



LA COUNTY
artsed
COLLECTIVE

2024-25 End of Year Report



LA County
**ARTS &
CULTURE**

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Reporting, Data, and Images Contributed by
[Los Angeles County Department of Arts and Culture Staff](#)

Kimberleigh Aarn (lead strategic planning consultant)

Rudy Torres (photographer)

Flourish Agenda

Harder+Company Community Research

Established in 2002, the LA County Arts Education Collective envisions positive child and youth development under the [**Arts for All Children, Youth, and Families: LA County's Regional Blueprint for Arts Education**](#) (Arts Ed Blueprint), which addresses societal inequities, fosters social-emotional development, promotes healing, builds cohesion and cultural identity, and uplifts communities through the arts.

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.

To achieve these goals, Arts Ed Collective activities take place under the following strategies:

School-Based Arts Education

Directs resources to school districts to help expand arts education in 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.

Community-Based Arts Education

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

Creative Career Pathways for Youth

Addresses systemic barriers within creative industries and supports young people of color in entering and shaping LA County's creative economy.

Shared Learning & Leadership

Enables 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.

Communications & Advocacy

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

Research & Evaluation

Collects and analyzes data to inform strategies, identify Countywide trends, and educate the public about systemic inequities and the impacts of arts education.

Report Highlights

This year-end report summarizes the LA County Arts Ed Collective's work from July 2024 through June 2025. 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 member organizations). Restricted funding is noted throughout the report in italics.

School-Based Arts Education

- o With support from Arts Ed Collective coaches, 23 local education agencies (LEAs) engaged in strategic planning for the arts.
- o Through the Advancement Grant Program, more than \$2.6 million of grant dollars and matching funds were invested in school-based arts education for 36 LEAs.
- o Thirty-two LEAs participated in shared learning and leadership as part of the Arts Coordinator Network.

Community-Based Arts Education

- o Under Arts in Institutions and Arts in Communities, arts instruction and programs for youth took place across six juvenile detention facilities, one secure youth treatment facility, one juvenile day reporting center, two continuation high schools, and 19 County parks.
- o Mural Workforce Academy program launched at Barry J. Nidorf Secure Youth Treatment Facility
- o Through Creative Wellbeing, services by 23 community-based organizations impacted 23,154 adults across in-school, institutional, and community settings. New funding from the County's Care First Community Investment enabled expansion of services for foster youth agencies and school partners and for rapid response and ongoing support to the communities impacted by the Eaton Fire.

Creative Career Pathways for Youth

- o Through work-based learning opportunities, young people helped refine and add new features to the Creative Careers Online platform, including its Program Finder.
- o The Media Career Pathways Prototype launched with its first cohort of nine youth between the ages of 18-24, with implementation led by the Watts Labor Community Action Committee and program evaluation by Harder+Company Community Research.

Shared Learning & Leadership

- o In partnership with Flourish Agenda, learnings and concepts developed by the Healing Centered Engagement workgroup informed an Arts-Based, Healing-Centered Engagement Wisdom Guide.
- o In October 2024, the *Arts Education Forum: Hope and Healing through Arts-Based Systems of Care* event raised awareness among philanthropic and LA County partners about the intersections of arts-based youth development, child wellbeing, and foster care.
- o The Department of Arts and Culture launched the Arts Ed Collective Leadership Circle, a new community advisory body for the arts education and arts-based youth development fields.

Research & Evaluation

- o The Department of Arts and Culture initiated tracking progress on the Arts Ed Blueprint via a multi-year evaluation plan.

Message from the Funders Council



Photo by Shawna Enyart

Between the wildfires, federal funding cuts, and attacks on immigrant communities, this year has brought compounding crises for LA County. While many sectors and government agencies are called upon to respond, the arts have a unique role to play in relief and recovery. Shortly after the Eaton Fire, the Arts Ed Collective directed resources and support for the school district community of Pasadena Unified, which also serves Altadena. Arts practitioners and teaching artists led trauma-informed, healing-centered facilitation methods and arts workshops at a districtwide convening focused on re-opening local schools (page 22). Throughout the region, children and families displaced by wildfires also found respite and joy in arts programs and other supportive services at LA County's Care Camps (page 22).

As these challenging times reinforced our need for community and connection, the Arts Ed Collective Funders Council made time for celebration and reflection. At the Arts Education Forum, youth leaders, philanthropic representatives, and County partners reflected on the impact of arts and creativity for youth in foster care (page 37). In the spring, Funders Council members, school board members, and LA County representatives celebrated Culver City Unified's decades-long partnership with the Arts Ed Collective to cultivate student interest in the arts and creativity as both avocation and career (page 11).

It was a big year for Creative Career Pathways for Youth, as we saw the launch of an arts-based workforce initiative at Barry J. Nidorf Secure Youth Treatment Facility (page 16) and the first youth cohort of the Media Career Pathways Prototype (page 30). These efforts bring the expertise and mentorship of teaching artists and industry professionals to help young people participate and thrive in creative economies.

June 2025 marked the end of my second and final term as co-chair of the Funders Council. From navigating the impacts of the COVID-19 pandemic to welcoming youth advisors to the Funders Council, I am honored to have helped steward the Arts Ed Collective alongside philanthropic colleagues, co-chair Kathy Bonalos, and former division director Denise Grande. Many thanks to Denise for her 13 years of public service and the vision of scale and equity she spearheaded through the Regional Blueprint for Arts Education.

The artist Shirin Neshat once remarked, "Art is our weapon. Culture is a form of resistance." The writer Ursula K. Le Guin said in a speech years ago, "Resistance and change often begin in art." Art has always been at the center of community and a defining aspect of culture. In these dark and uncertain times, it is more important than ever to continue this collective work to build toward arts access for all in LA County and to nurture creativity and freedom of expression in our young people.

Sincerely,

Matty Wilder
Herb Alpert Foundation
Funders Council Co-Chair, 2021-2025

School-Based Arts Education

Directs resources to school districts to help expand arts education in 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.

Highlights

- 23 local education agencies engaged in Strategic Planning & Coaching
- \$2.6M in total investments into arts education by 36 local education agencies
- 32 local education agencies represented in Arts Coordinator Network convenings

Bolstering Arts Education Week and Beyond

In September 2024, LA County Supervisor Kathryn Barger (Fifth District) put forward a board motion, [Bolstering Arts Education During Arts Education Week and Beyond](#), declaring September 9-13 as “Arts Education Week” in LA County. The motion directed the Department of Arts and Culture to engage school districts that are not yet part of the Arts Ed Collective (i.e., Bellflower, Bonita, El Segundo, La Cañada, Long Beach) and to re-engage districts that have not actively connected within the last few years (e.g., Bassett, Duarte, Lancaster). It also directed the department to support school district implementation of Proposition 28 ([Prop 28: Arts and Music in Schools](#)) and work with the [Center for Strategic Partnerships](#) to explore philanthropic funding streams for arts education programs.

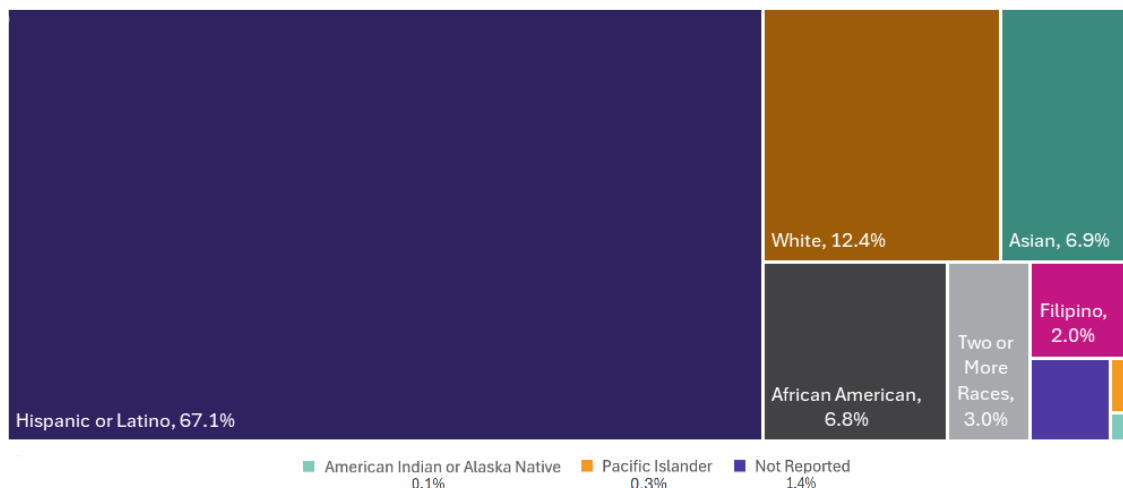
In response to this board motion, the Department of Arts and Culture provided a [report back](#) to the Board of Supervisors in November 2024, which included plans for leading conversations about Prop 28 and exploring further opportunities to gather data, host convenings, and offer school districts resources related to Prop 28 funding.

As of the 2024-25 school year, 76 (of 80) LA County school districts and five charter networks have been part of the Arts Ed Collective, with the addition of William S. Hart Union School District and Long Beach Unified School District.

School District Partners in 2024-25

During the 2024-25 school year, 50 local education agencies (LEAs) participated in the Arts Ed Collective’s programs and services for School-Based Arts Education. These partners represent 868,928 students. Of these students, 75.2% are English learners, eligible for free/reduced-price meals, and/or foster youth.

Student Demographics for 2024-25 Engaged Districts



Geographic Regions (based on the Los Angeles Times' [Mapping LA](#) project):

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

School District Strategic Planning

For the 2024-25 school year, 23 school districts (including three charter networks) worked with an Arts Ed Collective coach to develop, update, or implement a five-year strategic plan for arts education. Of note, William S. Hart Union High School District and Long Beach Unified School District completed their first-ever strategic plan for arts education with the Arts Ed Collective.

Year-One Coaching
(Strategic Planning)

1. Baldwin Park Unified
2. Burbank Unified
3. Eastside Union
4. Glendora Unified
5. Green Dot Public Schools
6. William S. Hart Union High
7. ICEF Public Schools
8. Lawndale Elementary
9. Long Beach Unified
10. Whittier Union High

Year-Two Coaching
(Capacity Building)

1. Arcadia Unified
2. Azusa Unified
3. Castaic Union
4. Gorman Joint
5. iLEAD Schools
6. Inglewood Unified
7. Las Virgenes Unified
8. Los Nietos
9. Mountain View
10. Norwalk-La Mirada Unified
11. Palmdale
12. Pasadena Unified
13. San Gabriel Unified

Coaching Consultants

Kimberleigh Aarn (lead)
Jill Newman
Sandy Seufert
Melissa Valencia

First Year Coaching (Strategic Planning)

In the first year of coaching, school districts work with an Arts Ed Collective coach to initiate and implement a five-year plan that builds capacity for delivering year-round TK-12 arts instruction for all students. Coaches work closely with district planning teams throughout the school year to guide them through data collection, analysis of current strengths and challenges, visioning, and strategies for scale. Teams may include administrators, principals, arts specialists, generalist teachers, students, parents, community arts partners, business leaders, or philanthropic representatives.



Breakout group during a strategic planning session with LBUSD in February 2025

Spotlight on Long Beach Unified

Long Beach Unified School District (LBUSD) completed their first strategic arts plan in 2024-25, with co-facilitation by Arts Ed Collective coaches Kimberleigh Aarn and Sandy Seufert. The teachers, students, parents, site administrators, and community partners in the planning team were proactive, engaged, and committed to the process from beginning to end.

During the LBUSD planning team's end-of-year debrief meeting in June 2025, students and parents reflected on having participated in the strategic planning process. Jade, a student at Renaissance High School for the Arts, felt it was a valuable experience that allowed her to work with adults on a new level. Observing how Jade cultivated confidence and learned new skills through

the process, Jade's father also affirmed the importance of student participation and wished more students were available to participate. Dublin, a student at Marshall Academy of the Arts (Middle School), had the opportunity to skip a school day to sit in on a coaching session with his school's principal and arts teachers, and witness firsthand their passion for providing student access to arts education. According to Dublin's mother, both students and parents are important voices in the district to help school faculty and board members better understand what the community is dealing with on the ground.

Second Year Coaching (Building Capacity)

School districts receive a second year of coaching to support implementing their newly adopted plans. A key focus is helping planning teams become long-term leadership bodies to sustain progress on their arts plan. Thirteen districts built their arts capacity through diverse tactics, including but not limited to: design and facilitation of districtwide arts team meetings, teacher professional development, lesson planning and development, arts integration at school sites, data collection (e.g., surveys), updating new technologies for Career Technical Education (CTE) and Visual and Performing Arts (VAPA) courses, developing transparent Prop 28 expenditure plans, and other first-year action steps.

In 2024-25, coaching services resulted in the following:

- Plans for diversifying alternative funding sources for the Advancement Grant Program's match requirement (e.g., leveraging Prop 28 funds)
- Plans to develop a centralized curriculum support system for new arts teachers and new course launches, including materials lists and guidance from experienced VAPA teachers
- Implementation of an evaluation tool to assess the state of the arts (e.g., staffing, facilities, materials) at each school site
- Plans to offer enhanced professional development tailored specifically for VAPA teachers, fostering their continued growth and expertise
- Plans for other Arts Ed Collective services (e.g., Advancement Grant Program, Creative Wellbeing)

Connections to Creative Career Pathways for Youth

Arts Ed Collective coaches supported school districts with strategic thinking about Creative Career Pathways for Youth, by utilizing the Department of Arts and Culture's [Building Creative Careers for Youth](#) field scan report (2019) as a resource in focused discussions and incorporating its key tools and recommendations into the planning process.

School districts that received coaching to create/update strategic plans that increase arts instruction and creative career pathways in schools include:

- Hart Union High School District: Hart created their first strategic arts plan, which includes opportunities for students to gain practical skills, connect with industry professionals, and explore career paths within the arts sector and related fields. Examples of CTE elements include VAPA professional pathways (e.g., districtwide artist residency to promote professional pathways in the arts) and a career exploration/mentorship program developed in collaboration with community partner organizations.
- iLEAD Schools: Coaching focused on providing CTE and Arts, Media, Entertainment (AME) resources such as Pathway Curriculum Frameworks, work-based learning models, and support for establishing a CTE Advisory Council. Working closely with iLEAD AME Pathways staff, the planning team accomplished the following:
 - Identified Advisory Council members and solidified member roles and responsibilities
 - Agenda planning for the very first Advisory Council meeting
 - Resources to support AME Community and Outreach Frameworks (e.g., [Creative Careers Online](#), [Entertainment Equity Alliance](#), [AME-High Road Training Program](#) + [AME Skills Framework](#))
- Inglewood Unified School District: In 2023-24, Inglewood became the first district to build a CTE AME and VAPA plan. During 2024-25, coaching focused on leadership mentoring and meeting facilitation for CTE AME and VAPA Committee meetings. Monthly meetings supported the CTE AME and VAPA Advisor in moving plan implementation forward (e.g., development of a paid pre-apprenticeship media arts program for students). Coaching time was also dedicated to engaging Inglewood in Creative Wellbeing services and identifying priorities for the 2025-26 Advancement Grant Program.

Please see Attachment 2 for a map of all school districts who have joined the Arts Ed Collective to date.

School District Strategic Planning received dedicated support from The Carl and Roberta Deutsch Foundation and National Endowment for the Arts. Local education agencies whose plans included components related to Creative Career Pathways for Youth received funding from Sony Pictures Entertainment.

2024-25 Advancement Grant Program

The Advancement Grant Program offers matching grants to LA County school districts working to expand school-based 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 average¹ of students who are English learners, eligible for free/reduced-price meals, or foster youth (also called the Unduplicated Pupil Count²). Since 2014-15, the Advancement Grant program has disbursed \$7.47M to 63 school districts and charter networks, matched by an estimated total of \$18.7M in local investments.



Fifth grade students from Baldwin Park Unified School District. The district now offers 16 classes of Strings Instruction across multiple elementary schools.

For the 2024-25 cycle, 37 local education agencies (LEAs) were awarded a total of \$854,425 in matching grants to advance and/or sustain arts education infrastructure. Twenty-four of these grantees received priority points for having 1) a student population of 10,000+ and/or 2) greater than the Countywide average of students in the Unduplicated Pupil Count. Please see Attachment 3 for a list of grantees and projects completed during the 2024-25 school year.

¹ The Countywide average is approximately 72.42%, calculated based on the California Department of Education's Unduplicated Pupil Count data available from 2024-25.

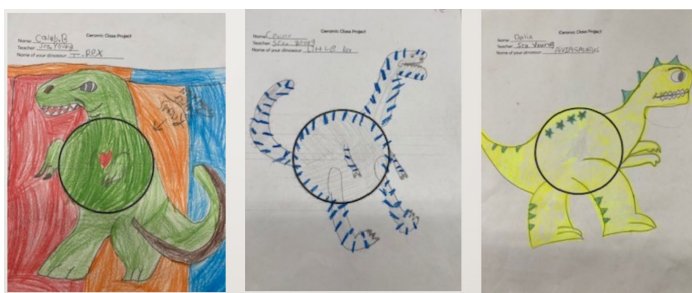
² Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria.

Out of 37 initial grantees, 36 school districts completed their projects as planned. Six of these districts came under budget on their grant-funded projects, which resulted in a total of \$72,636 in grant funds being returned to the Arts Ed Collective.

Districts who encountered implementation challenges with their grant funded projects attributed these challenges to:

- Staffing issues (e.g., turnover, reassignments to new staff, and inability to hire expected new teaching staff)
- Delayed starts on implementation led to insufficient time to spend funds allocated to teacher professional development and artist residencies for students
- Certain project components did not pan out and had to be amended

In response to these issues, Department of Arts and Culture staff offered districts flexibility to adjust the scope and scale of their Advancement Grant projects as needed.



As part of a collaborative arts integration project between two school districts, second grade students from Mitchell Elementary School (Lawndale Elementary School District) created drawings inspired by their lesson on dinosaurs (above). The ceramics teacher at Lawndale High School (Centinela Valley Union High School District) provided parameters based on these drawings, which the ceramics students at Lawndale High School then used to create 3D models (below).



Overview of Investments

With a confirmed cash match of \$1.86M from grantees, the program yielded more than \$2.6M in investments to advance school-based arts education during the 2024-25 school year. Total grant awards and matching funds supported projects in the following six programmatic categories:

	Cash Match	Grant Award	Grand Total
Instruments, Equipment, Instructional Supplies, and Materials (39%)	\$734,533	\$302,290	\$1,036,824
Direct Services to Students (28%)	\$464,538	\$263,340	\$727,878
Professional Development (18%)	\$350,745	\$128,854	\$479,598
District Arts Coordination (7%)	\$163,690	\$31,200	\$194,890
Curriculum Development (5%)	\$82,822	\$51,236	\$134,058
Other (3%)	\$67,575	\$4,869	\$72,444
Grand Total	\$1,863,903	\$781,789	\$2,645,692

Impacts on Students and Educators

DIRECT SERVICES TO STUDENTS	# OF STUDENTS	# OF INSTRUCTIONAL HOURS
Teaching Artist Residencies	8,182	2,529
Assemblies and Workshops	26,782	7,817
Field Trips	7,315	50.5
Other	19,598	2,977
TOTAL	58,567	4,474
	# OF TEACHERS	# OF INSTRUCTIONAL HOURS
Teacher Professional Development	1,059	661

Year-to-Year Comparisons

"Instrument, Equipment, Instructional Supplies, and Materials" took the lead as the top investment category in 2024-25, which may be explained by school districts using Prop 28 funds to hire teachers and Advancement Grant awards to purchase the supplies these new teachers need to teach their classes.

"Direct Services to Students" has remained a top investment category; more students and teachers were impacted by Direct Services in 2024-25 compared to last year (46,046 students and 850 teachers in 2023-24).

"Professional Development" also increased to 18% (rebounding from 10% in 2023-24). After weathering a difficult five years, school districts are finding ways to help their teachers feel appreciated and supported. These efforts include offering professional development that teachers want or enjoy.

Spotlight on Culver City Unified

In 2003, Culver City Unified School District (CCUSD) was chosen by the Arts Ed Collective (at the time, Arts for All) as one of the five “vanguard” districts in LA County and tasked with creating an arts policy and K-12 strategic arts plan. Their first strategic plan for arts education was created in 2004 with a District/Community Arts Team of 21 stakeholders. Over the years, CCUSD has continued to revise and update their strategic plan, and with each iteration, the size of the District/Community Arts Team has grown.

To date, CCUSD has created four strategic plans with the Arts Ed Collective. CCUSD uses their current school board-approved strategic arts plan to guide the expansion of their music and arts program through diversified funding, including Prop 28 funding. Goals of the plan include expansion of music, theatre, media arts, visual arts, and multi-cultural dance instruction. Music instruction has expanded in all grade levels, from elementary through high school. Their latest five-year plan (see: [2023-2028 Strategic Arts Plan](#)) was created by 43 school district and community stakeholders. Since 2013-14, CCUSD has received \$228,115 in Advancement Grant dollars, leveraging an additional \$514,784 in matching funds to advance arts education.

In April 2025, CCUSD celebrated over two decades of partnership with the Arts Ed Collective by hosting a site visit across three campuses (Culver City High School, Culver City Middle School, and Farragut Elementary) that demonstrate the impact of strategic planning support and Advancement Grants. Students showcased an impressive range of programs, including elementary ukelele instruction and the Art and Innovation Lab (STEAM-based maker space); middle-school film, 2D animation, band, and musical theatre; as well as high-school video game development, music technology, studio art, ceramics, architecture, and film production classes.

Arts and Culture staff and Arts Ed Collective Funders Council members connected with the school community, including arts student ambassadors, at the Robert Frost Auditorium. Also in attendance were members of the Arts Ed Collective Leadership Circle, representatives of LA County Supervisor Holly J. Mitchell (Second Supervisorial District), CCUSD administrators, and CCUSD school board members.



A camera demonstration during a film production class at Culver City High School



Farragut Elementary students during a ukulele lesson



Students at Culver City Middle School learn how to use lighting equipment and conditions to capture subjects on camera.

The 2024-25 Advancement Grant Program received dedicated support from Los Angeles County, Herb Alpert Foundation, The Carl and Roberta Deutsch Foundation, The Music Man Foundation, and Sony Pictures Entertainment. Advancement Grant projects involving classical music performance and education received dedicated support from the Colburn Foundation.

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 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 convenings are co-designed and co-produced through partnership between the Department of Arts and Culture, LA County Office of Education (LACOE), and Arts for LA.

Three virtual school district arts coordinator convenings took place during 2024-25. Arts and Music in Schools (Prop 28) continues to be a focus for the field as 2024-25 was the second year of implementation. These convenings featured discussions on key strategies for navigating changing landscapes (e.g., declining enrollment), promising models for shared leadership, and ways to braid Prop 28 funds with other existing or incoming resources.

LACOE, Greater LA Education Foundation (GLAEF), and Arts for LA also shared learning opportunities and resources such as [report findings](#) on Prop 28 implementation and its public perceptions in LA County; Arts for LA's annual [State of the Arts Summit](#), which included presenters focused on Prop 28 and school-based arts education; and [Stitch](#), a comprehensive database (created by a coalition of organizations including Arts and Culture) of expanded learning opportunities for LA County youth.

Convening Dates	Participating Districts (32)	Presenters	Topics & Resources Covered
September 19, 2024 February 20, 2025 April 24, 2025	Acton-Agua Dulce Unified Antelope Valley Union High Azusa Unified Baldwin Park Unified Beverly Hills Unified Centinela Valley Union High Claremont Unified Conejo Valley Unified (Ventura County) Culver City Unified El Monte Union High Glendale Unified Glendora Unified Green Dot Public Schools Hacienda-La Puente Unified iLEAD Schools LACOE Las Virgenes Unified Lawndale Elementary Lynwood Unified Magnolia Public Schools Monrovia Unified Montebello Unified Mountain View Norwalk-La Mirada Unified Pasadena Unified Pomona Unified Rowland Unified San Gabriel Unified South Whittier Sulphur Springs Union Torrance Unified Whittier Union High	Arts for LA GLAEF LACOE	Arts and Music in Schools: Exploring Prop 28 Implementation and Public Perceptions in Los Angeles County Create CA: Tools You Need to Support the Arts & Music in Schools Act Creative Careers Online (CCO) Getty Education - Arts and Science Learning Resources for K-5 LA Promise Fund - ArtsMatter x PST ART: Art and Science Collide LACOE's Arts and STEAM Updates PST ART: Arts and Science Collide State of the Arts Summit: Legacy Stitch for LA Youth Visual Thinking Strategies (VTS) for Educators What CA Arts and Music in Schools Act Means for the Arts Teacher Workforce

Community-Based Arts Education

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



Instructor Kevin Moran (left) and students of the Inner City Youth Orchestra's Drums Corps Program at a [culmination performance](#) in Nidorf Secure Youth Treatment Facility (Sylmar). Photo courtesy of Mayra Beltran Vasquez, County of Los Angeles.

Since the Department of Arts and Culture (Arts and Culture) began partnering with the Probation Department to serve incarcerated youth in 2014, arts-based programs/services have expanded across multiple County systems, fueled by demand from other County departments and input from youth advocates and systems-impacted young people. Together, we work to prioritize services that can reduce youth incarceration and support arts-based, healing-centered youth development for young people in detention (including those who have been transferred from the state's now-shuttered Department of Juvenile Justice facilities), foster youth, and communities identified by LA County's [Trauma Prevention Initiative](#) (TPI) as facing high rates of policing, violence, and trauma.

Highlights

- Under Arts in Institutions and Arts in Communities, arts instruction and programs for youth took place across six juvenile detention facilities, one secure youth treatment facility, one juvenile day reporting center, two continuation high schools, and 19 County parks.
- Mural Workforce Academy program launched at Barry J. Nidorf Secure Youth Treatment Facility (SYTF) in May 2025
- Creative Wellbeing programs impacted 23,154 youth and adults across in-school, institutional, and community settings

Services for Youth in Institutions

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

Type	Site	Total Youth Attendance ³ (19,923)	Arts Partners (20)
Juvenile Detention Facilities (6)	Camp Afflerbaugh (La Verne)	809	Arts for Healing and Justice Network (AHJN): <ul style="list-style-type: none"> • The Actors' Gang • Give a Beat • Jail Guitar Doors • Returning Home • Rhythm Arts Alliance • Street Poets Inc. • Tia Chucha's Centro Cultural • Versa-Style Dance Company • WriteGirl Independent Organizations: <ul style="list-style-type: none"> • The Advot Project • Boyle Heights Arts Conservatory • Center for the Empowerment of Families • Heidi Duckler Dance • Homeboy Art Academy • InsideOUT Writers • Michael's Daughter Foundation • Million Little • Spirit Awakening Foundation • Theatre of Hearts
	Campus Kilpatrick (Malibu)	567	
	Dorothy Kirby Center (Commerce)	1,765	
	Camp Joseph Paige (La Verne)	678	
	Camp Glenn Rockey (San Dimas)	201	
	Los Padrinos Juvenile Hall (Downey)	9,949	
Secure Youth Treatment Facility (SYTF) (1)	Barry J. Nidorf SYTF (Sylmar)	4,415	AHJN The Advot Project Boyle Heights Arts Conservatory Homeboy Art Academy Inner City Youth Orchestra of LA InsideOUT Writers Million Little
Juvenile Day Reporting Centers (1)	Boyle Heights Technology Youth Center (Boyle Heights)	798	Boyle Heights Arts Conservatory
Continuation / High Schools (2)	Frontier Continuation High School (Whittier)	678	Spirit Awakening Foundation
	Whittier High School (Whittier)	63	

³ Starting in 2024-25, Arts and Culture tracks and reports total attendance, rather than the unique number of participants, for Youth in Institutions programs. This protects youth privacy and personally identifiable information. Total numbers in this report are based on attendance logs received from contracted CBO partners.

Launch of Mural Workforce Academy

In May 2025, Arts and Culture, Probation, and the Boyle Heights Arts Conservatory (BHAC) launched the Bridge Academy Movement x Mural Workforce Academy (BAMxMWA) Workforce Development Internship Program for incarcerated youth at Barry J. Nidorf Secure Youth Treatment Facility (SYTF). BAMxMWA is a 26-week mural-making and sign painting course designed to engage up to 15 youth in artistic and personal development. This program merges professional artistic training with cultural storytelling and restorative practices, where participants can explore their personal and cultural identities while mastering creative techniques.

The program's objectives and intended long-term impacts are to:

- Provide compensated workforce training to justice-involved youth, and foster skill-building and self-sufficiency.
- Ensure youth have the necessary identification and financial tools to transition into employment upon release.
- Cultivate financial literacy and workforce readiness, preparing youth for independent financial management.
- Establish a pathway to continued employment opportunities via a paid internship at BHAC upon release.

As a structured stipend-based employment initiative, this program fosters workforce development through art-based skill-building, mentorship, and financial empowerment, ensuring youth participants gain practical work experience and professional development to support successful reintegration into their communities upon release. By embedding financial compensation within structured skill-building activities, BAMxMWA aligns with the Probation Department's rehabilitation framework and Arts and Culture's investment in arts-based workforce initiatives, ensuring economic empowerment and successful reintegration into the workforce.

The first cohort of BAMxMWA is expected to run through end of September 2026, and planning is underway to expand the program to other units at Nidorf SYTF through fiscal year 2025-26.

Los Padrinos Juvenile Hall (Downey)

Los Padrinos has faced threats of possible closure after the California Board of State and Community Corrections [reported unsafe conditions](#) for youth and the Probation Oversight Commission [observed a lack of programming](#). In response to these urgent conditions, Arts and Culture has worked with community-based organization (CBO) partners to provide youth in all 20 units of Los Padrinos with robust and frequent arts programming that is responsive to their needs. Youth are being engaged through 75 program sessions per week, totaling 300 sessions per month.

Spotlight on Professional Development at Los Padrinos

Since March 2025, the Center for the Empowerment of Families (CEF) has been providing arts-based healing-centered engagement to Department of Mental Health (DMH) staff, Probation staff, and contracted organizations at Los Padrinos Juvenile Hall. These sessions are tailored to support frontline staff and CBOs working directly with youth impacted by trauma, justice involvement, and system navigation. CEF's professional development sessions focus on evidence-based strategies to promote trauma-informed care, emotional regulation, and effective communication techniques. The trainings incorporate culturally responsive approaches and emphasize the mental health needs of both staff and youth.

These PD sessions consistently brought together a cohort of clinicians who looked forward to them every month. Regarding the experience, DMH supervisor Juan Aguirre said:

“DMH clinicians encounter many crises while working in this setting and are exposed to secondary trauma from the youth they provide services to. Having the opportunity, at least once a month, to decompress and engage in activities that promote healing assist clinicians not only to care for [themselves] but also provide better quality services for our youth.”

Probation staff and contracted partners have expressed that these trainings have enhanced their understanding of behavioral responses, improved team collaboration, and strengthened their ability to de-escalate challenging situations with empathy and professionalism. These sessions also offered space for staff to reflect on their own well-being and gain tools to manage stress in high-impact environments.

By empowering staff with mental health education, CEF is playing a critical role in creating a safer, more supportive environment at Los Padrinos—one that is grounded in healing, respect, and long-term transformation for youth.

I love spending quality time with family and with people I love. I hope I am able to turn my life around for my mother & sister.

*I miss my little self
I would do it all over
Again i would restart
Over*

#Free me

Poem written by a youth during a creative writing session with WriteGirl at Dorothy Kirby Center (Commerce) in April 2025

Services for Youth in Communities

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

Type	Site	Total Estimated Youth Attendance ⁴ (5,188)	Arts Partners (12)
County Parks (19)	Amelia Mayberry Park (Whittier)	18	African Soul International
	Bassett Park (La Puente)	85	Arts for Healing and Justice Network
	Belvedere Community Regional Park (East LA)	165	Boyle Heights Arts Conservatory
	City Terrace Park (LA, 90063)	126	Center for the Empowerment of Families
	Earvin "Magic" Johnson Park (Willowbrook)	900	Homeboy Art Academy
	El Cariso Community Regional Park (Sylmar)	650	Jail Guitar Doors
	Eugene A. Obregon Park (East LA)	9	Justice for My Sister
	Franklin D. Roosevelt Park (South LA)	89	LA Commons
	George Washington Carver Park (South LA)	516	No Easy Props
	George Lane Park (Quartz Hill)	175	P.S. Arts
	Jackie Robinson Park (Antelope Valley)	50	Upward Together
	Lennox Park (Inglewood)	31	Versa-Style Dance Company
	Loma Alta Park (Altadena)	295	
	Mona Park (Compton)	1,060	
	Pamela Park (Duarte)	157	
	Ruben F. Salazar Park (LA, 90023)	180	
	San Angelo Park (La Puente)	129	
	Stephen Sorensen Park (Lake Los Angeles)	253	
	Ted Watkins Memorial Park (South LA)	300	

Since 2019, Arts and Culture has collaborated with the Department of Parks and Recreation and community-based organizations (CBOs) to provide year-round, after-school, and arts-based programs in County parks aimed at addressing community violence and gang prevention. After CBO contracts for Youth in Communities ended in September 2024, Arts and Culture has been in the process of redesigning the program model and administrative systems for this work. Once the redesign is complete, the department will issue a new solicitation for services that are responsive to emerging community needs and opportunities. During this partial year of services, the following took place in LA County parks:

- *Our SPOT* is a free after-school enrichment program for teens (ages 12-18) that runs Monday through Friday. Programming provided safe and supportive spaces for youth to explore their interests through the arts, social action projects, and peer-to-peer leadership.
- *Parks After Dark* (PAD) programming is designed to provide children and families with opportunities to participate in free arts workshops and live performances throughout the summer. Programming ranged from concerts in the park to movie nights, summer Olympics, art classes, gardening classes, sport clinics, and more.

⁴ Starting in 2024-25, Arts and Culture tracks and reports total attendance, rather than the unique number of participants, for Youth in Communities programs. This protects youth privacy and personally identifiable information. Total numbers in this report are based on attendance logs received from contracted CBO partners.

Spotlight on LA Commons in County Parks

During the summer and fall of 2024, LA Commons facilitated photography programs at Carver Park (Lawndale) and Mona Park (Compton) in which local youth learned how to capture self-portraits and still life, and to identify and sketch local plants. LA Commons also provided a field trip for youth to meet artists [Charles Dickson](#), [Floyd Strickland](#), and [George Evans](#), and tour their public art projects.



Youth at Carver Park learned to direct and compose portrait shots. They also learned to sketch local native plants like white sage (right).



Self-portrait featuring blue elderberry, a native plant of California

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

Creative Wellbeing

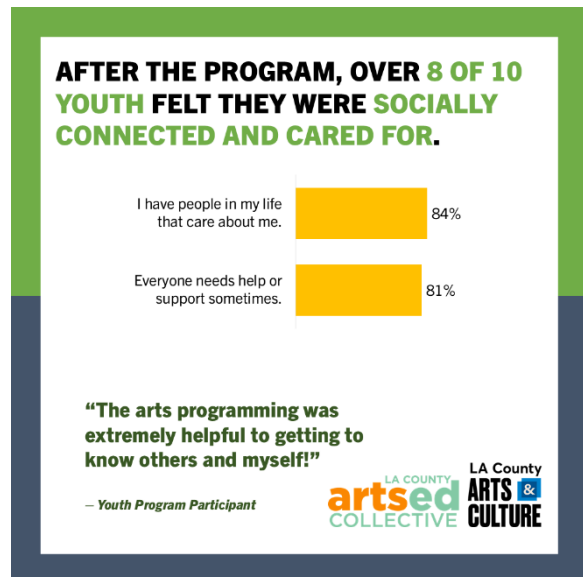
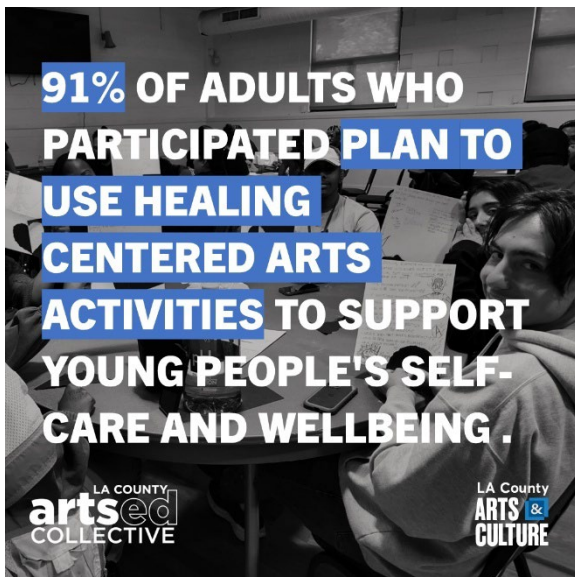
Creative Wellbeing is a strategic collaboration between the LA County Department of Arts and Culture (Arts and Culture); Office of Child Protection (OCP); Department of Mental Health (DMH); Department of Children and Family Services (DCFS); Justice, Care, and Opportunities Department (JCOD); and [Arts for Healing and Justice Network](#) (AHJN).

As a strengths-based, whole-systems approach to nurturing creativity and wellbeing in schools and communities, Creative Wellbeing offers healing-informed arts instruction for youth as well as arts-based professional development for educators and other adults who work with young people.



Ceramics session at South LA charter school Crete Academy

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 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.



Highlights from the Creative Wellbeing dashboards for services delivered in 2024-25

In 2024-25, Creative Wellbeing services provided by 23 community-based organizations⁵ (CBOs) impacted 23,154 youth and adults across in-school, institutional, and community settings. Program evaluation findings (including learnings and outcomes related to mental health, social-emotional competencies, and social support) from the past year by Harder+Company Community Research are available as [data dashboards](#).



Creative Wellbeing in Schools

Creative Wellbeing services took place at seven school districts⁶, two charter schools (Crete Academy and Alliance Morgan McKinzie High School), and DMH’s [School Based Community Access Point](#) during the 2024-25 school year. In total, 15 CBOs provided healing-centered teaching artist residencies (317 sessions total) for 2,228 students and arts-based professional development (38 sessions total) for 405 educators.

Healing through Art: A Story of Resilience at Alliance Morgan McKinzie High School

At Alliance Morgan McKinzie High School, a public charter school in East Los Angeles, many students carry the weight of profound loss. The community is not only deeply affected by federal Immigration and Customs Enforcement (ICE) deportations, but also multiple deaths of fellow students and other school community members due to illness, community violence, and other tragic circumstances. To address this emotional toll, Families Uniting Families/Project Fatherhood, Homeboy Art Academy (HAA), and Arts and Culture teamed up to bring in Creative Wellbeing services.

HAA launched the partnership with a powerful assembly, engaging nearly 50 students in healing circles as a safe space to process grief through art. One student shared, “I didn’t know I could make art. Now I can’t stop.”

Over the school year, HAA teaching artists and founder Fabian Debora guided students in honoring their loved ones through portraiture and storytelling. The program also expanded to support grieving parents and caregivers. The school psychologist noted a cultural shift: “There’s a deeper sense of empathy, understanding, and hope.” In 2025-26, the program will grow to include staff training and more artist residencies, continuing to center healing through the arts.

⁵ **Arts for Healing and Justice Network (AHJN):** The Actors’ Gang, artworxLA, ClayDD, Fostering Dreams Project, Gay Men’s Chorus of Los Angeles, Give a Beat, Green Arrow Co-Lab, Jail Guitar Doors, No Easy Props, PLUS ME Project, Rhythm Arts Alliance, Street Poets Inc., The Unusual Suspects Theatre Company, Upward Together, Versa-Style Dance Company, WriteGirl

Independent Organizations: African Soul International, Boyle Heights Arts Conservatory, Center for the Empowerment of Families, Homeboy Art Academy, Justice for My Sister, Medicine Pathways Healing Arts, Spirit Awakening

⁶ **Antelope Valley Union** (Eastside High School), **Bassett Unified**, **Compton Unified**, **Los Angeles Unified** (Grant Early Education Center), **Palmdale**, **Pasadena Unified** (Pasadena High School, Rose City Continuation High School, McKinley Elementary), **Whittier City** (Christian Sorenson Science Academy, Daniel Phelan Language Academy, Lou Henry Hoover Elementary, Lydia Jackson Elementary, Orange Grove Elementary, Mill School and Technology Academy, Wallen L. Andrews Middle School, Water Dexter Middle School, West Whittier Elementary)



Pasadena Unified staff participated in a sound bath during their districtwide meeting in January 2025

Wildfire Recovery

In the wake of the Eaton Fire, Arts and Culture assisted recovery efforts by providing Creative Wellbeing services for school communities in Altadena and Pasadena. On January 22, Arts Ed Collective strategic planning coaches and teaching artists from Creative Wellbeing partner organizations served as facilitators and led trauma-informed, healing-centered workshops at Pasadena Unified School District's districtwide staff meeting focused on reopening and recovery efforts. Up to 1,500 district staff and teachers participated.

On March 14, Pasadena Unified celebrated the opening of its annual student art exhibition, [*No Boundaries*](#). Over 900 students, families, and community members attended opening night. Historically, the annual *No Boundaries* exhibit features

all 23 schools in the district, but due to the Eaton Fire, some schools lost or could not access their artwork. In response, Arts and Culture funded 29 classrooms at six schools to create collective artworks that focused on the exhibition's theme, "Restore, Rebuild, Rise." In the months leading up to the exhibition's opening, AHJN and artworxLA trained Rose City Continuation High School students to serve as curators and craft exhibition themes rooted in the [Creative Wellbeing curriculum guide](#) (e.g., hope, joy, identity, resilience). This project demonstrated how Creative Wellbeing leverages the arts and artists as a crucial component of crisis response to nurture wellbeing and strengthen resiliency.



A selection of student work at the No Boundaries exhibit (Pasadena)

In the immediate aftermath of the Eaton Fire while schools remained closed, Creative Wellbeing partners provided daily healing-centered arts sessions for up to 1,600 youth and families at all five of the Department of Parks and Recreation's [Care Camps](#) and provided a diverse offering of workshops for a community-wide Family Healing Festival.



Tiny Tots participants with their finger paintings (Altadena)

Spotlight on Loma Alta Park

During June 2025, Arts and Culture partnered with the LA County Department of Parks and Recreation to launch healing-centered arts education programs for young people at recently re-opened Loma Alta Park in Altadena. Programming provided much needed healing and community engagement programming for children aged 3 through 17 via Tiny Tots, summer camps, and after-school programs. Through a collaboration with Parks and Recreation and the LA County Aging & Disabilities Department, Arts and Culture will provide intergenerational programming at Loma Alta Park's community garden space and temporary senior center during 2025-26.

Creative Wellbeing in Foster Care

Arts and Culture collaborated with DCFS to provide Short Term Residential Treatment Programs (STRTPs) and Foster Family Agencies (FFAs) with Creative Wellbeing services for youth and adults. At partner FFAs, the Center for the Empowerment of Families facilitated healing-centered yoga and sound healing sessions for parents and caregivers in residence at Aviva Children and Family Services' Wallis House shelter for survivors of domestic violence.

In 2024-25, Creative Wellbeing services expanded to engage youth at Optimist Youth Homes and Family Services' new Leading Optimism Los Angeles (LOLA) Clubhouse for Transitional Aged Youth (TAY) in foster care, which had its grand opening in September 2024. The LOLA Clubhouse (Northeast LA) is designed as a non-clinical space for youth with serious mental illness, and connects youth to essential resources like crisis intervention, educational support, housing assistance, and employment services.



Grand opening of Optimist Youth Homes and Family Services' LOLA Clubhouse



A sound bowl activity during Aviva's Caregivers Appreciation Day event in December 2024

Creative Wellbeing services were also expanded to Aviva Children and Family Services' new Lifting Youth Up Drop-In Center (Hollywood), which opened in fall 2024 for LGBTQIA+ youth experiencing homelessness and housing instability. Justice For My Sister and Spirit Awakening Foundation provided weekly sessions that included hot meals and an empowering process for youth to rest, reflect, and build creative career skills in media arts. Justice For My Sister also ran a LGBTQIA+ film club where youth learned filmmaking fundamentals and created their own short films using their cellphones. Aviva staff noted that Creative Wellbeing services have made a significant impact on attracting youth to the center, and young people have increased their awareness of and access to Aviva's full array of wrap-around services.

In Long Beach, AHJN and Upward Together collaborated with Families Uniting Families/Project Fatherhood clinicians to facilitate healing-centered Saturday visitation sessions where child welfare-impacted fathers and children engaged in arts activities centered on connection, healing, and reunification.

At DMH's Sheila Kuehl Family Wellness Center (San Fernando), a cohort of CBOs including Jail Guitar Doors, Clay DD, Upward Together, Street Poets Inc., Justice For My Sister, and the Center for the Empowerment of Families led teaching artist residencies and professional development sessions. This collaboration shows how Creative Wellbeing can be meaningfully integrated into DMH's directly operated clinics. The idea began during a Creative Wellbeing partners meeting, when the clinic manager shared concerns about a long waitlist for youth services. In response, Arts and Culture explored how Creative Wellbeing could support youth while they wait for clinical care. With this original seed, a garden has bloomed.

Over the last three years, Arts and Culture has worked with clinic staff and arts organizations to build shared understanding and develop pre-treatment group sessions in dance, music, art, ceramics, and poetry. These include LGBTQIA+ support groups and Saturday family engagements, such as "Healthy Harvest/Cosecha Saludable", where families connect through culturally relevant gardening and culinary arts. Creative Wellbeing partners also supported clinic staff with team building sessions, healing-centered arts training, emotional support, and burnout prevention, contributing to a more holistic and sustainable care environment.



At DPH's Pomona Wellness Community space, the Center for the Empowerment of Families facilitated two programs centered on art, food, yoga, and gardening.

Creative Wellbeing LA County and Community Partners	
Department of Children and Family Services (DCFS):	<ul style="list-style-type: none"> • Policy, Leadership, and Staff Development Division • Out-of-Home Care Management Division • Dream Home Care (STRTP) • Sycamores-El Nido (STRTP) • The Virtuous Woman (STRTP) • ZOE House (STRTP) • Haskell House (TSCF) • Wilbur House (TSCF) • Aviva Children and Family Services (FFA) • Families Uniting Families / Project Fatherhood (FFA) • Optimist Youth Homes and Family Services (STRTP, FFA, Temporary Housing)
Department of Mental Health (DMH):	<ul style="list-style-type: none"> • School-based Community Access Point (SBCAP) • Partners in Suicide Prevention (PSP) • Los Angeles Suicide Prevention Network (LASPN) • Sheila Kuehl Family Wellness Center • Take Action for Mental Health Campaign
Department of Parks and Recreation:	<ul style="list-style-type: none"> • Loma Alta Park
DMH / UCLA Prevention Center of Excellence:	<ul style="list-style-type: none"> • Wellbeing4LA Learning Center
Office of Child Protection (OCP)	
LA County Office of Education (LACOE)	
Department of Health Services (DHS):	<ul style="list-style-type: none"> • Edward R. Roybal Comprehensive Health Center • Alvarado Health Center • Claude Hudson Comprehensive Health Center • Ambulatory Care Network (Town Halls, Primary Care Physicians) • Community Partners Equity, Diversity, Inclusion, and Antiracism Community of Practice
Department of Public Health (DPH):	<ul style="list-style-type: none"> • Office of Violence Prevention (OVP) • Rise, Reclaim, Restore Youth Mental Health Summits • Pomona Wellness Community

Creative Wellbeing Gatherings

Creative Wellbeing partners convened for full day professional development with cross-sector relationship-building. Many attendees, which included teaching artists from various CBOs and staff from different County departments, shared positive feedback about the gatherings, emphasizing the importance of having space to cultivate cross-sector relationships and find alignment and points of connection. They expressed a strong desire for more gatherings to learn and practice healing-centered arts strategies for self- and community care.

Partner Convening Dates	Presenters	Topics & Resources Covered
December 9, 2024 DMH Headquarters (Koreatown)	Fabian Debora and Barbara Fant (Homeboy Art Academy)	Creative Wellbeing best practices <ul style="list-style-type: none"> • Circle practices⁷ within re-entry programs • Community building through poetry and healing circles • Working with gang-involved youth and the art of healing-centered facilitation
March 17, 2025 Homeboy Art Academy (Chinatown)	Fredy Ruiz (Immigration Relations Coordinator, LACOE's Office of General Counsel) Dr. Rebecca Trotzky-Sirr (Jail Health Services Director, Los Angeles General Medical Center) Alliance for Children's Rights Jail Guitar Doors No Easy Props Street Poets Inc. The Wall Las Memorias Project LA County Department of Arts and Culture LA County Department of Mental Health LA County Office of Child Protection	"Mental Health 101" session on mental healthcare and DMH resources Immigration rights and resources for school communities Education rights and advocacy for youth in foster care Administering Naloxone (NARCAN) for opioid overdose

Open Cohorts and Special Events

Virtual and in-person cohorts allow participants to cultivate 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.

In partnership with the UCLA Prevention Center of Excellence and the [Wellbeing4LA Learning Center](#), virtual *Self & Community Care Open Sessions* provided year-round engagement opportunities across the Creative Wellbeing network, which is comprised of educators, mental health professionals, advocates, youth content advisors, youth development workers, teaching artists, LA County staff, and others. The monthly series created space for adults who dedicate their time, hearts, and energy to support young people in LA County to explore creativity, build community, connect to their joy and purpose, and support their own healing and wellbeing. Each session was led by a different guest artist among contracted arts organizations, including those from AHJN's 25-member (and growing) network.

External events hosted by Arts Ed Collective partners also provided opportunities to disseminate and embed the Creative Wellbeing approach through healing-centered, arts-based workshops and engagements. Engaging over 5,000 attendees, Creative Wellbeing workshops were embedded across partner events in LA County, including the Los Angeles Suicide Prevention Network Annual Summit, ArtMatters Conference, Aviva Family Services' Resource Families and Relative Caregiver Celebrations, DCFS Santa Fe Springs Foster/TAY Youth Holiday Celebration, and Pomona Wellness Community Food Distribution and Community Safety events.

Creative Wellbeing received dedicated support from the Care First Community Investment (administered by the LA County Justice, Care, and Opportunities Department), FireAid, and the Mental Health Services Act (administered by the LA County Department of Mental Health).

⁷ A circle practice is a restorative tool for building connection and cultivating healing, empathy, and growth in a safe space. Participants learn to establish trust and shared values through open dialogue, thereby improving their social-emotional wellbeing, sense of belonging, and deepening peer relationships.

Creative Career Pathways for Youth

Addresses systemic barriers within creative industries and supports young people of color in entering and shaping LA County's creative economy.

The LA County Department of Arts and Culture (Arts and Culture) works to expand opportunities for young people to access careers in the arts and creative industries. With the goal of cultivating a more diverse and inclusive workforce, the agency focuses on those who have historically been excluded from, and underrepresented in, these fields. In 2018, Arts and Culture published the [Building Creative Careers for Youth](#) field scan report, which includes 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, some of which are being implemented today.

Highlights

- Marketing campaign and expanded features for Creative Careers Online
- Launch of the first youth cohort under the Media Career Pathways Prototype program
- Efforts to expand career pathways and Career Technical Education (CTE) programs as part of school district strategic planning (see page 7) and the Advancement Grant Program (see Burbank, ICEF Public Schools, Las Virgenes, Magnolia Public Schools, and Whittier Union in Attachment 3)



Promotional posters for Creative Careers Online

Creative Careers Online

[Creative Careers Online](#) (CCO) is a collaborative project of Arts and Culture, Gladeo Inc., 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.

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.

To date, user metrics for CCO has shown over 50,000 visitors and over 40,000 views of career profiles, with thousands of career programs posted to the site from partners across the nonprofit and commercial creative sectors.

New features of CCO launched in the past year, created with support from youth consultants and advisers, including:

- A Program Finder, where youth can browse a directory of 12,000+ accredited training programs, college courses, internships, and apprenticeships
- Additional video spotlights and interviews with arts and entertainment professionals who speak frankly on how to succeed in the creative sector
- A portal for nonprofit organizations to post their programs and news on the CCO homepage
- A how-to video for educators on integrating CCO into their classrooms

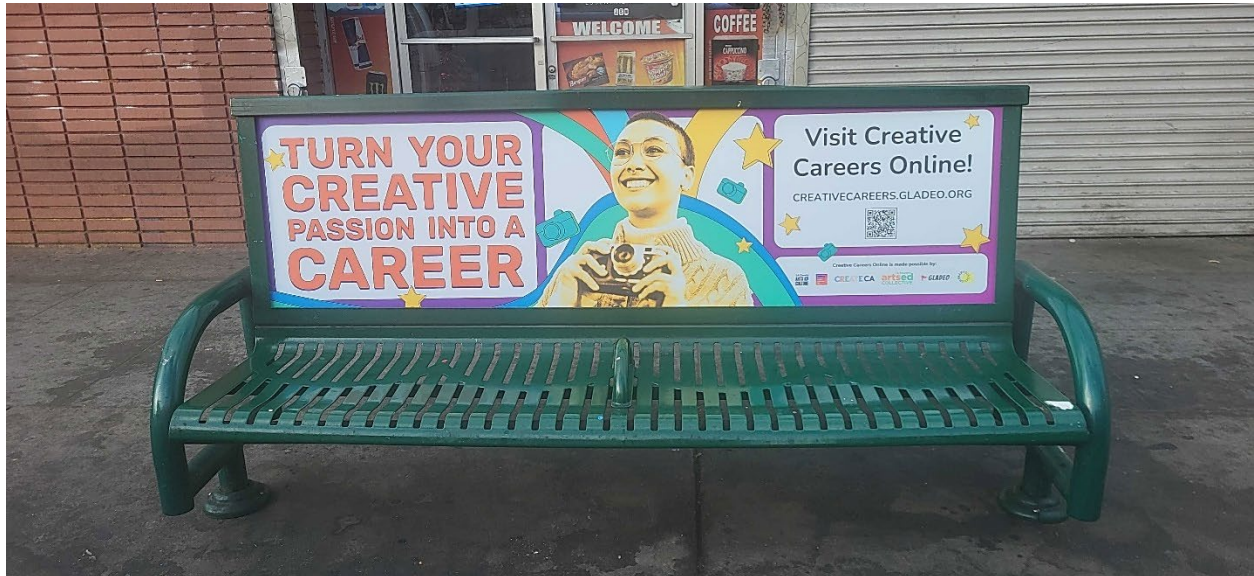
Expanding the Reach of CCO

As part of efforts to ensure that more young people and educators are aware of this resource, Arts and Culture implemented a marketing plan in 2025, elements of which included:

- Video interviews produced by Meia Johnson (Program Manager, Creative Career Pathways for Youth) and filmed by former Arts Ed Collective youth advisor Rudy Torres. These interviews featured [Fabian Debora](#) (Homeboy Art Academy) and [Ri-Karlo Handy](#) (Handy Foundation), and were designed to inspire youth from similar backgrounds to explore careers in the creative sector.
- Youth-led tutorial videos and a [Creative Career Pathways for Youth-dedicated YouTube playlist](#), created in partnership with Inglewood High School students and [We Uplift the World Foundation](#). In April 2025, Nathaniel, a youth participant with We Uplift the World Foundation, led a workshop on navigating CCO for 134 high school students at the GRID Summit, a key event for the Creative Careers Leadership Lab network that promotes learning and engagement.
- Partnership with the [Creative Careers Leadership Lab](#) (CCLL) to create and distribute 250 promotional posters for 25 Arts, Media, and Entertainment (AME) CTE high school classrooms across California. The posters were also shared with the Arts Ed Collective's network of educators and high schools throughout LA County.

Two of five poster designs were modified into bus bench advertisements. Through a partnership with the [Entertainment Industry Foundation](#), Arts and Culture leveraged at-cost and in-kind placements of 20 bus bench ads in strategic locations to reach youth from communities identified by LA County's [Equity](#)

[Explorer](#) tool. The ad placements began in the week of April 21 and remained up for one month. The timing built on momentum from live career counseling at the [GRID Creativity Summit](#) on April 23 and a sponsor booth at the [Careers in Entertainment Expo](#) on April 25. The Expo welcomed more than 1,700 high school students, college students, and young adults interested in AME careers.



Bus bench ads located at W Adams Blvd and Hill St (above) and at W 67th St and Crenshaw Blvd (below)



Creative Careers Online received dedicated support from the Snap Foundation and Stuart Foundation.



Graduates of the first youth cohort with instructors Logan Jackson and Tony Chennault (center)

Media Career Pathways Prototype

The Department of Arts and Culture's [Media Career Pathways Prototype](#) (MCP) explores pathways to visual effects, gaming, animation, and music production careers for LA County youth who have historically experienced barriers to employment. Goals of the program include:

- Creating pathways to family-sustaining careers in the arts and creative sectors for LA County opportunity youth, ages 18-24 (as well as youth impacted by foster care, justice system, and/or economic precarity)
- Implementing 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 in-school CTE
- Addressing critical social and structural barriers through community-embedded and culturally responsive approaches

Implementation Partners

[Watts Labor Community Action Committee](#)
[Heart of Los Angeles](#)
[The Alliance for Media Arts + Culture](#)

Instructors

Tony Chennault
 Logan Jackson

Evaluation Partner

[Harder+Company](#)

Orientation Workshop

On November 19, 2024, the Watts Labor Community Action Committee (WLCAC) hosted a two-hour workshop within their theater space for youth applicants to MCP. This workshop, led by instructors [Logan Jackson and Tony Chennault](#), provided an opportunity to meet the instructors, learn hands-on technical skills, and become familiar with the curriculum and resources provided through the Media Career Pathways Prototype (MCP).

Program Launch

In December 2024, WLCAC officially launched MCPP with a cohort of nine transitional age youth (TAY), between ages 18-24. Over the course of the 24-week program, youth participated in industry-aligned, hard skills training in media arts (e.g., post-production and editing, visual effects, digital storytelling communications, multimedia production) and general career soft skills training in a community setting. The prototype used healing-centered approaches, connected youth participants with mentors, and provided wraparound support services. Participants received technology, equipment, and a stipend for completing at least 80% of the program.

Sony Pictures Entertainment's in-kind donation of cameras and other film equipment also ensured youth had access to state-of-the-art tools to work on projects and explore career paths during the program.

Students participated in programmatic offerings by MCPP partners including:

- Arts2Work (The Alliance for Media Arts + Culture): A six-month program of technical, creative, and project-based media career exploration, skills development, and mentorship for youth, which included paid, work-based learning in digital media production and post-professional creative technology certifications, and financial literacy and entrepreneurship training.
- Heart of Los Angeles (HOLA) led a professional development workshop for teaching artists and a Leadership Enrichment Program that helps youth participants develop their sense of purpose and agency. Students explored engagement with their community, developed leadership skills, and learned project management.

Program Evaluation

Using a mixed methods approach, Harder+Company Community Research (Harder+Co) worked closely with WLCAC to evaluate program implementation by documenting promising practices, analyzing its potential for replicability, and measuring the program's effectiveness in achieving positive outcomes for participating youth (e.g., workforce readiness, leadership development, improved socio-emotional wellbeing, peer-to-peer relationships). After evaluation of the second MCPP cohort is completed in 2025-26, an evaluation report that details findings from both cohorts is planned for release by late 2026.

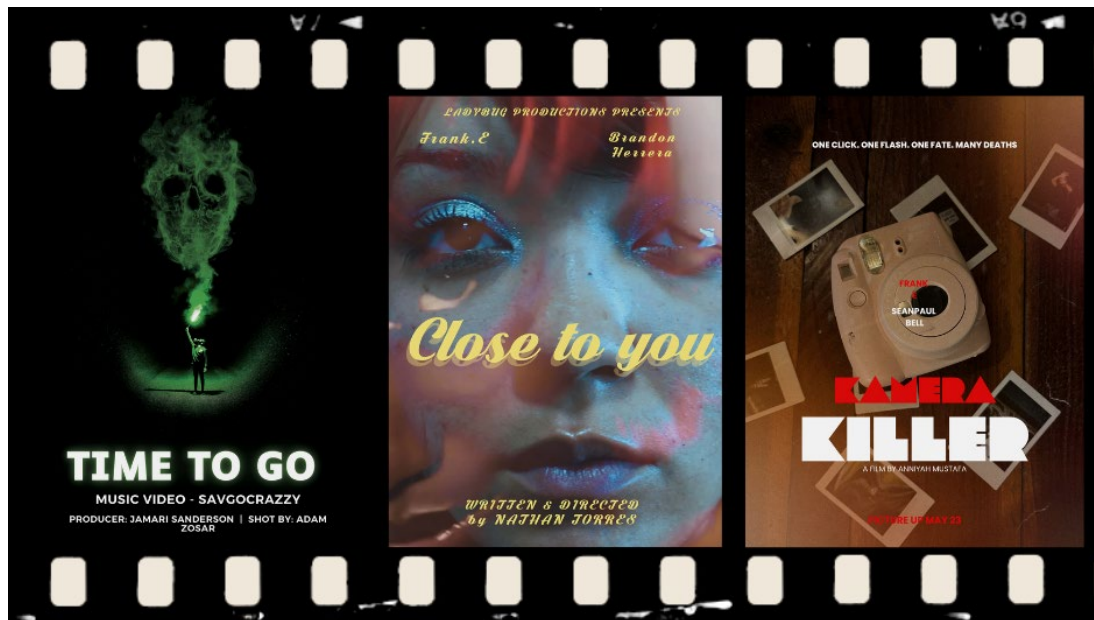
Evaluation activities completed to date include:

- Finalized in December 2024, the evaluation plan includes focus groups, staff interviews, and program data collection.
- The Department of Arts and Culture received an Institutional Review Board (IRB) exemption at the end of March 2025, and evaluation activities officially began in April 2025.
- As part of data collection efforts, Harder+Co conducted an on-site observation of MCPP programming at WLCAC in late April, followed by completed outcomes assessments in late May.
- A virtual focus group with some of the participants from the first cohort happened in late June.

Culmination

On May 23, 2025, all project partners—Arts and Culture, WLCAC, the Alliance for Media Arts + Culture, and HOLA—came together to celebrate the achievements of the inaugural youth cohort of MCPP. The culmination event included red carpet interviews and welcome remarks, followed by the premiere of student films. The showcase concluded with a panel discussion, where youth participants shared about

their experience as emerging filmmakers, directors, writers, and producers. In total, eight youth graduated from the program and received a certificate of completion. Efforts to recruit a second youth cohort will take place in the first half of 2025-26.



Posters created by the first MCPP youth cohort for their film premieres

The Media Career Pathways Prototype received dedicated support from the Juvenile Justice Crime Prevention Act (administered by the LA County Probation Department), Sony Pictures Entertainment, and Stuart Foundation.

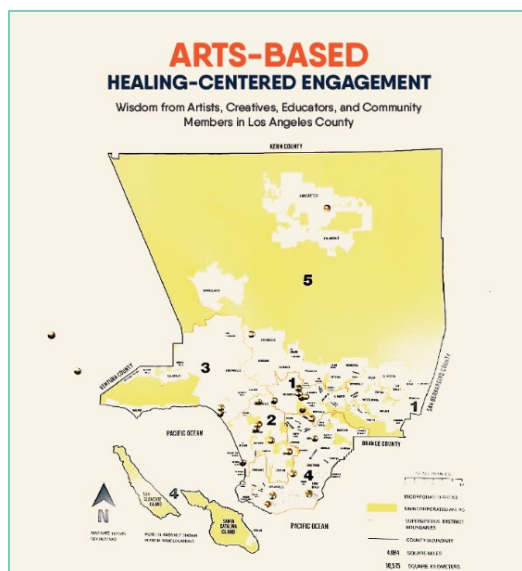
Creative Career Pathways for Youth received dedicated support from LA County's Cultural Equity and Inclusion Initiative (CEII) and is run by the Department of Arts and Culture's Cross Sector Initiatives Division.

Shared Learning & Leadership

Enables 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

- Release of the Arts-Based Healing-Centered Engagement Wisdom Guide
- 4,586 individuals engaged across 443 stakeholder convenings
- Regional arts leadership convenings in Pasadena, Whittier, and Palmdale
- Launch of the Arts Ed Collective Leadership Circle, a new community advisory body for the initiative
- Return of the Arts Education Forum with an event focused on the intersections of arts-based youth development, child wellbeing, and foster care



Arts-Based Healing-Centered Engagement

From May 2022 to June 2024, a diverse, intergenerational group of community-based practitioners convened and collaborated as an Arts-Based Healing-Centered Engagement Working Group to develop a shared understanding of arts-based, healing-centered engagement (ABHCE) in LA County. In partnership with the Department of Arts and Culture, Flourish Agenda (a national consulting firm founded by Dr. Shawn Ginwright and Nedra Ginwright) facilitated the working group based on their [Healing Centered Engagement \(HCE\) Practitioner Certification](#) curriculum.

This multi-year body of work was defined by two distinct phases: Phase 1 focused on co-creating a shared ABHCE framework by articulating its core values, and Phase 2 focused on contextualizing ABHCE in LA County.

During 2023-24, members from the Working Group organized a series of in-person community events to publicly demonstrate the principles of arts-based healing, with the goal of engaging and reflecting the diverse population of LA County. With input from community members, these events showcased local artists who embody the shared values of healing, art, and community—fundamental tenets of ABHCE. To pay tribute to the rich artistic and cultural heritage of the Spanish-speaking and Indigenous communities in the area, the Working Group named the event series *¡Presente!*, which translates to “present” in Spanish.

Following the conclusion of the *¡Presente!* series in June 2024, which marked the end of a two-year collaboration among 40 artists dedicated to enhancing the connection between art and healing, Flourish Agenda synthesized the learnings, concepts, and community feedback developed by workgroup members across all past convenings to inform an [ABHCE Wisdom Guide](#), which was released in spring 2025.

The Wisdom Guide offers a working definition of ABHCE, defined as:

- The intentional practice of self-expression that centers healing by validating the innate creativity of every individual
- An accessible engagement process of art/artistic mediums that centers healing through the empowerment of each individual’s innate creativity to authentically express themselves

- An invitation for artists to facilitate healing through their art by uplifting agency, community, decolonization, intentionality, and relationships

The Wisdom Guide highlights key learnings, core values, and promising practices of ABHCE, and invites educators and arts practitioners to use what resonates and reflect on what a possible future for individuals, communities, and systems in LA County might look like with ABHCE in action.

Arts-Based Healing-Centered Engagement activities received dedicated support from the Wallace Foundation and the Juvenile Justice Crime Prevention Act (administered by the LA County Probation Department).

Convenings

Between July 2024 and June 2025, the Arts Ed Collective hosted 443 events for learning, sharing, and collaboration. Attendance counts estimate 3,439 unique participants and a total attendance of 4,586. Attendees represented 50 LA County school districts, four charter networks, 15 LA County government agencies, and 237 community-based organizations. These convenings support each of the Arts Ed Collective's strategic priorities with content for target audiences and the broader public. Please see Attachment 4 for an overview and summary of all Arts Ed Collective convenings in 2024-25.



Moderated by Arts Ed Collective coaches Sandy Seufert and Melissa Thompson (left), a panel of community-based organizations and County partners closed out the February convening at Whittier Union High School District.

Regional Arts Leadership Convenings

After co-hosting a Regional Arts Leadership Convening focused on local arts programs and Prop 28 at Pasadena Unified (December 4, 2024), the Department of Arts and Culture and LACOE produced two convenings at Whittier Union High School District (February 6, 2025) and Palmdale School District (February 26, 2025). These events convened local educators and community partners to share actionable strategies, foster dialogue on critical topics, and strengthen relationships to ensure all young people have access to the arts. At their respective convenings, Whittier Union and Palmdale provided

an overview of their arts education programs, highlighting ways they leverage [Advancement Grant](#) funds in alignment with their five-year strategic arts plans.

These convenings also featured [Creative Wellbeing](#) sessions led by community arts partners. [ClayDD](#) led a sound bath and mindfulness session in Whittier, while [No Easy Props](#) led attendees through movement and visual art in Palmdale. Following these Creative Wellbeing moments, attendees moved into café conversations to explore strategies and challenges related to [Prop 28](#) implementation. Discussion topics included accountability, reporting and waivers, centering equity in expenditure planning, hiring and supporting arts teachers, and an introduction to Prop 28 for arts partners.

After attending the Regional Arts Leadership Convening in Whittier, Norma Verdugo, the arts coordinator for Baldwin Park Unified School District (BPUSD), described ClayDD's Creative Wellbeing session as being very powerful and providing much needed grounding. She felt that many teachers in her district could benefit from having space to check in with themselves and one another. This experience spurred her to find ways to embed wellness into their strategic planning sessions with the Arts Ed Collective. As a result, Norma recruited a teacher with expertise as a yoga instructor on BPUSD's planning team to facilitate mindfulness practices at staff meetings that also complement the grounding activities led by Arts Ed Collective coaches during planning sessions.



Arts Ed Collective Leadership Circle at a March 2025 retreat

Arts Ed Collective Leadership Circle

Between 2022 and 2024, the Department of Arts and Culture (Arts and Culture) and [Presencing Institute](#) began imagining a new leadership body for the LA County arts education ecosystem. They convened a Leadership Design Team of County government and community stakeholders to author recommendations for a new community-based advisory body, called the Arts Ed Collective Leadership Circle. Arts and Culture staff synthesized the work of the Leadership Design Team and developed a

process to nominate, recruit, and onboard a Leadership Circle that is representative of LA County's diverse communities.

In August 2024, Arts and Culture officially launched a [Call for Members](#) of the inaugural Leadership Circle. A total of 88 applications were received and reviewed by a panel of experienced arts, education, and youth development professionals during November 2024. At the conclusion of the review process, 15 members (three representatives from each of the five LA County supervisorial districts) were selected to serve on the Leadership Circle. Members include established and emerging interdisciplinary artists, arts educators, cultural practitioners, and administrators specializing in arts-based youth development and working in schools, nonprofits, museums, libraries, and creative industries. Please see Attachment 5 for a list of Leadership Circle members.

Facilitated by the Presencing Institute, a launch event took place on January 31, 2025, and contextualized the mission and vision of the Leadership Circle alongside the LA County Regional Blueprint for Arts Education and its three goals of developing systems, strengthening partnerships, and mobilizing stakeholders to create meaningful change.



Presencing Institute facilitators (Marie McCormick and Nicole Taylor) documented notes and ideas shared by Leadership Circle members during a "mind map" activity in January 2025.

Following the launch event, Leadership Circle members convened at a three-day retreat in March 2025 to establish shared purpose and key priorities for their work, which include:

- Centering young people in the decision-making process;
- Empowering communities through self-determination;
- Integrating arts across systems and agencies to provide holistic support for young people; and
- Fostering authentic, respectful relationships to promote community wellbeing.

Through the end of their term in June 2026, the Leadership Circle will participate in quarterly meetings and self-determined community engagements, bringing together learnings and questions from the

field, and surfacing needs from their communities. As a parallel advisory body to the Arts Ed Collective Funders Council, the Leadership Circle will help shape and inform the initiative's future community engagement and strategic priorities.



Panelists (left to right): Tracie Andrews, Zacarías Bernal, Ashley Resurreccion, Cristopher Espino, and moderator Angelina Soll

Arts Education Forum

The Arts Education Forum is an event series co-presented by the Department of Arts and Culture, Arts Ed Collective Funders Council, and SoCal Grantmakers (SCG). These events examine the roles that arts education plays in youth, community, and economic development in our region. They also encourage networking and discussion on ways to refine strategies and promote positive youth development for communities that have been historically excluded or precluded from resources/opportunities.

After a two-year hiatus, the Arts Ed Collective hosted the [Arts Education Forum: Hope and Healing through Arts-Based Systems of Care](#) on October 23, 2024 at The California Endowment. Presented in partnership between Arts and Culture, SCG, the [Center for Strategic Partnerships' Foster Together Network](#), and the LA County Office of Child Protection (OCP), the forum focused on building awareness about the intersections of arts-based youth development, child wellbeing, and foster care.

After opening remarks from LA County Supervisor Hilda Solis (First District) and Rochelle Alley (Foster Together Network), Kristin Sakoda (Arts and Culture) and Stefanie Gluckman (OCP) presented on growing efforts, under LA County's Creative Wellbeing programs, to embed the healing arts into services for youth in foster care and other systems-impacted young people. Throughout the event were experiential moments and performances to demonstrate the healing power of the arts, led by artists from African Soul International and youth poet Mani from Street Poets Inc.

At the core of these efforts is the importance of centering shared human experiences to engage with youth in ways that are genuine and intentional. The Arts Ed Forum featured panelists⁸ who shared how their life experiences and relationships with young people inform how they approach their work in policy advocacy, arts therapy, and trauma-informed teaching.

In breakout groups following the panel, the audience discussed ideas, opportunities, and sites for collaboration while emphasizing the importance of community voice and making the language of policy and advocacy accessible as a foundation for meaningful community engagement. Conversations at the event resulted in greater understanding among philanthropic partners and County representatives about the potential for the arts to support youth impacted by the child welfare system. Building on this momentum, the Department of Arts and Culture and its partners will work to deepen and scale Creative Wellbeing services across LA County and build the capacity of nonprofit partners to serve young people in crisis, within and beyond the initiative.



Dr. Jewel Jackson of African Soul International led forum attendees through music and movement as part of a "Creative Wellbeing" moment.

⁸ Tracie Andrews (Program Manager, LA County Department of Mental Health), Zacarías Bernal (Teaching Artist, Tia Chucha's Centro Cultural), Cristopher Espino (LA County Youth Commissioner, Fourth District), Ashley Resurreccion (Teaching Artist, Upward Together), and moderator Angelina Soll (Program Officer, Conrad N. Hilton Foundation)

Research & Evaluation

Collects and analyzes data to inform strategies, identify Countywide trends, and educate the public about systemic inequities and the impacts of arts education.

Highlights

- Data dashboards summarize learnings and outcomes from Creative Wellbeing (see page 21)
- Program evaluation in progress for the Media Career Pathways Prototype (see page 31)
- Progress on multi-year evaluation plan to track Arts Ed Blueprint goals

Tracking Progress on the Arts Ed Blueprint

Every year, the Arts Ed Collective conducts program assessments that evaluate effectiveness and responsiveness to the needs of the field. These efforts are conducted by both the LA County Department of Arts and Culture's Research & Evaluation Division and third-party evaluators.

For tracking progress on the overall initiative, the [Arts for All Children, Youth, and Families: LA County's Regional Blueprint for Arts Education](#) (Arts Ed Blueprint) calls for three overarching long-term goals:

1. Develop systems and infrastructure that expand and sustain arts education for all young people, in all schools, and in all communities.
2. Build and strengthen partnerships and collaborations to create, expand, and leverage resources for arts education.
3. Increase public awareness about the importance of arts education and mobilize stakeholders to advocate for robust implementation.

Since the adoption of the Arts Ed Blueprint, the Department of Arts and Culture has developed a multi-year evaluation plan to track progress on these long-term goals set forth in the Arts Ed Blueprint. The methods and approaches in this plan include the following projects.

Arts Education Profile

Established in 2017, the [LA County Arts Ed Profile](#) is a data collection/analysis project and online data visualization platform that measure the quality, quantity, and equity of arts instruction across all 80 school districts in LA County (to measure progress toward Blueprint Goal #1). With customizable reports and an interactive online tool for navigating the data, the Arts Ed Profile helps school districts prioritize specific areas for improvement in their five-year strategic plans to expand arts education. Findings from the Arts Ed Profile also help galvanize efforts to make arts instruction more accessible and to provide higher quality arts instruction for students of color, students eligible for free/reduced-price meals, and English learners.

Over the past year, planning was underway for a 10-year comparison study to resurvey all 80 LA County school districts and expand on the [2017 LA County Arts Ed Profile](#) report with new definitions of quality (e.g., cultural relevance) and analyses of changes in school-based arts education since major events like the COVID-19 pandemic and passage of Prop 28.

Due to a challenging budget climate and other sector priorities, the Department of Arts and Culture has paused the 10-year comparison study of the Arts Ed Profile. With guidance from the Funders Council's Planning & Evaluation Subcommittee, the department will revisit the project when strategic priorities and budget capacity are better aligned.

Policy Evaluation

The Policy Evaluation is a two-phase evaluation project that seeks to measure Goals #2 and #3 of the Arts Ed Blueprint:

- Phase 1: Analysis of networks/relationships between school districts, community-based organizations, County agencies, and philanthropic organizations (measures Goal #2)
- Phase 2: Qualitative analysis of who the field thinks are the key players in arts education and what they think has been most effective at advancing systems change and arts education (measures Goals #2 and #3)

As a collective impact initiative, the Arts Ed Collective regularly brings together hundreds of arts and culture leaders and organizations across various settings and contexts. Implementation for the first phase, the Social Network Analysis, began in 2024-25, using attendance data from across the Arts Ed Collective's stakeholder convenings from fiscal years 2023-24 and 2024-25 to map out the organizations and individuals who are part of the Arts Ed Collective network.

The purpose of the Social Network Analysis is to measure the reach of the Arts Ed Collective and better understand the key connectors and potential influencers within our network. Findings from the analysis report will be published in 2025-26.

Research & Evaluation activities of the Arts Ed Collective were managed by the Department of Arts and Culture's Research and Evaluation Division.

Looking Ahead

A half-decade since the LA County Board of Supervisors' adoption of a new Arts Ed Blueprint that extended the Arts Ed Collective's scope into preparing the creative workforce, we are seeing deeper integration of creative career pathways into Arts Ed Collective programs as well as stronger connections between public education today and creative careers in the future.

Next year, efforts under Creative Career Pathways for Youth will include a second youth cohort for the Media Career Pathways Prototype and the launch of a new arts internship program that will provide high school seniors with college preparation, mentorship, professional development, and networking opportunities. The initiative will also sustain the Mural Workforce Academy in Barry J. Nidorf Secure Youth Treatment Facility and launch workforce programs in additional juvenile detention facilities.

In the face of a rapidly changing and uncertain creative economy, we are grateful to work alongside partners who provide young people with transformative arts experiences, trusted mentors, and stable relationships that are foundational for future success. The new year will also bring expanded capacity for the Department of Arts and Culture in the form of new LA County staff dedicated to Creative Career Pathways, Creative Wellbeing, and other youth development programs.

Having established shared definitions of arts-based healing-centered engagement through the Wisdom Guide, we are excited to share more examples of how creative modalities and arts disciplines impact recovery and resilience within schools and communities. We also look forward to gathering the wisdom and insights of the Arts Ed Collective Leadership Circle, which will help tailor Arts Ed Blueprint strategies to the current needs of diverse communities across LA County.



Co-Chairs

Katherine Bonalos, Director, Grants & Initiatives
The Ralph M. Parsons Foundation

Matty Wilder, Senior Program Officer
Herb Alpert Foundation

Herb Alpert Foundation

Rona Sebastian, President
Jennifer Garratt, Grants and Operations Manager

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Angela LoBue, Senior Program Officer, Foster Youth
Angelina Soll, Program Officer, Foster Youth

LA County Department of Arts and Culture

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Community Impact

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Delia Reid, Senior Manager,
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Kathryn Bradley, Director, Purpose of Education Fund

Dwight Stuart Youth Fund

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Global Corporate Social Responsibility
Sony Pictures Entertainment

LA COUNTY artsed COLLECTIVE

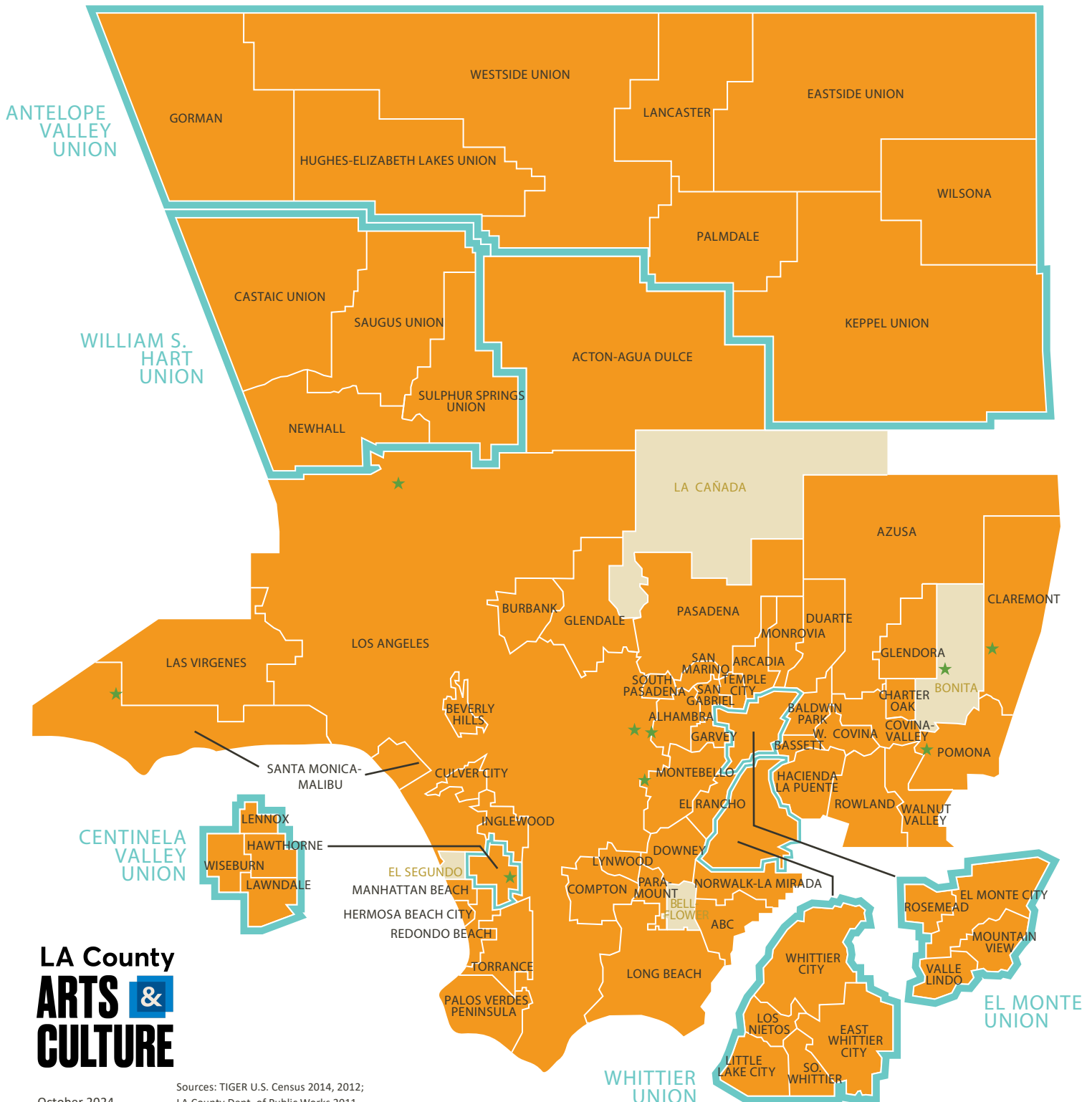
SCHOOL DISTRICT PARTNERSHIPS

- Arts Ed Collective Unified or Elementary School District
- Non-Arts Ed Collective Unified or Elementary School District
- Arts Ed Collective High School District
- ★ School Directed by the
LA County Office of Education

CHARTER NETWORK PARTNERSHIPS

Not Shown on the Map

- iLEAD Schools
- Inner City Education Foundation Public School
- Green Dot Public School
- Magnolia Public Schools
- Partnerships to Uplift Communities School



LA County
**ARTS &
CULTURE**

Sources: TIGER U.S. Census 2014, 2012;
LA County Dept. of Public Works 2011

October 2024

District	2024-25 Project Description
Acton-Agua Dulce School District	to support elementary and middle school music through the purchase of instruments, professional development and curriculum development
Antelope Valley Union High School District	to support the expansion of district-wide arts coordination
Arcadia Unified School District	to support the purchase of equipment, instruments, technology, and costumes for dance, music, theater and visual arts classes district-wide
Azusa Unified School District	to support visual arts professional development for elementary generalist teachers and the purchase of classroom art supply sets
Baldwin Park Unified School District	to support the purchase of musical instruments to expand instruction for fifth grade district-wide
Burbank Unified School District	to support district-wide visual, performing and media arts professional development, secondary music residencies, and music mentors for secondary instrumental and vocal courses
Castaic Union School District	to support the expansion of district-wide artist residencies in dance and theater
Centinela Valley Union High School District	to support professional performances and arts career workshops for students, pre-performance teacher professional development, and expansion of the Arts Docent Program through the purchase of uniforms and translation services
Claremont Unified School District	to support teacher professional development and coaching in arts integration and dance, the expansion of the ARTstART program and Family Arts Nights, performing arts assemblies for elementary schools district-wide, and the purchase of dance kits and curriculum
Compton Unified School District	to support the expansion of theater instruction to three elementary schools and one middle school
Covina-Valley Unified School District	to support middle school choral instruction through the purchase of risers
Culver City Unified School District	to support elementary artist residencies and field trips, consultant fees to facilitate high school arts course updates, and district arts coaching
Garvey Elementary School District	to support professional development in the arts standards by the California Arts Project, curriculum development, arts workshops, the district arts showcase, and the purchase of instructional materials and arts supplies
Glendale Unified School District	to support the development of elementary arts curriculum
Hacienda La Puente Unified School District	to support the expansion of theater instruction and field trips for eighth grade at three additional schools, discrete and arts integrated teacher professional development, Read Across HLPUSD arts collaboration, and the purchase of supplies, materials, and digital technology
Hawthorne School District	to support the expansion of afterschool artist residencies, arts integrated professional development and curriculum development for elementary teachers, the Arts Docent training program, and Arts Leads stipends for planning and collaboration
ICEF Public Schools	to support afterschool dance at View Park High School, the expansion of Drumline at View Park K8, and the purchase of iPads for visual arts classes and uniforms and drums for Drumline
Las Virgenes Unified School District	to support professional performances, arts field trips, and the purchase of music supplies and instructional materials
Lawndale Elementary School District	to support district-wide professional performances, middle school arts career workshops, pre-performance teacher professional development, and the purchase of music software and visual arts curriculum for middle school through digital subscriptions
Los Angeles Unified School District	to support the expansion of the Monroe Fine Arts Conservatory classes in dance, theater, music and visual arts
Los Nietos School District	to support arts professional development for arts and generalist teachers, and the purchase of equipment, instruments and supplies to expand family arts nights and an arts wellness space
Lynwood Unified School District	to support the purchase of district art displays and supplies, after-school family dance workshops, and the expansion of arts professional development for the Arts Advocacy Team and new arts teachers
Magnolia Public Schools	to support the purchase of sound equipment for instrumental courses, arts integration curriculum development, arts field trips and teacher professional development for arts teachers
Monrovia Unified School District	to support the expansion of music instruction and the purchase of musical instruments, equipment and instructional materials
Montebello Unified School District	to support the expansion of visual arts teacher professional development and lesson development by the California Arts Project
Mountain View School District	to support the purchase and repair of instruments for the expansion of the elementary music program
Newhall School District	to support professional performances at each school, after-school orchestra, the purchase of rhythm kits and musical instruments, and arts integration professional development for the English Learner Collaborative
Paramount Unified School District	to support professional development for all visual and performing arts teachers
Rosemead School District	to support district-wide teacher professional development in arts integration and artist residencies by the Music Center
Saugus Union School District	to support arts integration lesson development and resources, arts professional development for classroom teachers, and the purchase of rhythm instruments and dance supplies
South Pasadena Unified School District	to support the purchase of instruments and instructional materials for elementary music and fifth grade band
South Whittier School District	to support arts integration professional development, lesson planning, and coaching for Art Leads and arts education staff district-wide
Sulphur Springs Union School District	to support the expansion of district-wide elementary music instruction, teacher professional development, and the purchase of instruments, equipment, and supplies
Torrance Unified School District	to support the expansion of student workshops and teacher professional development in arts integration and discrete art forms, and district arts coaching
Whittier City School District	to support district-wide fourth grade social studies integrated theater residencies
Whittier Union High School District	to support intra-district collaboration for arts articulation, professional development for visual and performing arts teachers, and consultant fees to facilitate arts course updates
Wiseburn Unified School District	to support a STEM/Arts artist residency for the Transitional Kindergarten and Kindergarten classes and district-wide elementary dance integrated physical education instruction with teacher professional development

Attachment 4
2024-25 Stakeholder Convenings

Event Name	# of events	Attend-ance	Key Audience	Objective
Advancement Grant Office Hours	2	6	School District Leaders	Drop in virtual office hours supported school districts in applying for Advancement Grant funding.
Arts Education Forum	1	89	Funders, Nonprofit Leaders, County Staff	Co-presented by the Department of Arts and Culture, Arts Ed Collective Funders Council, SoCal Grantmakers, and the Center for Strategic Partnerships's Foster Together Network, the "Arts Education Forum: Hope and Healing through Arts-Based Systems of Care" uplifted conversations among youth leaders, teaching artists, funders, and County partners about ways that arts-based, healing-centered approaches can advance mental healthcare models in child welfare and foster care systems in LA County.
Arts-Based Healing-Centered Engagement for County Departments	57	805	County Staff	Staff and contractors from Probation, DCFS, DHS, and DMH participated in arts-based healing-centered engagement workshops. Trainings focused on weaving together healing-centered arts, youth development, and mental health promotion concepts.
Creative Wellbeing Partners Gathering	2	155	Contractors, County Staff, School District Leaders	The Arts Ed Collective brought together Creative Wellbeing partners (e.g., community-based organizations, DCFS, DMH) for a day-long session of cross-sector relationship-building and professional development. Attendees participated in NARCAN training and learned about mental healthcare in LA County, Creative Wellbeing best practices, and strategies for self- and community care.
Creative Wellbeing School District Workshops	47	427	School District Leaders, Educators & Staff	Creative Wellbeing provided professional development for adults who support systems-involved young people or young people at heightened risk of systems involvement. The training focused on weaving together healing-centered arts engagement, culturally relevant/sustaining pedagogy, self-care, and mental health promotion concepts. Participants included educators, school administrators and support staff, mental health clinicians, social workers and support staff, school counselors, and foster youth congregate care site staff. School districts partners included Antelope Valley Union, Bassett Unified, Compton Unified, Los Angeles Unified (Grant Early Education Center), Palmdale, Pasadena Unified, and Whittier City.
Creative Wellbeing Self and Community Care Sessions	172	1,309	Youth-Supporting Adults	In partnership with the UCLA Prevention Center of Excellence and the Wellbeing4LA Learning Center, self- and community-care open sessions are open to adults who support young people in LA County. These one-hour sessions featured experiential, healing-centered arts activities and resources led by teaching artists contracted under Creative Wellbeing.
Funders Council	10	79	Funders	Quarterly meetings and subcommittees provided forums for funders to expand their knowledge and provide strategic guidance. During this period, the Funders Council offered guidance on planning for the 2025-26 budget, 2025-26 Advancement Grant Program, 2026 Arts Ed Forum, and update of the Arts Ed Profile.
Information Sessions for Prospective Arts Providers	3	262	Nonprofit Leaders	Virtual orientation meetings invited prospective arts partners to learn and ask questions about three Requests for Proposals seeking organizations that deliver arts education in school, community, and/or institutional settings.
Leadership Circle	3	53	Community Members	The newly launched Leadership Circle convened in a full-day orientation and three-day retreat to establish shared purpose and key priorities for their work. They will meet quarterly through June 2026.
Leadership Circle - Call for Members	1	93	Community Members	This workshop provided information about the Leadership Circle for prospective applicants.
Regional Arts Leadership Convenings	3	75	School District Leaders, Nonprofit Leaders	The Arts Ed Collective hosted three regional conversations at Pasadena Unified School District, Whittier Union High School District, and Palmdale School District. These convenings provided opportunities for school district and nonprofit leaders to observe school programs, explore actionable strategies to strengthen arts education, and discuss implementation of Prop 28 and other funding strategies.
School District Arts Coordinator Network	3	71	School District Leaders	The School Districts Arts Coordinator Network gathered to network, share strategies, and hear updates from the field.
School District Arts Leadership Teams*	133	1,094	School District Leaders, Community Members	Strategic Planning Coaches convened school district planning teams to develop a five-year strategic arts plan or support implementation of an existing plan.
School District Site Visit	1	38	Funders, Community Leaders	A site visit to Culver City Unified School District took place at three campuses (Culver City High School, Culver City Middle School, and Farragut Elementary) to showcase the impact of strategic planning support and Advancement Grant Program investments from the Arts Education Collective.
Strategic Planning Coaches Professional Learning Community	4	16	Contractors	Strategic Planning Coaches engaged in co-learning and collaboration by sharing field experiences and receiving training and mentorship.
Strategic Planning Orientation	1	14	School District Leaders	School district arts coordinators met to develop an understanding of the strategic planning process, engage in peer learning, and build community.
Total	443	4,586		

*attendance is estimated

Arts Ed Collective Leadership Circle

SUPERVISORIAL DISTRICT 1

Cristine Briskie-Wood

Cristine Briskie-Wood has 14+ years of experience in fundraising and resource development for education and youth development with an emphasis on arts education, including her current role as Chief Development Officer at Heart of Los Angeles, a Los Angeles nonprofit whose arts programs reach nearly 1,000 young people each year. She previously worked with organizations including the Time In Children's Arts Initiative, ABC No Rio, the New York Museum of Modern Art and the Iowa Arts Fest, and is also a member of the PLUS ME Project Board of Directors, focusing on helping youth harness the art of personal storytelling to build confidence and create connections.

Jennifer Carroll

Jennifer Carroll is the Associate Director of Education at Inner-City Arts, where she has served since 2006 and currently specializes in educational theater and professional development facilitation. Her experience is broad based: she has been a professional actor, artist in school day residencies, after school enrichment teacher, day to day classroom teacher, audience enrichment facilitator for professional theaters as well as manager/supervisor of teaching artist staff and program creator. She is currently earning her certification as an Arts Integration Specialist.

Nathalie Sánchez

Nathalie Sánchez (she/her) is a Los Angeles-based interdisciplinary artist, social justice arts educator, museum worker, and arts advocate. As an arts leader, she firmly believes in the transformative power of arts education, community, and mentorship. Over the past two decades, Nathalie has designed, developed, and led visual arts, museum education, and professional development programs at artworxLA, Fowler Museum at UCLA, Museum of Contemporary Art, Los Angeles (MOCA), P.S. ARTS, the Vincent Price Art Museum (VPAM) and more. She graduated with her B.A. in Art History and Studio Arts with an emphasis in education from Loyola Marymount University and received her M.F.A. in Public Practice from Otis College of Art and Design.

SUPERVISORIAL DISTRICT 2

Albert Lord III

Albert Lord is committed to building awareness of the contributions African Americans have made to cultural, political and entertainment fields. He brings a broad background in entertainment producing radio programming like the PSA 'Dictionary Rap' for First Lady Barbara Bush's National Young Readers Day. While his work expanded to include music, film and television—receiving an Emmy award and several nominations—Albert led a mentorship program in South Africa teaching young adults postproduction for '34 South,' the first feature film directed by a Black South African woman after more than 100 years of apartheid. From 2006 - 2020, Albert produced and curated poster art exhibits

created for youth and young adults (12-24 years old) on display during African American Heritage Month for the City of Los Angeles. Through his role as VP, Government Relations and Arts Programs for a local nonprofit, Albert has led the organization in facilitating tours and events for low income Black and Brown families with the LA Zoo, Grammy Museum and the Getty Center.

Giovanna Federico

Giovanna has been working in art education for 21 years. During that time, she has worked with underserved and English Language Learner (ELL) youth developing plays and films based on their personal stories. She is currently the Executive Director of Enrichment Works which performs professional plays for youth connected to their curriculum. The plays are often centered around social justice.

Lingaire Ofosuhene

As an emerging artist, Lingaire Ofosuhene often seeks to explore the human condition by reconnecting with childhood play, drawing attention to the impacts of climate change and the parallel loss between nature and our fading sense of wonder. Thus, her work often utilizes abstract environmental landscapes and storybook silhouettes to reconnect with the rudimentary perspective of a child, in which exploration overcomes ignorance, and existence feels like a series of interesting guesses. Lingaire believes that through art we can maintain our curiosity for the world; this is an act of radical resistance against a society that demands we sacrifice this in the name of productivity.

SUPERVISORIAL DISTRICT 3

Jaime Balboa

Jaime Balboa is a writer of poetry and prose. Trained as a secondary English teacher, he serves as executive director of 826LA, a nonprofit dedicated to unlocking the creative power of writing in the lives of Los Angeles' public school students. An open water swimmer, much of his inspiration comes to him in the waters of the Pacific.

Jonathan Bijur

Jonathan Bijur has worked in arts education for over 20 years, in museums, libraries, and community organizations. He is a passionate advocate for art-first STEAM education, particularly around the links between art and engineering, the importance of risk-taking in childhood, and open-ended play and exploration for all ages. As Executive Director of Rediscover, LA's leading sustainable maker education organization, he helps to serve 14,000 youth per year with hands-on creativity education.

Gustavo Garcia

Gustavo Alberto Garcia Vaca is an interdisciplinary visual artist/writer and arts educator. His artwork is in the Collections of MoMA New York, LACMA and the Bibliothèque Nationale de France. As an Arts Educator, Gustavo creates art experiences for museums and arts organizations including LACMA, MoCA, the California African American Museum, Self Help Graphics and artworxLA. Gustavo holds a

BA from Hampshire College, Certificate from the Harvard Graduate School of Education, Certificate from California State University Los Angeles, Certificates from the Architectural Association London, and recently completed his MA graduate studies in diverse community development leadership at California State University Northridge. Gustavo's website is: <http://www.chamanvision.com>.

SUPERVISORIAL DISTRICT 4

Ifunanya Nweke

Dr. Ifunanya Nweke, Ed.D., is an Empowerment Engineer and a leading advocate at the intersection of entertainment, education, workforce development, and disability advocacy. As the Founder and Executive Director of Jazz Hands For Autism, she has pioneered tech-enabled pathways for neurodivergent musicians, fostering access to arts education, employment, and industry opportunities. Under her leadership, Jazz Hands For Autism has served hundreds of neurodivergent individuals nationwide, creating employment pathways and generating over \$50,000 in earnings for neurodivergent creatives. A sought-after speaker and thought leader, Dr. Nweke has lent her expertise to institutions worldwide, including the GRAMMY Museum, the Vancouver International Film Festival, the USC Price School of Public Policy, and the Los Angeles County Department of Arts and Culture. Holding degrees from UCLA and USC, she is a recognized civic leader honored by California lawmakers and the Empowerment Congress for her transformative work in inclusive arts education.

Joshua J. Ramirez

Joshua Ramirez is a brown-indigenous social practice artist, curator, and cultural practitioner that works and resides in Los Angeles County. Using his own mental illness and disability as a platform for systemic change, he has successfully started his own non-profit (501c3) that merges advocacy and art. Saint Remy Arts & Culture, provides transformative and cultural spaces for individuals with mental illness, PTSD, and suicidal thoughts through the creative process of art and creation. By leading through the lens of authenticity and empathy, he continues to use his unique experience to mentor at-risk youth, advocate for artists with disabilities, and create social impact programming for traditionally underrepresented communities. He currently sits on the board of NAMI Pomona Valley and advises national and local organizations such as: Americans for the Arts, NEA, MOMA, Department of Cultural Affairs-Los Angeles, Depression and Bipolar Alliance, California Arts Council & Tri-City Mental Health. He has a BA in art from the University of Southern California and an MA in art education. He is currently a Roski Fellow at the University of Southern California, where he is associate professor at Dornsife as well as receiving his second MA in Curation in the Public Sphere.

Nancy Lynée Woo

Nancy Woo has worked with the Long Beach Public Library for many years, and since January 2024, has had the pleasure of designing the Long Beach Youth Poet Laureate program and mentoring a cohort of talented poets. She has also led a STEAM summer program, taught poetry to 5th graders with Angels Gate Cultural Center, led an after-school poetry class with the nonprofit Strength-Based Community Change (SBCC), and been a guest teacher to various high school English classes. She is a

certified California Poets in the Schools poet-teacher, and in addition to poetry, has taught a smattering of visual art classes. She's been teaching adult poetry since 2017 through her organization Surprise the Line, as well as in collaboration with other arts organizations.

SUPERVISORIAL DISTRICT 5

Melanie Buttarazzi

Melanie Buttarazzi is a professional dancer, choreographer, and arts educator with over a decade of experience in arts-based youth development. As the Founder and Executive Director of Fostering Dreams Project, she has designed and led dance programs that empower foster and system-impacted youth across Los Angeles County. Her work integrates trauma-informed arts education to promote social-emotional growth, healing, and self-expression. With a background performing alongside artists like Jennifer Lopez and Pitbull, Melanie brings industry expertise to underserved communities, using dance as a tool for transformation and resilience.

Jantré Christian

Jantré Christian is a community-engaged, culturally responsive artist educator and public school administrator. She leads Arts Education instructional programs and initiatives for the LA Unified School District and previously served as the principal of Grand Arts high school (Cortines School of Visual and Performing Arts) in Downtown, LA. As a certificated Theatre teacher, Jantré has taught elementary, middle, and high school students and coordinated district-wide theatre, film and music programming with creative industry partners. A practicing musician and theatre artist, she has worked as a session singer and live venue performer at cultural institutions including the Hollywood Bowl, WDCH, Musical Theatre West, The Wallis, and the Mark Taper Forum.

Veronica Popovic

Veronica Popovic is a Chicana/Latina arts advocate and scholarships expert, born and raised in Los Angeles County, dedicated to expanding access to arts education for underserved communities. For over 19 years, she has helped first-generation, low-income students secure scholarships for college. She managed scholarship programs at multiple universities in Southern California and currently serves as a Special Consultant for the Scholarships Office at California State University, Fullerton. She has also served on national scholarship selection committees, including the Jack Kent Cooke Foundation and the Gilman International Scholarship, a congressionally funded program of the Bureau of Educational and Cultural Affairs at the U.S. Department of State. Additionally, she serves as an Education and Career Counselor for California Lawyers for the Arts' Designing Creative Futures, a paid internship program for formerly incarcerated adults pursuing careers in the arts.



LACountyArtsEdCollective.org
ArtsEdCollective@arts.lacounty.gov