



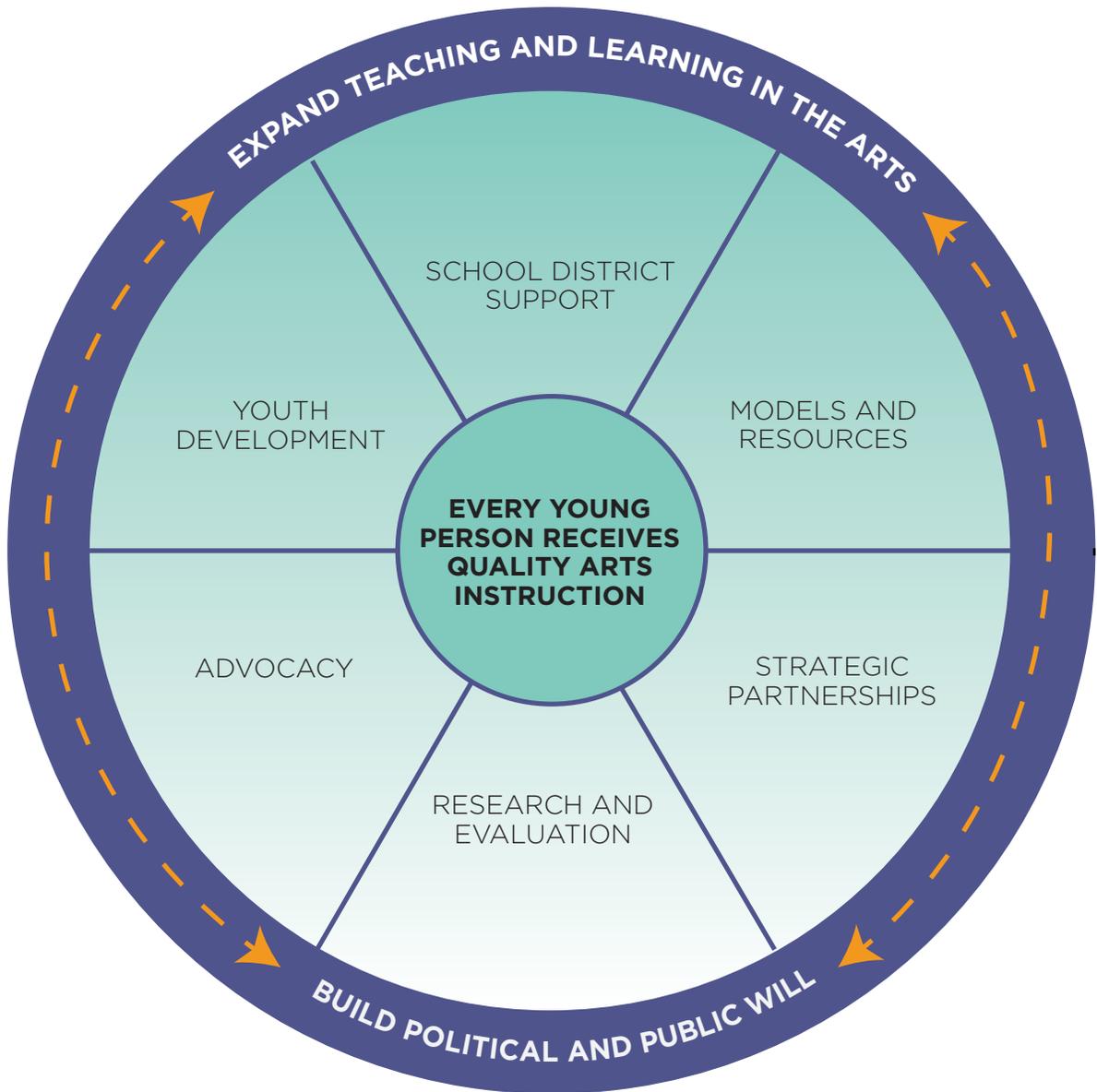
LOS ANGELES COUNTY  
**artsed**  
COLLECTIVE

2019-2020

End of Year Report



The Los Angeles County Arts Education Collective is dedicated to making the arts core in public education.



Our theory of change illustrates current strategies for bringing high-quality arts education to LA County public systems.

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Dear Colleagues,

Halfway into 2020, a year envisioned as a benchmark year for the LA County Arts Education Collective (Arts Ed Collective), we find ourselves in a different world. The COVID-19 pandemic and national civil unrest continue to impact the way we live and convene, seemingly with no end in sight.

Thousands have succumbed to complications related to COVID-19, and according to LA County Public Health Director Barbara Ferrer, “The rates of COVID-19 confirmed cases and deaths are extremely high among Native Hawaiians and Pacific Islanders. They are also higher among African Americans and Latinx than among whites and Asians.”<sup>1</sup> Following the police murder of George Floyd in Minneapolis, our local communities suffered the loss of Andrés Guardado and Dijon Kizzee to law enforcement. Nationwide protests continue to demand change in response to societal structures and government systems (involving both public health and public safety) that for too long have failed communities of color.

The Los Angeles County Department of Arts and Culture and the Arts Ed Collective are committed to remembering and honoring the deaths of those lost to these twin crises by working toward a society predicated on care and accountability rather than violence and harm. The Los Angeles County Board of Supervisors are providing national leadership at this important juncture, prioritizing [Alternatives to Incarceration](#) and committing to an [Anti-Racist Policy Agenda](#) to address systemic racism, particularly for Black residents.

In March 2020, the Board of Supervisors adopted [The Countywide Plan for Elevating the Arts as a Justice Reform Strategy](#) (Arts and Justice Reform Plan), which is now especially timely as local governments consider demands to reimagine public safety. The [Arts for All Children, Youth, and Families: Los Angeles County’s New Regional Blueprint for Arts Education](#), scheduled for adoption in fall 2020, will support Countywide efforts to bring about equity and sustainability in public education, career advancement for youth entering the creative workforce, and community development in historically under-resourced communities through broadened arts education efforts that address issues at the heart of racial and cultural disparities.

While it is too early to determine the full impacts of COVID-19 on public education, our school district partners face an uncertain future. At the end of June, California balanced the 2020-21 state budget and avoided cuts to K-12 education—including teacher layoffs—through temporary deferrals and anticipated federal HEROES Act funding. Without additional federal relief funds, however, public education will face severe financial challenges in 2021.

At this time, most districts are not planning to cut the arts, recognizing the important role they play in supporting positive student outcomes, distance learning, and social-emotional development. They instead are reassigning staff, delaying the hiring of new teachers, reducing electives, and/or offering staff early retirement packages. Districtwide arts coordination is likely to change in the year ahead, as teachers on special assignment (TOSA) are sent back to classrooms to teach.

We understand there are heightened disruptions, anxieties, and disparities for young people during this turbulent period. The state has responded by allocating resources to mitigate learning loss and support distance learning, nutrition, mental health, and device/network connectivity. In LA County, the Board of Supervisors approved \$12.8 million in federal relief funds to bridge the [digital divide](#) and ensure that all students have the tools necessary for distance learning. According to the [LA County Arts Education Profile: Report on Public Schools, 2015-17](#), technology is used in arts instruction for everything from digital photo editing to computer-aided design (CAD) software, although it varies significantly by arts discipline.<sup>2</sup> School district capacity to implement effective and engaging arts instruction during Safer at Home orders is likely to depend on whether students have the right tools and infrastructure at home or outside of the classroom.

In June, LA County approved its 2020-21 budget after projecting a \$1 billion shortfall in property and sales tax revenues. As a result, the Arts Ed Collective is recalibrating strategic priorities and operations to address ways to move forward with reduced funding and fewer staff. While school districts and community partners face similar budget curtailments and logistical challenges as a result of COVID-19, the arts education field has fortunately remained resilient. This report details the ways in which public schools and teaching artists have remained steadfast in their support for students, thoughtfully adapting their arts-based programs and services to virtual spaces during Countywide Safer at Home orders.

As we all look to effectively respond to this historic moment in time, we recognize that much work lies ahead. In addition to adapting our support for school districts, the Creative Wellbeing: Arts, Schools, & Resilience project, launched in 2019-20, offers a holistic approach for reaching high school teachers and students. Using arts instruction, professional development, and community-building activities, it promotes environments grounded in the arts, healing, and empathetic interactions between adults and young people. While COVID-19 is not allowing us to share arts experiences in ways we were accustomed, arts education practices are adapting to provide effective tools to keep us connected in times of isolation and uncertainty. I hope this report will inspire you to recognize that in moments of despair, the arts and arts education remind us of our potential for positive transformation.

Sincerely,

A handwritten signature in black ink that reads "Denise M. Grande". The signature is written in a cursive, flowing style.

Denise M. Grande  
Director of Arts Education  
LA County Department of Arts and Culture

School district policies and strategic plans provide an important foundation upon which to establish equitable and sequential arts education in schools Countywide. Arts education policies outline beliefs about the value of the arts in student development and learning, and district strategic plans

outline specific actions for expanding both discrete and integrated arts instruction for all students. Connected to this, the Advancement Grant Program supports implementation of districts' arts education plans through matching grants that help initiate or advance strategies for teaching and learning in the arts.

## SCHOOL DISTRICT STRATEGIC PLANNING

Strategic arts plans that are built by consensus with key stakeholders in a school district have the greatest chance of achieving success. Every district has a distinct culture and approach to planning, but the key elements of every planning effort are respectful discussion, patient listening, and willingness to develop something new that is practical and sustainable.

School districts or charter networks interested in creating or updating a strategic arts plan form leadership teams that are representative of a broad range of stakeholders (e.g. administrators, principals, teachers, teaching artists, arts nonprofits, grantmakers, students, parents). Over a period of several months, each arts leadership team is supported by an Arts Ed Collective coach trained in group facilitation. The coach creates confidence and capacity within the team by focusing efforts, building consensus, celebrating successes, and offering resources as needed.

After the first year of planning, the district's school board endorses the five-year strategic plan developed by the arts leadership team. In the following year,

coaches continue to work with districts to help them launch top priorities identified in their plans.

Despite disruptions to the 2019-20 school year from COVID-19, school districts remained engaged in planning efforts with Arts Ed Collective coaches. Of the nine districts creating or updating a plan, seven continued to meet virtually between April and June during Safer at Home orders and were able to complete their strategic plans.

Three districts—Compton Unified, Glendora Unified, and Montebello Unified—requested to meet over the summer and early fall to finish their plans. All districts completing work on their plans expressed interest in receiving a second year of coaching to support plan implementation, and most districts intend to continue convening their arts leadership teams.

In response to Safer at Home orders, Arts Ed Collective coaches quickly learned to adapt the Institute of Cultural Affairs' [Technology of Participation](#) (ToP) facilitation methods to virtual settings, and began working in pairs to co-design and co-facilitate meetings

Work with school districts to create and implement arts education policies and strategic plans.

# 2019-20 Strategic Planning & Coaching Support

## ***District Partners Creating New Plans***

ABC Unified  
Compton Unified  
Eastside Union Elementary  
Glendora Unified

ICEF Public Schools Charter Network  
Montebello Unified  
Whittier Union High  
Wilsona

## ***District Partners Updating Plans***

Hacienda La Puente Unified

## ***District Partners Receiving Coaching to Implement Plans***

Alhambra Unified  
Arcadia Unified  
Azusa Unified  
Keppel Union Elementary

Las Virgenes Unified  
Lynwood Unified  
San Gabriel Unified  
Westside Union Elementary

with districts. Coaches met three times between April and June as a professional learning community (PLC) to provide mutual support and model virtual applications of ToP methods recommended by the Center for Strategic Facilitation. Other resources and

learning covered in PLC meetings during the year included Otto Scharmer's [The Essentials of Theory U: Core Principles and Applications](#) and Elena Aguilar's [The Art of Coaching Teams: Building Resilient Communities that Transform Schools](#).

## ***ADVANCEMENT GRANT PROGRAM***

The Advancement Grant Program offers flexible matching grants to support school districts and charter networks aiming to provide quality, year-long arts education for their students. Grant funds assist districts and charter networks in achieving key action items in their strategic arts plans, launching or expanding projects that align with priority goals, and cultivating skills and practices that can be sustained beyond the term of the grant. Districts with an active strategic plan may apply for and receive up to \$28,000 in matching funds.

For the 2019-20 grant cycle, 47 school districts and charter networks were initially awarded \$922,300 in grant funding to implement Advancement Grant projects. However, projected disbursement for the 2019-20 program now totals \$838,000 to 42 districts

(see Attachment 1 for list of grantee projects).

Five districts declined their grants. Two districts were unable to accept their grant when initially awarded due to administrative turnover (Inglewood Unified, \$18,000) and lack of teacher capacity to execute the grant project (Palos Verdes Peninsula Unified, \$16,600). Since December 2019, three additional grantees—East Whittier (\$19,800), PUC Schools charter network (\$17,100), and Westside Union (\$12,800)—withdrew from the program as key administrators left their districts without a clear plan for supporting project implementation following their transition. Arts Ed Collective staff liaisons will work to re-engage these districts in the year ahead to offer services and support where most needed.



Cast of *Fiddler on the Roof Jr.* from Dexter Middle School (Whittier City School District)

With Safer at Home orders disrupting the spring semester for all LA County schools—forcing a transition from in-person instruction to remote learning—the Arts Ed Collective gave grantees options to extend their grant projects through the end of the calendar year, amend their projects as needed, and/or submit final reports by December. A majority of districts elected to close out the 2019-20 grant cycle by hosting virtual teacher professional development sessions during summer or fall, 2020.

Twelve school districts were able to complete their grant projects by June 2020, receiving \$234,155 in grant funding that was matched by \$365,454 of district funding. This \$599,609 supported projects in the following five programmatic categories:

- 43% for direct services to students
- 30% for instruments, equipment, supplies and materials
- 14% for professional development

- 6% for curriculum development
- 5% for district arts coordination
- 2% for other

Impacts to students and educators from the 12 districts are as follows:

- **Direct services to students, number of students:** 5,853
- **Professional development, number of teachers:** 173
- **Professional development, hours of instruction:** 93

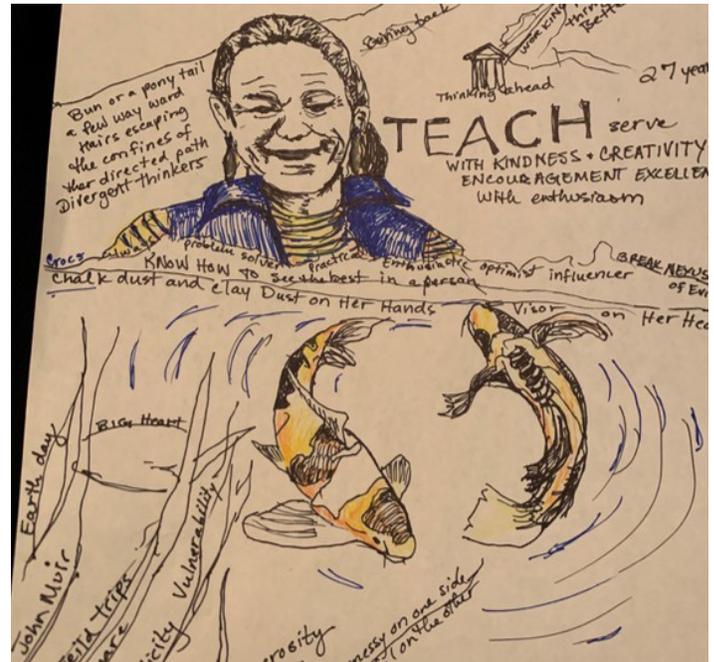
The 2019-20 grant cycle is surfacing inspiring examples of ways arts education is being adapted to online learning formats. The Arts Ed Collective continues to track and monitor the progress of the 30 remaining 2019-20 Advancement Grant projects and will report on their outcomes in our 2020-21 interim report.

# CREATIVE WELLBEING

**C**reative Wellbeing: Arts, Schools, and Resilience (Creative Wellbeing) is a collaborative project (formerly known as School-Based Healing-Informed Arts Education) of the Arts Ed Collective that includes partners from the LA County Office of Child Protection (OCP), Department of Mental Health (DMH), and the Arts for Incarcerated Youth Network (AIYN). Envisioned as an approach for fostering communities of wellbeing within public schools, the goal of the project is to establish school cultures grounded in healing-informed care,<sup>3</sup> integrating mental health preventative strategies, arts education, arts-based professional development, and community-building activities. This project also advances goals and objectives outlined in the Arts and Justice Reform Plan, specifically Strategies I.1.2 (integrated youth and community development) and II.1.1 (arts education and engagement opportunities for youth located in priority areas of the County disproportionately impacted by the justice system).

From November to April, 14 staff from DMH, OCP, the Arts Ed Collective, and AIYN worked together to co-author the Creative Wellbeing professional development curriculum. The curriculum drew inspiration from the [Campaign to Change Direction](#) and [Mental Health First Aid](#), to ensure content was focused on supporting positive youth development and social-emotional competencies, as well as AIYN's Shared Theory of Practice which translates AIYN members' years of experience into a shared healing-informed approach to arts and cultural engagement. The result is an engaging and experiential learning opportunity that inspires school faculty and staff to use arts-based tools to enhance student connection and wellbeing.

Initially, partnerships with four high schools with higher than average populations of foster, probation-involved, and/or at-promise<sup>4</sup>



Artwork sample from "Dedications" activity. This image features a participant's dedication in honor of their colleague, a visual arts teacher.

youth were being developed to field test the curriculum through professional development for school staff, arts instruction for students, family workshops, and performances. The four pilot sites were located in LA County's First Supervisorial District (Pomona Unified), Second District (Los Angeles Unified, Local District West), and Fifth District (Antelope Valley Union and Pasadena Unified).

In March and April, the partners worked closely with Antelope Valley Union, Pasadena Unified, and Pomona Unified School Districts to transition in-person activities to online and virtual engagements as a result of the COVID-19 pandemic and Safer at Home orders. Los Angeles Unified (LAUSD) was unable to proceed with the project due to challenges with finalizing a Memorandum of Understanding and obtaining approval from LAUSD's Office of Data Accountability to implement evaluation activities with LAUSD educators.

Between May and June, AIYN member organizations<sup>5</sup> implemented the following

services focused on supporting the mental and social wellbeing of youth, educators, and families:

- **Professional Development:** Two three-day series of 90-minute online workshops (supplemented with at-home art-making activities between sessions) engaged 87 educators (one series specifically for Pasadena Unified staff and another series invited arts coordinators from school districts throughout LA County).
- **Teacher Space:** Twice-weekly virtual workshops engaged teachers and other adults who serve youth (e.g. office staff, school social workers, administrators) in building connections, bolstering protective factors,<sup>6</sup> and fostering community care. Over four weeks, participants from partner school districts tapped into their creativity, engaged in artistic and creative strategies, and acquired tools for self-care.
- **Parent/Caregiver Space:** Online, healing-informed, and arts-based stress-reduction workshop series engaged parents/caregivers. AIYN member organization Tía Chucha's Centro Cultural led seven weekly storytelling and self-care sessions on Saturday mornings.
- **Virtual Arts Instruction and Arts Supply Drop-offs:** Artists provided live virtual instruction for 15 foster youth at two congregate care sites (Hillsides in Pasadena and Trinity Youth Services in El Monte). Up to 146 youth also received art supplies and pre-recorded asynchronous arts instruction for digital media projects. One additional site, Hathaway-Sycamores, received an art supply delivery for 60 youth but were unable to accept virtual instruction due to an active COVID-19 outbreak.
- **Mindful Moment Radio PSAs:** A series of intergenerationally themed public service announcements (PSAs) were created by the Boyle Heights Arts Conservatory's Por Vida Media Youth Collective. Workshops engaged youth in creating PSA content and messages with themes drawn from the Creative Wellbeing professional development trainings. The PSAs created by youth aired 10 times a day, seven days a week on KQBH Community Radio 101.5 FM.
- **Pre-recorded Healing-Informed Arts Education Video Series:** Boyle Heights Arts Conservatory created a short series of pre-recorded, healing-informed arts instruction focused on promoting body positivity for young people, and building skills for youth to write, produce, and perform their own music videos using cell phone cameras and applications. This resource was shared with all congregate care partner sites and Pasadena Unified's foster youth liaisons.

Consulting firm Harder+Company Community Research conducted a formative evaluation of the Creative Wellbeing project in 2020. For more details on the evaluation, please refer to page 28.

The Advancement Grant Program has dedicated support from the Herb Alpert Foundation, The Angell Foundation, The Carl and Roberta Deutsch Foundation, and the Dwight Stuart Youth Fund. Music education projects that are part of the Advancement Grant Program have dedicated support from the Colburn Foundation and The Music Man Foundation.

The Creative Wellbeing project was funded by the LA County Department of Mental Health.

# JUVENILE JUSTICE REFORM



Figure 1: "In the shadows of Silhouettes, there you would see me," art installation in progress at Horace Mann UCLA Community School (courtesy of Somos LA Arte)

In March 2020, the LA County Board of Supervisors adopted the goals of the [Countywide Plan for Elevating the Arts as a Justice Reform Strategy](#) (Arts and Justice Reform Plan). The landmark County plan proposes innovative arts-based strategies for fostering cohesion, building resilience, facilitating reentry, and preventing justice system involvement in communities most impacted by carceral systems. It arrives during an especially timely moment as the nation reckons with the murders of George Floyd, Breonna Taylor, Tony McDade, and countless others, and local governments consider demands to reimagine public safety and divest from systems that perpetuate violence against Black, Indigenous, and other communities of color.

Since 2014, work within the Arts Ed Collective has included partnership with the Probation Department to provide arts education for youth in juvenile detention facilities, juvenile day reporting centers (JDRCs), and community settings (see Attachment 2 for full list of youth development sites). This work is made possible with funding from California's Juvenile Justice Crime Prevention Act (JJCPA), which gives LA County broad discretion in how it uses these funds to support system-impacted youth. Private funders such as the national [Art for Justice Fund](#) are also investing in this work, particularly in helping to build capacity and pilot new strategies.

Strengthen and expand collaboration between LA County departments, as well as community-based organizations, to embed the arts into services and systems of care.

YOUTH DEVELOPMENT

A Request for Qualifications (RFQ) was released in fall 2019 to expand the list of pre-approved community-based organizations (CBOs) (see Attachment 3 for full list of youth development partners) eligible to receive County contracts to deliver arts-based, healing-informed services for youth and their families and/or to provide professional development focused on healing-centered arts instruction for adults who work with youth. A total of 44 CBOs are now eligible to provide arts-based youth development programming in both juvenile detention facilities and community settings. This expansion is part of ongoing efforts to cultivate a network of CBOs and teaching artists who are representative of the identities and experiences of the County's richly diverse communities, and who understand and are responsive to the unique cultural needs of the populations they serve.

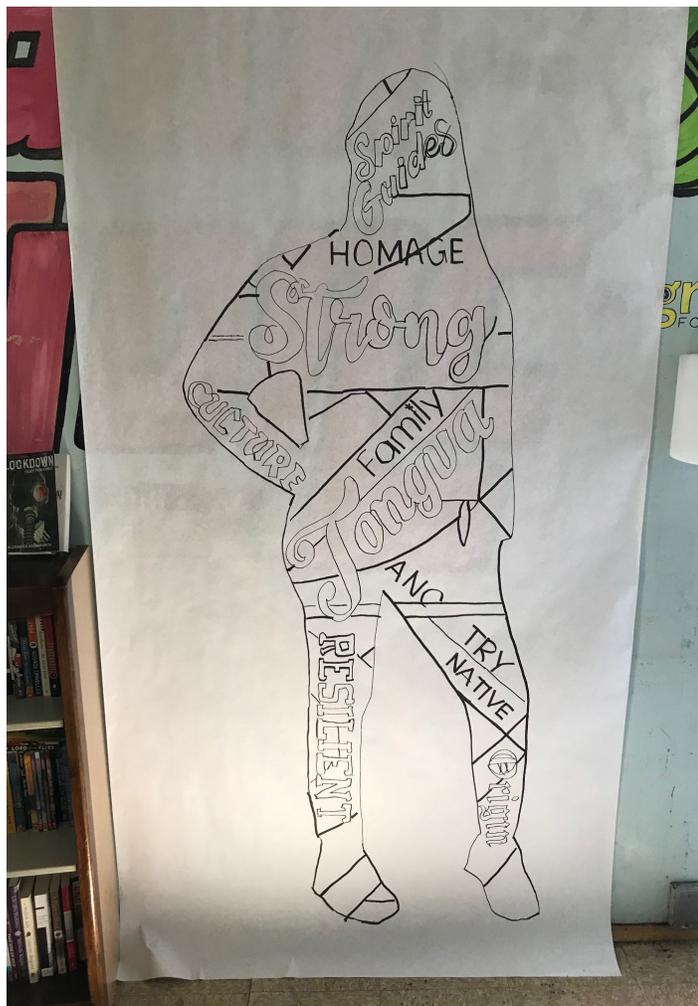


Figure 2: Artwork in progress at Horace Mann UCLA Community School (courtesy of Somos LA Arte)

*Figures 1 & 2: Horace Mann UCLA Community School is a continuation school and juvenile day reporting center in South Los Angeles serving at-promise and system-involved youth in LA County. Community-based arts organization Somos LA Arte worked on site to deliver arts instruction, and collaborated with youth, faculty, and Probation officers to create site-specific artworks.*

*In 2019-20, teaching artists designed a project that involved youth building and designing wooden silhouettes of themselves to be installed in the school courtyard. The 360-degree outdoor art installation would allow students to see themselves “imprinted” against iconic views of the city (e.g. Hollywood sign to the north, Downtown LA skyline to the east) and as part of the city’s foundation.*

*As a first step, students photographed themselves in poses that made them feel they had agency and presence. These photographs became the basis of the silhouette cutouts. They were then encouraged to design and decorate the surface of the silhouettes, sometimes using words and themes drawn from class discussions.*

*As a result of Safer at Home orders, students were not able to proceed with the next stage of the project in which they would learn how to polish and treat the wooden materials. Plans are underway for the project to continue with a new cohort of youth after in-person instruction returns to Horace Mann.*

## ARTS FACILITATORS

One of the strategies identified in the Arts and Justice Reform Plan is the hiring and placement of Arts Facilitators at juvenile detention facilities (Strategy III.1.5). This role was first successfully modeled by Christopher Wilkinson, a staff member of the [Arts for Incarcerated Youth Network \(AIYN\)](#), who worked on-site at Campus Kilpatrick to coordinate arts instruction, mentor incarcerated youth, and direct them to arts learning or employment opportunities as they reenter their communities.

As a former system-impacted youth, Wilkinson is a credible messenger adept at building positive rapport with both youth and Probation staff. In a [January 2019 meeting](#) of the LA County Probation Commission, he credited the success of his role to the [LA Model](#) training

that established Kilpatrick's healing-informed approach and developed long-term camaraderie between himself and County staff at the Probation Department, LA County Office of Education (LACOE), and Department of Mental Health (DMH).

While a successful strategy, the Arts Facilitator position at Campus Kilpatrick was eliminated at the end of March due to the closure of Probation camps to non-County staff and budgetary pressures resulting from the COVID-19 pandemic. Still, the Arts Ed Collective remains committed to restoring and expanding the role of Arts Facilitators in not just juvenile detention facilities, but also community settings, when the Safer at Home order lifts and it becomes feasible to do so.

## SAFER AT HOME

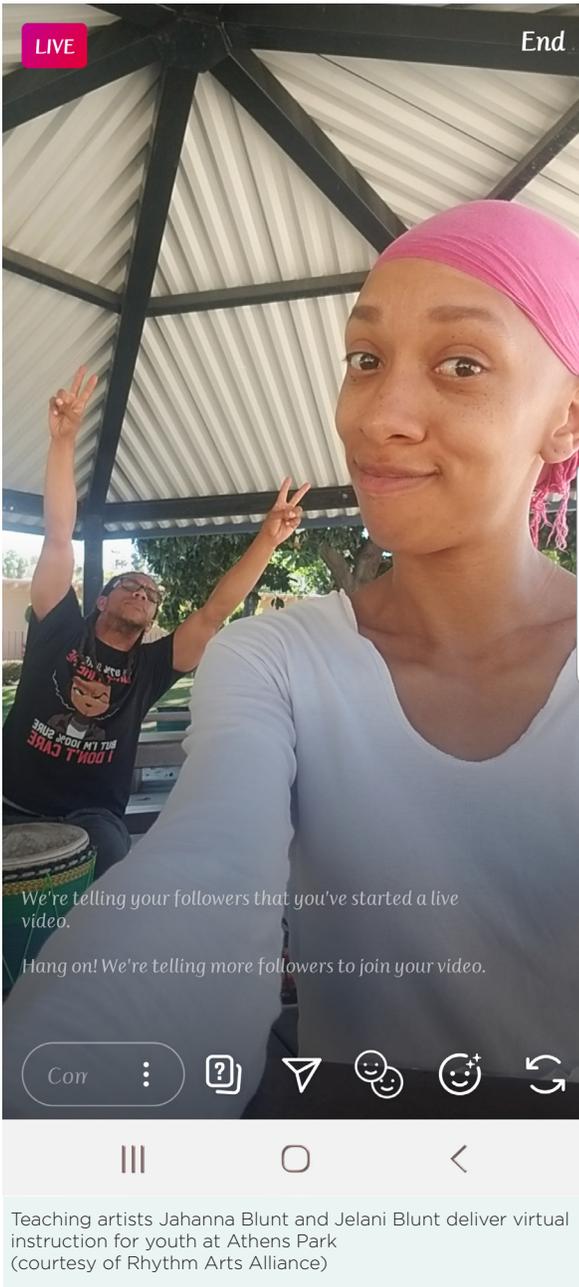
Prior to Safer at Home orders issued in March, arts instruction and mentoring services were taking place at eight juvenile detention facilities, five JDRCs, one public housing site, 15 parks, and three high schools/continuation schools. Unfortunately, the outbreak of COVID-19 in LA County put a halt to all in-person programming and services.

While not all arts partners and sites were able to pivot to remote instruction, several organizations quickly adapted to the new environment by researching technology needs, studying online pedagogies, re-writing curriculum, investing in equipment (e.g. lighting, microphones), and/or being trained on new hardware and video platforms. Thoughtful planning went into identifying what is different about remote learning, incorporating online resources, addressing home distractions for students, preparing appropriate instructional spaces, and overcoming technical issues. Programming delays that resulted from pivoting

to remote instruction ranged from one to six weeks.

Between April and June, nine arts organizations<sup>7</sup> were able to resume virtual arts instruction for youth at 22 County sites, including three juvenile detention facilities, one JDRC, one public housing site, 14 parks, and three high schools/continuation schools.

The transition to remote instruction was not without challenges, especially in detention camps and juvenile halls where internet access for youth is generally prohibited. Some instruction took place over the phone, for example, before teaching artists worked with Probation staff to procure laptops and secure confidentiality agreements (for youth privacy) to make virtual instruction possible. Remote instruction ultimately ran the gamut from pre-recorded video lessons, to 30-minute Instagram Live sessions, to 90-minute video conferencing workshops. The successful adaptations made by teaching artists speak to their tireless advocacy



Teaching artists Jahanna Blunt and Jelani Blunt deliver virtual instruction for youth at Athens Park (courtesy of Rhythm Arts Alliance)

for young people during stressful and isolating times.

The County has taken efforts to curb the exposure of incarcerated youth to the novel coronavirus by releasing them from detention facilities and seeking out more alternatives to incarceration. According to [The Imprint](#), the number of youth held in juvenile detention in LA County has fluctuated since the start of the pandemic, dropping by more than 30% at one point (close to nationwide trends) but seeing a 17% increase in June. By August, the Probation Department [reported](#) 298 total youth in detention, with 45 documented cases of COVID-19.



*I am the only one who is in control of my freedom because if I do right and stay on the right track nobody can take my freedom away.*



Student writing excerpt from Camp Afflerbaugh-Paige (courtesy of InsideOUT Writers)

## YOUTH DIVERSION AND DEVELOPMENT

In August 2019, the LA County Board of Supervisors passed a motion tasking the Office of Diversion and Reentry's Youth Diversion and Development (YDD) division to convene a [Youth Justice Work Group \(YJWG\)](#) and develop recommendations for transitioning the juvenile justice system out of the Probation Department into a new agency focused on rehabilitation and care. The motion was in response to demands by youth leaders from the LA Youth Uprising Coalition, which includes

youth-led/youth-serving organizations like the AIYN, Anti-Recidivism Coalition, and Youth Justice Coalition.

Every month since January 2020, the YJWG has brought together nearly 250 community members, youth leaders, labor stakeholders, and representatives from County agencies (including staff from the Arts Ed Collective) to design 1) a youth development model that effectively and equitably reduces the size and scope of the

youth-led/youth-serving organizations like the AIYN, Anti-Recidivism Coalition, and Youth Justice Coalition.

Every month since January 2020, the YJWG has brought together nearly 250 community members, youth leaders, labor stakeholders, and representatives from County agencies (including staff from the Arts Ed Collective) to design 1) a youth development model that effectively and equitably reduces the size and scope of the legal system, 2) solutions that support youth formally processed in the legal system, and 3) alternatives to detention, placement, and incarceration.

Consistently throughout meetings, young people have affirmed the recommendations

in the Arts and Justice Reform Plan (Strategy II.1.2 specifically addresses arts engagement as a component of diversion) by emphasizing the importance of the arts as a tool for healing from past traumas, learning new skills, and pursuing careers in creative fields. What is emerging from the YJWG is a vision that extends beyond simple reform or even the LA Model. It proposes to transform the County's notions of justice by ending youth incarceration altogether and involving communities rather than the legal system in the healing and growth of young people. Staff from the Arts Ed Collective continue to fully participate in and inform the work of the YJWG, which expects to put forward its recommendations in November 2020.

## COMMUNITY-BASED ARTS EDUCATION

**A**rts instruction in County parks is part of a strategy to support individuals and communities at risk of justice system contact by increasing individual resiliency, family cohesion, and community vibrancy. (Arts and Justice Reform Plan, Strategy II.1.1). Teaching artists are contracted to deliver year-round arts instruction as part of programs and services offered through the Department of Parks and Recreation (DPR), such as Our SPOT (after-school programming for teenagers) and Parks After Dark (community hubs for children and families). As previously mentioned, all 15 parks receiving services from teaching artists during the 2019-20 school year were able to pivot to remote instruction during Safer at Home orders with success.



Student artwork from Central Juvenile Hall (courtesy of Somos LA Arte)

Youth development through the arts received dedicated support from the Art for Justice Fund, a sponsored project of Rockefeller Philanthropy Advisors, as well as funding from the Juvenile Justice and Crime Prevention Act (JJCPA), in partnership with the LA County Probation Department.

# TECHNOLOGY ENHANCED ARTS LEARNING

**T**echnology Enhanced Arts Learning - Social Emotional Learning (TEAL-SEL) is a professional development program that offers current and pre-service TK-6 educators a series of in-person trainings and online resources focused on integrating the arts, social-emotional learning (SEL), and healing-informed practices into teaching in other core subjects (e.g. language arts, math, science, social studies). TEAL was launched as a project of the Arts Ed Collective in 2015, and continues to be developed and implemented in partnership with LACOE's Center for Distance and Online Learning (CDOL).

In 2018, the Arts Ed Collective secured funding from the Department of Mental Health (DMH) to embed SEL into TEAL and engage a broader audience of TK-6 teachers, after-school/expanded learning staff, and SEL specialists. Training resources were expanded and refined by an advisory team of representatives from DMH, the California Alliance for Arts Education, California Institute of the Arts, Colburn School of Performing Arts, LA County Museum of Art, Dance Education Project, Loyola Marymount University, SWIFT Education Center, and STAR Education. As a result of these efforts, TEAL now incorporates SEL content into arts-based teaching practices for both in and outside of the classroom, helping educators build arts integration skills and student protective factors (i.e. social connections, knowledge

of child development, social-emotional competencies, self-care).

At its core, TEAL-SEL nurtures the creativity and wellbeing of students by cultivating those of educators. Through in-person workshops, the program creates space for teachers to engage in self-expression and build networks of care and support. These trainings provide educators with the tools and knowledge to hold interactions with students that are empathetic and responsive to individual and cultural contexts. Strengths-based approaches also aim to reduce adverse student outcomes linked to mental illness, including suicide, school failure/dropout, and prolonged suffering.

In 2019-20, representatives from 57 local education agencies (34 school districts, 17 charter networks, six private schools) and 19 after-school/expanded learning service organizations participated in one of five two-day, in-person conferences between September 2019 and February 2020. Among the 507 attendees were teachers/educators, principals, program specialists, school mental health professionals, district assistant superintendents, arts coordinators, and directors/coordinators of pupil services.

At least four staff members from each local education agency—ideally an administrator, TK-6 teacher, SEL staff member, and educational specialist—formed a TEAL coaching team. After

## MODELS & RESOURCES

Identify and share effective tools and practices among stakeholders.



Participants practice a rhythm activity as part of a TEAL-SEL professional development workshop (January 2020) (image courtesy of LACOE/CDOL)

attending a TEAL conference, each coaching team received in-person support and online resources from LACOE to return to their school sites and provide 25 other educators with blended in-person and online professional development, based on a trainer-of-trainers framework. As a result, 1,782 additional school site staff received professional development through TEAL-SEL.

Coaching teams received resources and survey tools to provide in-classroom support at school sites, and to capture classroom observation data where TEAL-SEL methodologies were practiced. Digital resources included eight online learning modules (Intro to Arts Integration, Visual Arts, Music, Dance, Theatre, Media Arts/Digital Storytelling, Intro to STEAM, and SEL

through the Arts), an implementation toolkit, webinars/videos, open educational resources, and an online professional learning community. Beginning in March, when Safer at Home orders took effect, LACOE/CDOL began supporting digital service delivery, transitioning all TEAL project implementation from a blended learning model to entirely remote learning.

The COVID-19 pandemic brought unanticipated challenges to County education systems that have been both humbling and transformative. TEAL-SEL was well positioned to emerge as a valuable resource during the pandemic. Not only was TEAL-SEL highly adaptable to fully online formats, the content was aligned with what students and teachers have needed during chaotic times.

## CREATIVE CAREER PATHWAYS FOR YOUTH

**T**he [Building Creative Career Pathways for Youth: A Field Scan for LA County](#) report that was published by the Department of Arts and Culture in April 2019 continues to inform efforts to expand equitable youth access to employment in the creative industries. While architecture, digital media, film, and the performing arts were all initially identified as

sectors of interest, the impacts of COVID-19 on the creative economy and directives from the LA County Board of Supervisors have focused the Arts Ed Collective's efforts on digital media and film in recent months.

In February 2020, the Board of Supervisors passed a motion directing the Chief Executive

Office (CEO) to work with the Department of Arts and Culture; Department of Workforce Development, Aging and Community Services (WDACS); and other County agencies to support the growth of the local film and digital media industries through implementation of the [Supporting the Growth of the Los Angeles Film and Digital Media Industry Recommendations and Action Plan](#) (FDMI motion), which includes a pathway program for underrepresented young people to pursue careers as industry professionals.

LA County accounts for 9% of the nation's film and digital media employment, which annually produces \$140.9 billion in economic output. However, workers in these industries do not reflect the racial, ethnic, and gender diversity of the region. With growing industrywide pressure to make greater gains in racial equity, the FDMI motion provides the Arts Ed Collective an opportunity to work closely with County partners, community-based organizations (CBOs), and local education agencies in supporting young people's career development and aligning career technical education (CTE) programs with the needs of the labor market.

While the COVID-19 pandemic presents no

clear way forward for creative sectors like the performing arts, with many venues struggling to keep their doors open, digital media and film offer brighter forecasts for growth, lower barriers to entry, and higher demand for skills that are transferable across different industries (e.g. graphic design, costume design, hair/makeup, visual effects, animation). Among the goals of the FDMI motion is the expansion of nontraditional apprenticeships that lead to young people acquiring hard skills, access to professional networks, and, ultimately, sustainable careers.

Arts Ed Collective staff continues to meet with WDACS and other County partners to plan the 2021 launch of a film and digital media career pathways pilot program for diverse, underrepresented youth, ages 18–25. Also included in the planning and development of the pilot are CBOs like Arts2Work and the Los Angeles Urban League, whose work intersects with youth development, digital media, and the arts. The pilot will support participants through four progressively specialized levels of programming: career exposure, career exploration, job readiness training, and paid internships.



"Pathways to the Creative Economy in Los Angeles" event at Los Angeles City College (August 2019)

In a related effort, Arts Ed Collective staff played a key role in helping to develop the [Backstage Careers](#) program, an innovative partnership between the Los Angeles Urban League, Better Youth, and Los Angeles City College, that provides systems-impacted young adults with supportive services alongside training, certification, and placement in below-the-line<sup>8</sup> jobs in the entertainment industry. This program was the direct result of a meeting, initiated and facilitated by the Arts Ed Collective, between organizations with clear mutual interests but no

prior history of partnership.

Similarly, staff continues to work with the LA County Economic Development Corporation's (LAEDC) Center for a Competitive Workforce (CCW), International Alliance of Theatrical Stage Employees (IATSE), Academy of Motion Picture Arts and Sciences, and high school CTE programs to map new relationships and leverage existing resources in service of industry needs and young people's career exposure and advancement.

## CONVENINGS

**B**etween July 2019 and June 2020, the Arts Ed Collective hosted 156 events for learning, sharing and collaboration. Attendees included 843 unique individuals from 53 school districts, three charter school networks, and 183 community-based organizations. These convenings supported each of the Arts Ed Collective's strategic priorities with content for broad and targeted audiences.

In 2020, the COVID-19 pandemic resulted in the postponement or cancellation of key moments that were planned for the year. The new Regional Blueprint for Arts Education was originally scheduled for adoption by the Board of Supervisors in spring but will now be considered for adoption in the fall. The LA County Arts Education Summit, a day-long conference to mobilize stakeholders around the blueprint, was canceled. In some cases, Safer

at Home orders led the Arts Ed Collective to refocus efforts to be responsive to the needs of constituents, transitioning in-person convenings to virtual events without much drop in projected participation.

In April, for example, the Arts Ed Collective and LA County Office of Education (LACOE) partnered to host virtual conversation with 33 school district arts coordinators. The meeting focused on sharing the ways districts are navigating current crises in terms of student and teacher support, teaching artist involvement, advocacy, visibility, and funding. As the impacts of COVID-19 continue, virtual forms of engagement continue to be evaluated and refined by Arts Ed Collective staff.

See Attachment 4 for a full summary of in-person and virtual convenings in 2019-20.

Models & Resources received support from a variety of public and private sources: Convenings were funded by the National Endowment for the Arts. The Technology Enhanced Arts Learning — Social Emotional Learning program was supported by the LA County Department of Mental Health, and a grant made directly to the LA County Office of Education from the California Department of Education. Creative Career Pathways for Youth receives ongoing funding through LA County's Cultural Equity and Inclusion Initiative (CEII) and in this year also received dedicated support from Sony Pictures Entertainment, Snap Foundation, and The Walt Disney Company.

# YOUTH ADVISORY COUNCIL

Between May and December of 2019, 23 young leaders (ages 18-24) from across LA County served on the inaugural Arts Ed Collective Youth Advisory Council (YAC) (see Attachment 5 for full roster). These young adults convened each month to network, analyze data and contribute strategies for the new Regional Blueprint, develop recommendations for the initiative, and think through issues within the arts, public education, and creative industries.

During their terms of service, several YAC members experienced challenges related to housing, employment, and/or personal health. Despite these obstacles, all 23 members remained committed and fulfilled their responsibilities within the YAC.

While workforce development was not part of the initial design of the council, it became an important part of the experience. In some cases, stipends for YAC members helped cover living expenses. For others, connections to additional youth leadership bodies and work-based learning opportunities helped play a role in career development. For example, Autumn Taylor and Danielle Galván Gomez were selected to serve as two of eight members of the Snap Foundation's inaugural YAC, a work-based learning and participatory grantmaking body for youth to help build pathways to the creative economy. Four other Arts Ed Collective YAC alumni (Giancarlo Arzu, Weiwen Balter, Monica Juarez, and Luis



Youth Advisory Council member Rudy Torres speaks at the "Pathways to the Creative Economy in Los Angeles" event at West Los Angeles College (August 2019)

Zepeda) were selected as Frieze Fellows in association with the 2020 Frieze Los Angeles art fair, and participated in a work-based learning and career exposure program that connected young professionals with gallerists, vendors, nonprofits, and other aspects of the international art market.

In April 2020, 14 YAC alumni convened for a 90-minute reunion over Zoom in which they shared their experiences during the COVID-19 pandemic, including changes in their living environment, work status, and physical/mental wellness. They engaged in lively discussions about the value of art in this new context while referring and connecting each other to

STRATEGIC PARTNERSHIPS

Collaborate with school districts, educators, arts organizations, teaching artists, grantmakers, advocates and other stakeholders to leverage expertise and resources for greater impact.

resources and advice. In the same month, the Arts Ed Collective began engaging YAC alumni as subject matter experts in its programs and services, utilizing their specific areas of interest and expertise. Four alumni (Israel Cedillo, Weiwen Balter, Yesenia Perez, and Luis Zepeda) served as application review panelists for the 2020-21 Advancement Grant Program, while alum Maritza Lopez contributed an article, “[A Reflection during COVID-19 on the Importance of Arts Education Access](#),” to the Arts Ed Collective website.

Over the past year, the Arts Ed Collective YAC became a model for youth leadership

across LA County government. The LA County Chief Sustainability Office, for example, sought out strategic guidance in founding the County’s first-ever Youth Climate Commission. Recommendations from the Arts Ed Collective were incorporated into the Board of Supervisors motion establishing the commission. Staff also advised the LA County Department of Public Health (DPH) regarding policies and procedures for the DPH Youth Advisory Council. The youth leadership model inspired by the Arts Ed Collective YAC has encouraged ongoing efforts by County agencies to incorporate youth voices into their infrastructure and planning.

## CALIFORNIA ARTS EDUCATION LEADERSHIP COHORT

**F**ounded in 2018 by 20 leaders from eight counties (Alameda, Humboldt, Los Angeles, Riverside, San Diego, San Francisco, Santa Clara, Tulare), the Arts Education Leadership Cohort is a statewide, intergenerational coalition working to bring about systemic change in arts education. With backbone support from the Arts Ed Collective and through structured online meetings facilitated by the Presencing Institute, the cohort of diverse arts education practitioners works together to expand their professional networks, support each other with resources and advice, and come up with ways to address personal leadership challenges and questions of race, power, and privilege in arts education field.

Monthly meetings for 2020 were scheduled to take place from January through June, but the spread of COVID-19 and competing priorities of cohort members delayed the relaunch of consistent, ongoing sessions. Initial plans for cohort members to meet in person and host a pre-conference leadership session at the annual Create CA Statewide Convening in May were also put on hold as large events across the state were canceled or postponed due to shelter-in-place orders. At the time of this report, the Arts Ed Collective is re-examining leadership development efforts to determine how best to move forward in 2020-21.

## ART OF LEADERSHIP

**A**rt of Leadership: From Individual Voice to Collective Impact is a leadership development program that engages emerging and established professionals in the Presencing Institute’s [Theory U](#) methodology for change management. The series is designed to support individual leadership and network development by reimagining how the arts

education field thinks of expertise, leadership, and mentorship. Originally intended as a five-day, in-person series scheduled to start in March, the program was delayed due to LA County’s Safer at Home orders, and eventually adapted into an online series that ran from April 16 through May 22.



LA COUNTY ARTS ED - THE ART OF LEADERSHIP  
APRIL 2020 | ONLINE MEETING

www.TheSketchEffect.com  
@TheSketchEffect

Graphic representation of conversations among Art of Leadership participants, captured live during a meeting

Over seven sessions, participants learned to tap into Theory U practices in their personal and professional lives while shaping a new way, as individuals and a collective, to advance the arts education field. Arts Ed Collective staff and Presencing Institute facilitators helped ground the workshops with themes and intentions that emerged from group interviews, which included, but was not limited to, understanding blind spots, developing a leadership practice that sustains self and others, working equitably and collaboratively across differences, and expanding participation in the local arts education community.

In later sessions, participants formed small teams to prototype and experiment with potentially transformative ideas and structures. Whether prototypes were programmatic (e.g. virtual social-emotional learning), process-oriented (e.g. templates for a workplace

culture based on mutual trust and horizontal leadership), or connective (e.g. schoolwide festivals, anti-racist reading group), they offered this year's Art of Leadership cohort a way to stay connected and engaged after concluding the program.

Theory U's focus on mindfulness and deep listening played a supportive role in structuring conversations during heightened stress and vulnerability. Over five weeks, participants not only had to reckon with a global pandemic, but also events and stressors in their personal lives. There were participants who gave birth, lost loved ones, and took on additional family responsibilities while in the program. Discussion about themes related to recent events—ranging from observance of Asian Pacific American Heritage Month in May to the rise of xenophobia during the COVID-19 pandemic to the racist murder of Ahmaud

Arbery—emerged organically from participants, who were eager to join conversations and support each other through turbulent times.

In some cases, the virtual space allowed individuals to participate more fully in the program. [Sharing resources](#) online, for example, enabled some to be more inquisitive and responsive to new knowledge, while others felt more comfortable participating in the Presencing Institute’s body posture and movement-based methodologies (called Social Presencing Theater) online.

Of 66 applicants selected to participate, 53 ultimately enrolled in the online program. This year’s cohort included teaching artists, classroom teachers, school district arts coordinators/administrators, nonprofit administrators, and arts advocates. Several work outside of the public education system,

in settings like the juvenile justice system, museums, and social service organizations that use the arts to achieve their broader mission. Thirty-eight percent identified as emerging professionals, 56% as mid-career, and 6% as senior. Seventy-nine percent identified as women and 21% as men. The following reflects the racial demographics of the cohort: 45% White, 28% Hispanic/Latinx, 11% Asian, 11% Black/African American, 2% Mixed Race, and 2% Other.

On June 19, more than 20 alumni of the 2020 Art of Leadership program reconvened on Zoom to check-in with each other, discuss nationwide racial justice reckonings, and share progress on their prototypes. For the reunion, alumni themselves planned agenda items by offering timely perspectives on the celebration of [Juneteenth](#) and facilitating mindfulness movement and group singing activities.

The California Arts Education Leadership Cohort and Art of Leadership received dedicated support from the Stuart Foundation. The Youth Advisory Council was supported by the Calley Foundation and the Rosenthal Family Foundation.

## CREATE CAMPAIGN



As previously mentioned, the COVID-19 pandemic resulted in the postponement (adoption of the new Regional Blueprint for Arts Education) and cancellation (2020 LA County Arts Education Summit) of key moments scheduled for spring, 2020. In response, the Arts Ed Collective and its partners refocused communications and storytelling efforts to be more responsive to the needs of constituents by curating and disseminating online resources for students, parents, and educators to support distance and home learning.

Create CA is a statewide campaign to build public will for an education system that includes the arts and more equitable implementation of arts education in public schools. Regional implementation of the

campaign, which originally planned to mobilize LA County audiences around the Regional Blueprint and Arts Ed Summit, instead helped to launch the [#CreateAtHome](#) initiative in March 2020, connecting stakeholders with resources for home learning and creativity.

The campaign's email and social media communications regularly highlighted LA County events and partners. The campaign worked closely with Arts for LA to develop advocacy and social media [tool kits](#). Two LA County-based creative talents, artist/gallerist [Maceo Paisley](#) and actor [Brittany Curran](#), were also announced as Create CA Ambassadors. Ms. Curran hosted two [Instagram Live](#) conversations focused on creative careers, one with Los Angeles-

ADVOCACY

Engage in local, statewide and national advocacy.

based fashion designer and community gardener **Ron Finley**. From January to June, LA County-based followers of the campaign increased from 290 to 533 on Facebook, 326 to 612 on Instagram, 350 to 500 on Twitter, and 305 to 527 on email. Stakeholder interest in

accessing COVID-19 resources spurred greater engagement with the Arts Ed Collective's online communications. From September 2019 to April 2020, the email newsletter gained 591 additional subscribers, with open rates seeing an increase from 28.5% to 35.4%.

## SCHOOLS AND COMMUNITIES FIRST

In March 2020, local advocacy partner Arts for LA launched a public awareness campaign focused on **Schools & Communities First**, a statewide ballot measure—backed by a coalition of health, education, faith, community, social justice, and labor groups—up for vote in upcoming November elections. The measure proposes to amend California's state constitution by requiring commercial and industrial property taxes, but not residential property taxes, to be based on current market value rather than purchase price. Changing the state tax law is projected to generate \$3.6 billion annually for LA County, 40% of which is expected to go to education. Leading up to November, Arts for LA will train local organizers and advocates to help inform stakeholders about this ballot initiative, and to ensure voters

are aware of the role it could potentially play in increasing funding for public education, thereby providing increased resources to schools and districts that could be targeted for improving and expanding arts education for students.

On May 27, Arts for LA, California Alliance for Arts Education (CAAE), and Create CA led an Arts Education Advocacy webinar attended by over 200 stakeholders from across the state. The webinar, which featured Summer McBride, President of Culver City Unified School District's Board of Education, focused on how to best advocate to school board members about the value and importance of arts education, particularly as they prepare to make key budget decisions in the months and year ahead.

## KCET ARTBOUND

In 2019, the Arts Ed Collective and KCET began partnering to produce an episode of the network's Emmy award-winning series **Artbound** that would help to increase public awareness about the value and importance of arts education. Filming in three LA County schools was scheduled to begin in March, but ultimately occurred in only one middle school due to school closures caused by the COVID-19 pandemic. However, key interviewees with arts and education experts and advocates, including Amir Whitaker (ACLU of Southern California), Betty Avila (Self Help Graphics & Art), photographer Catherine Opie, Sarah

Schnadt (NASA's Jet Propulsion Laboratory), Dr. Tyrone Howard (UCLA Graduate School of Education), Malissa Feruzzi Shriver (Turnaround Arts: California), dancer Debbie Allen, and others, were completed and will serve to anchor the episode. The project, now scheduled for completion in 2021, will engage local, regional, and national audiences through compelling television and online content that will help to launch the new LA County Regional Blueprint for Arts Education and encourage broader policy shifts that prioritize the arts in public education.

## CONFERENCE PARTICIPATION

**F**rom August 2019 through February 2020, Arts Ed Collective staff were presenting and participating in panels across the country to discuss and uplift intersections between the arts, youth development, mental health, education equity, and the creative economy. However, the COVID-19 pandemic resulted in the postponement or cancellation

of several local, state, and national conferences scheduled to take place in spring 2020. As a result, Arts Ed Collective staff were not able to attend conferences as planned in the months following Safer at Home orders that began in March. See Attachment 6 for a full list of conferences and events attended by Department of Arts and Culture staff.

# ARTS EDUCATION PROFILE

Released in 2017, the LA County Arts Education Profile (Arts Ed Profile) and [Online Tool](#) continue to support the mapping and measuring of the quality, quantity, and equity of arts education. Anyone in the County (e.g. school district administrators, classroom teachers, teaching artists, grantmakers, students, parents, arts advocates) can access the online database that provides details about in-school and after-school arts instruction offered districtwide or in individual schools. By combining [secondary \(grades 6-12\) school data](#) from the California Department of Education with data about primary grades (TK-5) collected by the Arts Ed Collective, the Arts Ed Profile helps track the growth and sustainability of arts education in LA County. Over 1,000 unique users have accessed the Arts Ed Profile in the past year.

School districts and charter networks engaged in strategic arts planning receive customized Arts Ed Profile reports at the beginning of their planning process to help them identify what is already in place in their schools and where gaps exist, so that they can determine appropriate action steps for advancing arts education in their district. Arts Ed Collective coaches guide focused conversations with district arts leadership teams to interpret their data and reflect on topics like curricular frameworks, service delivery models, gaps

between arts disciplines or grade levels, and what it means to achieve scale and equity in arts education.

To make sure the Online Tool reflects the most accurate and timely information, school districts are encouraged to submit an Arts Ed Profile survey every year with new or updated data about arts education in their schools. Each winter, the Arts Ed Collective implements a targeted campaign to encourage schools and districts to submit data for the current school year. However, schools are able to update their data at any time throughout the year. Three times per year (fall, winter, and spring), the online database is updated to reflect new survey responses. In the 2019-20 school year, 101 schools from 19 school districts and two charter networks completed an Arts Ed Profile survey. No schools submitted a survey in the spring, likely due to disruptions related to the COVID-19 pandemic.

The Arts Ed Collective had planned to have a session dedicated to the Arts Ed Profile at the 2020 [Arts Datathon](#). However, the event was postponed due to LA County's Safer at Home order. The Department of Arts and Culture's Research & Evaluation unit is exploring the possibility of hosting an online mini-Datathon session in 2021 that would allow participants to learn more about the Arts Ed Profile and interact with the Online Tool.

## RESEARCH & EVALUATION

Gather and analyze data to inform school district strategic planning, identify trends in the field, and track progress over time.

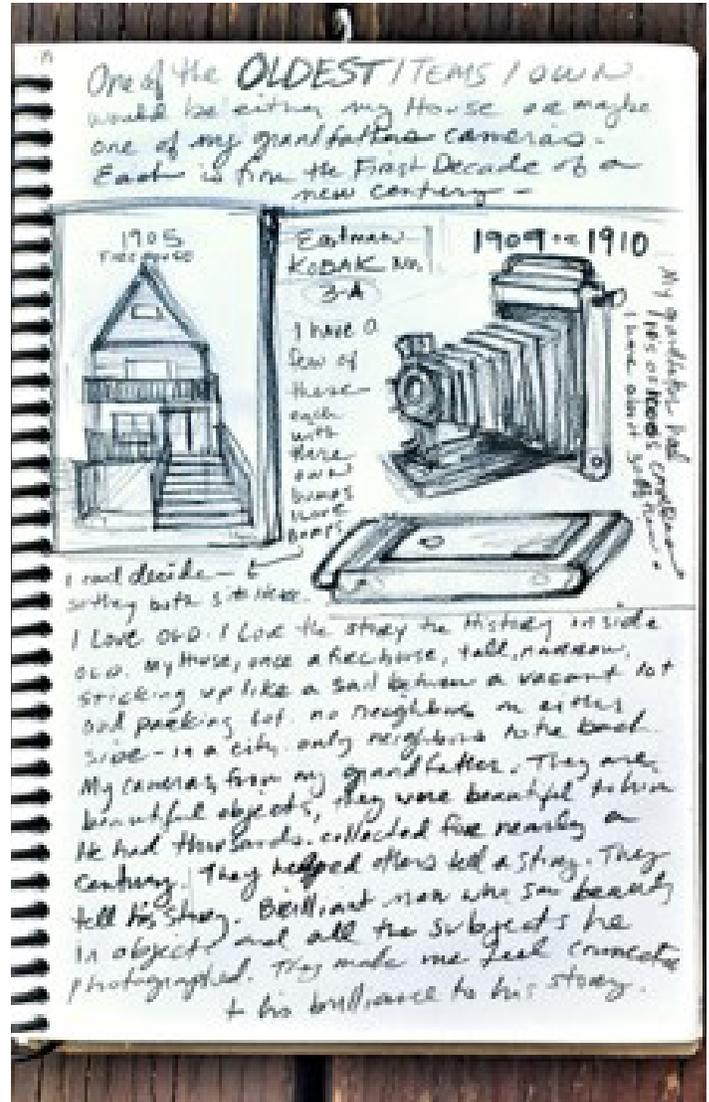
# CREATIVE WELLBEING

In October 2019, Harder+Company Community Research joined the Creative Wellbeing project (see page 9 for more details about project activities) as the evaluation team to capture the impact and lessons learned during its pilot phase and to inform future programming. The objective of the evaluation was to determine 1) how arts-based professional development better equips teachers to work with students who have increased risk or history of trauma and mental health concerns, 2) which factors or barriers should be considered as the project scales up in the future, 3) to what extent healing-informed arts education increases students' protective factors and decreases risk factors, and 4) what it takes to build effective partnerships between government, K-12 schools, and teaching artists to provide effective services.

The evaluation team used a mixed-methods approach to data collection, which began prior to Safer at Home orders and was adjusted to align with transitions to remote programming. Virtual observations of trainings/workshops, surveys of training/workshop participants, and comparison surveys with educators who did not participate in Creative Wellbeing activities took place between May and June 2020. Interviews with key project staff, partner agency staff, youth supervisors at congregate care facilities, and/or youth participants were scheduled to take place between July and August.

Key takeaways from evaluation efforts to date include the following:

- As a result of Creative Wellbeing workshops, educators feel better equipped to integrate healing-informed arts activities into their work. Surveys indicate a statistically significant<sup>9</sup> increase in their likelihood to use healing-informed arts activities to increase their students' wellbeing and personal self-care.



Artwork sample from the Creative Wellbeing project's "One of the Oldest Things You Own" activity

- According to many educators, one common barrier to implementing healing-informed arts activities is the lack of buy-in from school leadership and other colleagues. Distrust of adults and fear of peer judgment can also discourage student participation in healing-informed arts activities.
- Educators who participated in Creative Wellbeing reported a significant increase in their knowledge about mental health and in their willingness to learn more about mental health and seek out mental health services for themselves.

- Creative Wellbeing trainings resulted in a significant increase in educators' knowledge about risk and protective factors. Findings also indicate high levels of educator confidence in understanding the importance of their relationship with youth as a protective factor and in helping youth navigate through their risk factors and trauma.
- Within the context of a global pandemic and a nationwide racial justice reckoning, the project supported participants during stressful and challenging times, with one educator writing "COVID-19 really brought to light how absolutely necessary it is to bring social-emotional work to the forefront of education" and another commenting "As an educator, I find strength in knowing that I can help students analyze human actions,

cause and effect, and to come up with some logical explanation as to why this all happened. Education is the road to justice."

Preliminary findings affirm healing-informed arts education as a valuable approach for fostering communities of wellbeing within schools and supporting educators to be healing-informed in addressing the social-emotional needs of young people. Additional data collection over the summer will provide further context and perspectives on how government agencies, educational institutions, and nonprofits can support and evaluate the effective delivery of healing-informed arts education, both in-person and online. Final recommendations from Harder+Company are expected in September 2020.

<sup>1</sup> LA County officials deliver COVID-19 updates (April 29, 2020).

[https://www.youtube.com/watch?time\\_continue=1010&v=E9lsP2duvYc&feature=emb\\_title](https://www.youtube.com/watch?time_continue=1010&v=E9lsP2duvYc&feature=emb_title)

<sup>2</sup> At the high end, 93.2% of primary schools and 98.6% of secondary schools that offer Media Arts use technology tools as part of instruction; at the low end, 11.6% of primary schools and 34.4% of secondary schools that offer Dance use technology tools as part of instruction.

<sup>3</sup> While “trauma-informed” frameworks are widely used to promote a culture of safety, empowerment, and healing, the Department of Arts and Culture is embracing a “healing-informed” lens. Healing-informed (or healing-centered) approaches advance strengths-based care and move away from deficit-based mental health models. This approach seeks to promote resilience and healing from traumatic experiences and environments, in culturally grounded contexts that view healing as the restoration of identity, shared experience, community and a sense of belonging. Healing-informed approaches to arts education are aimed at the holistic restoration of an individual’s well-being, recognizing the profound impact of trauma on individuals.

<sup>4</sup> Effective January 1, 2020, state Assembly Bill 413 (AB 413) changed the term “at-risk” to “at-promise” in the state’s Education and Penal Codes. AB 413 was co-sponsored by LACOE as part of efforts to end deficit-based ways of describing youth who are more likely to fail academically due to their life circumstances or behaviors.

<sup>5</sup> The Actors’ Gang, Boyle Heights Arts Conservatory, Tía Chucha’s Centro Cultural, WriteGirl / Bold Ink Writers

<sup>6</sup> Conditions or attributes that help people become resilient during stressful events and mitigate risk in families and communities

<sup>7</sup> Boyle Heights Arts Conservatory, The Dance for Healing Project, Jail Guitar Doors, Rhythm Arts Alliance, Somos LA Arte, Spirit Awakening, Street Poets, The Unusual Suspects, WriteGirl

<sup>8</sup> Film and television jobs that involve production expenses like art, special effects, set design, lighting, camera operator, sound, wardrobe, hair, makeup, etc. Generally, “below the line” refers to any jobs not related to creative talent, directors, producers, and screenwriters.

<sup>9</sup> Statistical significance assesses the likelihood that a result is caused by something other than random chance. This can be measured by calculating a p-value. In social science research, a p-value of 0.05 or less is often considered “statistically significant.” When a p-value is less than or equal to 0.05, this means that there is a 5% or less chance that the results observed are due to chance alone, and that the result is likely due to a real effect.

The forecast for public education and youth development in LA County is likely to shift as a result of the November elections, which will determine how **state** and **local** governments invest in schools and communities. A successful **repeal of Proposition 209**—which prevents public institutions from considering race, ethnicity, and sex in matters related to education, employment, and contracting—would open up new ways of working toward equity.

While the COVID-19 pandemic and the local economy might portend austerity and precarity in our future, there are many examples of educators, teaching artists, nonprofit partners, philanthropic partners, and creative industry employers demonstrating their readiness to be responsive to changing times.

As the entity charged with staffing and coordinating the Arts Ed Collective, the Department of Arts and Culture recognizes that the agency by itself cannot achieve the aims of the Arts and Justice Reform Plan or the new Regional Blueprint for Arts Education. We approach this work with humility and gratitude to our network of partners, which we must continue to expand and diversify if we

are to leverage the new and existing resources needed to achieve the goals of these plans.

No matter what electoral outcomes we face after November, the Arts Ed Collective is committed to working toward a better future for youth in LA County, particularly those growing up in historically marginalized communities. Young people and communities of color must have voice and decision-making if we are to truly achieve collective impact. Public schools facing budget cuts and disparities must continue to be supported with additional resources to help build their capacity. The projects outlined in this report suggest some ways forward as we move into the future and anticipate a greater need to invest in strategies that focus on distance learning and social-emotional development.

The Arts Ed Collective will approach the year ahead with the understanding that some of the strategies needed to take on emerging challenges are yet to be realized. We will invite all of our partners to join us in imagining new possibilities for how the arts can play a key role in supporting the collective health and wellbeing of youth across LA County.

# LOOKING AHEAD

Future work by the Arts Ed Collective will be driven by the goals and objectives found in the new Regional Blueprint for Arts Education.

## ADVANCEMENT GRANT 2019-20 GRANTEES

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
Alhambra Unified*	93	23,300	to support the purchase of musical instruments for upper elementary grades and middle school
Antelope Valley Union High**	99	24,700	to support the expansion of districtwide arts coordination and collaboration time, professional development, and student services
Burbank Unified**	96	23,900	to support districtwide access to quality, standards-based, sequential arts education programming for secondary ELD students, preschool and post-high school Special Education students; and to expand teacher capacity in the arts through professional development
Centinela Valley Union High**	83	20,800	to support performances for students and teacher professional development in conflict resolution
Claremont Unified**	77	19,100	to support the expansion of the SALT program to high school through teacher planning and collaboration time
Covina-Valley Unified	86	21,500	to support the addition of a full-time credentialed dance teacher for elementary grades
Culver City Unified	76	19,000	to support the addition of a technical theater instructor and teacher collaboration time for K-12 visual arts curriculum articulation
Duarte Unified**	94	16,000	to support the expansion of teacher professional development in arts integration by the Armory Center for the Arts
El Monte City Elementary* **	85	19,100	to support districtwide visual arts curriculum through the purchase of equipment and staff training

# ATTACHMENT 1

## ADVANCEMENT GRANT 2019-20 GRANTEES

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
El Monte Union High**	90	22,500	to support the expansion of artist residencies for students with disabilities and English learners; professional development for arts teachers, CTE and special populations; and districtwide arts programs for students
El Rancho Unified**	91	15,900	to support districtwide curriculum development and professional development in arts integration for TK-5 teachers
Garvey Elementary* **	68	17,100	to support professional development in new arts standards, curriculum development for arts specialists and TK-5 teachers, and development of community outreach events
Gorman Joint School**	90	22,500	to support teacher professional development, curriculum development, artist residencies, and field trips
Hacienda La Puente Unified**	94	23,500	to support the expansion of arts integration with fifth grade artist residencies and teacher professional development in social emotional learning through TEAL
Hawthorne	89	22,200	to support professional development for TK-5 teachers and the recruitment and training of arts docents
Hughes-Elizabeth Lakes Union**	71	16,300	to support teacher professional development in music, purchase of materials and instruments, and artist residencies in music
ICEF Public Schools** (charter)	86	21,100	to support the addition of a part-time film production instructor at ICEF View Park Preparatory High School
iLead Charter Network**	73	18,400	to support teacher professional development in theater, purchase of theater curriculum, classroom materials, artist workshops, and field trips
Keppel Union Elementary**	73	18,200	to support the purchase of visual arts curriculum, teacher professional development, curriculum development, supplies, and instruments
Lawndale Elementary**	76	19,000	to support districtwide culturally relevant dance performances for students and teacher professional development
Lynwood Unified**	104	18,500	to support professional development and collaboration time for the district arts advocacy team
Magnolia Public Schools	77	10,000	to support teacher professional development in arts integration for arts specialists districtwide through TEAL

## ADVANCEMENT GRANT 2019-20 GRANTEES

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
Monrovia Unified	91	22,800	to support the expansion of vocal music districtwide for fourth and fifth grades
Montebello Unified**	95	23,800	to support visual arts professional development for first and second grade teachers from The California Arts Project
Mountain View Elementary	96	23,900	to support media arts professional development and curriculum development for middle school teachers through TEAL
Newhall**	93	23,200	to support artist residencies in dance for fourth grade districtwide and teacher professional development in arts integration
Norwalk La Mirada Unified	92	18,500	to support professional development for K-5 teachers in theater integration and social emotional learning through TEAL and The California Arts Project
Palmdale Elementary* **	75	18,700	to support districtwide teacher professional development in arts integration and the purchase of musical instruments and materials for implementation
Paramount Unified**	98	24,200	to support the expansion of arts integration coaching and student field trips
Pasadena Unified	99	24,400	to support the expansion of theater residencies districtwide for kindergarten through second grade by the Music Center
Pomona Unified**	102	25,500	to support the expansion of the teacher arts lead program and fourth grade visual arts residencies by the dA Center for the Arts
Rosemead Elementary**	92	22,900	to support the expansion of teacher professional development in arts integration by the Music Center to upper elementary grades
San Gabriel Unified* **	81	20,300	to support teacher professional development; purchase of equipment and supplies for music and visual arts; curriculum development in visual arts for K-12; community outreach; and development of a districtwide arts showcase
Santa Monica-Malibu Unified	97	18,500	to support the creation of an in-school mariachi program for middle school students
Saugus Union**	92	23,000	to support districtwide artist residencies, curriculum development, and teacher professional development in theater for fifth grade by the Music Center

## ADVANCEMENT GRANT 2019-20 GRANTEES

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
South Pasadena Unified	70	17,600	to support the purchase of music and media equipment, teacher planning time for web page development, and the expansion of arts coordination hours
Sulphur Springs Union**	81	19,900	to support districtwide STEAM workshops for first through sixth grade, professional development, and curriculum development
Temple City Unified**	70	14,000	to support districtwide teacher professional development through TEAL, the development of a visual and performing arts scope and sequence, and the purchase of instruments and equipment for elementary and middle schools
Walnut Valley Unified**	96	20,900	to support districtwide dance residencies for first grade by AMAN Dance Educators
Whittier City Elementary**	78	10,300	to support districtwide theater and dance through the purchase of stage equipment and supplies
Whittier Union High**	82	20,500	to support professional development and curriculum development in the new arts standards, planning time for the new performing arts center, and the creation of promotional arts videos for the district website
Wiseburn Unified	80	12,500	to support the purchase of visual arts and music equipment/materials as well as teacher professional development in theater
		<b>\$838,000</b>	

\* First time grantee

\*\* Grant project extended through 2020-21 fiscal year

# YOUTH DEVELOPMENT SITES

## **Juvenile Detention Facilities**

1. Camp Afflerbaugh (La Verne)
2. Campus Kilpatrick\* (Malibu)
3. Dorothy Kirby Center (Commerce)
4. Camp Paige (La Verne)
5. Camp Glenn Rockey (San Dimas)
6. Camp Scott (youth currently at Kirby)

## **Juvenile Halls**

1. Barry J. Nidorf (Sylmar)
2. Central Juvenile Hall (Los Angeles, 90033)

## **Juvenile Day Reporting Centers**

1. Beach High - Intensive Learning Program
2. Boyle Heights Technology Youth Center
3. Horance Mann UCLA Community School
4. Jeff Seymour Family Center
5. Panorama High School

## **Continuation or High Schools**

1. Frontier (Continuation) High School (Whittier)
2. New Earth Arts & Leadership Center (Culver City)
3. Whittier High School (Whittier)

## **Public Housing Facilities**

1. Nueva Maravilla (Los Angeles, 90022)

## **County Parks**

1. Amelia Mayberry Park (Whittier)
2. Athens Park (Los Angeles, 90061)
3. Belvedere Community Regional Park (Los Angeles, 90022)
4. City Terrace Park (Los Angeles, 90063)
5. East Rancho Dominguez Park (Compton)
6. El Cariso Community Regional Park (Sylmar)
7. Franklin D. Roosevelt Park (Los Angeles, 90001)
8. Lennox Park (Inglewood)
9. Loma Alta Park (Altadena)
10. Mona Park (Compton)
11. Pamela County Park (Duarte)
12. Ruben F. Salazar Park (Los Angeles, 90023)
13. San Angelo Park (La Puente)
14. Stephen Sorensen Park (Lake Los Angeles)
15. Ted Watkins Memorial Park (Los Angeles, 90002)

\* Closed for repairs until August 2020, with youth transferred to Challenger Memorial Youth Center in the meantime.

# YOUTH DEVELOPMENT PARTNERS

## **Longstanding Community Arts Partners who have helped to develop and evolve this work to date**

1. Arts for Incarcerated Youth Network and their member organizations
2. The Actors' Gang
3. Armory Center for the Arts
4. artworxLA
5. Boyle Heights Arts Conservatory
6. Gay Men's Chorus of Los Angeles
7. InsideOUT Writers
8. Jail Guitar Doors
9. Rhythem Arts Alliance
10. Somos LA Arte
11. Street Poets
12. Tía Chuca's Centro Cultural
13. The Unusual Suspects
14. Versa-Style
15. Writer Girl / Bold Ink Writers
16. Spirit Awakening

## **New Community Arts Partners**

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 17. A Noise Within                 | 31. New Earth Organization          |
| 18. African Soul                   | 32. Nueva Vision                    |
| 19. Center for Empowerment Studies | 33. Operation Street Kids           |
| 20. Collage Dance Theatre          | 34. P.S. Arts                       |
| 21. CONTRA-TIEMPO                  | 35. POPSTheClubCom Inc.             |
| 22. Critical Mass Dance Company    | 36. Southland Sings                 |
| 23. Drumming for Your Life         | 37. The Advot Project               |
| 24. East West Players              | 38. The Harmony Project             |
| 25. Free Arts for Abused Children  | 39. The Unveristy Corporation       |
| 26. Get Lit - Words Ignite         | 40. Theatre of Hearts / Youth First |
| 27. Jabberwocky Theatre Company    | 41. United Cambodian Community      |
| 28. Justice for My Sister          | 42. Viver Brasil dance              |
| 29. LA Commons                     | 43. Woodcraft Rangers               |
| 30. Music and Kids                 | 44. Youth Justice Coalition         |

# CONVENINGS

The following are the types of events we used to learn, collaborate, and maximize collective impact:

**Councils** are bodies that guide the work of the Arts Ed Collective. Members of the Funders Council met quarterly to provide financial oversight, guide strategy, and participate in co-learning. The Youth Advisory Council engaged youth voice and leadership in the initiative.

**Workgroups** met consistently over time to focus on implementation of specific, systemic strategies for arts education.

**Professional learning communities (PLC)** established consistent learning networks for educators, arts coordinators, teaching artists, and strategic planning coaches. Each PLC determined its own learning agenda.

**Conversations** promoted learning and collaboration centered on a specific topic, for instance the role of the arts in the juvenile justice system, career pathways to the creative economy, education research, public policy, or collaboration among local partners.

**Workshops** provided standalone, interactive learning opportunities. Strategic Planning Leadership Training introduced the process of developing a districtwide strategic arts plan. TEAL professional development sessions equipped educators with the knowledge and resources to support arts integration and social-emotional learning in classrooms.

**Forums** were half-day or day-long multi-topic learning events for a specific sector or group of stakeholders. Large groups convened to receive updates on local, regional, and statewide efforts and to share promising practices.

**Online Engagements** offered a virtual space for stakeholders to access opportunities for learning and dialogue regardless of where they lived or worked across the County. Live webinars reinforced, amplified and broadened content from other events. A digital newsletter, listserv, and social media regularly promoted events.



In-person and virtual events that took place both prior to and after LA County's Safer at Home orders in March 2020



Events that took place entirely in a virtual setting after LA County established Safer at Home orders in March 2020

## SCHOOL DISTRICT SUPPORT

Event Name	# of Events	Attendance	Objective
Advancement Grant Application (Workshop)	2	18	Participants learned about FluidReview (online application and grant management system) and received tips for submitting a strong proposal and technical assistance from Arts Ed Collective staff.
Arts Ed Collective Coaches PLC	5	35	Strategic Planning Coaches engaged in co-learning and collaboration as they shared field experiences and were provided with training and mentorship.
California Arts Framework Brown Bag Lunch and Webinar (Online Engagement)	1	8	The Arts Ed Collective hosted a session to review the new <i>California Arts Framework for Public Schools, Kindergarten Through Grade Twelve</i> . This conversation and webinar provided an opportunity for district arts coordinators and curriculum specialists to explore sections of the framework and provide more detailed comments and recommendations for consideration by the Instructional Quality Commission in January 2020.
District Arts Leadership Team Workgroups*	54	656	Strategic Planning Coaches convened school district leaders and practitioners to develop a strategic plan or support implementation of an existing plan.
District Liaison Site Support*	28	42	Arts Ed Collective staff observed school district implementation practices and provided perspective on strengths and areas for growth.
School District Arts Plan Tune-Up (Workshop)	2	14	These convenings gave district arts coordinators a chance to collaborate with Arts Ed Collective Coaches, who provided tools and time to think strategically about arts education plans and determine next steps for meeting districtwide goals.
Strategic Planning and Leadership Training (Workshop)	1	18	School district teams were introduced to the process for developing an arts education policy and strategic plan.

## STRATEGIC PARTNERSHIPS

Event Name	# of Events	Attendance	Objective
Art of Leadership (Workshop)	9	410	The Art of Leadership program focuses on individual leadership development as the foundation for collective impact on arts education in LA County. The series offered participants the opportunity to grow their personal leadership capacities and skills; develop and deepen a network of colleagues based on trust and collaboration; work with a diverse cadre of arts education leaders from across the County; and align their efforts with broader regional and/or statewide initiatives.
Funders Council	9	56	Quarterly meetings of the full membership as well as subcommittee meetings provided opportunities for funders to expand their knowledge and offer strategic guidance.
Regional Plan Advisory Workgroup	4	77	The LA County Regional Plan for Arts Education Advisory Workgroup is a diverse body established to act in an advisory capacity in the development of an updated regional plan for arts education.
Youth Advisory Council	10	173	The Arts Ed Collective launched its first ever Youth Advisory Council with an orientation in May 2019. This council offered young adults an opportunity to be civically engaged, participate in a Countywide regional planning process, and shape the ongoing role of youth leadership in the Arts Ed Collective.

## YOUTH DEVELOPMENT

Event Name	# of Events	Attendance	Objective
Creative Wellbeing (formerly School-Based Healing-Informed Arts Education) (Workshop)	3	33	These workshops convened representatives from the Arts Ed Collective, Arts for Incarcerated Youth Network (AIYN), Department of Mental Health, and Education Coordinating Council to connect and reflect upon different approaches to arts-based healing and professional development (PD). These approaches were combined into a pilot of a new arts and healing PD curriculum.
Creative Wellbeing “Parent/Caregiver Space” (Workshop)	7	13	“Parent/Caregiver Space” was a series of drop-in, virtual workshops (hosted by AIYN member Tía Chucha’s Centro Cultural) offering engagement in healing-informed art practices as a way to build connection, bolster protective factors, and foster community care among parents/caregivers, especially during stressful times. These workshops centered the arts as a strategy for fostering communities of wellness and creating healing-informed spaces for caregiving adults.
Creative Wellbeing “Teacher Space” (Workshop)	8	70	“Teacher Space” was a series of drop-in, virtual workshops (hosted by AIYN members The Actors’ Gang and Bold Ink Writers) offering engagement in healing-informed art practices. These workshops centered the arts as a strategy for fostering communities of wellness and creating healing-informed spaces for educators and other youth-serving adults.
Creative Wellbeing Professional Development Workshop	2	87	This series of virtual trainings based on the Creative Wellbeing PD curriculum was facilitated by AIYN member organization WriteGirl/Bold Ink Writers. One series was held for Pasadena Unified School District staff and another series was for arts coordinators from school districts throughout LA County.

Inter-Agency Youth Arts Task Force (Workgroup)	1	44	Representatives from County agencies developed strategies to embed arts instruction across County systems, with the goal of fostering healing, personal transformation, and career pathways for justice-involved youth.
Supporting Justice-Involved Individuals through the Arts (Forum)	1	26	This meeting convened representatives from community-based organizations to provide input on ways the arts can help to support, heal, and develop youth and families impacted—or at risk of becoming impacted—by the criminal justice system.

## MODELS AND RESOURCES

Event Name	# of Events	Attendance	Objective
Creative Career Pathways for Youth (Conversations)	2	78	The LA County Board of Supervisors, Arts Ed Collective, and LA County Economic Development Corporation (LAEDC) invited representatives from educational institutions and nonprofits as well as creative industry employers to participate in a Countywide Creative Career Pathways for Youth initiative that aims to build a robust, diverse, and inclusive workforce.
Technology Enhanced Arts Learning - Social Emotional Learning (TEAL-SEL) (Workshops)	5	507	The TEAL-SEL project uses blended professional learning (online and in-person) to build capacity in arts education throughout LA County schools. The target audience includes TK-6 teachers, Expanded Learning Staff, and Social Emotional Learning (SEL) specialists who work together to embed SEL content and awareness into arts-based teaching practices.

	# of Events	Attendance	
<b>OVERALL TOTAL</b>	156	2429**	*Estimated attendance **Total represents number of overall event check-ins. The number of unique participants is 843.

# YOUTH ADVISORY COUNCIL

## **Jeffrey Acevedo**

Nominated by Rahel Woldegaber, UCLA

## **Giancarlo Arzu**

Nominated by Glenna Avila, Cal Arts

## **Weiwen Balter**

Nominated by Hallie Scott, Hammer Museum

## **William Brooks**

Nominated by Darius Epps, National Museum of African American History and Culture

## **Israel Cedillo**

Nominated by Doria Deen, ASUCLA Student Media

## **Katelee Cervantes**

Nominated by Lucy Herrera, Legacy LA

## **Courtney Clark**

Nominated by Camille Schenkkan, Center Theatre Group

## **Shoni Monet Doe**

Nominated by Kevin Clark, Dakar Foundation

## **Amanda Duran**

Nominated by Debbie Devine, Colburn School

## **Danielle Galván Gomez**

Nominated by Ami Motevalli, City of Los Angeles, Dept. of Cultural Affairs

## **Samantha Joun**

Nominated by Bernardo Solano, Cal Poly Pomona

## **Monica Juarez**

Nominated by Alexis Takahashi, Big Citizen HUB

## **Maritza Lopez**

Nominated by Jeanne Roe Smith, Wesley Foundation Serving UCLA

## **Jacqueline Martinez**

Nominated by Leandro Quintero-Castro, Ghetto Film School

## **Yesenia Perez**

Nominated by Lucas Rivera, Fairplex

## **Jaynese Poole**

Nominated by Bryan Cuprill, Youth Mentoring Connection

## **Joelle Scher**

Nominated by Jennelyn Tumulad, LeBasse Projects

## **Marcus Tapia**

Nominated by Fabian Debora, LPAN School of the Arts

## **Autumn Taylor**

Nominated by Syd Stewart, Better Youth, Inc.

## **Rudy Torres**

Nominated by Sonia Salazar, Children's Institute, Inc.

## **Laura Jane Yee**

Nominated by Helen Rees, UCLA Department of Ethnomusicology

## **Ziggy Walker**

Nominated by Shamell Bell, Black Lives Matter, Students Deserve

## **Luis Zepeda**

Nominated by Samai Khom, Dramatic Results

# REGIONAL, STATE, NATIONAL MEETINGS & CONFERENCES

## *Staff Attendance and Presentations*

### Sharing Our Work with the Field

#### **Presentations**

**Sony Pictures Entertainment and The Career Center at the Actors Fund  
The Creative Classroom: An Arts Education Symposium for the Entertainment and  
Performing Arts Community**

August 3, 2019, Los Angeles, CA

*Staff presented on current trends in arts education and teaching artistry across  
LA County*

**University of New Orleans  
Social Theory, Politics, & the Arts**

October 10-12, 2019, New Orleans, LA

*Staff presented on the relationship between arts education in public schools and  
conditions in local communities*

**Grantmakers in the Arts  
2019 GIA Conference Cultural Intersections**

October 13-16, 2019, Denver, CO

*Staff presented on prototypes and partnerships in K-12 public education that act at the  
intersection of the arts and mental wellbeing*

**Arts for LA  
State of the Arts 2019**

November 1, 2019, Los Angeles, CA

*Staff presented on equity in arts education*

**Cal State LA  
Connect the Dots: Professional Pathways into the Creative Industries**

November 1, 2019, Los Angeles, CA

*Staff was part of small group conversations connecting Cal State LA students with  
professionals from across the creative industries*

**San Pedro Chamber of Commerce and The Nonprofit Partnership  
Fall 2019 Nonprofit Collaborative**

November 6, 2019, San Pedro, CA

*Staff participated in a panel about philanthropic models and application processes*

**Otis College of Art and Design  
Association of Independent Colleges of Art and Design Symposium**

November 8, 2019, Los Angeles, CA

*Staff presented on the importance of inclusivity as a necessary resource for influencing  
policy and meaningful social change*

**City of Santa Clarita**  
**CREATIVE Connection**

May 13, 2020, [Online](#)

*Staff presented to leaders of nonprofit organizations and board members based in Santa Clarita about the current landscape of arts education and opportunities for their participation in collective impact.*

**Think Tank / Invitation Only Events**

**Hewlett Foundation**  
**Policy Council Meeting**

September 19–20, 2019, Menlo Park, CA

**California Alliance for Arts Education**  
**Policy Council Meeting**

February 6, 2020, Sacramento, CA

*Staff participated in a panel discussion on the role of the arts in juvenile justice reform efforts.*

## **General Conference Attendance**

**Los Angeles County Office of Youth Diversion and Development**  
**Los Angeles County Youth Development Summit 2019**

July 18, 2019, Los Angeles, CA

**SIGGRAPH 2019 Job Fair**

July 31, 2019, Los Angeles, CA

**Los Angeles County Office of Education**  
**Community Schools & Cultivating Wellbeing: A Symposium for Educators**

September 18, 2019, Alhambra, CA

**Americans for the Arts**  
**Honoring Native Land**

October 2, 2019, [Online](#)

**California Violence Prevention Network**  
**Community Healing Through Action Intersectional Approaches to Violence Prevention**

October 10, 2019, Long Beach, CA

**Mobile World Congress LA Career Day**

October 24, 2019, Los Angeles, CA

**Wonder Women Tech**  
**Long Beach National Conference 2019**

November 7–8, 2019, Long Beach, CA

**Digital Hollywood Conference**

November 12, 2019, Los Angeles, CA

**Los Angeles County Department of Human Resources**  
**Talking About the “T” in LGBTQ + Youth**

January 22, 2020, Los Angeles, CA

**Otis College of Art & Design**  
**Launch of the 2020 Otis Report on the Creative Economy**

February 12, 2020, Los Angeles, CA

**Frieze Los Angeles**

February 14, 2020, Los Angeles, CA

**Los Angeles Urban League & Better Youth Press Event**

February 20, 2020

**NAACP**

**16th Annual Hollywood Bureau Symposium**

February 20, 2020, Los Angeles, CA

**Philanthropy California**

**2020 Philanthropy California Policy Summit**

April 20, 2020, [Online](#)

**Create CA**

**The Arts and Socio Emotional Learning:  
Leveraging Arts Instruction as Essential in Recovery**

April 29, 2020, [Online](#)

**UCLA Luskin School of Public Affairs**

**UCLA Luskin Summit: A New Normal for Schools During the Pandemic**

May 4, 2020, [Online](#)

**Southern California Grantmakers**

**COVID-19 and the Environment: Power Building, Leadership, and Civic Engagement**

May 15, 2020, [Online](#)

**Alliance for Justice**

**Advocacy and Lobbying During a Pandemic: Legal Tips for 501(c)(3)  
Nonprofit Advocates**

May 21, 2020, [Online](#)

**Southern California Grantmakers**

**Addressing Implicit Bias in the Age of COVID-19**

June 11, 2020, [Online](#)

# FUNDERS COUNCIL

Co-Chair  
Angel Roberson Daniels  
Executive Director

## **The Angell Foundation**

Co-Chair  
Wendy Chang, Director  
**The Dwight Stuart Youth Fund**

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## **Herb Alpert Foundation**

Rona Sebastian, President  
Matty Wilder, Senior Program Officer

## **The Philip & Muriel Berman Foundation**

Nancy Berman,  
President & Executive Director

## **Annenberg Foundation**

James E. Herr,  
(Former) Program Officer

## **Louis L. Borick Foundation**

Lauren Johnson, Program Director

## **John N. Calley Foundation**

Shawn Kravich, Board Member

## **The Colburn Foundation**

Felix Racelis, Executive Director

## **The Carol & James Collins Foundation**

Cathy Hession, Executive Director

## **Carl & Roberta Deutsch Foundation**

Jacqueline Chun,  
Chief Programs & Operations Officer

## **The Walt Disney Company**

Joan McCarthy, Director  
Enterprise Community Engagement

## **Rosalinde & Arthur Gilbert Foundation**

Sean Ostrovsky, Senior Program Officer

## **Max H. Gluck Foundation**

Jessica Kaswick, Executive Director

## **The Green Foundation**

Julianne Green, Program Director

## **Clarence E. Heller Charitable Foundation**

Emily Garvie, Program Officer

## **The William & Flora Hewlett Foundation**

Jessica Mele, Program Officer  
Performing Arts Program

## **HMC Architects**

## **Designing Futures Foundation**

Adrienne Luce, Executive Director

## **LA County Department of Arts and Culture**

Kristin Sakoda, Director

## **Moss Foundation**

Rachel Barchie, Executive Director

## **The Music Man Foundation**

Sarah Lyding, Executive Director

## **Ovation TV**

Jessica Yas Barker  
(Former) Senior Director of  
Corporate Relations

## **The Ralph M. Parsons Foundation**

Jennifer Price-Letscher, Director  
Programs & Special Projects  
Katherine Bonalos, Program Officer

## **Rosenthal Family Foundation**

Rachel Levin, Executive Director  
Andrea Sorin, Advisor

## **Snap Foundation**

Shawn Kravich, Executive Director

## **Sony Pictures Entertainment**

Lani Monos, Vice President  
Global Corporate Social Responsibility

## **Stuart Foundation**

Sophie Fanelli, President  
Delia Reid, Senior Program &  
Communications Officer

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## **Founding Chair**

Janice Pober,  
(Former) Senior Vice President  
Global Corporate Social Responsibility  
Sony Pictures Entertainment

ATTACHMENT 7

# LEADERSHIP COUNCIL

Co-Chair

**Genethia Hudley-Hayes**

Education and Social Services Deputy to Sheila Kuehl,  
Supervisor Third District, County of Los Angeles

Co-Chair

**Mark Slavkin**

Director of Education  
Wallis Annenberg Center for the Performing Arts

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**Glenna Avila**, Artist/Educator  
(Former) Artistic Director  
CalArts Community Arts Partnership

**Wendy Chang**, Director  
The Dwight Stuart Youth Fund

**Yvonne Contreras**, Director  
Curriculum and Instructional Services  
LA County Office of Education

**Armalyne De La O**, Director  
Los Angeles Basin California Arts Project

**Alex Johnson**, Board Member  
Board of Education  
LA County Office of Education

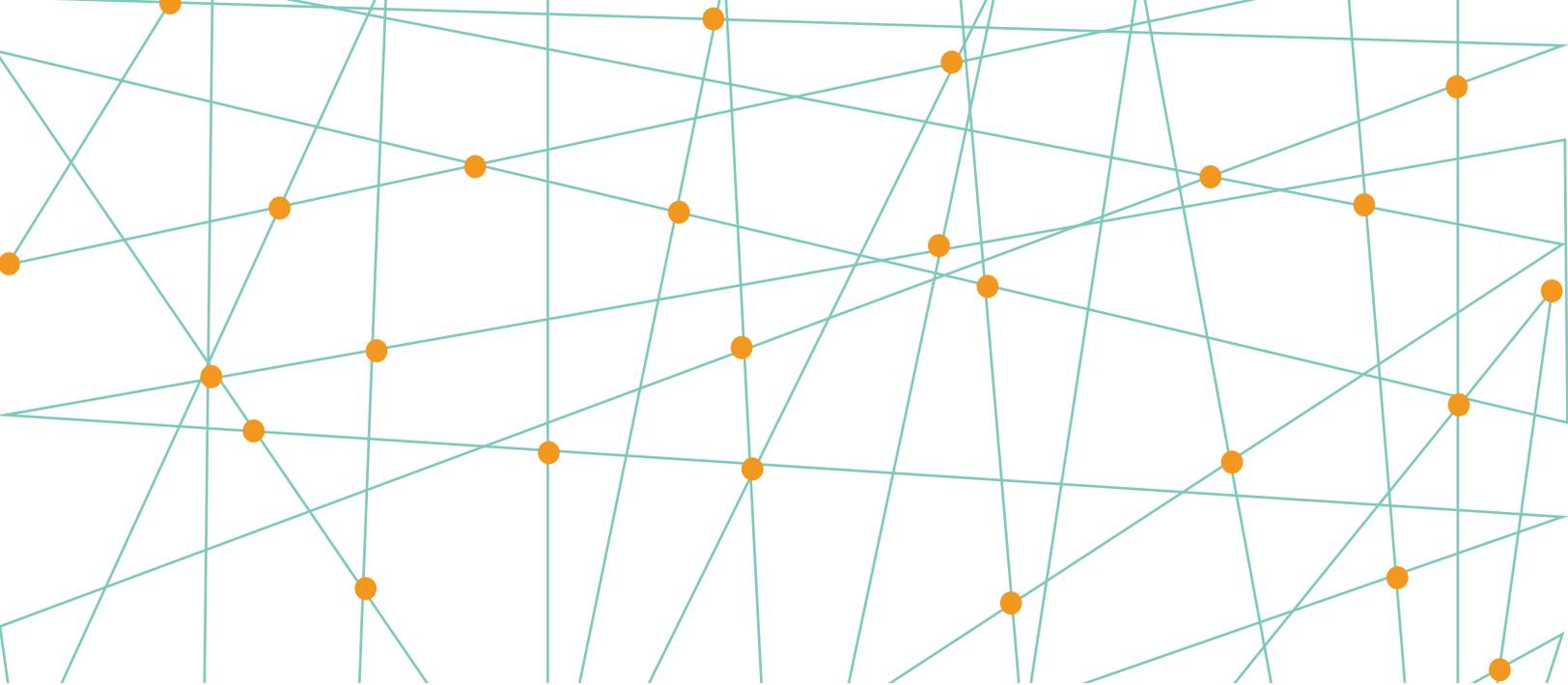
**Lani Monos**, Vice President  
Global Corporate Social Responsibility  
Sony Pictures Entertainment

**Norma Provencio Pichardo**  
Commissioner  
LA County Department of Arts and Culture

**Angel Roberson Daniels**, Executive Director  
The Angell Foundation

**Dotti Ysais**, Senior Project Director  
Center for Distance & Online Learning  
LA County Office of Education

**Kristin Sakoda**, Director  
LA County Department of Arts and Culture



LOS ANGELES COUNTY  
**artsed**  
COLLECTIVE

[LACountyArtsEdCollective.org](http://LACountyArtsEdCollective.org)  
[artsedcollective@arts.lacounty.gov](mailto:artsedcollective@arts.lacounty.gov)

