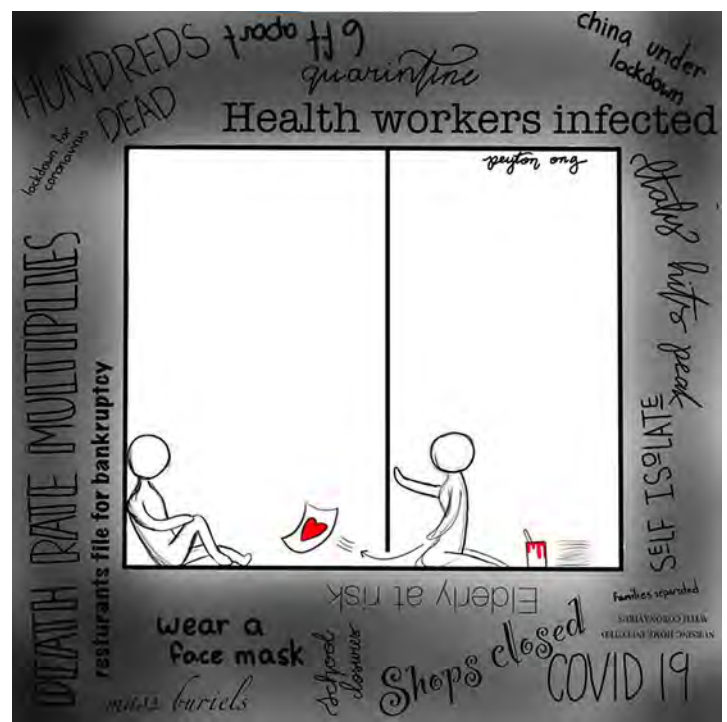




2020-2021 End of Year Report



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ON THE COVER (clockwise from top)

- Staff and artists from the Arts for Healing and Justice Network (AHJN) and member organizations. Image by Sylvanus Leone. Courtesy of AHJN.
- Student work from Jefferson Middle School, San Gabriel Unified School District. See artist's statement on right.
- Poet and performer Vanessa Tahay. Still from "Arts Education" special of KCET's ARTBOUND series.

I am twelve years old and in a family of five. I am a twin to a brother and have a black golden doodle named Kuma. Drawing is something I like to do, but don't really have the time to do it as a freelance. Since quarantine, I have more time to do things I usually don't have time for. So, I decided to put a drawing onto this website. This drawing is basically the effects of COVID 19 in a nutshell. So many bad things are happening in the world right now, but there is always a little spark of hope that can make us smile each day.

MESSAGE FROM THE DIRECTOR OF ARTS EDUCATION

Dear partners and community members,

Over the past year, arts education remained a valuable resource in our LA County schools and communities, both in person and online. Amid the devastation caused by the COVID-19 pandemic and historical, systemic neglect that continues to disproportionately impact low-income communities of color, arts-based approaches engaged and uplifted young people and the adults who work with them. By prioritizing time, funding, and energy to increase services in communities with less access to arts education and greater need for social emotional supports that the arts can uniquely provide, the Arts Education Collective (Arts Ed Collective)—coordinated by the LA County Department of Arts and Culture (Arts and Culture)—is working with other County agencies and community partners to establish more humane, inclusive, and equitable systems of care for our region.

Two recent Countywide policies are driving the evolution of our work. In October 2020, the LA County Board of Supervisors (Board) adopted the [Arts for All Children, Youth, and Families: Los Angeles County's New Regional Blueprint for Arts Education](#) (Arts Ed Blueprint). This sweeping new vision for arts education, which was developed through a Countywide community engagement process, calls for arts learning and creative workforce development within and outside of schools, throughout communities, and in service of youth impacted by the justice and foster care systems. In March of the same year, the Board adopted the goals of the [Countywide Plan for Elevating the Arts as a Justice Reform Strategy](#) (Arts and Justice Reform Plan), which proposes arts-based strategies for furthering the transition of LA County's justice system from a punishment-based model to one that embraces trauma-informed and healing-centered approaches.

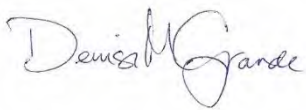
These parallel efforts expand the scope and scale of the Arts Ed Collective by setting new goals for the initiative and aligning with structural changes currently prioritized by the County. The Arts Ed Blueprint encourages an expanded network of stakeholders to address longstanding challenges in public education and communities through innovative approaches, and it reinforces the County's commitment to promoting youth development through the arts across the region. The Arts and Justice Reform Plan positions the arts as a powerful strategy for supporting young people, families, and adults touched by County systems, and it centers the arts in both individual and community development efforts to decrease justice system involvement and institute care-centered youth development models. Taken together, these policies provide guideposts for our initiative to impact the lives of youth in schools, after school, and in communities.

This report highlights activities that took place from July 2020 through June 2021, celebrating the essential contributions of stakeholders within the Arts Ed Collective. Because the Arts Ed Collective relies on collective impact, Arts and Culture is not alone in undertaking this work. I wish to thank the hundreds of practitioners and advocates who are engaged in the initiative, and who each day help us move closer to achieving the goals outlined in the Arts Ed Blueprint. Without your efforts, the accomplishments described here would not be possible.

In the years ahead, we will continue to evolve our core work in public education while setting ambitious new aims for implementation across LA County that provides increased engagement, support, and investment in communities historically excluded or precluded from learning and participation in the arts. Fueling this work are investments by LA County and the Arts Ed Collective Funders Council, whose resources enable us to broaden, deepen, and innovate our strategies. Additionally, we are encouraged by new public investments expected to support pieces of this work, like funding from the Care First Community Investment spending plan, California's Juvenile Justice Crime Prevention Act, and the federal American Rescue Plan (read more about these funds in the Looking Ahead section on page 31).

The arts have an essential role to play in LA County, both during and after the pandemic, in fostering individual and community wellbeing (page 13), reimagining public safety (page 15), and spurring inclusion in high-growth creative industries (page 21). As we reconsider who we view as leaders in this Countywide initiative (page 24) and to whom we are ultimately accountable, I invite every resident in LA County to examine the new Arts Ed Blueprint as well as the Arts and Justice Reform Plan and join our collective efforts to demonstrate political will (page 26) and realize our shared vision and values. Thank you for considering this review of the Arts Ed Collective's work. Please be in touch if you have feedback or would like to share ways to help propel these efforts forward in the year ahead.

Sincerely,

A handwritten signature in cursive script that reads "Denise M. Grande". The signature is written in dark ink and is positioned above the printed name and title.

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

SCHOOL-BASED ARTS EDUCATION

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

SCHOOL DISTRICT STRATEGIC PLANNING

Designed to build collaboration, the strategic planning process is adaptive to each district's needs and emphasizes unique outcomes. Over a series of sessions that span several months, coaches reinforce best practices, provide templates and strategies for assessment, and work with team members to envision and plan for high-quality arts programs. They also create confidence and capacity by building consensus, celebrating successes, and offering resources as needed. By summer, strategic arts plans are ready to share with local school boards for adoption.

In the second year of coaching, following plan adoption, districts are supported in launching activities that address key priorities outlined in their plan. A parallel focus is helping planning teams become long-term leadership bodies dedicated to sustaining progress on their arts plan. District teams meet with coaches in

full-day meetings, three to four times over the year. Agendas address first-year priorities and may incorporate professional development, curriculum development, evaluation, capacity-building, community engagement, communications, and/or fundraising.

Eleven school districts created, updated, or launched new strategic arts plans in 2020-2021, with support from a team of Arts Ed Collective coaches¹. Most districtwide arts leadership team meetings kicked off in January 2021 and concluded in May. In addition, one regional cluster of school districts in the City of Santa Clarita (Castaic Union, Newhall, Saugus Union, Sulphur Springs Union, and William S. Hart Union) was supported by a coach to develop a strategic plan for arts education across all five school districts. This work existed within the city's broader efforts to develop a cultural plan for the region. As

2020-21 Strategic Planning & Coaching Support

Partners Creating New Plans

Glendale Unified*
Newhall*

City of Santa Clarita***
Torrance Unified**

Partners Receiving Support to Update or Implement New Plans

ABC Unified
Compton Unified
Eastside Union

Glendora Unified
ICEF charter network
Montebello Unified

Whittier Union
Wilsona

* Second strategic arts plan as an Arts Ed Collective partner

** New Arts Ed Collective partner

*** The City of Santa Clarita is the first non-school district and local municipality to utilize Arts Ed Collective support to engage in strategic planning with school districts

¹ Kimberleigh Aarn (lead), Allegra Brown, Heather Heslup, Jill Newman, Sandy Seufert, Melissa Valencia

a result, the planning committee included not only school district leaders, but also LA County Arts Commissioners and representatives from CalArts, College of the Canyons, local arts organizations, and businesses.

Arts Ed Collective coaches convened four times throughout the year as a Professional Learning Community (PLC) for shared learning and mutual support. The learning agenda for the PLC included deep dives into the [Countywide Cultural Policy](#), Arts Ed Blueprint, and characteristics of [White Supremacy Culture](#), with the final session dedicated to discussing ways to engage school district partners in conversations about diversity, equity, and inclusion (DEI).

Discussions about DEI within school district planning teams have been broad and varied, but most often centered on culturally relevant and responsive forms of arts education. Coaches have shared that DEI as a concept is emerging in districtwide strategic plans more than ever, frequently in the context of the arts as a healing and social-emotional learning (SEL) strategy.

Many districts engaged in plan implementation are using data to inform strategies and address equity in arts education. At Whittier Union High School District, the results of a districtwide student survey were used to examine how guidance counseling and course offerings may be inequitable between campuses. The district is also in the process of creating an Ethnic Studies course, mandated by the California

Department of Education (CDE), that will be designed and taught through a visual and performing arts (VAPA) lens in the 2021-2022 school year—a significant step toward increasing cultural responsiveness across all VAPA programs.

Parent and community involvement play key roles in districtwide arts plans. In addition to establishing a plan for districtwide arts integration at the elementary level, Glendora Unified developed a model for PTA groups that encourages collaboration between school sites and helps address disparities in fundraising and parent volunteerism for the arts. At Montebello Unified, where parents and community members have strong representation in district arts leadership teams, culturally relevant curricula, student and teacher wellbeing, and SEL are priorities being addressed at the elementary level through the Technology Enhanced Arts Learning (TEAL) program.

In February 2021, two virtual sessions of the “Arts Plan Tune-Up” workshop convened six school district partners who were not currently enrolled in Arts Ed Collective coaching services. The workshop, designed to support school districts either implementing a current strategic arts plan or about to embark on updating or creating a plan, introduced the overarching goals of the Arts Ed Blueprint (and its definitions of equity) and facilitated a conversation about next steps for building DEI strategies in arts education.

SCHOOL DISTRICT ARTS COORDINATORS

School district arts coordinators are key stakeholders of the Arts Ed Collective, providing leadership in strategic planning teams, coordinating districtwide arts education programs, and maintaining regular contact with Arts Ed Collective liaisons who connect them to resources. Depending on the school district, arts coordinators may be a teacher on special assignment or a full-time/part-time administrator dedicated to the arts.

Every year, Arts and Culture partners with the LA County Office of Education (LACOE)

to co-host a series of convenings for arts coordinators across LA County to network, share strategies, and hear updates from the field. In 2020-2021, virtual district arts coordinator meetings solicited feedback about professional learning needs related to the new California Arts Education Framework for Public Schools; shared resources related to the intersections of social justice, the arts, and wellbeing; and offered tools for districtwide arts education advocacy (e.g. Arts for LA’s Rapid Response Network; see page 29 for more details).

In spring 2021, teaching artists from artworxLA facilitated an experiential workshop exploring how the arts offer a pathway for students to examine and express their own ideas about social justice, drawing inspiration from the practice of LA-based artist, Black Lives Matter co-founder, and LA County Arts Commissioner [Patrisse Cullors](#). Arts and Culture staff also presented an overview of [Explore Justice](#), a video series and curriculum created by the LA County Human Relations Commission and 211 LA to help educators unpack and examine current and historical perspectives that shape racial justice, gender

justice, and cultural equity in LA County.

In anticipation of schools re-opening for in-person instruction in fall 2021, many arts coordinators expressed a desire for resources in 2021-2022 that will address the social emotional needs of students returning to classrooms. The Arts Ed Collective recognizes that extraordinary circumstances over the past year have shifted the kinds of information and resources arts coordinators are seeking, and is working to be responsive to community needs in the year ahead.

ADVANCEMENT GRANT PROGRAM

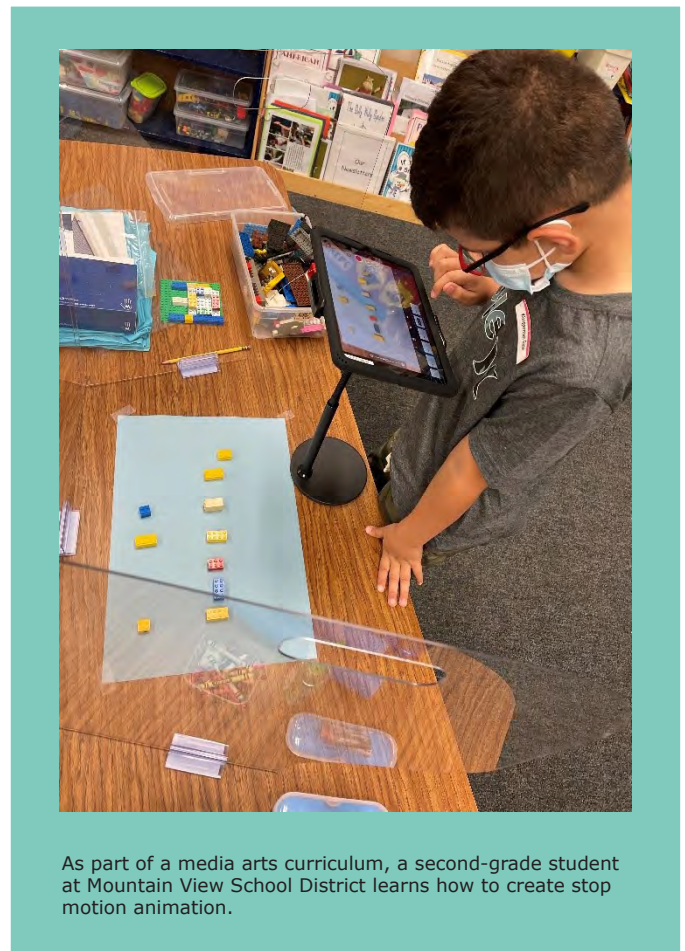
The Advancement Grant Program offers flexible matching grants to support school districts and charter school networks aiming to provide high-quality, year-long arts education for their students. Grant funds assist districts and charter networks in achieving key action items outlined in their strategic arts plans, launching or expanding projects that align with their top priorities, 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 \$25,000 in matching funds.

Updates on Project Extensions

In the 2019-2020 grant cycle, 42 school districts ultimately accepted \$838,000 in matching grants for arts education. Five school districts declined their awards early in the grant cycle due to administrative turnover and limited teacher capacity. All 42 grantees that accepted awards completed their grant projects. Due to impacts of the COVID-19 pandemic, 25 grantees amended and/or extended their projects through December 2020 and five grantees through June 2021. Ten projects ultimately came in under budget, resulting in \$800,977 in total grant disbursements.

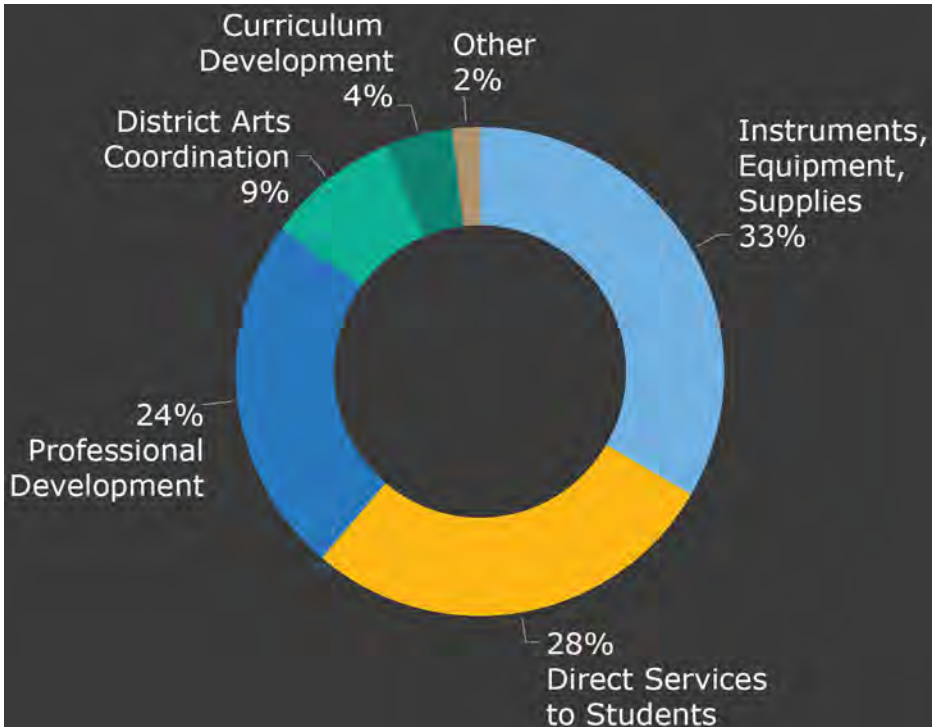
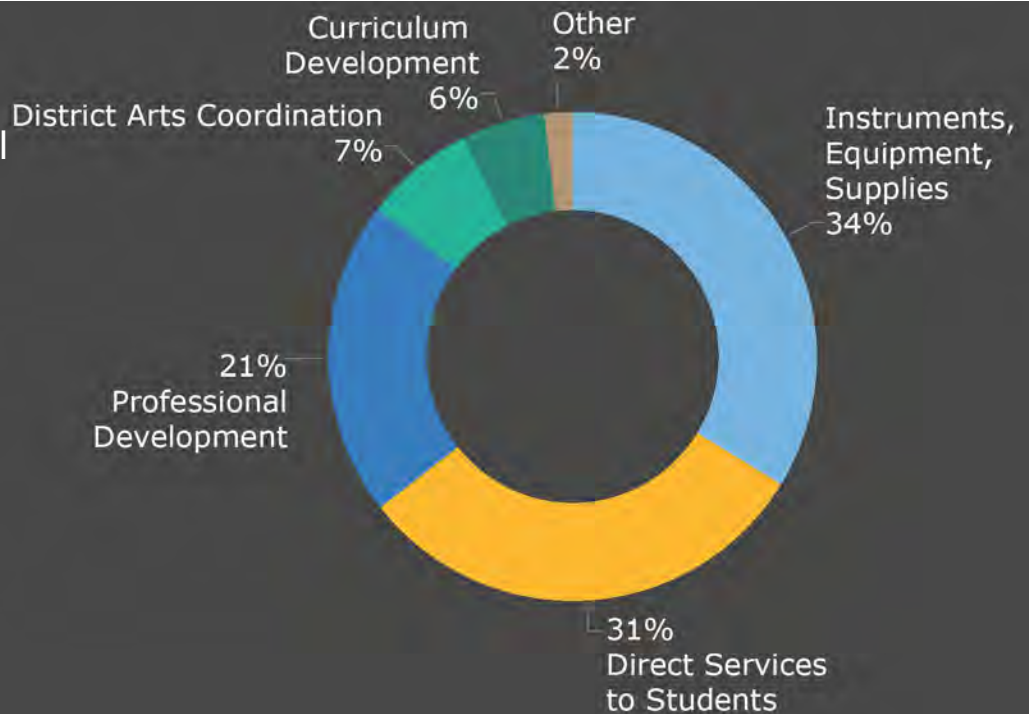
Impacts to students and educators from these 42 projects in 2019-20 were as follows:

- Direct services to students, number of students: 41,721
- Direct services to students, number of hours of arts instruction: 5,117
- Professional development, number of teachers: 1,662
- Professional development, number of hours: 1,038



As part of a media arts curriculum, a second-grade student at Mountain View School District learns how to create stop motion animation.

In 2019-20, a total of **\$2,157,929** in grant awards and matching funds from 42 school districts supported projects across six categories.



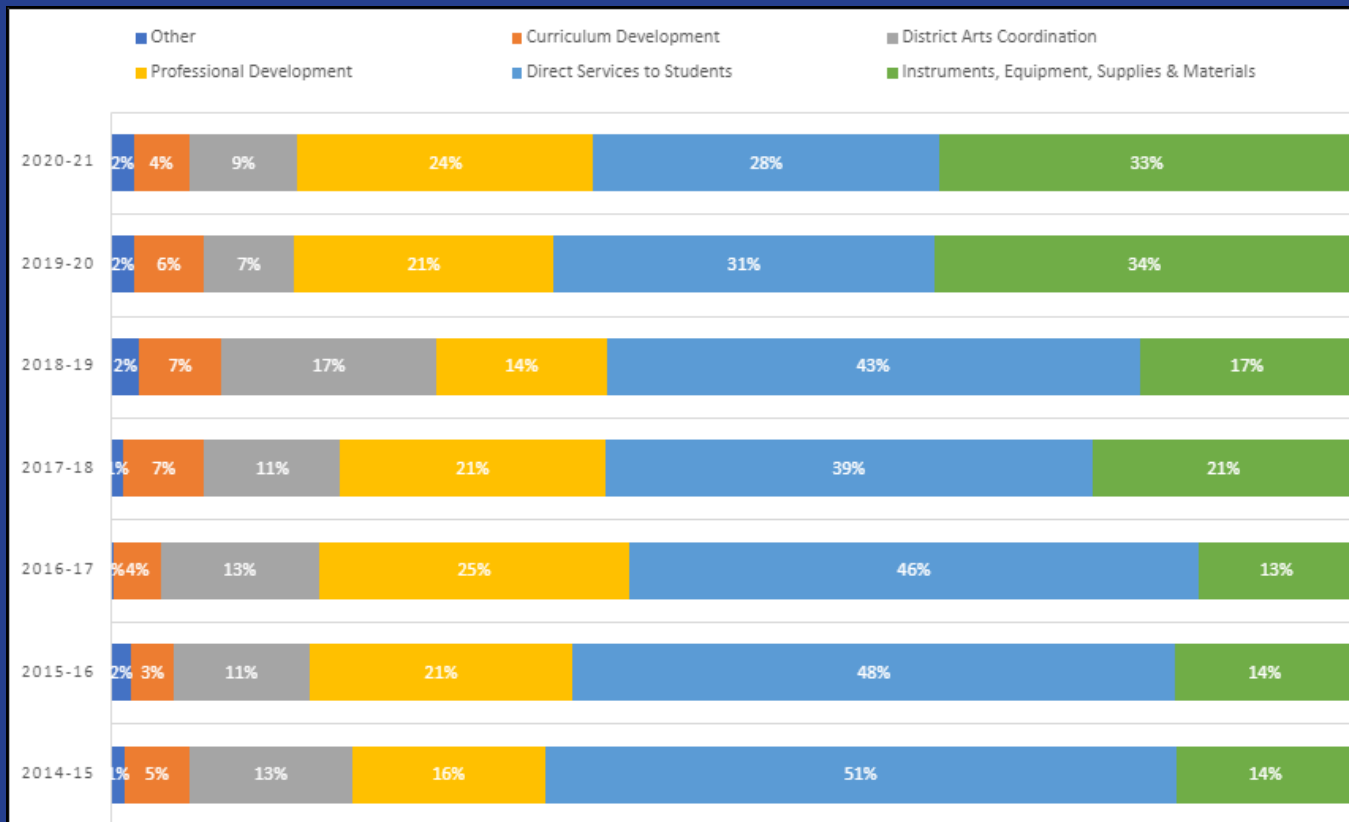
The 2020-21 cycle leveraged **\$1,610,067** in matching funds from school districts, yielding total investments of more than **\$2.3M** in arts education.

Updates on 2020-2021 Grant Cycle

For the 2020-2021 grant cycle, \$798,000 in funding was initially awarded to 39 school districts. All 39 grantees completed their grant projects for the school year. Nine projects came in under budget and reduced the total grant disbursement to \$756,892. Refer to Attachment 1 for a full list of grantee projects and Attachment 2 for outcomes of projects focused on music education.

Impacts to students and educators from these 39 districts in 2020-21 were as follows:

- Direct services to students, number of students: 39,906
- Direct services to students, number of hours of arts instruction: 6,726
- Professional development, number of teachers: 1,269
- Professional development, number of hours: 1,397



Year-to-Year Comparison of Investments

In 2019-2020 and 2020-2021, grantee investments in “instruments, equipment, supplies, and materials” doubled in comparison to most years preceding the COVID-19 pandemic. Likely due to the suspension of in-person instruction and slow re-opening of classrooms, grantees prioritized instruments/equipment purchases and teacher professional development over other categories.

Districtwide Shifts

Unsurprisingly, remote learning and pandemic-related changes constituted the biggest shifts in arts education during the 2020-2021 school year. Many districts reported that remote learning helped catalyze creativity and innovation in arts education programs. For example, Baldwin Park Unified highlighted how music teachers used digital recording and social media platforms such as TikTok to teach and assess music performance. Recognition of the important role of the arts in SEL was also reflected in many grantee reports. San

Gabriel Unified, for example, noted a “newly invigorated understanding” of SEL’s importance and its “natural link” to arts education.

Challenges and Needs

Most grantees highlighted remote learning as the most notable challenge of the 2020-2021 school year. Additional challenges caused by the COVID-19 pandemic, as reported by districts, included coordinating with teachers and administrators, responding to reduced staffing and programming, securing and disseminating teaching materials (e.g.

internet-capable devices, supplies for visual art and music classes), running internship programs, and supporting the mental health of educators.

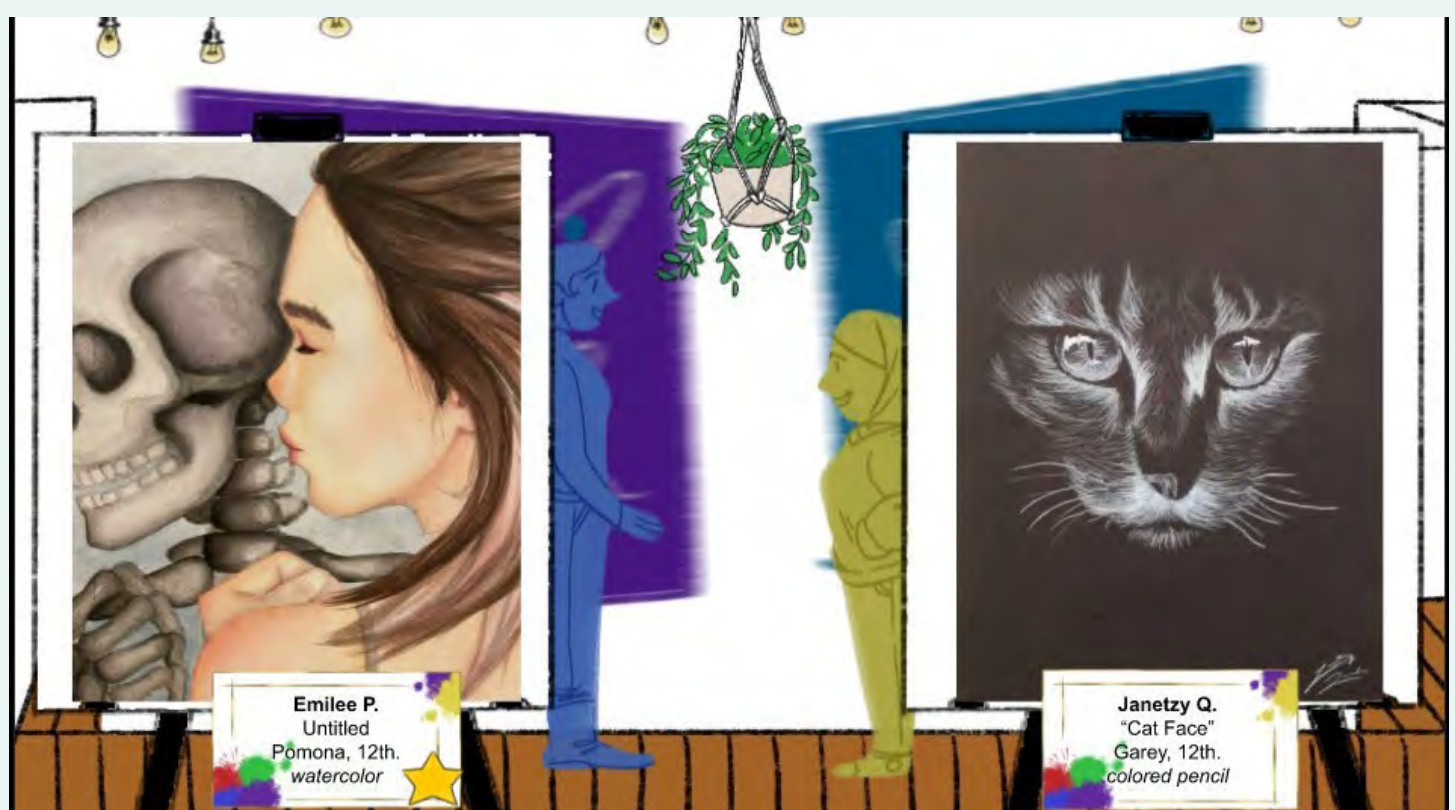
Professional development was often cited as both a challenge (mostly due to the difficulty of virtual trainings) and a way to address challenges. For example, many grantees reported concerns about student engagement in the online learning space. Professional development sessions that connected the arts to SEL principles were described as remedies for this issue. At iLEAD Schools charter network, professional development for teachers pivoted to helping them “find tools for SEL and the arts that would increase learner engagement while distance learning.”

In final reports, school districts expressed a desire for additional professional development and coaching services from the Arts Ed Collective. Montebello Unified requested

“specific arts education information that supports the [California Arts Standards],” while others wanted to know more about funding opportunities that might help combat anticipated pandemic-related budget cuts.

Many partners also appealed for strategic planning support, most often to update their districtwide arts plans, and for additional resources and networking opportunities. For the latter, Hacienda La Puente Unified seeks a vetted list of digital/media arts partners, while Monrovia Unified would like opportunities to network with “fellow arts leaders in greater LA to... find ways to support each other.” Generally, grantees were pleased with the quality of support offered by the Arts Ed Collective, but wanted more of it. Feedback from school districts is being considered for planning and design of strategic arts planning efforts, arts coordinator convenings, and refinements to the Advancement Grant Program in the year ahead.

Evaluation of 2020-2021 Advancement Grant Program outcomes was supported by Arts and Culture’s research/evaluation intern Nicholas Green.



Student artwork from Pomona Unified and the dA Center for the Arts' 14th Annual Emerging Artists Exhibition – [Virtual Gallery](#)

TECHNOLOGY ENHANCED ARTS LEARNING

The Technology Enhanced Arts Learning (TEAL) project, developed and implemented in partnership with the LA County Office of Education's Center for Distance & Online Learning (LACOE-CDOL), increases student access to the arts by expanding the capacity of K-6 teachers to provide arts instruction that is integrated into the teaching of other core subjects. As this program has evolved, SEL and culturally relevant instruction have become embedded in all facets of the arts integration approach. By providing educators with interactive, experiential professional development through online learning modules, technical support, and coaching, TEAL helps them build the knowledge and skills to embed the arts into classroom curricula, while improving both academic and social-emotional outcomes for students.

In the 2020-2021 school year, LACOE-CDOL prioritized three strategies for addressing cultural, racial, and geographic equity in arts education:

Foundational TEAL for Schools in Underserved Communities

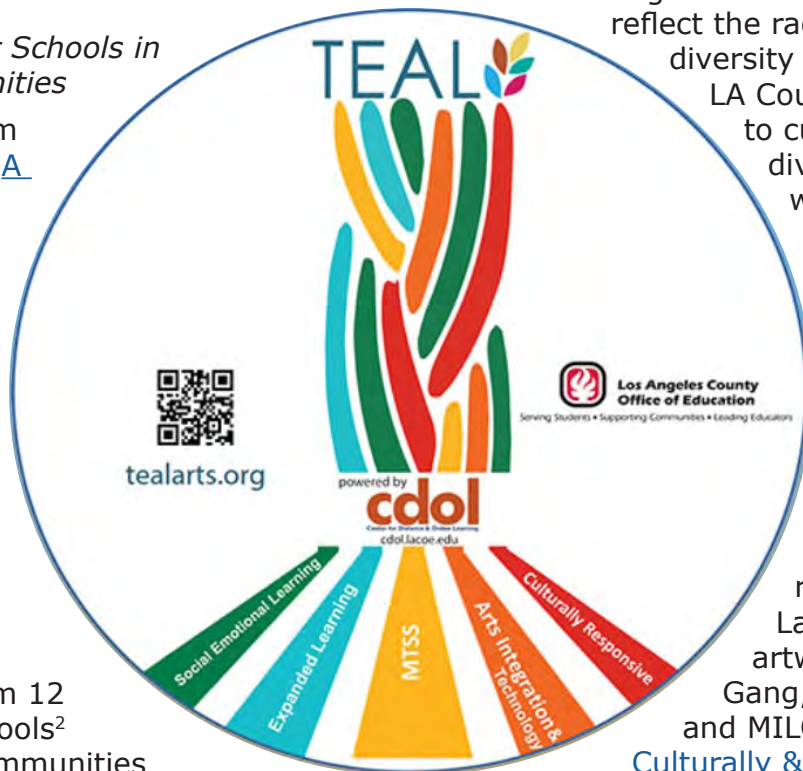
Based on findings from Measure of America's [A Portrait of LA County](#) report, Arts and Culture and LACOE-CDOL identified the most "precarious" communities across LA County where students might benefit from culturally relevant, integrated arts instruction centered on SEL. As a result of extensive outreach efforts, educators from 12 school districts or schools² serving precarious communities participated in Foundational TEAL virtual conferences, customized coaching sessions, and online learning modules. All new participants—like ABC Unified (serving Hawaiian Gardens), Paramount Unified, and Compton Unified—were not previously exposed to TEAL resources. In total, Foundational TEAL conferences included 205 educators serving 89 schools from 41 school districts in LA County.

Expansion of Cultural Diversity and Relevancy in TEAL Online Content

Eight online learning modules were updated with images and examples that better reflect the racial and cultural diversity of students in LA County. Attention to cultural relevancy, diversity, and equity was expanded through the inclusion of resources from KQED, PBS SoCal, TeenLine, Soundtrap for Education, DIYdoc, and Directing Change's Hope & Justice Initiative as well as culturally rooted partners like Las Fotos Project, artworxLA, The Actor's Gang, STAR Education, and MILO Education.

[Culturally & Linguistically Responsive Arts Teaching and Learning in Action](#), published by the California County Superintendents Educational Services Association (CCSESA), was used as a foundational resource to guide updates to the online modules.

Newly embedded into online content are resources from the Collaborative for Academic,

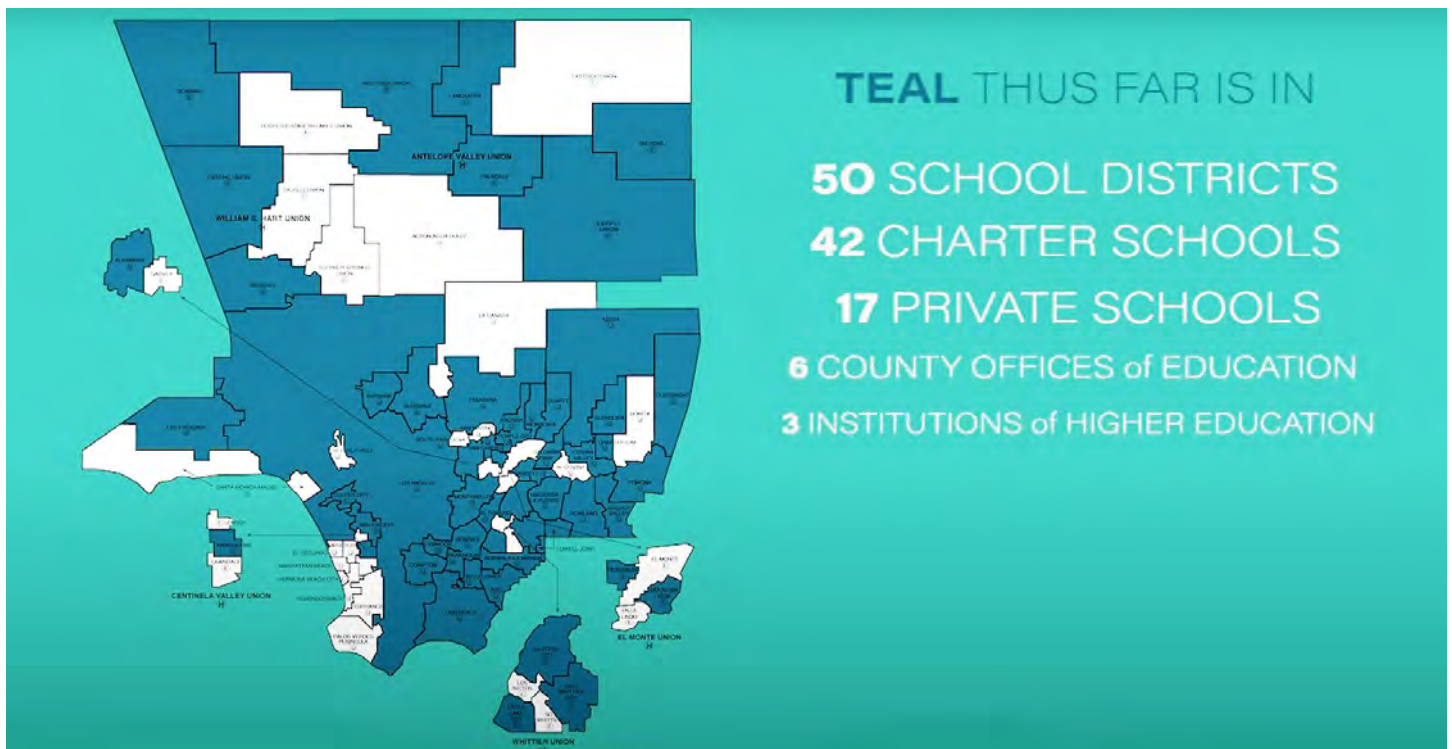


² ABC Unified, Compton Unified, Inglewood Unified, Lennox, LA Unified (Bryson Elementary, Corona Avenue School, Harrison Elementary, Heliotrope Elementary, 95th Street Elementary, San Antonio Elementary), Montebello Unified, and Paramount Unified school districts

Social, and Emotional Learning's (CASEL) [Transformative SEL](#) (T-SEL) framework, which focuses SEL practice on transforming inequitable systems and promoting justice-oriented civic engagement. The [TEAL Virtual Introductory Toolkit for TK-8 Educators](#) also now includes resources and best practices for supporting cultural responsiveness across different arts disciplines. These new digital assets supported school districts in implementing TEAL in ways that reflect the cultural background of the communities they serve. Customized coaching sessions also intentionally highlighted culturally responsive practices and whole-system engagement (e.g. staff, family, community) through arts integration and T-SEL.

Culturally Relevant, Anti-Racist, and Transformative SEL Professional Development

The T-SEL professional development approach served a total of 21 school districts/charter networks, 37 schools, and 68 educators, curating model practices from arts organizations and teaching artists specializing in culturally relevant pedagogy. LACOE-CDOL hosted and facilitated a two-day T-SEL virtual conference that highlighted practices from organizations (e.g. The Actor's Gang, CONTRA-TIEMPO) that foster student achievement and engagement, and uphold student cultural identities through arts integration. Alongside the conference, customized coaching sessions were tailored to each school site or school district's unique needs for culturally relevant arts integration and SEL.



SCHOOL-BASED COMMUNITIES OF WELLNESS

Creative Wellbeing is a strengths-based, whole-system approach to nurturing communities of wellness, especially for systems-impacted youth, those at risk of becoming systems-impacted, and the adults who support them. This approach is being developed and implemented collaboratively by Arts and Culture, the Office of Child Protection (OCP), the Department of Mental Health (DMH), LACOE, and the 13 member organizations of the Arts for Healing and Justice Network (AHJN). By offering services that include healing-informed arts instruction for young people and professional development for adults who work with youth, the Creative Wellbeing approach creates pathways for educators, caregivers, and other adults to connect the dots between arts and culture, mental health, and equity and inclusion in County systems. Healing-informed arts instruction and arts-based community-building activities take place at congregate care centers and public schools with a high number of foster, probation-involved, and/or at-risk youth. Coupling mental health intervention with the arts, this approach is designed to help build sustainable, healing-informed communities that address the social-emotional needs of young people.

In August 2020, this interdepartmental collaboration was recognized by Fifth District Supervisor Kathryn Barger's office as the winner of the Third Quarter Chair's Challenge, which honored new and innovative County initiatives that support children and youth. In November 2020, an [evaluation](#) of the initial Creative Wellbeing project was published by Harder+Company Community Research. This evaluation also included toolkits for supporting ongoing implementation and evaluation of the Creative Wellbeing approach.

In April 2021, Arts and Culture staff were invited to speak at a meeting of the OCP's [Education Coordinating Council](#) (ECC) in which Dr. Stanley Johnson of the UCLA Center for the

Transformation of Schools gave a presentation on the concept of a "radical care" approach to supporting foster youth as they return to in-person instruction. Book-ending the meeting were opening and closing activities facilitated by teaching artists from AHJN member organization WriteGirl, further integrating the arts into conversations about radical-care and healing-centered approaches to public education.



In the 2020-2021 school year, teaching artists from seven AHJN member organizations³ hosted 32 online "Teacher Space" workshops (some in both English and Spanish) for 620 educators, parents, and caregivers across LA County, including customized sessions for Pasadena Unified, Pomona Unified, and Whittier City school districts. Participants

³ artworxLA, Homeboy Art Academy, Rhythm Arts Alliance, Street Poets Inc., Tia Chucha's Centro Cultural, Versa-Style Dance Company, and WriteGirl



received one-hour experiential lessons in arts-based, healing-informed, and culturally relevant student engagement and self-care practices. A library of [culturally relevant and anti-racist education resources](#) was also shared at the conclusion of each Teacher Space session.

Feedback from school district partners was positive, with teachers and district staff sharing that the workshops created spaces for them to bring their whole selves into conversations about race, identity, and culture. In the case of Pomona Unified, Teacher Space sessions were presented in partnership with the district's Equity and Professional Learning Department, while at Whittier City, they were folded into a districtwide DEI professional development series.

Workshops also included "Open Space" sessions made available to educators, youth development workers, and DMH's [Health Neighborhoods](#) faith-based liaisons. Through a partnership with Earvin "Magic" Johnson Park, a series of "Family Space" sessions were also provided to families in the park's [Service Area 6](#) community. These engagements sparked new and growing relationships with school district, parks, and DMH contacts, and will lead to increased Creative Wellbeing services for adults and youth in 2021-2022.

The 2020-2021 Advancement Grant Program received dedicated support from the Herb Alpert Foundation, The Angell Foundation, John N. Calley Foundation, The Carl and Roberta Deutsch Foundation, and The Music Man Foundation. Advancement Grant foundational and classical music education projects had dedicated support from the Colburn Foundation. A grant from Snap Foundation supported an examination of how racial equity and antiracism might play a more direct role in School District Strategic Planning and the Advancement Grant Program. The Technology Enhanced Arts Learning (TEAL) program received dedicated support from the Perenchio Foundation.

COMMUNITY-BASED ARTS EDUCATION

The LA County Probation Department approached Arts and Culture in summer 2014 with a request to utilize its content expertise—as well as its systems that provide funding and contracts to over 400 nonprofit arts organizations annually—to advance, improve, and streamline arts-based supports for young people impacted by the justice system.



Staff and artists from the Arts for Healing and Justice Network (AHJN) as well as AHJN member organizations Versa-Style, Tia Chucha's Centro Cultural, and Homeboy Art Academy at Community Arts Day (June 25, 2021, Chuco's Justice Center) – Image by Sylvanus Leone

Since then, Arts and Culture has been serving as the intermediary for not just Probation, but for additional County agencies to identify and contract with well-qualified community-based organizations (CBOs) that provide arts-based programs and services for system-impacted youth as well as young people most at risk of exposure to the personal, social, and environmental conditions that contribute to justice system involvement.

Healing-informed arts instruction emphasizes strengthening and supporting youth development outcomes through

interdisciplinary project-based learning. The number of sessions, frequency, and content of arts classes vary across venues and arts partners. Ideally, classes run twice per week throughout the year, and include two teaching artists and 12–15 students. Due to the COVID-19 pandemic, however, there were disruptions and fluctuations from this standard in 2020–2021. In response, arts partners have adapted to different contexts and logistical challenges by customizing their curriculum and delivery of services. See Attachment 3 for a list of partners and sites involved in this work.

For Youth in Institutions

(Justice Reform *Intervention Strategy*)

In partnership with Arts and Culture and Probation, 13 CBOs⁴ provided virtual instruction in the arts for 1,175 youth at six probation camps, two juvenile halls, four JDRCs, and three high schools between July 2020 and June 2021. Teaching artists facilitated workshops in creative writing, dance, music, spoken word, theater, media arts, and visual arts.

Youth participation in these settings dropped during the pandemic due to continued, sporadic quarantines and site closures. Most probation camps and JDRCs hosted fewer than 30 students per program cycle (12 weeks for camps and 15–22 weeks for JDRCs). Enrollment numbers, however, trended upward in spring 2021, with 505 youth participating in arts instruction between January and June 2021, compared to 206 in the previous cycle. In recent months, Camp Afflerbaugh has surfaced as an exemplary site with strong support for the arts from Probation staff, and has hosted a variety of art forms, ranging from photography to music to theatre, for up to 50 incarcerated youth who have been isolated and prohibited from seeing outside visitors due to COVID-19 lockdowns.

For Youth in Diversion

(Justice Reform *Early Intervention Strategy*)

In partnership with CBOs and the LA County Office of Diversion and Reentry's Youth Diversion and Development division (YDD), Arts and Culture led the development of an Arts in Diversion pilot in summer 2020, offering healing-informed arts instruction and arts-based professional development for youth and staff at eight social service organizations (see Attachment 3) that host young people enrolled in diversion programs across the County. These efforts divert young people away from involvement in the justice system (i.e. arrest or citation) by offering them programs and resources (e.g. therapy, rites of passage, life skill development, arts programs) that build on their strengths and address their



[Justice for My Sister](#) (JFMS) is a community-based arts organization led by women of color and survivors of gender-based violence. Founded in 2011 by filmmaker Kimberly Bautista, the organization trains women and youth of color in filmmaking with a gender, racial, and environmental justice lens. Since establishing their operations in the Boyle Heights neighborhood of Los Angeles in 2015, JFMS has expanded their curriculum to include job training, media literacy, and financial preparedness for the TV and film industries.

In 2020-2021, JFMS joined Arts and Culture's prequalified list of organizations eligible to receive County contracts for services, and began providing arts instruction for young people at Belvedere Community Regional Park (East LA) and Franklin D. Roosevelt Park (South LA) as part of the Department of Parks and Recreation's Our SPOT after-school program for teens. In their media arts workshops, students practiced interviewing their peers and learned how to produce video self-portraits and portraits of others, emphasizing the importance of allowing subjects to shape their own self-presentation. Portraits featured local youth like Blaise, an aspiring professional scooter rider who runs his own clothing business, as well as video exchanges between students about life during the COVID-19 quarantine.

⁴ The Actors' Gang, Armory Center for the Arts, Boyle Heights Arts Conservatory, Center for Empowerment of Families, Homeboy Art Academy, InsideOUT Writers, Jail Guitar Doors, Rhythm Arts Alliance, Spirit Awakening, Street Poets Inc., Tia Chucha's Centro Cultural, The Unusual Suspects, WriteGirl / Bold Ink Writers

unique needs and interests. In addition to arts instruction for youth, teaching artists provide professional development for adults employed by host organizations.

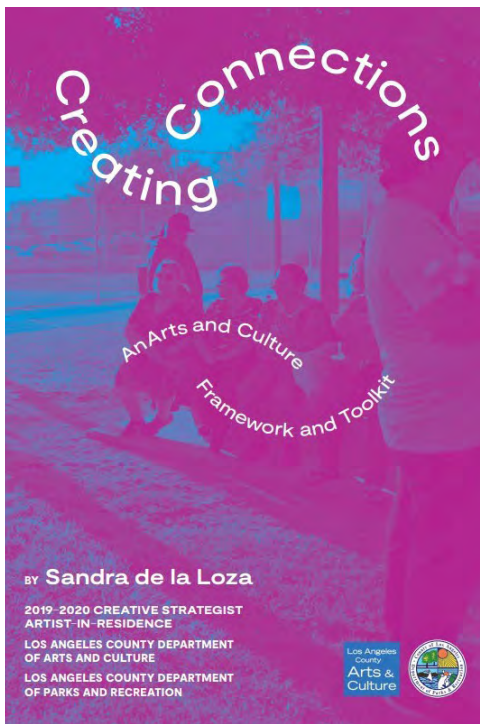
Following the Arts in Diversion pilot in summer 2020, plans to resume healing-informed, arts-based diversion programs in fall 2020 and spring 2021 were delayed due to limited staff capacity within Arts and Culture. Services resumed in July 2021, with three virtual arts programs⁵ offered to youth enrolled in diversion plans at any of the eight social service providers contracted by YDD. More information about diversion programming in summer 2021 will appear in the Arts Ed Collective's 2021-2022 Interim Report.

On June 25, 2021, YDD and the Arts for Healing and Justice Network (AHJN) hosted a Community Arts Day at Chuco's Justice Center in South LA (see photos from the event on page 15) to showcase the arts-based programs available to young people and community members. AHJN member organizations hosted performances and

interactive arts workshops for 53 community members, in addition to a day of music, food, and contests.

For Youth in Communities (Justice Reform *Prevention Strategy*)

In partnership with 19 CBOs⁶, the LA County Department of Parks and Recreation (DPR), and the LA County Development Authority, 729 youth received virtual and in-person arts instruction between July 2020 and June 2021 at 15 County parks and one public housing community. Eight of the 19 organizations provided these services under new, first-time contracts with Arts and Culture for this type of after-school programming. This strategy focuses on supporting youth and families who may be at risk of justice system involvement by offering arts and creative opportunities within neighborhoods disproportionately impacted by the justice system. Unfortunately, work in the one public housing facility (Nueva Maravilla in East Los Angeles) fell away during the winter and spring months due to repeated illness and quarantines caused by COVID-19 in this community.



Arts and Culture's [Creative Strategist-Artist in Residence \(CS-AIR\)](#) program embeds artists in County departments over a year to work alongside staff and community stakeholders to develop and implement artist-driven solutions to civic issues. In 2019-2020, visual artist, educator, and organizer Sandra de la Loza was the CS-AIR at DPR, culminating her residency with a thematic framework and toolkit for creatively activating public spaces, honoring local cultural practices, and developing opportunities for intergenerational and cross-cultural exchange. Sandra's [Creating Connections: An Arts and Culture Framework and Toolkit](#) features interviews with local artists and community members as well as lesson plans across four focus areas: Community, Nature, Wellness, and Food. In June 2021, Sandra de la Loza presented the Arts and Culture Framework to DPR staff, introducing them to local cultural practices and assets that they may use to engage their constituents in creative place-keeping efforts in County parks.

⁵ Songwriting / music production (Jail Guitar Doors), visual arts with ancestral knowledge (Tia Chucha's Centro Cultural), and creative writing (Bold Ink Writers)

⁶ Armory Center for the Arts, The Actors' Gang, Boyle Heights Arts Conservatory, CONTRA-TIEMPO, Get Lit – Words Ignite, Homeboy Art Academy, Jail Guitar Doors, Justice for My Sister, Nueva Vision, POPS the Club, P.S. ARTS, Rhythm Arts Alliance, Street Poets Inc., Theatre of Hearts / Youth First, Tia Chucha's Centro Cultural, The Unusual Suspects Theatre Company, Versa-Style Dance Company, Viver Brasil Dance, WriteGirl / Bold Ink Writers

RESPONSES TO COVID-19

As part of Countywide vaccination efforts against COVID-19 in spring 2021, Arts and Culture worked with the Department of Public Health to create and distribute a sample attestation letter for arts organizations to verify the eligibility of their teaching artists to receive COVID-19 vaccinations as part of LA County's Phase 1B, which included education and childcare as priority sectors. Since then, the availability of vaccines and re-opening of physical spaces in LA County have prompted many teaching artists to begin transitioning to in-person or hybrid forms of arts instruction.

On April 5, May 18, and July 20, 2021, Arts and Culture and AHJN hosted [online workshops](#) for teaching artists working with young people in communities and within carceral institutions. These workshops, attended by 75 teaching artists, focused on promising practices for transitioning between virtual and in-person/hybrid arts instruction amidst COVID-19 closures and re-openings across LA County.

Teaching artists reported a strong push from County partners to implement outdoor, in-person instruction over recent months. In some cases, they were not given the option of delivering hybrid instruction, although one organization reported being able to host one in-person class and one virtual class per week. Workshop attendees regularly expressed concern and uncertainty, despite being vaccinated, about their safety and risk of exposure to emerging COVID-19 variants during in-person interactions. Teaching artists were encouraged to work with partner sites and request alignment with the California Department of Public Health's [COVID-19 guidance for K-12 schools](#).

Currently, no arts organization can speak authoritatively about consistent solutions to challenges encountered as part of in-person instruction during the pandemic. Planning and preparation for classes required more time to navigate questions of safety and logistics. Communication was often difficult, whether from struggling to hear students speak through masks, offering additional care and attention to shy or quiet students, or negotiating personal and collective safety with students who do not adhere to COVID-19 protocols. Some teaching artists saw this moment as an opportunity to teach young people about boundaries, both as they relate to the pandemic and to expressing personal boundaries more broadly.

As the pandemic continues, arts organizations and teaching artists generally agree that self-care, internal check-ins, and flexibility are essential during the pivot back to in-person instruction. Instead of narrowly focusing on academic outcomes in this climate, educators are working to ensure personal and student safety while encouraging young people to lean into the joy of sharing space and returning to in-person interactions.

Funding for Youth in Institutions and for Youth in Communities is provided through the Juvenile Justice Crime Prevention Act, which is administered by the LA County Probation Department. Diversion efforts were launched with dedicated support from the Art for Justice Fund, a sponsored project of Rockefeller Philanthropy Advisors.

CREATIVE CAREER PATHWAYS FOR YOUTH

Creative Career Pathways for Youth is an LA County initiative dedicated to preparing youth (ages 14-24) for careers in the arts and creative industries through arts education, career exploration, work-based learning, and leadership opportunities. With attention to recent and significant shifts in our local workforce resulting from the COVID-19 pandemic, Arts and Culture's activities in 2020-2021 included:

- Partnering with Centinela Valley Union High School District (CVUHSD) to co-present an [interactive conversation](#) with students, educators, creative industry professionals, and workforce development specialists. Moderated by CVUHSD alum, actor, and filmmaker Jakobe Dempsey, the online event showcased the district's groundbreaking Career Technical Education (CTE) programs, student work, and lessons learned in building exemplary high school pathways to creative careers. As part of the event, 10 high school students facilitated three workshops attended by more than 60 industry professionals.
- Providing thought partnership to support the incubation, design, identification of/connection to potential partners, development, and expansion of the



[Backstage Careers](#) program. This innovative partnership between the Los Angeles Urban League, Better Youth, and Los Angeles City College provides systems-impacted young adults with supportive services, training, certification, and placement in entertainment industry jobs.

- Partnering with Workforce Development, Aging and Community Services (WDACS) to co-facilitate a training for approximately 35 Department of Parks and Recreation supervisors, managers, and part-time Recreation Service Leaders to help them integrate online creative career development tools into County parks programming and curricula that serve opportunity youth.
- Serving on the California Department of Education's Arts, Media, and Entertainment (AME) Advisory Board to help redefine Arts, Media and Entertainment (AME) pathways in the state and develop CTE standards that better align with labor market needs within the creative industries (e.g. animation, game design, visual effects, music/audio production).

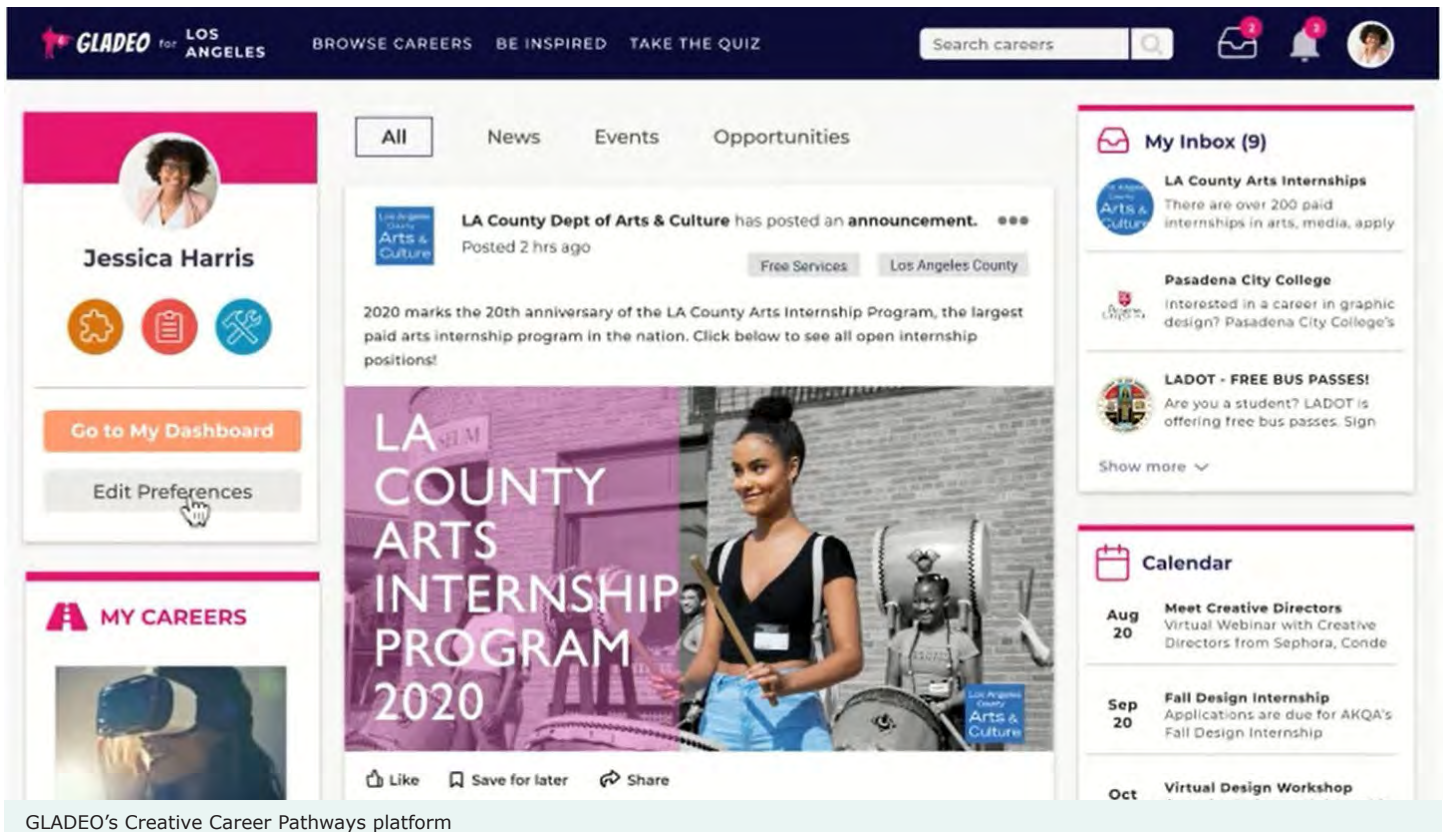


CREATIVE CAREERS ONLINE TOOL

In May 2021, guided by LA County's [Building Creative Career Pathways for Youth report](#)⁷, Arts and Culture issued a public Request for Proposals (RFP) from businesses, organizations, and individuals qualified to develop or customize a web-based tool focused on pathways to creative careers. The goals of the online tool are to:

- Use videos, images, photo essays, infographics, storytelling, recorded interviews, and other media to educate young people, parents, teachers, and guidance counselors about the variety and viability of careers in the creative economy
- Allow young people to explore various creative career pathways suited to their personality, and learn from diverse professionals and role models who reflect underrepresented communities and backgrounds
- Provide resources and recommendations to help young people acquire the knowledge and skills needed to prepare for and succeed in creative careers, including education and training; internships, apprenticeships, and other career-building opportunities; career maps; networking events; etc.
- Offer a personalized system that allows young people to chart and track progress toward fulfilling their career goals
- Provide public access free of charge without content paywalls or subscription fees

The RFP elicited nine proposals, which were considered and scored by a panel of young adults, educators, and Arts and Culture staff. Gladeo Labs, Inc. was selected as the vendor for this project, and will draw from their existing web-based [career navigation platform](#) to produce a customized portal that guides exploration, preparation, and development of careers in the arts and creative industries.



⁷ Recommendation No. 18: Establish a creative economy one-stop for youth where they can learn about career opportunities in the creative industries and get referrals to training and support programs

PATHWAYS FOR ECONOMIC RESILIENCY

In February 2021, the LA County Board of Supervisors adopted a [motion](#) directing the Workforce Development, Aging, and Community Services (WDACS) agency and other County departments, including Arts and Culture, to develop a Pathways for Economic Resiliency Implementation Plan. The aim of this motion was to determine recovery strategies for achieving long-term economic recovery from the COVID-19 pandemic, based on findings from the [Pathways for Economic Resiliency](#) report by WDACS and the Los Angeles Economic Development Corporation (LAEDC). This report describes the pandemic's effects on employment in LA County and outlines key recommendations to help negatively impacted workers and businesses.

As a partnering agency, Arts and Culture specifically supported efforts to prepare and place workers dislocated by the COVID-19 pandemic into high-growth industries; worked to elevate the arts, media, and entertainment industries as priority sectors; and advocated for a stable, well-funded nonprofit arts ecosystem that can provide work-based learning and leadership opportunities for young people interested in the arts and creative industries. The department's [Arts Internship Program](#) for college students was also listed in an inventory of current County-led, high growth-sector training programs.

FILM INDUSTRY & DIGITAL MEDIA CAREER PATHWAYS PILOT

The [Center for a Competitive Workforce](#) (CCW) identifies digital media/entertainment as one of the LA region's most highly concentrated and fastest-growing industry sectors (alongside advanced transportation and bioscience). Addressing disparities in access to well-paying, middle-skills jobs⁸ in these sectors is a strategy to bring about economic recovery in communities of color disproportionately impacted by job loss and financial constraints during the COVID-19 pandemic.

In spring 2021, WDACS helped advance LA County's [Supporting the Growth of the Los Angeles Film and Digital Media Industry Recommendations and Action Plan](#) by piloting a Film and Digital Media Career Pathways project. Venice Arts was selected by WDACS as the lead organization for the pilot, which engages young people across LA County (specifically those who are ages 18-25, from underserved communities, experiencing homelessness, and/or involved in the justice or foster care systems) in exposure, mentorship, and skill development needed for careers in the film and digital media industries.

Arts and Culture supported the pilot by sharing promising practices in program design, disseminating information about the program to a broad network of stakeholders (e.g. nonprofits, school districts, community colleges, philanthropic partners) to help recruit youth participants, and connecting Venice Arts to other nonprofit arts organizations that can serve as work-based learning sites for youth in the next phase of the program. As of [July 2021](#), 400 young people were enrolled in the program, with 17 placed in paid internships and additional placements planned for the fall.

Creative Career Pathways for Youth received dedicated support from Sony Pictures Entertainment.

⁸ Jobs that require more than a high school diploma but less than a four-year college degree

SHARED LEARNING & LEADERSHIP

Why Arts Matter

Creates Space
and Place for
Communities

Celebrates
Culture

Memorializes
History

Improves
Mental Health
Outcomes

Mitigates
Disparate
Outcomes

Improves
Educational
Outcomes

**INVEST IN ARTS EDUCATION
HELP ALL STUDENTS SUCCEED**

The Local Control Funding Formula (LCFF) offers a historic opportunity for children's future. Arts education aligns with LCFF goals and nurtures unique skills and outcomes for students that help them succeed in school and life.

GOALS OF LCFF	BENEFITS OF ARTS EDUCATION
STUDENT ENGAGEMENT	Higher attendance rates and lower drop out rates ⁽¹⁾
PARENTAL INVOLVEMENT	Increases parent and community involvement ⁽²⁾
SCHOOL CLIMATE	Decreases disciplinary problems and encourages positive student attitudes about their classroom ⁽³⁾
COMMON CORE STANDARDS	The arts have a central and essential role in achieving the finest aspects of the common core ⁽⁴⁾
BROAD COURSE OF STUDY	Theater, dance, music and the visual arts are a valued part of a broad course of study, as set out in the state education code (52110, 52220)
STUDENT ACHIEVEMENT	Boosts test scores and achievement in literacy, math skills and ELA especially for English Language Learners and low-income students ⁽⁵⁾
PUPIL OUTCOMES	Increases graduation rates; fosters 21st Century work skills like creativity, critical thinking and collaboration ⁽⁶⁻⁸⁾
BASIC SERVICES	Credentialed arts teachers enrich standards-based materials and learning in classrooms ⁽⁹⁾

LCFF Goals: (1) Higher attendance rates and lower drop out rates; (2) Increases parent and community involvement; (3) Decreases disciplinary problems and encourages positive student attitudes about their classroom; (4) The arts have a central and essential role in achieving the finest aspects of the common core; (5) Boosts test scores and achievement in literacy, math skills and ELA especially for English Language Learners and low-income students; (6) Increases graduation rates; fosters 21st Century work skills like creativity, critical thinking and collaboration; (7) Increases graduation rates; fosters 21st Century work skills like creativity, critical thinking and collaboration; (8) Increases graduation rates; fosters 21st Century work skills like creativity, critical thinking and collaboration; (9) Credentialed arts teachers enrich standards-based materials and learning in classrooms.

www.ArtsEd411.org/LCFF

CALIFORNIA ALLIANCE FOR ARTS EDUCATION

Presentation by Dr. D'Artagnan Scorza (Executive Director of Racial Equity for Los Angeles County)
Arts Education Forum (June 3, 2021, co-hosted by the Arts Ed Collective Funders Council and Southern California Grantmakers)

CONVENINGS

Between July 2020 and June 2021, the Arts Ed Collective hosted 195 online events for learning, sharing, and collaboration. Participants included an estimated 617 unique individuals (2,628 event check-ins overall) from 53 school districts, three charter school networks, and 117 arts organizations. These convenings supported each of the Arts Ed Collective's strategic priorities with content for both targeted stakeholders and the broader public:

- **Councils** are bodies that guide the work of the Arts Ed Collective. The Funders Council met quarterly to provide financial oversight, guide strategy, and participate in co-learning. Three subcommittees were active during this period: the Advancement Grants Subcommittee helped develop funding recommendations and inform program adaptations for the 2021-2022 Advancement Grant Program, the Budget Subcommittee helped align the initiative's programmatic aims with budgetary capacity, and the Equity Subcommittee helped plan funder forums related to equity and arts education while sharing knowledge and practices for equitable grantmaking.
- **Workgroups** meet consistently over time to focus on implementation of specific, systemic strategies for arts education. District Arts Leadership Teams (page 5) and the IDEA Wave Co-Lab (page 25) were active workgroups that met during this reporting period.
- **Professional Learning Communities (PLCs)** establish consistent learning networks for stakeholders, with each PLC determining its own learning agenda. The Arts Ed Collective Coaches (page 5) and School District Arts Coordinator PLCs (page 6) were active this period.

- **Conversations** promote learning and collaboration centered on specific topics. Conversations about high school Career Technical Education (CTE) programs (page 19), the Creative Wellbeing curriculum (page 13), shared leadership in the Arts Ed Collective, and healing-centered engagement took place during this reporting period.
- **Workshops** provided standalone, interactive learning opportunities. Workshop topics during this reporting period included school district Arts Plan Tune Ups (page 6), arts integration, social-emotional learning, arts-based community care, implicit bias in grantmaking, college/career readiness through the arts, and technical assistance sessions for applying to the Advancement Grant Program and navigating the Department of Arts and Culture's contracting processes.
- **Forums** are half-day or day-long multi-topic learning events for a specific sector or group of stakeholders. Two Arts Education Forums were co-presented by the Arts Ed Collective Funders Council and Southern California Grantmakers in this period.

Please see Attachment 4 for a detailed summary and description of all convenings in 2020-2021.

YOUTH ADVISORY COUNCIL

In 2019, 23 youth leaders from across LA County served on the inaugural Arts Ed Collective [Youth Advisory Council](#) to contribute strategies to the new Arts Ed Blueprint, develop recommendations for the initiative, and offer perspectives regarding the Department of Arts and Culture's work in arts education and creative career pathways. Alumni of the 2019 council remain active and engaged in the Arts Ed Collective. In 2020-2021, alumni Jeffrey Acevedo, Israel Cedillo, Courtney Clark, Danielle Galván Gomez, Monica Juarez, Maritza Lopez, Jackie Martinez, Marcus Tapia, Laura Jane Yee, Luis Zepeda supported the initiative by:

- Serving as panelists to review and score applications for the 2021-2022 Advancement Grant Program
- Co-designing and delivering professional development focused on creative career resources for staff from the Department of Parks and Recreation (page 19)
- Consulting on development of the Request for Proposals, and serving as panelists to review and score proposals that were received for the Creative Career Pathways for Youth online tool (page 20)
- Participating in workgroups and presentations as part of the IDEA Wave Co-Lab (page 25)
- Leading breakout conversations with philanthropic representatives about ways to connect their work to the Arts Ed Blueprint across discrete priority areas (arts and justice reform, arts and wellbeing, creative career pathways) at the [Arts Education Forum in January 2021](#) (co-hosted by the Arts Ed Collective Funders Council and Southern California Grantmakers)
- Serving as guest speakers in conversation with Dr. D'Artagnan Scorza (director of the LA County Anti-Racism, Diversity, and Inclusion [ARDI] initiative) at the [Arts Education Forum in June 2021](#)

Work is underway to further integrate youth leaders across all of our work so that their perspectives are consistently included in the planning, implementation, and leadership of the Arts Ed Collective.

REGIONAL & STATEWIDE LEADERSHIP

I was transformed by our time together on a cellular level. That experience changed me for the better. It was the beginning of me giving myself permission to dive into my own leadership and cultivating leadership in others. Our time together was in the “before” times. This last year has left me with so many more questions than answers, and that doesn’t always feel so good. But it is what it is, and I’m glad to have a community to dive into those questions together.

– Participant reflection on the 2019 Art of Leadership program, April 2021

Over 2019 and 2020, the Arts Ed Collective’s [Art of Leadership](#) program trained nearly 100 emerging, mid-career, and established arts professionals throughout LA County in individual and collective leadership practices to advance systems change in arts education. At the statewide level, the California Arts Education Leadership Cohort, founded in 2018, represents a multigenerational coalition of arts education practitioners engaged in ongoing work to bring about systemic change in arts education across eight different counties.

In April 2021, the Arts Ed Collective and Presencing Institute co-hosted virtual reunions for alumni of the 2019 and 2020 Art of Leadership programs as well as the statewide Arts Education Leadership Cohort. These reunions offered a space for participants to reconnect after a difficult year of the COVID-19 pandemic, engage in mindfulness and leadership practices, and discuss how they see themselves and their work advancing goals outlined in the Arts Ed Blueprint and the Countywide initiative, moving forward.

Reunion attendees reflected on how their experiences in Art of Leadership continue to resonate in their lives. They also shared updates on prototypes, practices, and networks that emerged out of their time in the program. Highlights included:

- A group of anti-racist White and White-passing arts educators set intentions to turn theory into practice by creating a space to be vulnerable about their experiences and build skills and strategies for advancing racial justice within arts education.
- One alum supported youth employment during the pandemic by hiring young people and offering them creative freedom and community to develop media assets, online content, and other art projects.
- Another alum rewrote and deepened arts education curricula by incorporating analyses of race and gender.
- A group of arts education practitioners and researchers co-authored tool kits for organizations to meaningfully and materially embody inclusion, diversity, equity, and anti-racism.

From January through May 2021, Art of Leadership alumni and members of the Arts Education Leadership Cohort took on visible leadership roles and networked with colleagues across the state by participating in “The Art of Everything” leadership series (co-presented by CCSESA and Create CA). Centered around Dr. Gary Waddell’s book *The Art of Everything: Leading for “We” in the Age of “Me”*, the five-part series convened guest presenters and a community of practice to inform leadership skills and practices in service of equity in arts education. Four members of the Arts Education Leadership Cohort—[Dionna Fletcher Ndlovu](#) (Humboldt), [Dairrick Khalil Hodges](#) (SOULcial Workers, San Diego), [Gabriela López](#) (San Francisco Unified Board of Education), and [Cherie Hill](#) (California Humanities, California Dance Education Association)—were featured presenters in the series.

IDEA Wave Co-Lab

The IDEA Wave Co-Lab is a collaborative network of arts education practitioners and Art of Leadership alumni working to develop and share tools, resources, and knowledge dedicated to advancing inclusion, diversity, equity, and anti-racism (IDEA) in arts education and other fields.

From April through June 2021, four lead organizers of the IDEA Wave Co-Lab (Ana Cervantes, Lakhiyia Hicks, Jennifer Kane, and Evelyn Serrano) hosted a series of five online workshops and meetings with eight arts education practitioners, researchers, and other arts professionals⁹ to refine and expand the IDEA Rubric for Organizations, a multi-phase set of guidelines for organizations to develop relationships, staffing, programs, governance, and policies centered on equity and anti-racist principles. Participants included three alumni of the 2019 Youth Advisory Council

(Jeffrey Acevedo, Israel Cedillo, and Laura Jane Yee). The Co-Lab continues to evolve its membership structure as organizers expand beyond the initial founding members and include members of other Arts Ed Collective leadership cohorts.

To solicit additional feedback and inclusive collaboration, Co-Lab members presented the IDEA Rubric as part of Californians for the Arts' virtual [Arts, Culture and Creativity Month \(ACCM\) 2021 Convening](#) in April and the Arts Education Forum in June. In the next year, the Co-Lab will continue to convene workgroups to refine the IDEA Rubric while broadening the types of audiences and stakeholder groups that are introduced to their work. Those interested in joining the IDEA Wave Co-Lab or learning more about their tools and resources are encouraged to contact: info.ideawavecolab@gmail.com.

LAND / CONTEXT:
Land Acknowledgement & Community Relations

PERSONAL / INTERPERSONAL / STAFFING :
Staff Resourcing and Internal Capacity Development, Inclusive Representation and Recruitment, Communication and Culture

PROGRAMMING:
Culturally Inclusive Programming & Equitable Access and Outcomes

INSTITUTIONAL / STRUCTURAL / GOVERNANCE:
Common Definitions, Institutional Mission and Vision, Governance, Policy and Practices, Strategic Planning

SYSTEMIC CHANGE: Direct External Impact & Policy Impact

IDEA Wave Co-Lab presentation at Californians for the Arts' ACCM 2021 Convening (April 27, 2021)

The IDEA Wave Co-Lab received dedicated funding from the Stuart Foundation as part of their support for the LA County Arts Education Innovation Lab.

⁹ Jeffrey Acevedo, Abe Ahn, Israel Cedillo, Mandisa Haarhoff, Cynthia Huerta, Jade Elyssa Rivera, Nokuzola Songo, Laura Jane Yee

COMMUNICATIONS & ADVOCACY

In January 2021, [Mozaic Media & Communications](#) (Mozaic) was selected through a public Request for Proposals (RFP) process to develop a comprehensive multi-year strategic communications plan that will create awareness and enthusiasm, encourage new collaborations, and sustain momentum for achieving the goals of the Arts Ed Blueprint over the next decade.

STRATEGIC COMMUNICATIONS

As a first step toward developing a communications plan, Mozaic surveyed 23 Arts Ed Collective stakeholders (with close relationships to the Department of Arts and Culture as well as the Arts Ed Collective) to gather input on challenges and opportunities for increasing visibility and expanding the coalition that will advocate for and implement the Arts Ed Blueprint. The survey was designed to determine how communications efforts might build consensus, commitment, and momentum for the Arts Ed Blueprint in a way that resonates for the field and builds capacity within Arts and Culture staff.

Survey respondents expressed a desire to learn about tangible ways to advance the

Arts Ed Blueprint and some concern that it has not been made more widely visible, citing the need for more community outreach to encourage involvement and commitment from stakeholders. Respondents also suggested simplified visual representations to succinctly explain the intentions and significance of the Arts Ed Blueprint (e.g. infographics, action item sheet).

An initial draft of the Arts Ed Collective's Strategic Communications Roadmap was completed by the Mozaic team in June. The final draft of the Strategic Communications Roadmap will be completed in September 2021, and implementation of Phase 1 activities will begin immediately thereafter.

PUBLIC WILL FOR ARTS EDUCATION

With support from the Stuart Foundation, Moss Foundation, and the Arts Ed Collective Funders Council, Arts and Culture and Public Media Group of Southern California (formerly KCETLink Media Group) produced an *ARTBOUND* documentary special and other digital content to help raise the visibility of arts education as a key equity issue in public discourse.

The [Arts Education special](#) of KCET's critically acclaimed *ARTBOUND* series underscores that after nearly two decades of focused work in LA County on advancing the role of the arts in public education, it is now time to move past defending the value of

the arts in youth development, and to instead focus the narrative on equity and access, and the systems necessary to achieve both.

The documentary tells a larger story, involving in-school arts instruction, pathways to LA County's creative economy, social justice, local leadership, policy change, and a just recovery from the COVID-19 pandemic.

The film demonstrates that by growing social-emotional intelligence, inspiring a sense of belonging, and developing creative skills, the arts can help young people make sense of the past, act in the present, and imagine the future. It features



performances by young poets from local arts organization Get Lit ([Salome Agbaroji](#), [Jason Alvarez](#), [Jayloni Fisher](#), [Vanessa Tahay](#), and [Jovana Tankou](#)) and personal stories shared by professional artists including Debbie Allen, Chloe Arnold, Vijay Gupta, Catherine Opie, and Hector Tobar. Interviewees from outside of the arts sector include Amir Whitaker (ACLU of Southern California) and Sarah Schnadt (NASA's Jet Propulsion Laboratory).

On April 27, 2021, the Arts Education special premiered as part of a virtual screening event in partnership with FILM at LACMA. Following the screening was a pre-recorded panel discussion featuring Arts and Culture director Kristin Sakoda and youth artists/activists, including former LA youth poet laureate Arlene Campa (previously featured in the Arts Ed Collective's [Arts Education Forum](#)) as well as Jayloni Fisher and Vanessa Tahay who are featured in the film. The special also premiered on broadcast television through KCET and PBS SoCal.



Film still from ARTBOUND Arts Education

In conjunction with the documentary release, five digital media stories and a resource guide were published on the KCET ARTBOUND website to supplement the themes, perspectives, and case studies in the film:

- [A Look at Arts Education for the Next Generation of Culture Makers](#)
Reimagining and reinvesting in public education is critical for any society to move forward. Writer and educator Amy Shimshon-Santo (also interviewed in the documentary) connects how arts education can help teach a new generation to face the challenges of their present and futures to creatively build a better world.
- [Arts Education is a Civil Right Inseparable from Freedom](#)
An integrated arts education program is an important part of the next-generation learner's experience, but unfortunately, not everyone has access. This op-ed by Amir Whitaker breaks down the systemic and psychological challenges that bar children from achieving the kind of education they deserve.

- [A Dancer for Justice: Chloe Arnold Connects Youth to their Humanity Through Movement](#)
Chloe Arnold is an Emmy-nominated choreographer, performer, tap dancer, and educator. This article profiles her journey in arts education.
- [Julio Salgado's Art Uplifts UndocuQueer Existence and Joy](#)
Julio Salgado is an undocumented queer artist who uses the power of storytelling and art to create awareness of intersectional issues. This profile recounts how arts practices Salgado honed as a young person helped him combat depression, negativity, and stress.
- [Bridging the Gap: Greetings from South-Central Connects Youth to the Arts](#)
LA County has many arts education organizations, but deep disparities in the arts for students of color, low-income students, and English language learners persist. Writer Eva Recinos speaks about the origins and future of [Greetings from South LA](#), a resource that local families can turn to for arts resources in their communities.
- [Resource Guide](#) – Resource guide and map for where arts education opportunities/programs can be found in LA County

This project produced media assets that helped build public awareness and advocacy around the importance of scale and equity in arts education. By demonstrating the value of investments in the arts and uplifting the creative voices of young people of color, the ARTBOUND documentary special will continue to be utilized as a tool for engaging advocates and supporters to help advance the goals of the Arts Ed Blueprint.



Film still from ARTBOUND Arts Education

SCHOOL BOARD ADVOCACY

Arts for LA is a local nonprofit advocacy organization that works to increase access to arts education for local public-school students, maintain public funding for arts and culture across LA County, and empower grassroots advocates who promote the value of the arts in public discourse. Arts for LA and Create CA, its statewide counterpart, regularly collaborate with the Arts Ed Collective to ensure regional efforts both inform and are informed by the broader statewide legislative agenda for arts education.



With support from Arts and Culture in 2020-2021, Arts for LA developed the following online resources, trainings, and actions for young people and community members to advance advocacy efforts in favor of arts education:

- *Advocacy Trainings for Stakeholders:* Video training ("Submitting Public Comment at Your Local School Board Meeting") was made available to over 19,000 email subscribers.
- *Countywide Calls to Action:* In April and May 2021, 100+ community members across all five Supervisorial Districts of LA County were mobilized in monthly digital actions to [contact their local school boards](#) in support of the inclusion of arts education in their school district's Local Control Accountability Plan (LCAP). Staff and administrators from at least 13 school districts¹⁰ across LA County were contacted as a result of this mobilization effort.
- *Arts for LA Community Action Network:* Between March and May 2021, monthly community meetings informed the public about ways to get involved (including [action alerts](#) in support of arts education), training opportunities through Arts for LA, and ongoing advocacy efforts supporting meaningful inclusion of the arts in the Care First Community Investment [spending plan](#).
- *Rapid Response Network:* The Arts Education Rapid Response Network (RRN) Resource Hub was launched through the Arts for LA [website](#) in May, providing a two-way communication channel for stakeholders to request assistance in implementing calls to action in their districts.
- *School District Advocacy Leaders:* A Student Advocacy & Organizing training in June 2021 engaged youth advocates from 11 school sites and school districts¹¹ in LA County. Participants were introduced to the history and mission of Arts for LA, ways to inform change in school districts (i.e. through the school board, LCAP, public comment), and plans to host a student-led candidate forum. Follow-up meetings with youth organizers are scheduled to take place through the summer and fall.

Communications efforts received dedicated support from the Stuart Foundation. The KCET ARTBOUND "Arts Education" documentary special received dedicated support from the Stuart Foundation and Moss Foundation.

¹⁰ ABC Unified, Alhambra Unified, Antelope Valley Union, Claremont Unified, Compton Unified, Culver City Unified, Las Virgenes Unified, Long Beach Unified, Los Angeles Unified, Monrovia Unified, Pasadena Unified, Santa Monica-Malibu Unified, South Pasadena Unified

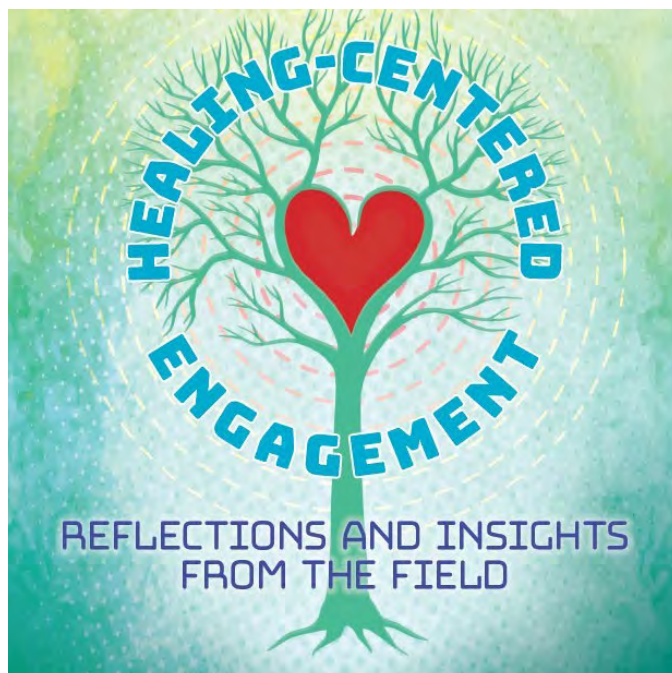
¹¹ Granada Hills Charter High School, Hermosa Beach City School District, La Cañada Unified, Long Beach Unified, Los Angeles Unified, Manhattan Beach Unified, Palisades Charter High School, Pasadena Unified, Whittier Union, William S. Hart Union

RESEARCH & EVALUATION

Consultant firm VPR Evaluation, led by Victoria Perera Rojas and Raquel Trinidad, was contracted by the Department of Arts and Culture in October 2020 to conduct a literature review of current practices and standards in [Healing-Centered Engagement](#) (HCE), primarily with regard to arts engagement and arts-based program design.

HEALING-CENTERED ENGAGEMENT LITERATURE REVIEW

In addition to clarifying the theoretical foundation of HCE, VPR interviewed leading HCE practitioners and researchers, conducted focus groups with local youth, and produced findings to serve as a guide to understanding key concepts and ideas that can advance arts-based healing practices across the region. VPR Evaluation's report, [Healing-Centered Engagement—Reflections and Insights from the Field](#), describes how healing-centered approaches are central to reimagining and creating an LA County where all youth—and especially youth who have been historically precluded and excluded—engage in arts all year, every year. Findings from this research will support development of a shared framework for arts-based, healing-centered engagement among LA County practitioners in the year ahead.



ARTS ED PROFILE

The LA County [Arts Education Profile and Online Tool](#) (Arts Ed Profile) is a research project designed by Arts and Culture to analyze the quality, quantity, and equity of arts education in LA County public schools. Data is drawn from a survey of public schools in LA County and from the California Department of Education. To date, 79 of 81 school districts in LA County and 1,095 schools (49% of all public schools) have submitted arts education data in the Arts Ed Profile. Due to the impacts of COVID-19 on local school districts, data collection and updates to the Arts Ed Profile were suspended in the 2020-2021 school year.

As schools transition back to in-person instruction, Arts Ed Collective coaches will work with school districts engaged in strategic planning throughout 2021-2022 to ensure their data is added or updated in the Arts Ed Profile. Careful consideration of next steps for data collection within and beyond the Arts Ed Profile are currently underway, including the potential for a broad-scale communications campaign to encourage all schools and districts to update their Arts Ed Profile data in 2022-2023, an examination of other arts education data currently collected, and how and where these data might inform goals and strategies outlined in the new LA County Regional Blueprint for Arts Education.

The Healing-Centered Engagement Literature Review received dedicated support from the Art for Justice Fund, a sponsored project of Rockefeller Philanthropy Advisors.

LOOKING AHEAD

The Arts Ed Collective will continue to evolve in 2021-2022, further aligning efforts with, and realizing the aims of, the LA County Arts Ed Blueprint and the Arts and Justice Reform Plan. Activities in the year ahead will be shaped, in part, by expanding collaborations with other County agencies, new public investments in healing-centered arts-based youth development, as well as efforts to establish a more representative and community-driven leadership structure for the initiative. For example, as a result of the successful launch of the Creative Wellbeing approach in schools, Arts and Culture will next partner with the Department of Children and Family Services (DCFS) to provide arts-based services for foster youth and caregivers, further integrating mental health preventive strategies with healing-informed arts education and community-building activities. Shared implementation strategies that support other County initiatives will continue to increase momentum and public funding for this initiative.

Last November, LA County voters approved Measure J, an amendment to the County charter that redirects at least 10% of the County's unrestricted budget to investment in programs/services recommended by community stakeholders. In February 2021, Arts and Culture submitted seven proposals to be considered by the Measure J Advisory Committee. Five of the seven were for arts-based youth development.

In March, the \$1.9 trillion federal [American Rescue Plan](#) (ARP) was signed into law and LA County was allocated \$1.9 billion over three years to catalyze economic recovery and long-term sustainability. One-time federal funds will direct resources to the field and build capacity for the Arts Ed Collective's efforts, including Arts and Culture's proposals for the [Care First Community Investment](#) (formerly Measure J) spending plan. Allocations from these public funding sources will be leveraged to 1) expand arts-based, healing-informed supports for youth in diversion, and 2) provide

more opportunities for youth who have not historically had access to jobs in the creative industries to acquire the knowledge, skills, required credentials, and experience needed for success in these careers.

The California Arts Education Leadership Cohort and alumni of the Art of Leadership program convened in spring 2021 to initiate plans for the upcoming Arts Education Leadership Forum. This event, scheduled for winter 2021, will engage a broad network of arts education leaders—including participants in these discrete leadership cohorts, alumni of the 2019 Arts Ed Collective Youth Advisory Council, and others—in envisioning a more fluid and permeable leadership structure for the Arts Ed Collective that builds authentic relationships with communities across LA County and ensures the Arts Ed Blueprint is guided by an inclusive and representative leadership body. Thus, the Arts Education Leadership Forum will surface new ways for individuals representing multiple constituent groups to practice leadership and serve as conduits for authentic engagement and meaningful action within the Arts Ed Collective. As these efforts take root, we look forward to your engagement and collaboration in the year ahead.

**2020-2021
Advancement Grant Projects**

District Name	City	Award Amount	Project Description
Alhambra Unified	Alhambra	\$ 8,015	to support the purchase of materials and supplies for the expansion of the theatre and visual arts programs
Antelope Valley Union High	Lancaster	24,600	to support the expansion of professional development in arts integration, curriculum development to align to new arts standards, student participation in the district-wide arts festival, and teacher participation in the arts steering committee
Arcadia Unified	Arcadia	10,651	to support the district-wide professional learning community through the creation of an arts integration resource website and the purchase of mobile arts technology stations
Azusa Unified	Azusa	20,600	to support district-wide arts coordination and the development of community partnerships
Baldwin Park Unified	Baldwin Park	22,800	to support the purchase of musical instruments for upper elementary, middle, and high school
Burbank Unified	Burbank	21,800	to support the district-wide purchase and repair of musical instruments, high school virtual instrumental instructional support, teacher professional development in arts integration, and district-wide integrated theater workshops for secondary English language development classes
Centinela Valley Union High	Lawndale	23,400	to support performances for students with pre-performance workshops for teachers and teacher professional development in arts integration
Claremont Unified	Claremont	19,600	to support the implementation of high school arts integration through the Site Arts Lead Teacher (SALT) program
Compton Unified	Compton	21,300	to support the expansion of Meet the Masters for kindergarten through eighth grade district-wide, teacher professional development in arts literacy, and field trips to live performances
Covina-Valley Unified	Covina	22,600	to support the district-wide expansion of visual arts instruction for transitional kindergarten through fifth grades

District Name	City	Award Amount	Project Description
Culver City Unified	Culver City	21,700	to support teacher collaboration time for elementary visual arts and Maker Space curriculum development, the purchase of distance learning supplies for AVPA performances and elementary lessons, and the launch of a theater internship program
El Monte Union High	El Monte	19,800	to support dance integration into ethnic studies and U.S. History classes, teacher professional development, and remote dance performances for students
El Rancho Unified	Pico Rivera	(declined) 13,600	to support the expansion of district-wide teacher professional development and curriculum development in visual arts integration, and the purchase of arts instructional materials
Garvey Elementary	Rosemead	16,100	to support the expansion of professional development in the new arts standards, curriculum development and the purchase of instructional materials for arts specialist, and community outreach events
Glendora Unified	Glendora	21,100	to support teacher professional development in arts integration, lesson study collaboration time, and personalized coaching for participating teachers
Hacienda La Puente Unified	City of Industry	24,900	to support professional development, curriculum development, and distance/hybrid instructional models in the integration of the arts and social emotional learning strategies for preschool through eighth grade, and the inaugural Digital Arts Showcase
Hawthorne	Hawthorne	21,100	to support the expansion of arts integration professional development and lesson studies for transitional kindergarten through fifth grade teachers, and the initiation of parent workshops
Hughes-Elizabeth Lakes Union	Lake Hughes	18,900	to support the expansion of professional development in arts integration, music, and the new arts standards; artist residencies in media arts, music, pottery, and visual arts; and the development of a Maker Space

District Name	City	Award Amount	Project Description
iLead Charter Network	Castaic	22,200	to support arts integrated social emotional learning, artist residencies, professional development for Empower Generations youth and staff, and virtual reality integration for theatre electives for sixth through eighth grade
Inner City Education Foundation	Los Angeles	10,241	to support the creation of a film lab, film curriculum, and purchase of instructional materials for the Arts and Wellbeing Initiative
Keppel Union	Pearblossom	16,600	to support teacher professional development in the Arts Attack curriculum, TEAL, and the new arts standards; artist workshops; field trips; and the purchase of art supplies
Lawndale Elementary	Lawndale	20,800	to support the expansion of district-wide performances for students, teacher professional development, and the purchase of materials for arts integration
Lynwood Unified	Lynwood	17,900	to support the expansion of professional development and collaboration time for the districts arts advocacy team
Magnolia Education & Research Foundation	Los Angeles	5,459	to support teacher professional development and coaching in arts integration by the Music Center and the expansion of district-wide arts coordination
Monrovia Unified	Monrovia	19,100	to support the expansion of arts integrated social emotional learning into weekly elementary general music classes, district-wide
Montebello Unified	Montebello	22,500	to support visual arts professional development for kindergarten through fifth grade teachers by the California Arts Project
Mountain View	El Monte	22,100	to support the expansion of media arts professional development and curriculum development for second and/or third grade teachers through Technology Enhanced Arts Learning (TEAL), and the purchase of equipment and supplies

District Name	City	Award Amount	Project Description
Newhall	Valencia	18,863	to support artist residencies in dance for sixth grade and in theater for second grade by the Music Center, and professional development in arts integration for second grade teachers
Norwalk La Mirada Unified	Norwalk	18,700	to support the purchase of modular, portable staging equipment for district-wide use
Paramount Unified	Paramount	22,600	to support the expansion of teacher professional development in arts integration by P.S. Arts; middle school visual arts materials and musical instruments
Pasadena Unified	Pasadena	24,700	to support professional development and curriculum development with a focus on social emotional learning and the arts for elementary arts lead teachers in visual arts, theater, and dance
Pomona Unified	Pomona	26,100	to support the expansion of the teacher arts lead program and professional development by the dA Center for the Arts
Rosemead	Rosemead	20,500	to support the expansion of teacher professional development in arts integration by the Music Center
San Gabriel Unified	San Gabriel	23,000	to support teacher professional development in dance, district-wide curriculum development in visual arts and music, and the purchase of instructional materials, instruments and equipment
South Pasadena Unified	South Pasadena	18,400	to support the district-wide purchase of musical instruments and equipment
Sulphur Springs Union	Santa Clarita	9,460	to support district-wide arts workshops for transitional kindergarten through sixth grade, and teacher professional development and curriculum development in arts integration
Walnut Valley Unified	Walnut	15,027	to support district-wide music residency for kindergarten by the Music Center, and professional development for elementary teachers in arts integration

District Name	City	Award Amount	Project Description
Whittier City	Whittier	22,700	to support the expansion of music for transitional kindergarten through fifth grade, and the purchase and repair of instruments and equipment for middle school band
Whittier Union High	Whittier	19,076	to support intra-district collaboration time, and the purchase of technology for online arts curriculum and arts equipment
Wiseburn	El Segundo	21,900	to support the repair and purchase of instruments and equipment, visual arts video lessons for transitional kindergarten through fifth grade, teacher professional development in arts integration and social emotional learning, and family night arts facilitation
Total		\$ 756,892	

2020-2021 Advancement Grant Program Music Projects

Twenty-seven, or 69%, of 39 grantees in the 2020-2021 cycle proposed launching or expanding discrete or integrated music instruction as part of their Advancement Grant award. Seven school districts identified music education as a significant component of project activities and proposed to invest a total of \$126,478 in grant funding, with matching funds in excess of that amount, to support these activities. Although these projects included other arts disciplines, they involved significant investments in music education.

Direct services to students (e.g., teaching artist residencies, music instructors) and purchases of musical instruments and other equipment were part of the following music-focused grant projects:

Arcadia Unified

\$10,651 grant award

A portion of Arcadia's grant award went toward the purchase of mobile tech stations, or music carts, that will equip six elementary sites with portable audio systems, wireless projectors, cameras, Chromebooks, and display screens. When in-person instruction returns for all students in fall 2021, music teachers will have brand-new tools to implement their curriculum.

Baldwin Park Unified

\$22,800 grant award

Advancement Grant funding supported the purchase of instruments for upper elementary, middle, and high school music courses. These instruments replaced outdated inventory and will be subject to COVID-19 safety protocols and standards of cleaning.

Burbank Unified

\$21,800 grant award

Burbank Unified used Advancement Grant funds to repair 105 instruments and purchase 55 new instruments. A small portion of the grant award initially dedicated to instrument repair and replacement efforts was re-allocated to support virtual high school music instruction. This change was made to address distance learning challenges during the COVID-19 pandemic and to accommodate the reassignment of three elementary music teachers to secondary school positions as a result of districtwide budget cuts. Burbank Unified music teachers worked closely with professional musicians and mentors at the Musicians at Play Foundation (MAP) to adapt instructional methods to the virtual environment. MAP mentors also met with students in small groups and individually to provide supplemental music instruction.

Monrovia Unified

\$19,100 grant award

Grant funds supported the addition of a part-time music teacher to support weekly music instruction for all five elementary school sites. Due to COVID-19, the new music teacher met with students virtually and created weekly asynchronous instructional videos for K-5 students. Embedded into the virtual instruction and videos were social-emotional learning strategies and music lessons that required little to no musical equipment for students learning at home. Students performed in three virtual concerts throughout the year, including a virtual "Superstars of Music Showcase" in which elementary students performed alongside middle and high school students.

Norwalk-La Mirada Unified**\$18,700 grant award**

The Advancement Grant program supported the purchase of a modular portable stage for use by music programs across different school sites. No live performances took place during the 2020-2021 school year due to the COVID-19 pandemic. Norwalk-La Mirada plans to use the modular stage as part of outdoor performances in the 2021-2022 school year, following guidance from the California Department of Health.

South Pasadena Unified**\$18,400 grant award**

The Advancement Grant supported the purchase of musical instruments for middle school students. In addition, music teachers at South Pasadena Unified provided input on the equipment they wanted the district to purchase during the COVID-19 pandemic. As a result of their feedback, the district also purchased four music software programs (Sight Reading Factory, SmartMusic, Soundtrap, and Upbeat Music) that were used to help students virtually create music compositions, collaborate within ensemble settings, perform warm-up exercises and concert repertoire, and improve sight-reading skills. The software also helped them receive individualized and instant feedback on their performances.

Walnut Valley Unified**\$15,027 grant award**

With the support of Advancement Grant funding, four teaching artists from The Music Center provided 30 minutes of virtual, weekly music instruction for kindergarteners at all nine elementary school sites in Walnut Valley Unified. The program was designed to integrate music appreciation, foster collaboration and social-emotional learning, and build listening and early literacy skills through patterns, rhythms, and creative play. Through this teaching artist residency, more than 800 kindergarten students (including English learners and students with disabilities) learned about foundational music skills (e.g. steady beat, rhythm, pitch, melody, tempo), homemade percussion, and storytelling.

Music education projects of the Advancement Grant Program had dedicated support from the Colburn Foundation and The Music Man Foundation.

Community-Based Arts Education Partners and Sites

Since 2014, the Los Angeles County Department of Arts and Culture (Arts and Culture) has partnered with other County agencies and community-based organizations to provide arts education for youth in juvenile detention facilities, juvenile day reporting centers, and community settings. This work is made possible with funding from California's Juvenile Justice Crime Prevention Act (JJCPA) and private funders like the national Art for Justice Fund (AJF). The following are a list of partners and sites involved in this work.

Los Angeles County Agencies

1. Department of Children and Family Services (DCFS)
2. Department of Mental Health (DMH)
3. Department of Parks and Recreation (DPR)
4. Department of Workforce Development, Aging, and Community Services (WDACS)
5. Development Authority
6. Office of Child Protection (OCP)
7. Office of Education (LACOE)
8. Office of Diversion and Reentry, Youth Diversion and Development (YDD) division
9. Probation Department

Community-Based Organizations Providing Arts Instruction for Youth

In 2019, Arts and Culture released a Request for Qualifications (RFQ) to expand its list of pre-approved community-based organizations 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 young people. This expansion is part of ongoing efforts to cultivate a network of teaching artists who are representative of the identities and experiences of the County's diverse communities, and who are responsive to the unique cultural needs of the populations they serve.

Longstanding Community Arts Partners

- | | |
|--|---|
| 1. Arts for Healing and Justice Network (AHJN) and their member organizations: | |
| 2. <i>The Actors' Gang</i> | 8. <i>Jail Guitar Doors</i> |
| 3. <i>Armory Center for the Arts</i> | 9. <i>Rhythm Arts Alliance</i> |
| 4. <i>artworxLA</i> | 10. <i>Street Poets</i> |
| 5. <i>Gay Men's Chorus of Los Angeles</i> | 11. <i>Tía Chucha's Centro Cultural</i> |
| 6. <i>Homeboy Art Academy</i> | 12. <i>The Unusual Suspects</i> |
| 7. <i>InsideOUT Writers</i> | 13. <i>Versa-Style</i> |
| | 14. <i>WriteGirl / Bold Ink Writers</i> |
| 15. Boyle Heights Arts Conservatory | |
| 16. Spirit Awakening | |

New Community Arts Partners as of 2020-2021

- | | |
|--|-------------------------------------|
| 17. A Noise Within | 31. New Earth Organization |
| 18. African Soul | 32. Nueva Vision |
| 19. Center for Empowerment of Families | 33. Operation Street Kidz |
| 20. Collage Dance Theatre | 34. POPS the Club |
| 21. CONTRA TIEMPO | 35. P.S. ARTS |
| 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 University 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 |

Sites Served by Community-Based Arts Organizations

Juvenile Detention Facilities

- | | |
|------------------------------------|----------------------------------|
| 1. Camp Afflerbaugh (La Verne) | 4. Camp Paige (La Verne) |
| 2. Campus Kilpatrick (Malibu) | 5. Camp Glenn Rockey (San Dimas) |
| 3. Dorothy Kirby Center (Commerce) | 6. Camp Scott (Santa Clarita) |

Juvenile Halls

- | | |
|-----------------------------|---|
| 7. Barry J. Nidorf (Sylmar) | 8. Central Juvenile Hall (Los Angeles, 90033) |
|-----------------------------|---|

Juvenile Day Reporting Centers

- | | |
|--|--|
| 9. Beach High – Intensive Learning Program (Long Beach) | 11. Horace Mann UCLA Community School |
| 10. Boyle Heights Technology Youth Center (Los Angeles, 90033) | 12. Panorama High School (Panorama City) |

High Schools / Continuation High Schools

- | | |
|---|-------------------------------------|
| 13. Frontier (Continuation) High School (Whittier) | 15. Whittier High School (Whittier) |
| 14. New Earth Art & Leadership Center (Culver City) | |

Public Housing Facilities

- | |
|--|
| 16. Nueva Maravilla (Los Angeles, 90022) |
|--|

County Parks

- | | |
|--|--|
| 17. Amelia Mayberry Park (Whittier) | 25. Loma Alta Park (Altadena) |
| 18. Athens Park (Los Angeles, 90061) | 26. Mona Park (Compton) |
| 19. Belvedere Community Regional Park (Los Angeles, 90022) | 27. Pamela Park (Duarte) |
| 20. City Terrace Park (Los Angeles, 90063) | 28. Ruben F. Salazar Park (Los Angeles, 90023) |
| 21. East Rancho Dominguez Park (Compton) | 29. San Angelo Park (La Puente) |
| 22. El Cariso Community Regional Park (Sylmar) | 30. Stephen Sorensen Park (Lake Los Angeles) |
| 23. Franklin D. Roosevelt Park (Los Angeles, 90001) | 31. Ted Watkins Memorial Park (Los Angeles, 90002) |
| 24. Lennox Park (Inglewood) | |

Social Service Agencies Supporting Youth in Diversion

In partnership with YDD, Arts and Culture launched a pilot in summer 2020 to test the feasibility of including healing-informed arts instruction as part of diversion plans offered to young people in lieu of arrest or citation. Arts education is specifically cited in YDD's model for youth diversion, which aims to build upon strengths and address each young person's unique needs and goals. Diversion plans may include therapy, rites of passage, life skill development, and/or arts programs. In addition to arts instruction for youth, teaching artists provided arts-based, healing-informed professional development for staff at the following social service organizations contracted by YDD:

1. Alma Family Services (El Monte, Industry, La Puente, Valinda, North Whittier)
2. Asian Youth Center (Lancaster)
3. California Conference for Equality and Justice (Long Beach)
4. Centinela Youth Services (Athens Park, Baldwin Hills, Crenshaw, Florence-Firestone, Hyde Park, Lynwood, Menlo, West Adams, Willowbrook)
5. Communities in Schools (Arleta, Mission Hills, Panorama City, Sylmar)
6. Flintridge Center (Pasadena)
7. New Earth (Culver City)
8. Soledad Enrichment Action (Huntington Park, Palmdale)

CONVENINGS

Strategy	Event Name	# of events	Attendance	Objective
School-Based Arts Education	Arts Ed Collective Coaches Professional Learning Community	4	32	Strategic Planning Coaches engaged in co-learning and collaboration as they shared field experiences and were provided with training and mentorship.
	School District Arts Plan Tune Up (Workshop)	2	6	Working with Arts Ed Collective Coaches, participants of this virtual workshop focused on their districtwide strategic plans for arts education and reflected on ways of addressing strategies for providing arts education to all students, particularly those who have been historically and systemically excluded or precluded.
	Arts Coordinator Professional Learning Community	3	74	District arts coordinators met to develop an understanding of the strategic planning process, engage in peer learning, build community, and address new ways of engaging in online participatory group facilitation methods.
	Strategic Planning and Leadership Training (Workshop)	1	7	School district teams were introduced to the process for developing an arts education policy and strategic plan.
	District Arts Leadership Team Workgroups*	54	735	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*	39	59	Arts Ed Collective liaisons met with district arts education leadership teams to discuss school district implementation practices, provide perspective on strengths and areas for growth, and check-in on current Advancement Grant projects.
	Advancement Grant School District Virtual Meet Up (Workshop)	1	17	Arts coordinators and project leads from the 2020-21 Advancement Grant cohort met to receive technical support and to share their grant project strategies in the era of virtual learning.
	Advancement Grant Technical Assistance Workshop	2	21	Participants learned about changes to the online application and the new grant management system (Survey Monkey Apply), received tips for submitting a strong request, and had their questions answered by Arts Ed Collective staff.
	TEAL Foundational Virtual Conference (Workshop)	2	257	This two-day virtual conference featured an array of culturally responsive teaching artists specializing in music (instrumental and vocal), theatre, dance, and STEAM. It helped to leverage the power of the arts and social-emotional learning through the lens of Multi-Tiered Systems of Support (MTSS), Self Care through Student Voice and Leadership, and Culturally Responsive Practices.
	Transformative Social Emotional Learning (T-SEL) Virtual Conference (Workshop)	1	99	LACOE-CDOL hosted and facilitated a two-day T-SEL Virtual Conference that highlighted model practices from culturally diverse arts organizations, including The Actors' Gang and CONTRA-TIEMPO. In addition to these organizations, many other teaching artists who foster student achievement and student engagement by upholding their cultural identities through arts integration were featured in the conference.
Community-Based Arts Education	Creative Wellbeing "Teacher Space" (Workshop)	43	672	The Creative Wellbeing "Teacher Space" was a series of drop-in, virtual workshops in healing-informed art practices led by Arts for Healing and Justice Network (AHJN) members (The Actors' Gang, artworxLA, Rhythm Arts Alliance, and WriteGirl) as a way to build connections, bolster protective factors, and offer community care among educators, especially during stressful times. These workshops acknowledged the arts as a core strategy for fostering communities of wellness and served as a healing-informed space for educators.
	Social Places and Opportunities for Teens (Workshops)	2	70	Arts Ed Collective staff and AHJN member organizations hosted two week-long series of trainings for Department of Parks and Recreation's Our SPOT program staff to learn about practicing trauma-informed approaches to youth engagement, empowering youth leadership, and integrating college and career readiness resources into parks programming.
	Promising Practices for Facilitating Virtual Arts Instruction (Workshops)	3	75	The Arts Ed Collective and AHJN member organizations hosted a series of workshops focused on promising practices for transitioning between virtual and in-person/hybrid arts instruction amidst COVID-19 closures and re-openings across LA County.
Creative Career Pathways for Youth	Creating Connections: An Arts and Culture Framework (Workshop)	1	27	The Department of Arts and Culture's Creative Strategist-Artist in Residence (CS-AIR) Sandra de la Loza trained Department of Parks and Recreation staff on her Arts and Culture Framework for County parks, which encompasses local cultural practices and assets to engage constituents in creative place-keeping efforts.
	Media Mania for the Creative Economy (Conversation)	1	70	The Arts Ed Collective and Centinela Valley Union High School District (CVUHSD) hosted a virtual student showcase and conversation about how the district is preparing young talent to thrive in LA County's creative economy.
Shared Learning & Leadership	I.D.E.A. Wave Lab (Workgroup)	6	82	Artists, educators, arts advocates, and other practitioners came together to engage in dialogue about tools that could support organizations in their journeys towards becoming more inclusive, equitable, diverse, and anti-racist.
	Art of Leadership Reunion (Conversations)	2	23	Alumni of the 2019 and 2020 Art of Leadership program gathered to network, share, reconnect, reflect, and imagine what's next for their leadership journeys.
	California Arts Education Leadership Cohort Virtual Gatherings (Conversations)	2	11	Members of the California Arts Education Leadership Cohort gathered to network, share, reconnect, reflect, and imagine what's next for their leadership journeys.
	Defusing Implicit Bias in the Grantmaking Process (Workshop)	1	18	In partnership with the LA County Human Relations Commission, the Department of Arts and Culture presented a workshop designed to ground the agency's grant review panelists in equity-based grantmaking practices. This session helped equip panelists with the knowledge and perspective to work together and meet our shared commitment to fair and equitable distribution of cultural resources by exploring what implicit bias is, how it works, its possible effects in grantmaking, and constructive ways to discuss it.
	Orientation and Technical Assistance for Prequalified Youth Development Organizations (Workshop)	3	27	The Arts Ed Collective provided three trainings to consultants on the Youth Development prequalified roster for navigating the Department of Arts and Culture's contracting and invoicing processes.
	Funders Council	18	138	Meetings throughout the year provided a forum for funders to expand their knowledge and provide strategic guidance.

Strategy	Event Name	# of events	Attendance	Objective
	Arts Education Forum	2	78	The Arts Ed Collective, in partnership with Southern California Grantmakers, presented two Arts Education Forums this year. In January 2021, "Envisioning Arts Education's Role in Advancing Los Angeles County over the Next Decade" featured local youth leaders and a focus on the new Regional Blueprint for Arts Education. In June, participants of the second forum, "Achieving Equity Goals through Creative Youth Development," learned about how arts-based strategies align with the County's anti-racist policy agenda and advance equitable outcomes for youth across Los Angeles County.
Research & Evaluation	Creative Wellbeing Reflection Session (Conversation)	1	23	This meeting brought together arts education stakeholders to learn about findings from the evaluation of the Creative Wellbeing curriculum. Participants had a chance to reflect on what was learned and discuss how findings and lessons learned can inform work moving forward.
	Healing Centered Engagement, Check-In Meeting (Conversation)	1	7	This meeting engaged practitioners and researchers who were interviewed as part of our Healing Centered Engagement Literature Review project. Facilitated by our consultant VPR Evaluation, participants engaged in an interactive session to validate preliminary research findings. VPR Evaluation and Arts Ed Collective staff additionally gathered feedback from participants prior to finalizing this project and sharing findings more broadly.
Totals		195	2,628	

*attendance is estimated

REGIONAL, STATE, NATIONAL MEETINGS & CONFERENCES

Arts Ed Collective Staff Attendance and Presentations

Sharing Our Work with the Field

Presentations

Los Angeles County Department of Mental Health (DMH), Suicide Prevention Network

10th Annual Suicide Prevention Summit

September 9, 2020, [Online](#)

Arts Ed Collective staff served on a “Racism & Suicide” panel to discuss cultural humility and anti-racism in crisis services.

Otis College of Art and Design

Virtual Forum: Race & The Creative Economy

October 22, 2020, [Online](#)

Department of Arts and Culture Director Kristin Sakoda served in a panel discussion about the current state of the creative economy in Los Angeles County.

Los Angeles County Office of Child Protection

Education Coordinating Council

December 9, 2020, Online

Staff presented on mental health prevention efforts through healing-informed arts education.

Pasadena Unified School District

School Board Meeting

February 25, 2021, Online

Arts Ed Collective staff presented on the Creative Wellbeing approach.

Arts for LA

ACTIVATE Delegates: Session 2 - Personal Narrative for Leadership

March 9, 2021, Online

Staff presented on the new Los Angeles County Regional Blueprint for Arts Education.

DMH, Health Neighborhoods

Faith-Based Liaison Meeting

April 15, 2021, Online

Staff presented on the Creative Wellbeing approach and arts-based youth development efforts in County parks.

DMH, Health Neighborhoods

South Los Angeles Meeting

May 13, 2021, Online

Staff presented on the Creative Wellbeing approach and arts-based youth development efforts in County parks.

Los Angeles County Department of Parks and Recreation

Our SPOT Youth Empowerment Summit

June 23, 2021, Online

Staff presented on the LA County Suicide Prevention Network's Youth Advisory Board and mentors.

Think Tank / Invitation Only Events

Los Angeles County Department of Mental Health (DMH)

Suicide Prevention Network's Youth Work Group

August 3, 2020, Online

Create CA

Leadership Committee Meeting

September 10, October 8, November 12, and December 10, 2020, Online

January 14, February 11, and April 8, 2021, Online

Arts for LA

Policy Working Group (Creative Careers)

September 17, 2020, Online

Los Angeles Unified School District (LAUSD)

LAUSD Community Collaborative Meeting

March 11, 2021, Online

DMH, Health Neighborhoods

Service Area 6 Collaborative Meeting

March 12 and April 9, 2021, Online

Los Angeles County Office of Child Protection

Education Coordinating Council

April 7, 2021, Online

DMH

Suicide Prevention Network's Youth Advisory Board

June 15, 2021, Online

DMH

Service Planning Area 6 Transitional Age Youth (TAY) Care Coordination

June 23, 2021, Online

Los Angeles County Workgroups and Committees

County Youth Networking Group

Healthy Design Workgroup (HDW) Grants Committee

Los Angeles County Grantwriters Collaborative (LACGWC)

Office of Violence Prevention County Leadership Committee

Trauma Prevention Initiative (TPI) Advisory Committee

Youth Justice Reimagined Transition Advisory Group

Youth Justice Workgroups (YJWG)

General Conference Attendance

Los Angeles County Office of Education, Center for Distance and Online Learning (LACOE-CDOL)

**Rising to the Challenge: Highlighting Practices that Supported Los Angeles County Schools
as We Pivot into the Virtual World for ALL Learners**

July 17, 2020, [Online](#)

Educators for Anti-Racism

National Educator Anti-Racism Conference: Arts Education & Anti-Racism

August 11, 2020, [Online](#)

USC Suzanne Dworak-Peck School of Social Work

Community Based Approach to Social Justice and Community Healing

August 13, 2020, [Online](#)

Nest Foundation

Teacher, Interrupted: Social Emotional Learning (SEL) to Support School Community Wellness

August 18, 2020, Online

Partnership for Los Angeles Schools

A Conversation with Nikole Hannah-Jones: The Intersection of Race and Public Education

August 26, 2020, [Online](#)

Nest Foundation

Addressing Race in the Classroom: 5 Imperatives

August 27, 2020, [Online](#)

The Chicago School of Professional Psychology, Institute for Adolescent Suicide Prevention

Virtual Panel Discussion: Young Black Lives Matter “Ring the Alarm on Black Youth Suicide”

September 2, 2020, [Online](#)

Los Angeles County Department of Mental Health (DMH), Suicide Prevention Network

10th Annual Suicide Prevention Summit

September 10, 2020, [Online](#)

California Alliance for Arts Education (CAAE)

Arts Providers and Teaching Artists in a New Paradigm

September 14, 2020, [Online](#)

Create CA and California County Superintendents Educational Services Association (CCSESA)

What Sweeter Music: Arts & SEL in Harmony!

September 16, 2020, [Online](#)

DMH, LACOE, and UCLA

School Symposium Series: Leading with Resilience in School Communities

September 23, 30 and October 7, 14, 2020, [Online](#)

Los Angeles County Department of Regional Planning and APA Los Angeles

Equity Through Community Engagement: "Place It!" with James Rojas

October 8, 2020, [Online](#)

Los Angeles County Department of Regional Planning and APA Los Angeles

City of Long Beach's Framework for Reconciliation

October 15, 2020, [Online](#)

The Museum of Contemporary Art (MOCA)

Uncommon Commons Panel: A panel discussion investigating access, inclusion, and the changing role of Urban Parks and Civic Space in Los Angeles.

October 15, 2020, [Online](#)

Arts for LA

State of the Arts Summit 2020

October 16, 2020, [Online](#)

Futures without Violence

Advancing Innovative School-Based Health Strategies to Reduce Trauma, Advance Equity, and Help California Children Heal

October 29, 2020, [Online](#)

Southern California Grantmakers (SCG)

Foster Together Conference Series: Caregiving from the Other Side

November 19, 2020, [Online](#)

Grantmakers in the Arts (GIA)

2020 GIA Virtual Convening: Power, Practice, Resilience | Remix'd

November 23, 2020, [Online](#)

Arts for Healing and Justice Network (AHJN) and the Incarceration Nations Network

Adapting to Virtual: Challenges, Concerns and Creativity for Juvenile Justice

December 9, 2020, Online

School Crisis Recovery and Renewal Project

Strategies for Mending Our Wounds: Recovering from School Crisis through Art and Ritual

January 7, 2021, [Online](#)

Create CA and CCSESA

The Art of Everything Leadership Conversations

January 15, February 19, March 19, April 16, and May 21, 2021, [Online](#)

Arts for LA

How the Arts Can Help Your District Meet Its Goals: A Training + Networking Event for School District Leadership

January 21, 2021, Online

Otis College of Art and Design

The Recovery of the Creative Economy: From the Nation to the Neighborhood

February 25, 2021, [Online](#)

Southern California Grantmakers

Philanthropy's Role in Addressing Inequity in South LA and Advancing Policy and Systems Change

February 25, 2021, [Online](#)

University of California, Santa Cruz (UCSC)

Visualizing Abolition: Art, Abolition, and the University

March 3, 2021, [Online](#)

Arts for LA

Advocating for Student Health & the Arts: Getting the Arts into your District's LCAP

March 17, 2021, [Online](#)

Armory Center for the Arts

Regional Convening of Arts Providers Serving Systems-Impacted Teens

March 18, 2021, [Online](#)

Los Angeles County Department of Health Services,

Division of Youth Diversion and Development (YDD)

Exploring Restorative/Transformative Justice Theory and Practice

March 19, 2021, [Online](#)

CCSESA and LACOE-CDOL

Media Arts for Elementary Classrooms: Celebration (Session 6)

March 25, 2021, [Online](#)

UCLA's Center for the Transformation of Schools and LACOE

Beyond the School House: Digging Deeper (COVID-19 & Reopening Schools for Black Students in Los Angeles)

April 14, 2021, [Online](#)

ArtPlace America

Co-Navigating Risk: A virtual briefing, reflecting on ArtPlace America's Local Control, Local Field(s) initiative

April 15, 2021, [Online](#)

County of Los Angeles and Beacon Economics

LA2021: Future of Creative Talent Summit

April 21, 2021, [Online](#)

Grantmakers in the Arts

Advancing Art & Advocacy: Abolition Opportunities in Juvenile Detention

April 27, 2021, [Online](#)

Collective Impact Forum

2021 Collective Impact Forum Action Summit

April 27–29, 2021, [Online](#)

Southern California Grantmakers

Los Angeles County Child Welfare Funders Collaborative Meeting

May 27, 2021, [Online](#)

Arts for LA

ACTIVATE - Innovators: Mentor Session

June 10, 2021, Online

California Department of Education, Career Technical Education

Arts, Media & Entertainment Institute

Strong Pathways, Strong Pipelines: Power Through Partnership

June 15, 21–23, 2021, [Online](#)

LA County Arts Ed Collective Funders Council

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Angel Roberson Daniels, Executive Director
Angell Foundation

Wendy Chang, Director
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HMC Architects Designing Futures Foundation
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Sony Pictures Entertainment
Lani Monos, Vice President
Global Corporate Social Responsibility

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Founding Chair
Janice Pober, (Former) Senior Vice President
Global Corporate Social Responsibility
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