coming together as a group?

- Community-based work:
 - Be invited to community events to better understand the work in community
 - Regular conversations with various communities
 - Listening sessions and/or being intentional about community connection
 - Relationship building with both community and interagency constituents
 - Meeting/ engaging with members of their networks/ communities - in all of the many ways this might look and mean; seeing and engaging with constituents
 - Outreach to organizations and community stakeholders
 - Planning, executing, and engaging with other stakeholders.
- Facilitate ad-hoc workgroups and review/consider relevant materials/reports to formulate and present recommendations.
- Speak on behalf of the Arts Ed Collective in public events and external meetings
- Ideally the Leadership Circle would be a working group that comes together to share what they are learning from their communities, using meeting time to collaborate on how to uplift promising practices and address network and community needs.
- Depends on what is determined as Leadership Circle outputs

Impact Networks *catalyze*
diverse groups of people,
within organizations or
across sectors,
to build trust,
share information & resources,
take action,
navigate complexity,
and work together
towards individual and
collective thriving.

– David Erlichman

Shape of the Leadership Circle – What Could It Look/Be Like?

In May 2023, Design Team members utilized a survey ([responses here](#)) to begin to reflect on guidelines and criteria for Leadership Circle membership. The responses are detailed below.

Note: We highly recommend that Leadership Circle members be compensated in some way for their time.

Qualities

What are some of the qualities these leaders will need to do the work of the Leadership Circle?



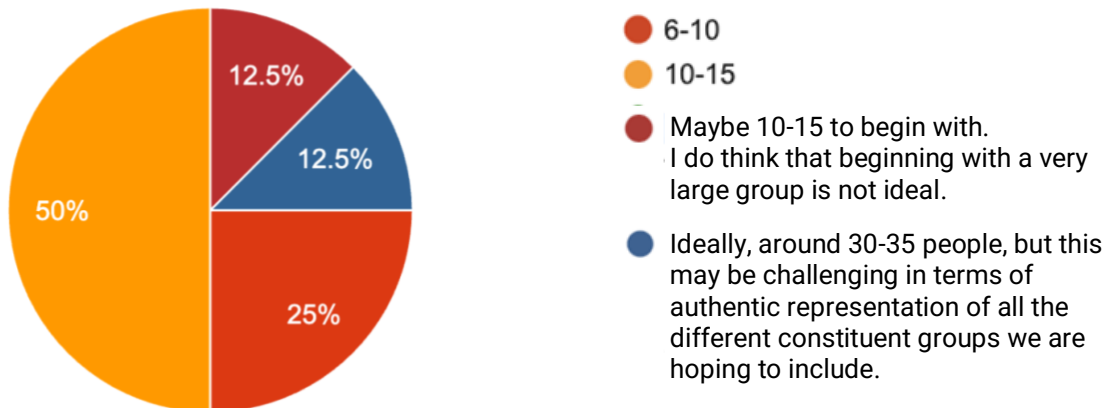
Roles

What roles in the ecosystem should be represented among Leadership Circle members?



Number of Members

About how many Leadership Circle members total?



Levels of Commitment

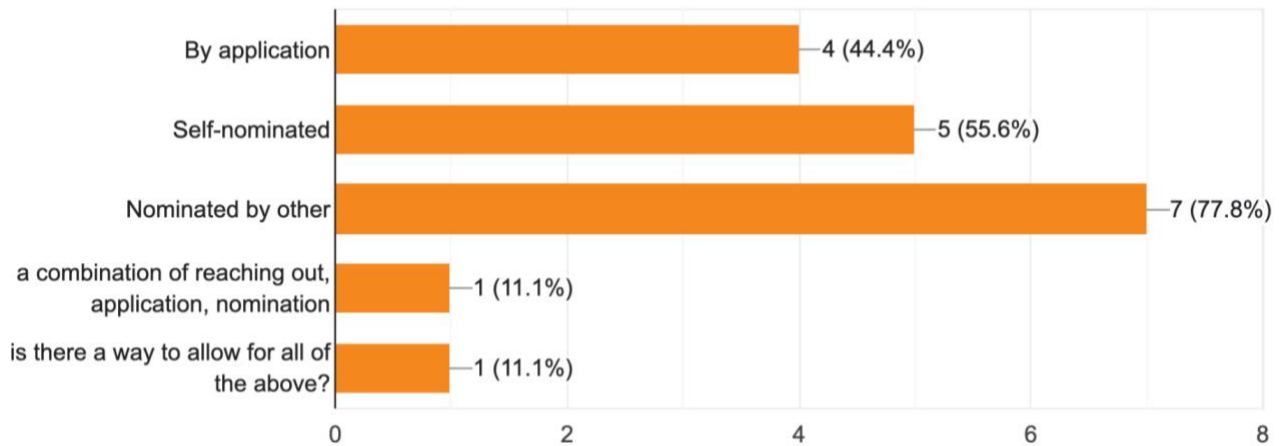
Fixed membership? Tiered membership? Fluid membership?

Fixed membership allows clear accountability, deepening of relationships, a sense of ownership and commitment, but could exclude too many marginalized voices that can't commit over time. Fluid membership might allow for different levels of engagement and time commitment.

- Fixed membership
 - Fixed membership, but with an ongoing commitment to and establishment of avenues for community input and involvement.
- Tiered membership
 - I hope this might evolve to include tiered engagement, perhaps with different subcommittees that emerge over time, to allow different levels of commitment from many different kinds of community members and to consistently draw upon a larger body of expertise
- Fluid membership
 - Fluid, to allow members to lean in where they feel they can best serve, or step back so as not to hold up important work that is not within their personal network or sphere of influence.
 - More fluid, to best accommodate folks with different abilities, those coming from different locations, systems-impacted youth and caregivers, etc.
- A combination of different forms of membership to increase diversity of perspective and flexibility to be inclusive.
 - Fixed membership that meets quarterly, fluid membership through community forums that take place once or twice a year.

Selection Process

How might Leadership Circle members be chosen?



Additional Ideas:

- Some of the Leadership Circle members should come from those who were a part of the Network Weaving process.

Length of Service

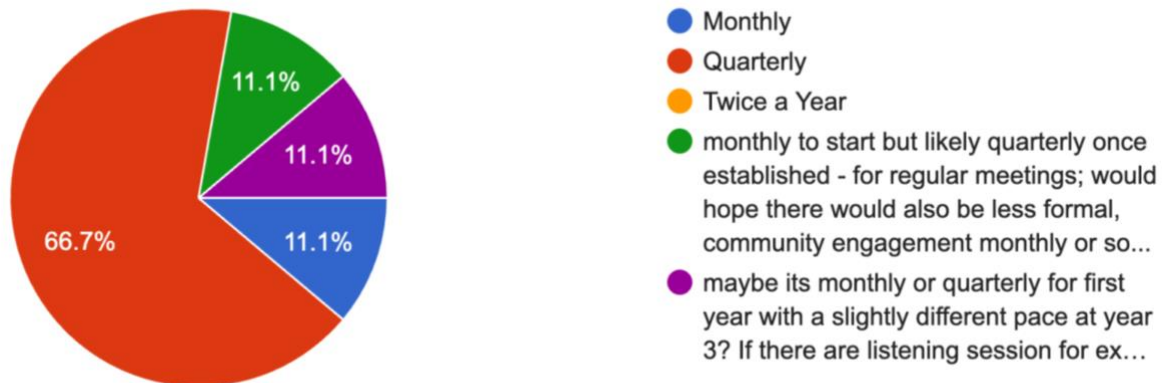
How long would Leadership Circle members be in their role?

Most responses varied between 1-4 years. One response suggested the option remain open for as long as the member was willing.

- One year with the option to extend
- At least 2 years (1 year goes too fast)
 - First Leadership Circle should be at least 2 years because the first year will be getting the ship off the dock, perhaps rotating
 - 2 years, with perhaps a couple of rotations, to find a balance of enough time to get established and get things done, but avoiding getting entrenched in the positions
 - 2 years, with a renewal process if they wish to continue to serve. In another arena, we are experimenting with a 2-year term of service, with the option for a second two-year term if all agree.
 - 2-3 years
- Up to four years with two-year terms (maximum of two terms)
- As long as the member is willing to actively serve.

Meeting Frequency & Rhythm

How often would they meet as a group?



Additional Ideas:

- While meetings of the full group may happen at a certain frequency, wondering how we might stimulate/ encourage/ cultivate an operating structure where members of the Leadership Circle are consistently engaging with their communities/ networks between meetings?

The frequency and ways of sharing information, expertise, and progress may need to ebb and flow over time. We can consider four touchpoints (monthly, quarterly, biannual, annual) and know that the schedule of meetings and reporting must meet the needs of the group and the context.

- **Monthly:** There could be internal notes, memos, or reports shared among the Leadership Circle and Department staff, detailing the progress of ongoing initiatives, challenges faced, and immediate plans for the next month.
- **Quarterly:** These could summarize and update progress toward overall goals, major initiatives, and plans for the next quarter. Written summaries could be shared with key stakeholders and the wider network to keep them informed about the ongoing work.
- **Bi-Annual Community Engagement:** Work and progress could be presented at community meetings, providing updates on engagement efforts, input and feedback received from the community, and actions taken in response.
- **Annual:** A year-end summary of all activities, progress towards goals, impact, and plans for the following year should be widely disseminated and made accessible to the entire community served by the Leadership Circle.

“Leadership is connecting what was separated.” – Marcella Brenner

Key Actions & Evidence – How will we know?

How will we know we are accomplishing what we set out to accomplish and are living into our values?

- **Awareness, Accessibility and Meeting People Where They Are**
 - There will be awareness that the Leadership Circle exists.
 - There will be opportunities to build trust with the communities they want to serve, particularly communities where the voices aren't often heard. Leadership Circle members will be out in the community, finding and talking with people.
 - There will be meetups in different locations throughout the County.
 - There will be a sense of coming into the community, rather than the current way of doing things. There will be different access and ways of participation, with considerations to travel/ transportation, particularly since transportation in LA is a beast.
 - Leadership Circle members will be building understanding by being in communities, rather than drawing community members into other spaces.
- **Enthusiasm AND Engagement; Warmth AND Widgets**
 - Many across our ecosystem will want to and are able to engage – in many different ways.
 - There is enthusiasm for what is being brought forward, or the potential of what will be brought forward
 - People feel a sense of warmth, progress, and connection.
 - There will be high attendance at conversations, supported by demographic data that demonstrates a shift in how many and who is coming to these conversations.
 - We will be using tech tools that encourage conversation and connection and allows people to see threads of communication.
 - There will be increased notification and awareness of what is happening in the field. Not more newsletters, but more flow.

- **Impact**
 - Within a year, we will be able to measure and report some impact with the work that we've done, so we're able to grow and scale it.
 - Potential areas of impact include DEIA representation, increased visibility of local programs, engagement through partnership, increased access to both funding partnerships and program partnerships.
 - Key Performance Indicators will be determined by the Leadership Circle.

- **Within the Leadership Circle**
 - Members feel centered within their roles. Clear descriptions of their roles are established. Those serving within the Leadership Circle and those not serving in this role are clear about what is expected and what the group is bringing forward.
 - Members feel like they have agency.
 - Members refine the initial thinking and work put forward by the Design Team and continue to shape it for moving forward.
 - Those within the LA County arts education ecosystem are eager to participate in the Leadership Circle. They see the potential of this work and can imagine themselves growing and embodying this collaborative, shared leadership.
 - Acknowledging this is systems-change work, which takes time, I would love to see Leadership Circle members disagree with each other, speak frankly, hold each other with grace, and speak honestly enough to push our LA County arts education ecosystem beyond the status quo.

Key First Steps for Implementation – What’s next?

Next steps to nominate, recruit and on-board new Leadership Circle members

- Create a process for self-nomination and general nomination to ensure community input.
- Determine whether there will be an application process. Research similar processes.
- Determine a process for engaging a selection committee that is representative of the community.
- Pull from the Shape of the Leadership Circle information (pages 8-11) to determine number of people, etc.
- Determine whether County employees would be part of this Leadership Circle and plan for any power dynamics

Priorities for the 1st year

- Onboard new Leadership Circle members via a series of convenings. Allow this to be fluid. Allow ample time for level-setting. Possible early activity: power mapping our networks.
- Ensure there are subgroups formed by issue area so that community members can contribute their expertise, identify challenges, and recommend solutions for affecting change.
- Being bold in prototyping.
- Determine a process for offering stipends to those who contribute lived experience, facilitate sessions, and serve as members of the Leadership Circle. Communicate this process and budget early on, and make it visible.

Additional Questions to Be Explored During Prototype Year

- How should the Department’s role be named in the work of the Leadership Circle and the network? Possible language: “The Department of Arts and Culture helps to coordinate and support the work of the Arts Ed Collective Leadership Circle, which functions as a constituent-community working group/ leadership council that engages networks of individuals, organizations, and institutions in guiding the Countywide, public-private collective impact initiative working to achieve the goals of the 2020 Arts Ed Blueprint”
- Who is the Leadership Circle accountable to?
- Who is accountable for considering and/or implementing the recommendations brought forward by the Leadership Circle?
- What happens if/when networks within the broader arts education/ youth development ecosystem (individuals, organizations, funders, public institutions, government agencies, etc.) are not considering/ implementing the recommendations of the Leadership Circle?
- Should staff from the Department of Arts and Culture hold a seat in the Leadership Circle?
- Additional questions for the first year might center around the composition, culture, internal/ external engagement, and communication/ feedback processes of this group. Prototypes might include different approaches for bringing these ideas into fruition.
- What is an appropriate reporting schedule to the community?

Appendices

Appendix A – Design Team Members

Community Members

Shoni Doe
Heather Hesnup
Maritza Lopez
Elida Ledesma
Sara McDaniels
Kelly Redmond

Staff from the LA County Department of Arts and Culture, Division of Arts Education and Youth Development

Abraham Ahn
Irina Contreras
Denise Grande
Megan Kirkpatrick
Gillian McCarthy

Supported by the Presencing Institute Team:

Kate Johnson
Marie McCormick
Kris Smith

|

Appendix B – Additional Key Materials

Suggested Reading/Resources

- 20th Anniversary Celebration Book (still being finalized)
- [LA County Regional Blueprint for Arts Education](#)
- [2021-2022 Arts Ed Collective End of Year Report](#)
- [Arts & Justice Reform Plan](#)
- Past and current Leadership Council and Funder Council framing documents
- **Leadership Circle Folder** w/ additional key resources
 - Arts Ed Strategic Frame (documenting elements of our work with Diane Burbie)
 - [Sample School District Arts Plan](#)
 - Arts Plan developed for Earvin Magic Johnson Park
- [Weaving Together a World without Violence: A Collection of Principles and Recipes for Healing](#) (pp. 24-28)
- [Arts Leadership and a Healthy Arts Community](#) (start from paragraph 7)
- [Impact Network Video \(4 min\)](#)

See remaining pages for additional key materials from the Design Team.

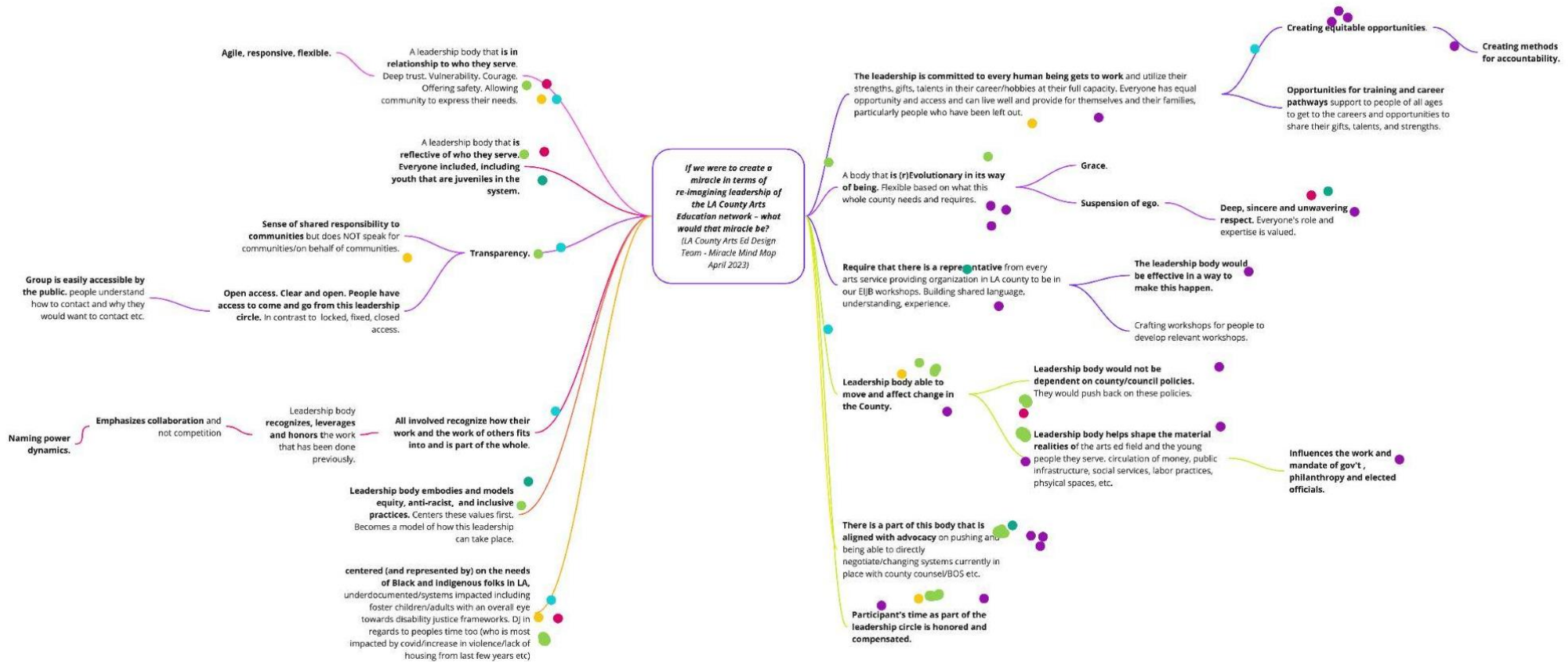
The Needs of Our Network

In our first session in April 2023, we explored the following question: *What is the essence of what is needed from this well-resourced leadership body of the future?* The word cloud below shows the Design Team's initial responses.



Miracle Mind Map

In our first session in April 2023, we began our work with a question: *If we were to create a miracle in terms of re-imagining leadership of the LA County Arts Education network – what would that miracle be?* The mind map below shows the Design Team's initial responses.



Note: Zoomed in halves of the map are on the next two pages; [Original Mind Map link here](#)

If we were to create a miracle in terms of re-imagining leadership of the LA County Arts Education network - what would that miracle be?
 (LA County Arts Ed Design Team - Miracle Mind Map April 2023)

A leadership body that is in relationship to who they serve.
 Deep trust. Vulnerability. Courage.
 Offering safety. Allowing community to express their needs.

Agile, responsive, flexible.

A leadership body that is reflective of who they serve.
Everyone included, including youth that are juveniles in the system.



Sense of shared responsibility to communities but does NOT speak for communities/on behalf of communities.

Transparency.

Group is easily accessible by the public. people understand how to contact and why they would want to contact etc.

Open access. Clear and open. People have access to come and go from this leadership circle. In contrast to locked, fixed, closed access.

All involved recognize how their work and the work of others fits into and is part of the whole.

Leadership body **recognizes, leverages and honors** the work that has been done previously.

Emphasizes collaboration and not competition

Naming power dynamics.

Leadership body embodies and models equity, anti-racist, and inclusive practices. Centers these values first. Becomes a model of how this leadership can take place.

centered (and represented by) on the needs of Black and indigenous folks in LA, underdocumented/systems impacted including foster children/adults with an overall eye towards disability justice frameworks. DJ in regards to peoples time too (who is most impacted by covid/increase in violence/lack of housing from last few years etc)

If we were to create a miracle in terms of re-imagining leadership of the LA County Arts Education network - what would that miracle be?
 (LA County Arts Ed Design Team - Miracle Mind Map April 2023)

The leadership is committed to every human being gets to work and utilize their strengths, gifts, talents in their career/hobbies at their full capacity. Everyone has equal opportunity and access and can live well and provide for themselves and their families, particularly people who have been left out.

A body that is **(r)Evolutionary in its way of being**. Flexible based on what this whole county needs and requires.

Grace.

Suspension of ego.

Creating equitable opportunities.
Creating methods for accountability.

Opportunities for training and career pathways support to people of all ages to get to the careers and opportunities to share their gifts, talents, and strengths.

Deep, sincere and unwavering respect. Everyone's role and expertise is valued.

Require that there is a representative from every arts service providing organization in LA county to be in our EIJB workshops. Building shared language, understanding, experience.

The leadership body would be effective in a way to make this happen.

Crafting workshops for people to develop relevant workshops.

Leadership body able to move and affect change in the County.

Leadership body would not be dependent on county/council policies. They would push back on these policies.

Leadership body helps shape the material realities of the arts ed field and the young people they serve. circulation of money, public infrastructure, social services, labor practices, physical spaces, etc.

Influences the work and mandate of gov't , philanthropy and elected officials.

There is a part of this body that is aligned with advocacy on pushing and being able to directly negotiate/changing systems currently in place with county counsel/BOS etc.

Participant's time as part of the leadership circle is honored and compensated.

Arts Ed Collective Equity Crosswalk DRAFT
Programs/Projects - Arts Ed Blueprint Strategies - Equity Focus

LA County Arts Education Blueprint	GOAL 1: Systems & Infrastructure	GOAL 2: Partnerships & Collaborations	GOAL 3: Public Awareness & Mobilization	EQUITY FOCUS	EVOLVING CONSIDERATIONS	ADDITIONAL LINKS
SCHOOL-BASED ARTS EDUCATION	Strategy	Strategy	Strategy	Equity Focus	Considerations	Links
School District Strategic Planning Ensure school districts develop, adopt, and implement Strategic Plans for Arts Education.	1.1.1		3.1.1	Arts Ed Collective Coaches explicitly address equity and access within the strategic planning process, including analysis of who does/doesn't receive arts instruction (e.g., low-income BIPOC households), current curriculum (cultural relevance and responsiveness to students of color), and review of the Declaration of Students Rights to Equity in Arts Learning.	Passage of Proposition 28	https://www.lacountyartsedcollective.org/initiatives/school-based-arts-education/strategic-plan-coach
Advancement Grants Incentivize implementation of Strategic Plans for Arts Education through matching grants to school districts.	1.1.1 1.3.4	2.1.1		Priority points are awarded to school districts with higher student enrollment, and those serving a high number of students in the Unduplicated Pupil Count (foster youth, English language learners, and those eligible for free/reduced-price meals). Applicants must describe how grant project advances equity and cultural relevance in arts education, and illustrate current inequities in access, particularly for historically underserved students. Grant review panelists receive orientation/training in implicit bias and racial equity.	Alignment with state of California guidelines for public education funding (e.g., LCFF, LCAP) Working within parameters of Proposition 209	https://www.lacountyartsedcollective.org/initiatives/school-based-arts-education/advancement-grant/grants-about
Arts Coordinators Network Bring TK-12 stakeholders together to learn, share practices, and network.	1.2.3 1.2.4 1.4.2		3.1.1 3.2.2	Meeting content consistently addresses equity and access, providing opportunities for professional learning and sharing of effective models, practices, and resources across school districts.		https://www.lacountyartsedcollective.org/initiatives/school-based-arts-education/school-district-arts-coordinator-network
Technology Enhanced Arts Learning (TEAL) Provide professional development in arts integration for TK-6 educators.	1.1.3 1.1.4 1.3.2 1.3.4	2.1.1		Recruitment and participation prioritizes school districts, charter networks, and individual schools located within regions identified as "Precarious" or "Struggling" according to Measure of America's <i>A Portrait of LA County</i> report. New content development includes implicit bias, anti-racist pedagogy, and expansion of resources and assets that are culturally representative of, and responsive to, LA County's communities of color.		https://teasel.org

Arts Ed Collective Equity Crosswalk DRAFT
 Programs/Projects - Arts Ed Blueprint Strategies - Equity Focus

LA County Arts Education Blueprint	GOAL 1: Systems & Infrastructure	GOAL 2: Partnerships & Collaborations	GOAL 3: Public Awareness & Mobilization	EQUITY FOCUS	EVOLVING CONSIDERATIONS	ADDITIONAL LINKS
COMMUNITY-BASED ARTS EDUCATION	Strategy	Strategy	Strategy	Equity Focus	Considerations	Links
<p>Arts in Institutions (with Probation) Provide year-round arts instruction for youth in detention</p> <p>Arts in Communities (with Parks & Rec) Provide healing-informed, arts-based youth development for systems-impacted youth in parks, continuation schools, and public housing</p> <p>Arts in Diversion (with Dept of Youth Dev) Reduce exposure to the justice system through arts-based youth development in communities</p> <p>Creative Wellbeing (with Depts of Mental Health, Children & Family Services, and Office of Child Protection) Supports the mental health and resilience of foster youth and caregivers through the arts</p>	<p>1.2.3</p> <p>1.3.1</p> <p>1.3.2</p> <p>1.4.3</p>	<p>2.2.1</p> <p>2.2.2</p> <p>2.2.3</p> <p>2.3.1</p> <p>2.3.3</p> <p>2.3.4</p>	<p>3.1.1</p> <p>3.1.4</p> <p>3.1.5</p>	<p>Embed arts-based programs/services across institutional and community spaces for young people impacted—or at highest risk of becoming impacted—by the child welfare and justice systems, and the adults who care for them. All services incorporate arts-based, healing-centered pedagogy and culturally relevant/responsive curriculum to advance positive youth development.</p> <p>Advances a vision in which networking and community-building efforts equitably redistribute power and resources to communities of color (particularly Black and brown youth who are overrepresented in LA County's child welfare and justice systems)</p> <p>Builds on civic/social infrastructures in which all stakeholders (e.g., teaching artists, culture-bearers, County staff, and systems-impacted youth) are in caring, trusting, and collaborative relationships with each other</p> <p>Teaching practices</p> <ul style="list-style-type: none"> - Are designed to accept and affirm the backgrounds of students of color (Culturally Relevant) - Invite students' cultural knowledge, prior experiences, and frames of reference (Culturally Responsive) - Sustain cultural ways of being in communities of color while supporting students to critique dominant power structures in society (Culturally Sustaining) 	<p>Implementation of LA County's Youth Justice Reimagined Initiative</p>	<p>Countywide Plan for Elevating the Arts as a Criminal Justice Reform Strategy (2019)</p>

Arts Ed Collective Equity Crosswalk DRAFT
 Programs/Projects - Arts Ed Blueprint Strategies - Equity Focus

LA County Arts Education Blueprint	GOAL 1: Systems & Infrastructure	GOAL 2: Partnerships & Collaborations	GOAL 3: Public Awareness & Mobilization	EQUITY FOCUS	EVOLVING CONSIDERATIONS	ADDITIONAL LINKS
CREATIVE CAREER PATHWAYS FOR YOUTH	Strategy	Strategy	Strategy	Equity Focus	Considerations	Links
<p>School District Strategic Planning and Advancement Grants</p> <p><u>Arts Education</u>: Increase investments in K-12 public education to ensure that young people are ready for work and careers in the creative industries (Field Scan, Rec #1). Explicitly address access to CTE and other skill-building coursework/curriculum as part of the strategic planning process; support school districts with matching grants to help build or expand creative career pathways.</p>	<p>1.1.1 1.3.1</p>		<p>3.1.1 3.1.3</p>	<p>Priority points are awarded to school districts applying for Advancement Grants with higher student enrollment, and those serving a high number of students in the Unduplicated Pupil Count.</p>		
<p>Creative Careers Online (CCO)</p> <p><u>Career Exploration</u>: Establish a creative careers one-stop for youth where they can learn about career opportunities in the creative industries and get referrals to training and support programs that can help them gain the knowledge and skills they need to successfully compete for those opportunities (Field Scan, Rec #18).</p>	<p>1.2.4 1.3.1 1.4.1 1.4.4</p>	<p>2.1.2 2.2.2</p>	<p>3.1.3</p>	<p>CCO is specifically tailored to appeal to and support young people who are underrepresented in the creative sector, featuring youth of color, diverse professionals, and high-growth careers with low barriers to entry.</p> <p>Young people help to design and facilitate community workshops, events, and presentations for youth and adults.</p> <p>Dissemination and outreach are focused on serving communities identified as "Precarious" or "Struggling" according to Measure of America's <i>A Portrait of LA County</i> report.</p>		<p>Building Creative Career Pathways for Youth: A Field Scan (2019)</p>
<p>Media Careers Pathways Project</p> <p><u>Career Readiness, Work-Based Learning</u>: Create extended on-ramps for systems-involved youth by coordinating career pathway programs, supportive service providers, case workers, and mentors or navigators to work as a team to support opportunity youth. Ensure each participant has long-term and flexible support as they pursue arts education, career exploration and readiness, work-based learning, and full-time employment (Field Scan, Rec #22).</p>	<p>1.2.1 1.2.3 1.3.1 1.3.4</p>	<p>2.2.1</p>		<p>Programming to be prototyped with young people impacted—or at highest risk of becoming impacted—by the child welfare and justice systems, within a community identified as "Precarious" or "Struggling" according to Measure of America's <i>A Portrait of LA County</i> report.</p>		
<p>Creative Workforce Development Cmte(s)</p> <p>that include representatives from creative industries, community colleges, universities, K-12 education, local governments, and nonprofit organizations, align and coordinate career pathway programs into a collaborative system (Field Scan, Rec #23).</p> <p>CDE - Arts Media & Entertainment Advisory Council (Statewide) Entertainment Equity Alliance Arts for LA Creative Workforce Working Group LAEDC - Digital Media & Entertainment Workforce Industry Council</p>	<p>1.2.1 1.2.3 1.3.1</p>	<p>2.1.1 2.1.3 2.2.2 2.2.3 2.2.4</p>	<p>3.1.1 3.2.1</p>	<p>Capture and share best practices in diversity, equity, and inclusion in the creative economy (Field Scan, Rec #23).</p> <p>Identify opportunities for directing resources and investments into historically underserved communities where young people face structural and systemic barriers that limit their access to jobs in the creative industries.</p>		

Arts Ed Collective Equity Crosswalk DRAFT
 Programs/Projects - Arts Ed Blueprint Strategies - Equity Focus

LA County Arts Education Blueprint	GOAL 1: Systems & Infrastructure	GOAL 2: Partnerships & Collaborations	GOAL 3: Public Awareness & Mobilization	EQUITY FOCUS	EVOLVING CONSIDERATIONS	ADDITIONAL LINKS
SHARED LEARNING & LEADERSHIP	Strategy	Strategy	Strategy	Equity Focus	Considerations	Links
Models and Resources for Arts Education IDEA Wave Co-Lab (Community Learning Event)	1.3.2 1.4.2	2.1.2 2.2.1	3.1.1	Collaboratively developed and facilitated by practitioners of color with deep knowledge and expertise, IDEA Wave Co-Lab sessions focused on organizational practices that promote Inclusion, Diversity, Equity, and Anti-Racism.		https://www.lacountyartsedcollective.org/models-resources
Creative Wellbeing Professional Development & Professional Learning Community (PLC)	1.2.3 1.2.4 1.3.2 1.4.2	2.1.1, 2.1.2 2.2.1, 2.2.2 2.2.3 2.3.1 2.3.3, 2.3.4	3.1.1 3.1.4 3.1.5	Professional development, self-care, and community-care sessions engage healing-centered, culturally relevant and responsive practices and are tailored to support adults who care for youth impacted by the justice and child welfare systems. The PLC engages leaders and practitioners across multiple stakeholder groups, and intentionally amplifies and uplifts the expertise and perspectives of youth and other stakeholders who have been historically excluded or precluded.		https://www.lacountyartsedcollective.org/initiatives/creative-wellbeing
Healing Centered Engagement (Professional Learning Community) Strengthens implementation of arts-based youth development and community-defined arts infrastructure	1.4.2 1.4.3	2.1.2 2.2.3	3.1.1 3.2.5	This diverse, intergenerational working group is co-authoring shared language and understanding of how engagement in the arts can address individual and systemic harm, restore well-being, and foster a culture of restoration, hope, and healing among historically under-served youth and the adults who support them.		https://www.lacountyartsedcollective.org/initiatives/healing-centered-practices
Youth Engagement (Fellows, Advisors, and Representatives) Engage young people in guiding implementation of the Arts Ed Blueprint		2.1.2 2.1.3 2.2.3	3.2.5	We are working to increase and embed youth expertise and perspective across all aspects of program design, event planning, presentations, and strategy development.		
Fundors Council Collaborative of public and private fundors who share knowledge, develop strategy, and provide fiscal oversight of shared investments in arts education		2.1.1, 2.1.3 2.2.1, 2.2.2 2.2.3		Subcommittees identify strategies that prioritize resources for historically underserved communities. Steering Committee cultivates leadership that uplifts the expertise and perspectives of those who have not historically had access to leadership roles. Youth and others with lived experience contribute expertise and perspectives as part of decision-making.		https://www.lacountyartsedcollective.org/leadership
Leadership Circle (new approach under development)	1.2.3	2.1.1, 2.1.2 2.1.3, 2.2.3	3.2.5	Cultivate leadership across multiple stakeholder groups. Intentionally amplify and uplift the expertise and perspectives of youth and other stakeholders who have been historically excluded or precluded (Arts Ed Blueprint, Strategy 2.2.1).		

Arts Ed Collective Equity Crosswalk DRAFT
 Programs/Projects - Arts Ed Blueprint Strategies - Equity Focus

LA County Arts Education Blueprint	GOAL 1: Systems & Infrastructure	GOAL 2: Partnerships & Collaborations	GOAL 3: Public Awareness & Mobilization	EQUITY FOCUS	EVOLVING CONSIDERATIONS	ADDITIONAL LINKS
RESEARCH & EVALUATION	Strategy	Strategy	Strategy	Equity Focus	Considerations	Links
Program Evaluation: Creative Wellbeing	1.4.2	2.2.2 2.2.3	3.1.1 3.1.4	Programming is provided for young people impacted—or at highest risk of becoming impacted—by the child welfare and justice systems, and the adults who care for them. Evaluation will assess impact of arts-based, healing-centered pedagogy that engages culturally relevant and responsive curriculum to advance positive youth development.		https://www.lacountyartsedcollective.org/research-evaluation/reports/creative-wellbeing-evaluation
Arts Ed Profile (2017 Report and Online Tool) Collect annual data on arts instruction provided in schools	1.4.1	2.1.4	3.1.2	Data are disaggregated by race, socio-economic level, geography, and other factors associated with equity and access.		https://www.lacountyartsedcollective.org/arts-ed-profile
Research & Evaluation Plan (for tracking progress toward the goals of the Arts Ed Blueprint, over time)	1.4.1	2.1.4	3.1.2	Data to be disaggregated by race, socio-economic level, geography, and other factors associated with equity and access.	Being developed in partnership with Funders Council Planning & Evaluation Subcommittee	

COMMUNICATIONS & ADVOCACY	Strategy	Strategy	Strategy	Equity Focus	Considerations	Links
20th Anniversary Build awareness and momentum for ongoing, collective implementation of the Arts Ed Blueprint	1.4.2	2.2.1 2.2.2 2.2.3	3.1.1 3.1.4 3.2.1	The 20th Anniversary booklet features artwork created by systems-impacted young people, as well as images of and quotations from youth and leaders who represent the broad diversity of LA County.		
State and Regional Collaborations: Create CA - Policy Council Arts for LA	1.1.1 1.1.4 1.1.6 1.3.3 1.4.2	2.2.1 2.2.4	3.1.1, 3.1.2 3.1.3, 3.1.4 3.2.1, 3.2.2 3.2.3, 3.2.4 3.2.6	Raise awareness of the benefits of arts education, and advocate for increased access for young people who historically have been excluded or precluded from learning in the arts.		
Proposition 28 Advocacy and Implementation Support	1.1.1, 1.1.2 1.1.3, 1.1.4 1.1.6 1.4.2, 1.4.3	2.1.1 2.2.4	3.1.1 3.2.2	Encourage school principals to direct new resources to students who historically and currently do not have access to arts education. In alignment with advocacy partners Create CA and Arts for LA, support strategic approaches to Prop 28 implementation that advances equity in public schools.		

REGIONAL, STATE, NATIONAL MEETINGS & CONFERENCES

Arts Ed Collective Stakeholder Presentations and Attendance

Sharing Our Work with the Field

Presentations, workshops, and panels to disseminate models and resources from the Arts Ed Collective

Los Angeles County Suicide Prevention Network (LASPN)

[12th Annual Suicide Prevention Summit: Healing Pathways for Support and Connection](#)

September 14–16, 2022, Online

Dept. of Arts and Culture, CONTRA-TIEMPO, Jail Guitar Doors, New Hope, Rhythm Arts Alliance Street Poets Inc., UCLArts & Healing, and The Unusual Suspects Theatre Company facilitated Creative Wellbeing workshops

SoCal Grantmakers (SCG)

[2022 Annual Conference – Narrative Power: Reframe Stories, Redefine Culture](#)

September 20, 2022, InterContinental Los Angeles Downtown

Dept. of Arts and Culture and Street Poets Inc. hosted a Creative Wellbeing workshop

County of Los Angeles

[2022 Tech Empowerment Day](#)

October 6, 2022, SoFi Stadium (Inglewood)

Dept. of Arts and Culture hosted a booth for young people to learn about the Creative Careers Online platform

California Forward (CA FWD)

[California Economic Summit](#)

October 27–28, 2022, Bakersfield, CA

Dept. of Arts and Culture, Arts for LA, and Californians for the Arts co-presented on the state’s creative economy

BRIC Foundation

[2023 BRIC Summit](#)

February 10–11, 2023, Netflix Animation (Burbank) and Online

Dept. of Arts and Culture staff served on an “Ask Me Anything” educators panel

Los Angeles County Office of Education (LACOE), Los Angeles County Department of Mental Health (DMH), and UCLA 5th Annual School & Community Symposium

February 15, 2023, Online

Dept. of Arts and Culture and The Unusual Suspects Theatre Company hosted a Creative Wellbeing workshop

Los Angeles County Economic Development Corporation (LAEDC)

History to Future: A Forum on Culture and Careers in Art, Digital Media, & Entertainment

February 28, 2023, Microsoft Playa Vista (Los Angeles)

Dept. of Arts and Culture staff served on a panel about workforce opportunities and pipeline initiatives

Creativity Matters

[2023 GRID Summit](#)

March 1, 2023, The Beehive (South Los Angeles)

Dept. of Arts and Culture hosted a Creative Careers Online booth. Arts for Healing and Justice Network (AHJN) and No Easy Props led Creative Wellbeing activities.

Conrad N. Hilton Foundation

Foster Youth Initiative grantee convening

March 13–14, 2023, The Garland (North Hollywood)

Dept. of Arts and Culture, Versa-Style, and WriteGirl offered Creative Wellbeing activities and workshop. Department staff also spoke on a panel, “Supporting Youth in Accessing Joy and Purpose: A Panel Discussion about Building the System of Wellness our Youth Deserve”

California Creative Learning Academy (CalCreative) and UCLArts & Healing

[2023 Catalyst Convening – Creating Caring Communities: Art, Healing, and Social Justice in Education](#)

March 25, 2023, California Creative Learning Academy (Los Angeles)

Dept. of Arts and Culture staff gave a keynote presentation on the state of arts education

Inner-City Arts

[Artistic Community Expo \(ACE\)](#)

April 8, 2023, Downtown Los Angeles

Dept. of Arts and Culture staff spoke on a panel about careers in the creative industries and shared the Creative Careers Online platform with attendees

Collective Impact Forum

[2023 Collective Impact Action Summit](#)

April 25–27, 2023, Online

Dept. of Arts and Culture staff facilitated a panel of three 2019 Youth Advisory Council alumni (Jeffrey Acevedo, Danielle Galván Gomez, and Maritza Lopez) about their experiences and the Arts Ed Collective’s youth engagement approaches

Los Angeles County Department of Arts and Culture

[Arts Atlas Datathon](#)

April 27, 2023, Plaza de la Raza (Los Angeles)

Dept. of Arts and Culture and Arts for LA led a breakout group, “Using Geography for Arts and Culture Narrative Building and Advocacy”

Workgroups and committees in which Dept. of Arts and Culture staff and partners serve as Arts Ed Collective representatives

Americans for the Arts (AFTA) Inclusive Creative Economy Advisory Group

Arts and Mental Health Collaborative

Los Angeles County Department of Arts and Culture, Department of Children and Family Services (DCFS), Department of Mental Health (DMH), Office of Education (LACOE), and Office of Child Protection (OCP)

California Department of Education (CDE) Entertainment Equity Alliance (EEA)

Collaborating for Arts in Schools

Department of Arts and Culture, Arts for LA, and LACOE

Create CA Policy Council

Hollywood 4WRD and DMH

People, Systems, Program Design

Los Angeles County Department of Public Health (DPH)

Office of Violence Protection (OVP) Coordinating Council

OVP School Safety Motion Workgroup

Service Planning Area (SPA) 6

Trauma Prevention Initiative (TPI) Advisory Committee

Los Angeles County GIS Users Council

Data Committee

Steering Committee

Los Angeles County Department of Human Resources (DHR)

LA County Employee Wellness Through the Arts

Los Angeles County Office of Child Protection (OCP)

Education Coordinating Council (ECC)

Equity in Education Workgroup

Los Angeles County Pathways for Economic Resiliency Workgroup

Los Angeles County Probation Department

Juvenile Justice Coordinating Council (JJCC)

Monthly Secure Youth Treatment Facility (SYTF) Providers Meeting

Probation Oversight Commission

Los Angeles County Suicide Prevention Network (LASPN)

Summit Planning Committee

Youth Advisory Board

Youth and Schools Workgroup

Los Angeles County Youth Networking Group

Los Angeles Unified School District (LAUSD) Foster Youth Collaborative

Pathways for Economic Resilience Workgroup

Youth Justice Reimagined

Decarceration of Girls and Gender Expansive Youth

General Event Attendance

Partner and external events attended by Dept. of Arts and Culture staff to inform their work and cultivate partnerships in the Arts Ed Collective

Mental Health America

Effective Business Practices in Workplace Mental Health

July 27, 2022, Online

Arts for Healing & Justice Network (AHJN) and Youth Justice Reimagined

Creative Town Hall

August 18, 2022

Los Angeles County

[We Rise: Los Angeles County Women's Leadership Conference 2022](#)

September 1, 2022, The Westin Bonaventure Hotel & Suites (Los Angeles)

Arts for LA

[State of the Arts: Creative Work in 2030](#)

October 20, 2022, LA Plaza de Cultura y Artes (Los Angeles)

Californians for the Arts

[Southern California Regional Conversation](#)

November 10, 2022, Online

SoCal Grantmakers (SCG)

[Child and Family Well-Being Funders Collaborative Quarterly Meeting](#)

December 8, 2022, Online

Education Through Music-Los Angeles (ETM-LA)

[13th Annual Principals Leadership Conference](#)

February 3, 2023, Japanese American National Museum (Los Angeles)

Justice Funders

[State of the Movement 2023: Shifting Capital and Power to Build the Regenerative Economy](#)

February 8, 2023, Online

Otis College of Art and Design

[2023 Otis College Report on the Creative Economy](#)

February 10, 2023, Online

Los Angeles Postsecondary Education Funders Collective and SCG

[Exploring State Investments and a Deep Dive on Los Angeles' K-16 Regional Collaborative](#)

February 24, 2023, Online

Los Angeles County Office of Education (LACOE) and Create CA

[Prop 28 Planning Boot Camp](#)

April 24, 2023, Online

Prop 28 Implementation Advisory Council

[Launch: Arts and Music in Schools](#)

May 22, 2023, Dorothy Chandler Pavilion (Los Angeles)

Arts Education Partnership

Juvenile Justice and Arts Education Conversation

May 24, 2023, Online

J. Paul Getty Trust

[State of the Arts: The Power and Potential of Prop 28 for California](#)

June 26, 2023, Getty Center (Los Angeles)



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