



2021-22 End of Year Report

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Message from the Director of Arts Education

Twenty years ago, in August 2002, the LA County Board of Supervisors adopted the *Arts for All: Los Angeles County Regional Blueprint for Arts Education*, establishing the public-private, collective impact initiative that we know today as the Arts Ed Collective. This anniversary marks a major milestone for LA County and an opportunity to reflect on the significant gains we've made in school-based arts education, and the work that lies ahead in advancing scale and equity.

Under the new [*Arts for All Children, Youth, and Families: Los Angeles County's New Regional Blueprint for Arts Education*](#) (2020), we invite community members and partners, new and old, to help us fulfill the promise of a high-quality, culturally sustaining arts education for all young people in all classrooms and neighborhoods. Our schools and communities have demonstrated profound resilience over the past two decades, weathering an economic recession, moments of social/political upheaval, and a still-ongoing global pandemic. This report, summarizing events from the past year, attests to the enduring importance and longevity of this work.

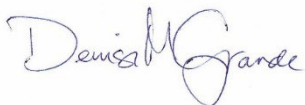
Long-standing strategic planning efforts (page 2) remain the foundation upon which school districts are rebuilding arts programs, both incrementally and exponentially. Now in its eighth year, the Advancement Grant Program (page 6) continues to fortify more than \$1.5M in annual matching investments into arts education by school districts, while the Technology Enhanced Arts Learning (page 9) and Creative Wellbeing (page 13) programs reflect our systemic approach to arts education by prioritizing the learning and mental health of both young people and the adults who support them.

On page 16, you'll find updates on work by dedicated community arts partners who serve some of the most vulnerable young people in LA County—those enmeshed, or at risk of being involved, in the juvenile justice and foster care systems. This work takes place in the context of broader efforts to transform systems of harm into networks of care. As a collaboration with Gladeo and Create CA, Creative Careers Online (page 20) is our latest effort to expand awareness and access to jobs in the creative industries, particularly for communities of color with the least access to these family-sustaining careers.

Emerging leaders, arts practitioners, and culture bearers are shaping our efforts to center anti-racism and Healing Centered Engagement (page 22) as model frameworks for our work with, and within, communities of color. For those interested in the arts education policy landscape, particularly on the eve of November 2022 elections, the "Communications & Advocacy" section (page 24) highlights some key moments that could further bring momentum to our arts education movement.

Over the next year, we'll be telling the two decades-long (and counting) story of the Arts Ed Collective, which is about more than just school-based arts education or what the arts alone can achieve. As we close on another tumultuous year of the pandemic, we hope you'll be inspired by these examples of cross-sector partnership and ultimately find your own place in our initiative, whatever the field you work in or wherever you reside in LA County.

Sincerely,

A handwritten signature in blue ink that reads "Denise M. Grande". The signature is fluid and cursive, with the first name "Denise" and last name "Grande" being more prominent than the middle initial "M".

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

School-Based Arts Education

Partners Creating New Plans in FY22

Acton-Agua Dulce Unified*
Antelope Valley Union**
Castaic Union**
Paramount Unified**
Saugus Union**
Whittier City**

Partners Receiving Support to Update or Implement New Plans in FY22

Glendale Unified
Newhall
City of Santa Clarita
Torrance Unified

*New Arts Ed Collective partner

**Second strategic plan as an
Arts Ed Collective partner

School District Strategic Planning

Since 2003, school districts in LA County have worked to initiate and implement a five-year strategic plan to build capacity for delivering year-round K-12 arts instruction for all students. This work began in partnership with the California Alliance for Arts Education (now Create CA) and led to the creation and ongoing publication of the definitive guide to school district strategic planning for the arts in California (a fourth edition, [*Strategic Arts Education Planning Guide: Expanding Access to the Arts in Schools and Community*](#), was released in October 2022). The latest edition incorporates new developments in arts education policy and practice, including distance learning, virtual facilitation, cultural relevant/responsive pedagogies, and shared values of diversity, equity, and inclusion (DEI).

To date, 73 of 80¹ school districts plus five charter school networks (encompassing 714,217 of 1.3M public-school students in LA County) have adopted an arts education policy and written plan.

Arts Ed Collective coaches² work closely with school district planning teams to guide them through data collection, analysis of current strengths/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.

Designed to build collaboration, the strategic planning process adapts to each district's needs and emphasizes unique outcomes. Over 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.

Following plan adoption, districts are supported by a second year of coaching to launch 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, three to four times throughout the year. Agendas address first-year priorities and may incorporate professional development, curriculum development, evaluation, capacity-building, community engagement, communications, and/or fundraising.

During the 2021-22 school year, nine school districts and a regional cluster of five districts³ in the City of Santa Clarita developed, updated, or implemented a five-year strategic plan for arts education:

¹ In 2021, the Orange County Department of Education took over jurisdiction of Lowell Joint School District from the LA County Office of Education through a ballot measure, reducing the total of LA County school districts from 81 to 80. The unique geographical boundaries of the district straddles two counties, with elementary and middle school students matriculating to the Fullerton Joint Union High School District in Orange County.

² [Kimberleigh Aarn](#), Heather Heslup, [Jill Newman](#), [Sandy Seufert](#), and Melissa Valencia

³ Castaic Union, Newhall, Saugus Union, Sulphur Springs Union, and William S. Hart Union school districts

Year One, Strategic Planning

Acton-Agua Dulce Unified School District

Acton-Agua Dulce is a small rural school district with three schools and a Board of Education that is dedicated to ensuring that all students have access to the arts. The board was actively involved in the planning process, which was guided by Dr. Eric Sahakian (Superintendent) and Ahsan Mirza (Assistant Superintendent of Business Services).

The district planning team included parents, students, former teachers, representatives from the Acton-Agua Dulce Arts Council, and community members who work in creative industries. The latter helped inform ways to increase students' access to careers in the arts. The district also set a goal to hire a full-time teacher on special assignment (TOSA) to serve as both a music teacher and district arts coordinator to oversee the district plan.

"Where there is no art, there is no identity... I don't want to hear three years from now that this has eroded into violin lessons for the select few... It's really important to me that this turns to something that helps the kid who wonders whether he's going to eat tomorrow."

Ken Pfalzgraf

Acton-Agua Dulce Unified School Board Member
[School District Board Meeting, February 10, 2022](#)

Antelope Valley Union High School District (AVUHSD)

AVUHSD has an active Arts Steering Committee, which grew out of their first strategic planning process in 2016-17 and developed their second strategic arts plan in 2021-22. In addition to adopting a new plan, the district adapted Create CA's [Declaration of the Rights of All Students to Equity in Arts Learning](#), which outlines the rights of all students in California to a high-quality arts education, to serve as their Arts Policy and Equity Statement.

Career Technical Education (CTE) and creative career pathways are woven into the new plan, with goals for expanding community/career-oriented partnerships and articulating "top-to-bottom" career pathways and academies. Expanding/diversifying the district's arts curriculum and promoting cultural understanding and wellbeing through the arts are also included in AVUHSD's new strategic directions.

Castaic Union School District

Castaic Union created their second strategic plan with the Arts Ed Collective and is hiring a new music teacher to expand music instruction across the district, which has three elementary schools and one middle school. Professional development, focused on the new [California Arts Standards](#) and [Arts Education Framework](#), is a key component of the plan. The Castaic planning team will continue to convene next year (and beyond) as a newly formed districtwide Visual and Performing Arts (VAPA) Committee.

Paramount Unified School District

Paramount Unified's planning team reflected on Create CA's *Declaration of the Rights of All Students to Equity in Arts Learning* and landed on a shared vision of "Diverse and Equitable Culture of Creativity and Inclusion." To address their goal of creating a culture of collaborative professional learning, the district discussed and surfaced ways to bridge gaps between their VAPA and CTE programs. Next year, the district plans to invite their CTE coordinator to support this alignment as part of first-year implementation of their strategic arts plan.

Saugus Union School District

To ensure greater participation of historically underserved students in VAPA programs, Saugus Union is expanding access to arts instruction through teaching artist residencies, arts-based professional development, and student art exhibitions. The district is also improving digital access to discrete VAPA lessons / arts-integrated course materials and modifying lesson plans to account for learning differences between students. Conversations within the district planning team have focused on broader inclusion of students to achieve equity and the need for all

teachers to perceive the arts as part of the core curriculum rather than an elective to be taught only by arts specialists.

Whittier City School District

Whittier City's arts coordinator Sharon Carter (also a chorus teacher at Lou Henry Hoover School of Fine Arts) currently provides strong districtwide leadership for the arts and participated in developing the district's previous strategic plan in 2016. Due to competing districtwide priorities, the new district planning team was small in 2021-22, but a survey was implemented to solicit ideas and action items from those unable to attend strategic planning meetings. Reflecting on insights from Create CA's *Declaration of the Rights of All Students to Equity in Arts Learning*, the planning team emphasized sustainability, equity, and an "inclusive culture of the arts" in the district's latest strategic arts plan.

Reflecting on the planning process and ways it can better deepen its impact on issues of equity, strategic planning coach Heather Heslop reported, "While equity is infused throughout the goals of the plan, we didn't come to any explicit goals around equitable programs for marginalized communities. Often these plans focus more on equitable access to arts, which generally serves those historically marginalized communities. To integrate equity and social justice efforts more explicitly, we may need to add a step to the planning process and workshop an equity audit."

Year Two, Building Capacity

City of Santa Clarita

Last year, a regional cluster of five school districts in the City of Santa Clarita developed a citywide strategic plan for arts education. This work took place as part of broader efforts to develop a [citywide arts master plan](#). As a result, the planning committee included school district leaders and representatives from CalArts, College of the Canyons, local arts organizations, and businesses.

To help oversee implementation of the plan, the city established an advisory board of diverse community members to work alongside the city's arts and events administrator Phil Lantis. Sarah Brown, an arts coordinator at iLEAD Schools charter network, also serves as a liaison between community members and the city government. The Santa Clarita Youth Arts Initiative is being developed to address the needs of local youth through after-school programs and an arts-based curriculum integrated with social-emotional learning (SEL). Creative career pathway curricula and teaching artist training strategies are also in development with support from organizations like College of the Canyons and The Music Center.

Glendale Unified School District

Glendale Unified's second year of coaching focused on aligning teaching artist professional development with new California Arts Standards and helping orient a new curriculum coordinator to the district's strategic arts plan. The district is moving forward with strengthening elementary arts instruction by designing curricula supported by video lessons and direct instruction from teaching artists in visual arts, theatre, music, and dance. Teacher professional development and articulation of the arts across TK-12 grade levels are additional priorities.

Newhall School District

Newhall's updated strategic arts plan calls for teaching artist residencies in theatre and dance that support student's social-emotional and academic learning. The new strategic plan also sets a goal to establish arts integration leads at every school site by fall 2022, aligning with their approach to improve equity and inclusion through arts integration, and to use arts instruction to enhance learning in other core subjects. Newhall is also

focused on improving the cultural relevancy of arts curricula and teaching artist residencies, and plans to purchase The Art of Education University's FLEX Curriculum, which provides teacher professional development and curricula in the visual arts.

Torrance Unified School District

Dr. Sheila Reamer spearheads Torrance Unified's arts programs as the district's English Language Arts (ELA) Resource and VAPA Representative. Taking data collection to another level, she implemented a survey to get at the heart of issues and analyzed results to surface inequities within the district. Next year, the district plans to deepen their efforts to improve articulation of arts programs and align curricula to new California Arts Standards.

School District Strategic Planning had dedicated support from the National Endowment for the Arts and Snap Foundation.



Students at Keppel Union School District paint a mural as part of a school site beautification project funded by the Advancement Grant Program.

Advancement Grant Program, 2021-22

The Advancement Grant Program offers flexible matching grants to school districts and charter networks working to provide high-quality, year-long arts education for their students. Grant funds assist districts in achieving key action items in their strategic arts plans, launching or expanding projects that align with their top priorities, and cultivating skills/practices that can be sustained beyond the term of the grant. Districts with an active strategic plan can apply for and receive up to \$25,000 in matching funds, with priority given to those with large student enrollments (10,000+) and/or a greater than Countywide average of students who are English learners, eligible for free/reduced-price meals, or foster youth (also called the Unduplicated Pupil Count).

Among changes sustained from the 2020-21 grant cycle in 2021-22 was the option for grantees to preserve, and not just expand, student access to arts education. Given the program's continued success and high level of interest, maintaining this option has proven to be a lifeline for both expanding and sustaining in-school arts programs amidst fiscal challenges caused by COVID.

The 2021-22 grant cycle initially awarded \$867,700 in matching grants to 41 of 80 school districts in LA County. Thirty (30) of these grantees received priority points for having a student population of 10,000+ and/or a greater than Countywide average of students in the Unduplicated Pupil Count.

By June 2022, 36 of 41 grantees completed their grant projects as planned, with five districts⁴ requesting extensions into the 2022-23 school year. These districts faced delays in initiating grant projects due to COVID-19 surges and staff and student absences. Many reported having struggled to keep schools open throughout the year. First-time grantees especially struggled to find footing as they experienced pushback from teachers about taking on additional projects, restrictions against outside arts providers, and a shortage of substitute teachers. In response, the Department of Arts and Culture offered grantees the flexibility of adjusting the scope and scale of their projects as needed. In cases where direct services to students or professional development for teachers were not possible, districts leaned on supply and instrument purchases as an alternative.



*View Park Preparatory High School
(ICEF Public Schools)*

Connections to the Creative Economy

Advancement Grant funds can be used to support career and technical education (CTE) programs that prepare students for jobs in creative industries. At ICEF Public Schools' View Park Preparatory High School, grant funds helped hire a credentialed instructor for a year-long *Introduction to Film* CTE course. Thirty-five students received more than 3.5 hours of weekly instruction in film production. The school also partnered with Hollywood CPR, West LA College, and IATSE to bring industry professionals into the classroom to teach specific skills (e.g., rigging) during the school day.

Also partnering with West LA College, Culver City Unified School District provided 27 creative career internships as part of its CTE pathways in Arts, Media, and Entertainment (AME). During the fall, 20 students engaged in work-based learning through the district's Dance, Media Arts and Theatre department (focusing on skills like film production, stage management, costumes, props, front of house, marketing, etc.). Due to a lack of teacher capacity in the spring, Culver City partnered with West LA College during the spring semester to offer internships. Seven students successfully completed their internships and received college course credit.

⁴ ABC Unified, Compton Unified, El Rancho Unified, Glendale Unified, and Glendora Unified school districts will extend their awards totaling \$88,600 into 2022-23.

Three school districts (Whittier Union, Paramount, and Lynwood) also came in under budget and did not take their full grant award due to substitute teacher shortages and not being able to pull teachers from the classroom for professional development. As a result, the total amount of grants expended in 2021-22 was \$739,384. Please refer to Attachment 1 for a full list of grant awards and a description of grantee projects.

More than half of 2021-22 grantees mentioned the COVID-19 pandemic as causing challenges for implementing arts education in their district. Other challenges included lack of hiring and staff capacity, restrictions against indoor programming, and supply chain issues. Teachers frequently reported having to provide daily instruction while tracking student illness and adapting to COVID-19 protocols. The impact of COVID-19 on students and their families further exacerbated demands on teachers and district staff.

Grantees appreciated the continuation of the Arts Ed Collective's arts coordinator convenings during the school year. Some districts mentioned needing help with planning engagement opportunities with their staff. Another district mentioned it would be helpful if the Arts Ed Collective could help engage district administrators, through a retreat or regular check-ins, and move them to prioritize equity in access and district funding for the arts.

Overview of Investments

The 2021-22 cycle leveraged \$1,817,744 in matching funds from school districts. More than \$2.5M in grant awards and matching funds supported grantee projects across six eligible categories:

- 42% for direct services to students
- 27% for instruments, equipment, supplies, and materials
- 12% for district arts coordination
- 12% for professional development
- 7% for curriculum development
- 1% for other

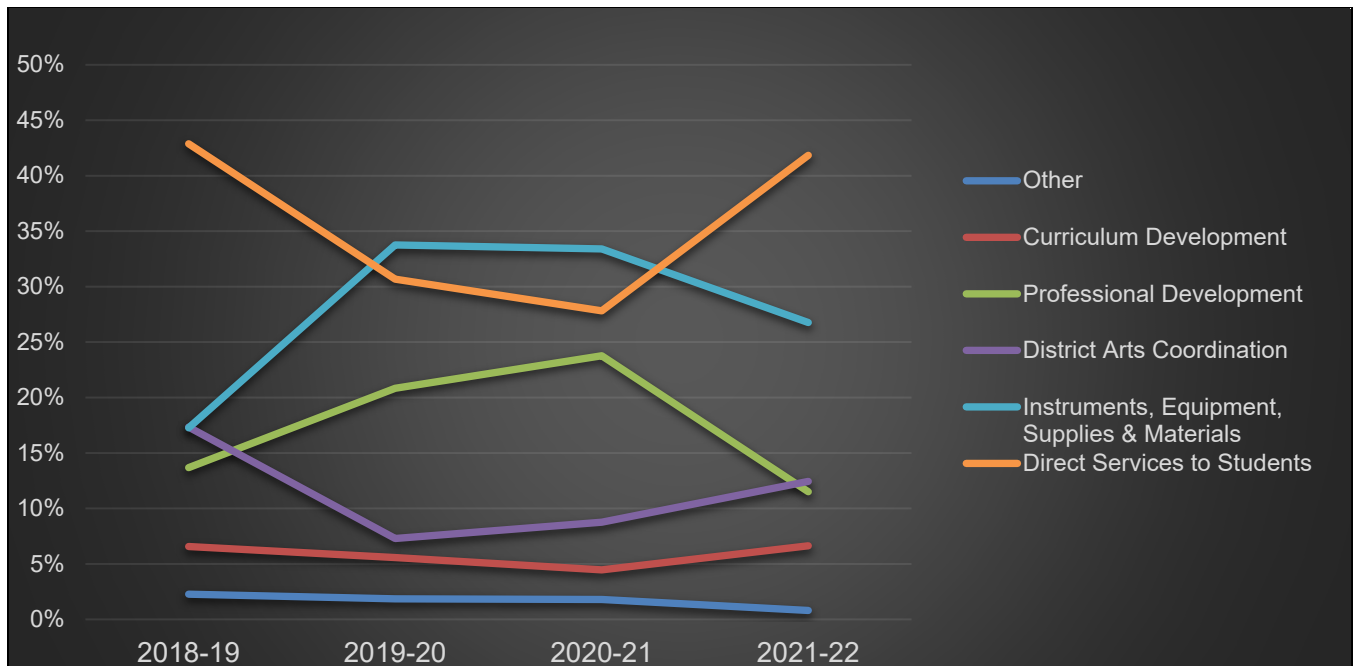
Impacts to students and educators from 2021-22 grantee projects were as follows:

<i>Direct Services to Students</i>	<i># of students</i>	<i># of instructional hours</i>
Teaching Artist Residencies	21,969	1,830
Assemblies/Workshops	12,739	245
Field Trips	1,200	160
Other	16,228	1,816
TOTAL	52,136	4,051

	<i># of teachers</i>	<i># of instructional hours</i>
<i>Teacher Professional Development</i>	803	671

Year-to-Year Comparison of Investments

Between the 2018-19 and 2020-21 school years, school district investments in "instruments, equipment, supplies, and materials" doubled (from 17% to 33%) due to grantees prioritizing instrument/equipment purchases during school closures and COVID-19 restrictions. With school districts returning to in-person instruction in 2021-22, grantee investments are returning to historical trends in which direct services to students make up over 40% of investments. Professional development experienced sharp declines (from 24% of investments in 2020-21 to 12% in 2021-22) while district arts coordination is showing a slight increase (from 9% to 12% in the same period).



The 2021-2022 Advancement Grant Program had dedicated support from the Herb Alpert Foundation, The Angell Foundation, The Carl and Roberta Deutsch Foundation, The Music Man Foundation, Snap Foundation, and Sony Pictures Entertainment.

School District Arts Coordinators

The Department of Arts and Culture partners with LACOE and Arts for LA to convene district arts coordinators as a [professional learning community](#), offering them regular opportunities to network with colleagues, share strategies / promising practices, and hear updates from the field. The latest evolution of this work is a partnership with Arts for LA's director of organizing Cordelia Istel, who provided local/statewide arts education advocacy and policy updates at arts coordinator meetings.

On September 17 and November 5, 2021, arts coordinators convened virtually to celebrate accomplishments from the 2020-21 school year, discuss how schools are navigating student performances under COVID-19 health restrictions, and learn about the California Arts Education Framework. Guest speakers included Brian McInerney, curriculum developer for the [UCLA Prevention Center of Excellence](#), who presented on his organization's resources for learning about trauma-informed care, resilience-promoting practices, and professional wellbeing.

In the new calendar year ([January 28](#), [March 25](#), and [May 20](#); click for agendas), arts coordinators were provided an open space to troubleshoot challenges in their work and received updates on the Arts Ed Collective's Creative Career Pathways for Youth efforts (including the soft launch of the Creative Careers Online tool; see page 20).

School District Arts Coordinator convenings received dedicated support from the Snap Foundation.

Technology Enhanced Arts Learning (TEAL)



Developed and implemented in partnership with the LA County Office of Education's Center for Distance and Online Learning (LACOE-CDOL), TEAL provides virtual and in-person professional development for current and pre-service K-6 educators, training them in methods and theories for integrating the arts into the teaching of

other core subjects (e.g., language arts, math, science, social studies). Social-emotional learning (SEL), culturally relevant/responsive instruction, and anti-racist pedagogies are also embedded into TEAL's arts integration approach.

TEAL offers eight online learning modules⁵, live trainings, technical support, and coaching to school districts (at no cost) to build teacher capacity and improve academic and social-emotional outcomes for students. The blend of distance and in-person learning allows educators across LA County to deepen their instructional and student engagement practices, while TEAL's trainer-of-trainers model also prepares lead teacher to disseminate the content to additional classroom teachers at scale. Higher education partners also embed TEAL content and resources into coursework for pre-service educators earning their teaching credentials.

Foundational TEAL is designed for local education agencies (LEAs) (e.g., school districts, charter networks, individual schools) that are new to the program. Professional development is tailored to LEA teams interested in a culturally inclusive arts integration approach that centers SEL and addresses unconscious/implicit bias in education. Participants are introduced to fundamental TEAL strategies by TEAL content specialists and teaching artists. Advanced TEAL-SEL targets LEA teams that have previously experienced Foundational TEAL and are interested in deepening their understanding of arts integration and its connection to anti-racist pedagogies.

Optimal TEAL participation from an LEA involves a team of four TEAL coaches who, upon completion of the program, help to build the capacity of others by conducting a workshop for their colleagues and initiating a plan to implement TEAL within their district or school. Building the capacity of all adults to engage culturally relevant arts integration strategies creates more opportunities to support the wellbeing of students. With this in mind, TEAL conferences in 2022 were made available to all LEA staff, including administrators, teachers, counselors, psychologists,

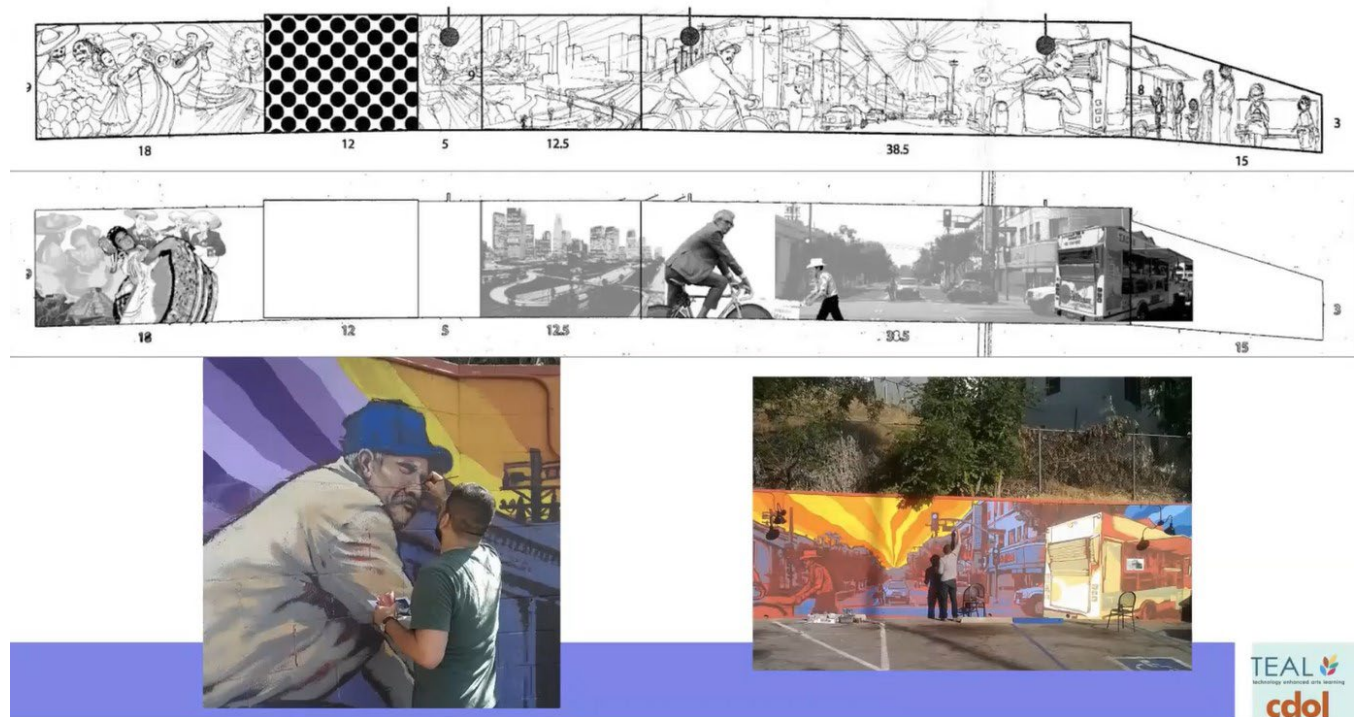
"I appreciated the focus on unconscious biases and identifying what that might mean through the different art disciplines. I am inspired to do the work it takes to share this learning with others so that students gain the tools needed to be successful in school and beyond."

TEAL participant, 2021-22

expanded learning staff, parents/caretakers, and community members. Two full-day virtual conferences took place in January 2022, with a diverse roster of teaching artists presenting in the areas of theater, music (instrumental and vocal), visual arts, and dance. See Attachment 2 for a list of school districts, charter networks, and school sites contracted for TEAL services in the 2021-22 school year. In addition, the TEAL coaches led an additional 50 trainings at participating school sites, sharing TEAL content and strategies with approximately 334 educators and staff.

⁵ Introduction to Arts Integration; Visual Arts Integration; Music Integration; Dance Integration; Theatre Integration; Media Arts Integration through Digital Storytelling, Introduction to Science, Technology, Engineering, Arts, and Math (STEAM); and Social Emotional Learning through the Arts

The Foundational TEAL conference (January 13, 2022) engaged 151 participants from 25 districts and 36 schools identified as serving “precarious” or “struggling” communities as defined by Measure of America’s [A Portrait of LA County](#) report. In addition to covering multiple arts disciplines, activities based on research from Harvard University’s [Project Implicit](#) were integrated into the conference to provide a space for participants to learn and share about their experiences with hidden and subconscious biases in the classroom. For example, LACOE teaching artist Ray Vargas gave a presentation (see video clip [here](#)) about unconscious bias and the use and misuse of stereotypes in visual art. Mr. Vargas then explored visual arts strategies that can be used to empower student voice and choice in the artmaking process. Supplementing online workshops, LACOE-CDOL also delivered “Compassionate Care Packages” (including musical instruments and tool kits to advance self-care, student voice/leadership, and culturally responsive practices) to TEAL participants.



Slide from TEAL session with teaching artist Ray Vargas

A comparison of pre- and post-event surveys indicate a 20% increase in the number of respondents feeling confident about their awareness and knowledge of arts integration, SEL, and culturally relevant practices in the classroom. All respondents reported an increase in their understanding of using SEL practices to establish learning environments that promote creativity and self-care, with 100% in agreement or strong agreement. Participants’ awareness and ability to foster cultural awareness and social connectedness among adults and students through arts integration increased by 37%, from 63% to 100% of respondents in agreement or strong agreement. Surveys also indicate an increase of 37% in the number of respondents who have the knowledge, skills, and tools to embed the arts into the classroom curriculum.

Following the Foundational TEAL Conference, LACOE-CDOL provided LEA teams with customized coaching sessions and virtual office hours. Both offered a more intimate setting in which educators could engage in live Q&A and collaborative conversations. Participating LEAs also gained access to TEAL online learning modules and the TEAL Open Educational Resource (TEAL OER), which includes customized tools and resources (e.g., lesson plans, artist interviews) to support arts integration and SEL in the classroom. An estimated 384 educators took part in TEAL webinars and customized coaching sessions.

The Advanced TEAL-SEL conference (January 26, 2022) provided deeper dives into SEL and arts integration for 110 educators from 23 districts and 44 schools, incorporating content and presenters from the [Yale Center for Emotional Intelligence](#). Dr. Zorana Pringle, director of the center's Creativity and Emotions Lab, provided an in-depth analysis on her work to explore creativity and how it is expressed through culturally inclusive arts and SEL. The center's founder, Dr. Marc Brackett, also offered a live Q&A session with district leaders and staff members.

Post-event surveys for the Advanced TEAL-SEL Conference indicate similar results as Foundational TEAL. Strong awareness and knowledge of arts integration, SEL, and culturally relevant practices in the classroom increased from 85% of respondents to 97%. A total of 94% respondents noted the experience increased their understanding of how to use SEL practices to establish learning environments that promote creativity and self-care, representing a 15% increase. There was also a 22% increase in the number of respondents (91% total) with the awareness and ability to use arts integration to create positive school cultures.

Like Foundational TEAL, Advanced TEAL-SEL participants received Compassionate Care Packages and access to customized coaching sessions tailored specifically to support them in integrating culturally relevant arts learning and SEL into their district's Multi-Tiered System of Support⁶ (MTSS). Virtual coaching sessions focused on three subjects, including 1) Multi-Tiered Supports & Interventions for Culturally Responsive Arts Integration and SEL in a Blended Learning Environment, 2) Engaging Families and Community in Culturally Relevant Arts Integration & SEL, and 3) Support for the LEA-TEAL Leadership Team. These sessions, alongside virtual office hours, provided TEAL participants with a Community of Practice in which they could address implementation challenges, share promising practices, and build networks with other LEAs.

An estimated 6,800 K-6 students were impacted by the adults participating in the 2021-22 TEAL programming. Through a growing partnership with the California State University, Los Angeles (Cal State LA), 80 higher education students also completed the TEAL online modules as part of their education and credentialing program.

The following are additional highlights and quotes from TEAL participants in the 2021-22 school year, with links to slides/video about TEAL implementation in their district or school site:

- [Baldwin Park Unified School District](#): "Arts/SEL integration has positively impacted teaching and student learning experiences... During the pandemic and distance learning, teachers innovatively integrated art experiences into everyday teaching to impact student social-emotional growth."
- [Bryson Elementary School](#) (South Gate, Los Angeles Unified School District): "After returning from the pandemic to in-person instruction, [a classroom teacher] noticed some of her students struggling with managing their feelings/emotions. This in turn impacted their learning, peer relationships, and self-esteem. It became clear [that] integrating SEL and the arts was imperative."
- [Claremont Unified School District](#): "[This was] the most challenging year of their careers in education, and the arts and SEL helped [educators] carry on."
- [Whittier City School District](#): "I'm not sure where my class would be without TEAL-SEL. It's given me a way to not only better understand my students but also a way to engage them in what might have otherwise been an undesirable learning activity."

⁶ In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Over the next year, LACOE-CDOL has the following plans for the evolution and expansion of TEAL across both LA County and the rest of the state:

- Continued in-person and virtual TEAL sessions for K-6 educators, particularly for those serving “precarious” or “struggling” communities identified by Measure of America’s *A Portrait of LA County* report
- Integration of TEAL into the [Engaging California English Learners through the Arts!](#) (ECELA) project, an evidence-based professional development and family literacy program that integrates the arts and SEL into English language development (funded in part by the U.S. Department of Education's Office of English Language Acquisition)
- Expansion of TEAL to local education agencies serving Southeast LA communities (e.g., Vernon) and other county offices of education (e.g., Merced County Office of Education)
- Updates to the TEAL website so that it can be better used as a virtual hub for TEAL educators, school counselors, expanded learning staff, mental health professionals, and parents. The virtual hub will publish on-demand virtual assets to supplement in-person/virtual TEAL trainings.
- Continued collaboration with local teaching artists to engage them as TEAL workshop presenters and content advisors
- Ongoing content revisions to TEAL online modules and virtual toolkits (e.g., quick-start guides, lesson plans) that incorporate anti-racist pedagogies and works by local artists who reflect the diversity of LA County
- Create content and information pathways for in-service educators and pre-service teacher candidates through partnerships with institutes of higher education (e.g., Cal State LA, University of Southern California)

The Technology Enhanced Arts Learning (TEAL) program received dedicated support from the Perenchio Foundation and Snap Foundation.

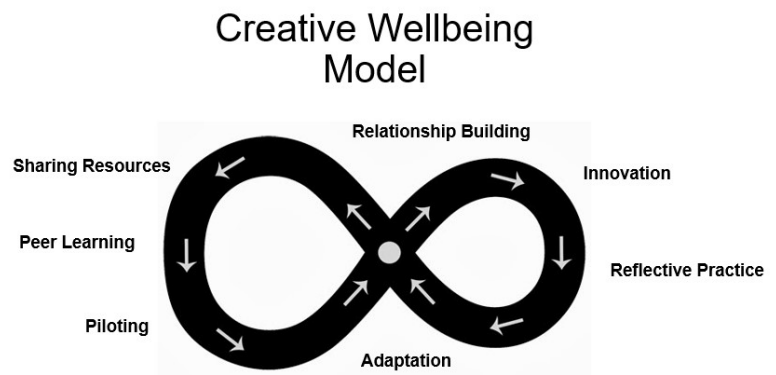
Creative Wellbeing

A collaboration of multiple LA County agencies⁷ and the Arts for Healing & Justice Network (AHJN), Creative Wellbeing is a strengths-based, whole systems approach for nurturing creativity, wellbeing, and protective factors⁸ in schools and communities. The model offers non-traditional mental health strategies that include culturally relevant, healing-centered, arts instruction for young people under 25, as well as arts-based professional development, coaching, and emotional support for youth-serving adults.

An intentional, parallel focus on supporting both young people and the adults who serve them is central to Creative Wellbeing. As young people engage in weekly healing-informed arts instruction (including creative writing, dance, music, theatre, visual arts, and/or media arts), they explore identity and self-expression, discover ways to connect, and experience enhanced wellbeing. Similarly, as educators, County employees, mental health providers, nonprofit staff, and caregivers engage in arts-based professional development and facilitated self-care sessions, they increase their understanding of healing-informed approaches, mental health protective factors, and the preventative significance of their own self-care.

Taken together, this holistic approach works to destigmatize mental health challenges, strengthens protective factors for young people, and positively shifts how they are encouraged to heal, grow, and thrive. The project also reinforces schools' existing social-emotional learning (SEL) programs, Positive Behavioral Interventions & Supports⁹ (PBIS), and Multiple-Tiered Systems of Support (MTSS).

The Creative Wellbeing curriculum translates AHJN's healing-informed approach to arts and cultural engagement and supports positive youth development and SEL competencies. In July 2022, Creative Wellbeing partners released the [Creative Wellbeing Curriculum Guide](#), a publication dedicated to uplifting culturally responsive/sustaining pedagogies and anti-racist practices. Included in the guide are a glossary of key concepts; tangible lesson plans for educators; interviews with teaching artists Jahanna Blunt, Fabian Debora, and Andrea Ohlsen-Esparza about their experiences in the field and reflections on self-care; and artworks by youth content advisors Chris Anthony, Daniel Bisuano, Danielle Galván Gomez, Agustin Herrera, and Oswaldo Lira.



Under this figure-eight model, the Creative Wellbeing approach involves relational, responsive, and reflective practices that lead to continuous innovation and adaptation.

⁷ Department of Arts and Culture, Department of Mental Health (DMH), Department of Children & Family Services (DCFS), and Office of Child Protection (OCP)

⁸ "Protective factors include individuals, families or communities that support resilience, help people more effectively manage stressful events, and strengthen other characteristics that minimize the risk of mental health or substance use challenges." ([Mental Health First Aid](#))

⁹ PBIS is an evidence-based framework to improve and integrate all the data, systems, and practices affecting student outcomes. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. It works to improve social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. ([Center on PBIS](#))

During the 2021-22 school year, 14 community-based arts organizations¹⁰ (members and affiliates of AHJN) implemented teaching artist residencies (ranging from 8-16 weeks) for 723 youth and arts-based professional development for 5,054 adults across three school districts¹¹, five foster care service provider organizations, and with “open cohorts” of County/community stakeholders¹². Open cohorts (both online and in-person) allow participants to build relationships with other County agencies, pilot ideas for embedding the arts into their day-to-day work, and collaborate on models for expansion. Despite scheduling challenges and COVID-19 surges, AHJN members were able to implement programming in over 30 sites, ensuring that young people and youth-serving adults had access to healing-informed services through a mix of in-person, virtual, and hybrid programming options. Overwhelmingly, educators and school district partners had very positive feedback regarding their experience with Creative Wellbeing.



Teaching artists from Jail Guitar Doors and students at Whittier City School District

“[Educators] looked forward to that time; it was a sacred time, even though it was right after school [hours],” said Chrysa Saade, Coordinator of Special Projects at Whittier City School District. “[Teaching artists] formed a special bond with the educators and a couple of principals who joined us as well.”

Whittier City has been an Arts Ed Collective partner since 2009 and is an active participant of the TEAL and Advancement Grant programs. Out of a student enrollment of 5,565, 77% of students are eligible for free/reduced-price meals, English learners, and/or foster youth. Through Creative Wellbeing, the district saw an opportunity to engage and build on two different cohorts of teachers, one involved in TEAL and another in the district’s DEI initiative.

At West Whittier Elementary School, teaching artists from Jail Guitar Doors and No Easy Props respectively taught guitar/songwriting for Special Day Class (SDC) students and hip-hop dancing for 2nd grade students. The time spent with these teaching artists became time that students, teachers, and even the school principal looked forward to every week.

“This pandemic has done a number on all of us; to have these artists give us this healing process was definitely something we needed,” said Michelle Aceves, principal of West Whittier Elementary. “We saw our students being inspired and becoming more courageous and confident. They were beaming with pride and couldn’t wait to show

¹⁰ Armory Center for the Arts, artworxLA, Boyle Heights Arts Conservatory, Fostering Dreams Project, Give a Beat, Homeboy Art Academy, Jail Guitar Doors, No Easy Props, Rhythm Arts Alliance, Street Poets, Tía Chucha’s Centro Cultural, The Unusual Suspects Theatre Company, Versa-Style, and WriteGirl

¹¹ Pasadena Unified School District (Focus Point Academy and Rose City Continuation High School), Pomona Unified School District (11 schools), and Whittier City School District (7 schools). These districts were selected for the greater than Countywide average number of foster youths in their student population.

¹² Drop-in workshops for community members (including parents and caregivers) and self/community care sessions as part of LACOE’s [All In: Safe and Welcoming Schools Webinar Series](#), DMH Partners in Suicide Prevention (PSP) team, and the Department of Health Services (DHS) Juvenile Court Health Services team

off their dance moves. We saw kids encouraging each other in the most beautiful ways, including some of our most introverted students. All of us have such wonderful gifts, and the arts are one way to identify the many gifts within our communities... When we talk about a well-rounded curriculum and teaching the whole child, I believe the arts need to be a part of it.”

Creative Wellbeing builds on existing strengths and nurtures networks so that all adults who are in relationship with young people have access to resources and peer learning. Pomona Unified, for example, hosted after-school teaching artist residencies and arts-based professional development at 11 sites, in addition to trainings at a districtwide SEL symposium and workshops for local parents/caregivers. Creative Wellbeing partners also worked with the district’s mental health support staff and community advisory board to adapt arts-based services so that they complement and support the district’s existing mental health referral process.



Teaching artist Frankie “Flave” Nuñez of No Easy Props and students at Whittier City School District

In partnership with DCFS, the Creative Wellbeing partners also piloted services in three Short-Term Residential Therapeutic Programs (STRTPs) and two Transitional Shelter Care Facilities (TSCFs)¹³ as part of ongoing efforts to support resource families, child social workers, and young people in foster care. Due to the relatively low number of young people across DCFS sites, AHJN members had to adapt their lesson plans and take on more of a 1:1 mentorship relationship with youth. See Attachment 3 for a list of STRTPs and TSCFs served by Creative Wellbeing.

Creative Wellbeing had dedicated support from the Juvenile Justice Crime Prevention Act, which is administered by the LA County Probation Department, and the Art for Justice Fund, a sponsored project of Rockefeller Philanthropy Advisors.

¹³ Congregate care is ideally limited to short-term, therapeutic interventions that are just one part of a continuum of care available to children, youth, and young adults. Operated by DCFS or a contracted organization, STRTPs are residential facilities that provide specialized, intensive services and treatment, and up to one year of 24-hour care and supervision to children and non-minor dependents. TSCFs are intended to provide short-term, emergency shelter (up to 90 days) for children and youth in foster care awaiting suitable home-based family placements. Partnerships with STRTPs and TSCFs are in place to offer Creative Wellbeing services for foster youth and foster care staff.

Community-Based Arts Education

Over the past decade, LA County and its community partners have provided innovative, culturally relevant and responsive arts programs for youth impacted, or at risk of becoming impacted, by the justice system. In 2014, the LA County Department of Arts and Culture (Arts and Culture) and the Probation Department began collaborating to better coordinate, align, embed, and expand arts-based youth development as part of the County's broader justice reform and systems-change efforts. Today, this work is implemented by a coalition of County agencies and community-based arts organizations (CBOs) (see Attachment 4) who provide year-round, healing-centered arts instruction for youth in County facilities and in communities where youth are at high risk of justice-involvement. This work has been largely funded by California's Juvenile Justice Crime Prevention Act¹⁴ (JJCPA), while private funders like the Art for Justice Fund have also helped to pilot and develop new strategies.

The "Investing in Justice-Involved Individuals Through the Arts" motion, initiated by the LA County Board of Supervisors in December 2018, directed Arts and Culture to convene an inter-agency youth arts task force, consult with CBOs, and craft the [*Countywide Plan for Elevating the Arts as a Justice Reform Strategy*](#) (Arts and Justice Reform Plan). In March 2020, the Board of Supervisors unanimously adopted the goals of this plan. The landmark County policy proposes innovative arts-based strategies for fostering cohesion, building resilience, and preventing justice system involvement in communities most impacted by carceral systems.

The organizations involved in these efforts represent distinct cultural practices (e.g., Indigenous healing circles, Afro-Latin dance/music, hip-hop dance, beat making) and a variety of arts disciplines, including creative writing, dance, music, spoken word, theater, media arts, and visual arts. A total of 45 CBOs are currently eligible to receive Arts and Culture contracts to deliver arts-based, healing-centered instruction and engagement, and that number may grow in the coming year. Maintaining a regularly updated list of prequalified providers and exploring opportunities for continual process improvement is part of Arts and Culture's ongoing efforts to cultivate a network of CBOs and teaching artists who represent, understand, and are responsive to the unique cultural needs of the populations they serve.

Arts instruction strengthens and supports youth development outcomes through interdisciplinary project-based learning. The number of students, length of sessions, and content of arts classes vary across venues and arts partners. Generally, classes run year-round (once or twice per week) and include two teaching artists and one or two groups of 12–15 students per site. In total, 26 CBOs received over \$2.4 million in funding to provide arts-based youth development services for over 2,600 youth and 5,000 adults across 61 sites.

For Justice-Involved Youth (Intervention Strategy)

Much of what is known about the impact of arts programs on justice-involved youth comes from evaluation of programs provided in prisons and youth corrections facilities. The benefits found in these studies generally fall into four categories: therapeutic, educational, quality of life management, and societal (community involvement). Arts and cultural programs give participants opportunities to engage in positive self-expression and self-reflection. This is particularly true for individuals who are incarcerated, on probation, or at risk of becoming involved in the justice system. In accordance with findings like these, LA County implements strategies for using the arts as a healing tool for youth in detention, as well as a tool to facilitate community re-entry and/or prevent system-

¹⁴ Established through California's Substance Abuse & Crime Prevention Act of 2000, the JJCPA provides stable state funding for local juvenile justice programs aimed at addressing "crime and delinquency" in young people. Counties have broad discretion in how they use JJCPA funds as long as programs are modeled on strategies that have demonstrated effectiveness. Services may involve prevention, intervention, supervision, and incarceration of young people.

involvement in the first place. In partnership with Probation and local CBOs¹⁵, Arts and Culture contracted teaching artists to provide year-round, healing-informed arts instruction for 1,499 youth in five probation camps, two juvenile halls, four juvenile day reporting centers (JDRCs), and three high schools / continuation schools between July 2021 and June 2022. Despite the COVID-19 pandemic continuing to cause disruptions and delays in programming, CBOs managed to hold steady and maintain services whenever possible. See Attachment 3 for a full list of sites that received services.

For Youth in Diversion (Focused Prevention/Early Intervention Strategy)

As an alternative to arrest or citation, young people may enroll in diversion programs which are tailored to individual needs/circumstances and may include therapy, rites of passage, life skills development, and arts programs. In partnership with the LA County Office of Diversion and Re-entry's Youth Diversion & Development (YDD) division¹⁶ and member organizations¹⁷ of the Arts for Healing & Justice Network (AHJN), teaching artists implemented arts classes for 123 young people participating in diversion programs at five of eight social service organizations contracted by YDD (see Attachment 3 for a list of diversion service providers). Programming was scaffolded to allow all youth, regardless of when they entered or completed their diversion programs, to experience one full cycle (approximately 8–12 weeks) of arts instruction. Sixty-one (61) adult staff working at collaborating social service agencies received arts-based, healing-centered professional development. Community events also allowed staff, families, and youth to collaboratively engage in arts and cultural activities. On September 27, 2021, YDD and AHJN engaged 33 participants at a voter registration event in Belvedere Park (East LA). Aimed at local teenagers, the event featured music and visual arts, teach-ins, COVID-19 vaccinations, voter registrations, and legal/expungement services.

For Youth in Communities (Prevention Strategy)

The presence of cultural resources in communities is significantly correlated with positive social wellbeing indicators including health, educational attainment, and public safety. While most teaching artists from organizations delivering services do not have clinical mental health backgrounds, there is strong evidence that engaging in arts programs—specifically culturally sustaining/affirming arts programs led by skilled and caring youth development practitioners—builds individual-level protective factors needed in adolescence, such as emotional self-regulation, self-esteem, group responsibility, and stronger socialization skills.

Through a partnership with the LA County Department of Parks and Recreation (DPR), LA County Development Authority, and CBOs¹⁸, 413 young people participated in arts instruction and programming in 15 County parks and one public housing community between July 2021 and June 2022. Over summer 2021, children and families participated in free arts education workshops and live performances as part of DPR's Parks After Dark (PAD) programs. See Attachment 3 for a full list of park and housing sites. Arts and Culture's 2021 Free Summer Concerts series also supplemented arts programming in County parks with 209 music performances, serving nearly 10,000 concert attendees across the County through contracted services by 60 bands and 302 musicians.

¹⁵ The Advot Project, Arts for Healing & Justice Network, artworxLA, Center for Empowerment of Families, Boyle Heights Arts Conservatory, Homeboy Art Academy, InsideOUT Writers, Spirit Awakening Foundation, Street Poets, Theatre of Hearts, Viver Brasil Dance Company

¹⁶ Operating as the new LA County Department of Youth Development (DYD) as of July 1, 2022

¹⁷ Give a Beat, Jail Guitar Doors, Street Poets, Tía Chucha's Centro Cultural, WriteGirl / Bold Ink Writers

¹⁸ Arts for Healing & Justice Network, Boyle Heights Arts Conservatory, CONTRATIEMPO, The Harmony Project, Homeboy Art Academy, Jail Guitar Doors, Justice for My Sister, LA Commons, and P.S. Arts

Creating Connections: Earvin “Magic” Johnson Park

In the spirit of collective impact, the Arts Ed Collective embraces and uplifts the efforts of many collaborating partners who are helping to advance the goals of the Arts Ed Blueprint, including initiatives led by other divisions within the LA County Department of Arts and Culture. [Creating Connections: An Arts and Culture Framework and Toolkit](#) (2020), developed during artist Sandra de la Loza’s Creative Strategist¹⁹ residency with the Department of Parks and Recreation (DPR), provides a thematic framework, recommendations, and sample lesson plans to support DPR’s arts and culture programming centered around four themes: Art and Community, Art and Nature, Art and Wellness, and Art and Food. Civic Art funds from the renovation of Earvin “Magic” Johnson Park (EMJ Park) provided an opportunity for Arts and Culture and DPR to collaborate on arts programming at the site. In 2021 and 2022, de la Loza was invited to prototype the Creating Connections framework at EMJ Park; this newly renovated nature park in South LA features native plant ecosystems, a water remediation project, and an event center.

At EMJ Park, Sandra de la Loza engaged the local community in designing culturally relevant arts and cultural projects. This involved building strategic partnerships with local arts organizations and community groups; conducting arts and cultural asset mapping; facilitating cross-sector and inter-agency collaborations; developing trainings and curriculum materials for EMJ Park staff; creating community engagement activities; and co-facilitating a strategic planning process to envision and plan for an arts, culture, and wellness program specific to the needs of surrounding EMJ Park communities.

Over summer 2021 and 2022, the Willowbrook Art Hop, a community event led by the Willowbrook Inclusion Network to showcase local talent and artworks, offered art activities, music, and self-guided art tours. Event partners included LACMA, LA Commons, Self Help Graphics, and USC School of Architecture / USC Arts in Action.

Centering Youth Voices

In January 2022, the LA County Board of Supervisors passed “The Youth Commission: Helping Center Youth Voices in Mental Health” motion, directing the [LA County Youth Commission](#) to help elevate and center youth perspectives and voices in mental health, in collaboration with the Department of Mental Health (DMH), other relevant County agencies, CBOs, interested stakeholders, and community leaders. The Youth Commission then approached the Department of Arts and Culture with an interest in incorporating artwork produced by youth into the [Helping Center Youth Voices in Mental Health](#) report to the Board of Supervisors, to make the report more accessible to youth and other members of the general public. Thirteen (13) young artists—either independently or with support from CBOs—created [artworks](#) that convey some of the themes implicit in the report and that share their own personal journeys with mental health. These pieces are powerful representations that offer a window, beyond the data, into the experiences of LA County youth.



Rocket Garcia, “I’m Struggling” (2022)
Tia Chucha’s Centro Cultural

¹⁹ A recommendation of the 2017 Cultural Equity and Inclusion Initiative (CEII), the [Creative Strategist](#) program places artists and creative workers in LA County departments to strategize solutions to complex social challenges. The program is managed by the Department of Arts and Culture’s Cross Sector Initiatives division.

Youth Justice Reimagined

In November 2020, the Board of Supervisors unanimously passed a motion to adopt the values of the [Los Angeles County: Youth Justice Reimagined](#) report and ultimately transition the juvenile justice system to a care-first model. This historic motion was the result of generations of youth justice organizers advocating for, and imagining, alternatives to carceral systems that stigmatize and traumatize young people in need of support from caring adults.

To develop recommendations for transitioning the juvenile justice system out of the Probation Department into a new agency focused on rehabilitation and care, 250 community members, youth leaders, labor stakeholders, and representatives from County agencies (including Arts and Culture) participated across multiple Youth Justice Work Groups to identify youth development strategies and models that will effectively and equitably reduce the size and scope of the legal system; support youth formally processed in the legal system; and adopt alternatives to detention, placement, and incarceration.

Engaging in these foundational working groups allowed Arts and Culture to build awareness and understanding of emerging County practices designed to authentically promote equity and access, embed arts-based strategies across programs/services designed to support young people, and cultivate relationships with other County agencies and CBOs to activate arts and culture as an integral part of Youth Justice Reimagined. On July 1, 2022, LA County officially launched the new Department of Youth Development (DYD). Arts and Culture plans to work with the new department on expanding arts-based diversion and credible messenger initiatives in the year ahead.

Funding for Youth in Institutions and for Youth in Communities was provided through the Juvenile Justice Crime Prevention Act, which is administered by the LA County Probation Department.

Creative Career Pathways for Youth

Creative Careers Online

The Department of Arts and Culture's [*Building Creative Career Pathways for Youth: A Field Scan for Los Angeles County*](#) (Thomas P. Miller & Associates, 2019) revealed that youth of color from under-resourced communities and those impacted by the justice or foster care systems face the greatest barriers to accessing creative careers, and are often unaware of creative career options, their high-earning potential, in-school or community-based arts classes, career preparation and/or certification programs, and work-based learning opportunities (e.g., internships, apprenticeships).



In April 2022, the Arts Ed Collective launched the first phase of [Creative Careers Online](#), a free, web-based tool that is uniquely tailored to support individuals who are underrepresented in the creative sector and outlines key steps for actively pursuing high-growth creative careers. Creative Careers Online is a project of the Arts Ed Collective, built by Gladeo, in partnership with Create CA and the Department of Arts and Culture. Together these partners are developing a 21st-century career exploration tool, with culturally competent resources, for youth who stand to benefit the most.

Creative Careers Online builds on the success of Gladeo.org, which features careers across 28 different industry sectors, receives 15,000–35,000 visitors per month, and has been integrated into the learning management systems of over 1,750 local education agencies and higher education institutions across the nation. Distinct from Gladeo.org, Creative Careers Online is solely focused on the arts and creative industries and includes nearly 50 job profiles, video spotlights of diverse professionals, and a newsfeed that features upcoming events, programs, internships, and other opportunities related to creative careers.

The latest “Gladeo on the Go” video spotlights feature [Carla Farmer](#) (commercial hair/makeup artist), [DeJon Ellis II](#) (film/TV grip and head of IATSE Local 80), and [Miko Lee](#) (teaching artist). Within the first eight weeks of the launch, community-based organizations and County partners posted more than 20 upcoming events and opportunities on the site, which was accessed by more than 1,300 unique visitors.

“I’ve taken career quizzes before, but Creative Careers Online went more in-depth into my personality type and about how to work with others [to pursue career pathways]. The videos inspire and motivate you to think that these careers are possible. I like that it doesn’t give vague answers on what career paths should be.”

Elena, AME Student Ambassador and student at Ramón C. Cortines School of Visual and Performing Arts

“The website was simple to use and easy to access. I also liked how it didn’t feel so fast-paced like [so many websites] do now.”

Isaiah, AME Student Ambassador and student at John Muir High School (Pasadena Unified)

As part of the first among many events that will showcase Creative Careers Online, Arts and Culture and Gladeo presented the tool at the [AME Live in Burbank Institute](#) (June 2022), a statewide professional learning event designed to immerse educators in programs and technologies at the cutting edge of media and storytelling. In partnership with the South Bay Workforce Investment Board, two young people served as AME Student Ambassadors and shared testimonials on their experience using Creative Careers Online.

Creative Career Pathways for Youth received dedicated support from Los Angeles County, the HMC Architects Designing Futures Foundation, and Sony Pictures Entertainment.

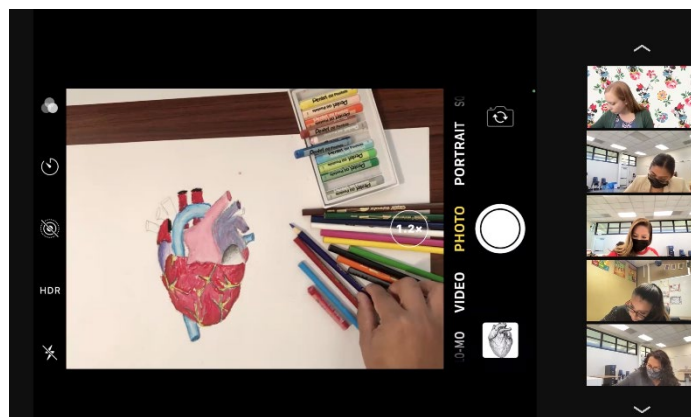
Shared Learning & Leadership

Convenings

Between July 2021 and June 2022, Arts and Culture and partnering organizations hosted 209 online and in-person events for learning, sharing and collaboration across the Arts Ed Collective. Attendees included an estimated 3,477 unique individuals (7,839 event check-ins overall) from various County agencies, local education agencies, and community-based organizations, including 51 school districts, four charter school networks, and 319 other organizations²⁰. These convenings supported each of the Arts Ed Collective's strategic priorities with relevant content for both targeted stakeholders and the broader public:

- *Councils* are bodies that guide the work of the Arts Ed Collective. The Funders Council was active during this period.
- *Workgroups* meet consistently over time to focus on implementation of specific, systemic strategies for arts education. Nine school districts and the City of Santa Clarita formed arts leadership teams to create, update, or implement their strategic arts plan.
- *Professional Learning Communities* (PLC) establish consistent learning networks for educators, arts coordinators, teaching artists, and strategic planning coaches. Each PLC determines its own learning agenda. Strategic planning coaches, school district arts coordinators, and healing-centered arts practitioners convened as PLCs in 2021-22.
- *Conversations* promote learning and collaboration centered on a specific topic, which include for instance the role of the arts in the juvenile justice system, career pathways to the creative economy, education research, public policy, or collaboration among local partners. Conversations about how data can support arts education advocacy and ways to thrive as an equitable/inclusive teaching artist took place this year.
- *Forums* or *Summits* are extended (half-day to multiple days) learning events for a specific sector or group of stakeholders. Forums/summits in 2021-22 were dedicated to the intersection of the arts, mental health, suicide prevention, and healing-centered engagement. In February 2022, the Funders Council and SoCal Grantmakers co-hosted the [Arts Education Forum: The Role of Arts in Healing Centered Engagement for LA County Youth](#). Following a keynote presentation by Dr. Shawn Ginwright (Flourish Agenda), the forum invited Gloria Gonzalez (Youth Justice Coalition), Edgar Jiménez (Boyle Heights Arts Conservatory), Angela Young (LA County Youth Commissioner), and Raúl Flores (artworxLA) to discuss the powerful relationship between healing and the arts.

Please see Attachment 5 for a detailed summary of convenings in 2021-22.



Creative Wellbeing Self and Community Care workshop for the Whittier City School District Wellness Team, led by teaching artists from the Armory Center for the Arts

²⁰ Includes community-based arts organizations, municipal agencies, philanthropic organizations, museums, higher ed institutions, and businesses

Healing Centered Engagement Foundations

Since 2019, members of the Arts Ed Collective have described their work in arts-based youth development as being “healing-centered.” The initiative’s understanding of that term has been informed by the work of Dr. Shawn Ginwright and Nedra Ginwright, who developed a model for Healing Centered Engagement (HCE) through more than three decades of work with Black youth and families in the San Francisco Bay Area. That model, now being taught through their organization, [Flourish Agenda](#), offers an asset-based and culturally rooted approach to healing and wellbeing for young people of color and their adult allies that centers culture, agency, relationships, meaning, and aspiration (CARMA).

From February to July 2022, Flourish Agenda’s team, all of whom have deep experience in creating healing-centered environments for youth, facilitated a series of five online “HCE Foundations” workshops. These workshops, all free and open to the public, helped the field to understand the HCE framework, think about applications to the work they do, and illuminate how arts and culture can support the creation and sustaining of healing-centered environments. Participants could attend one or all sessions, with each unpacking a different aspect of the HCE model.

Recordings and slide decks from all five sessions can be accessed on the Arts Ed Collective website:

<https://www.lacountyartsedcollective.org/models-resources/resources/resources-healing-centered-practices>

Shared Framework for Arts-Based, Healing-Centered Engagement

In October 2020, the Department of Arts and Culture commissioned a literature review of current practices and standards of healing-centered engagement as they relate to the arts. The resulting report, [Healing-Centered Engagement—Reflections and Insights from the Field](#) (VPR Evaluation, 2021), helped clarify the theoretical foundation of HCE as founded by Dr. Shawn Ginwright and Nedra Ginwright, was informed by interviews with leading healing-centered practitioners as well as focus groups with local youth, and produced findings about key concepts and ideas that can advance arts-based healing practices across the region.

In addition to the Flourish Agenda model, the Arts Ed Collective recognizes that many communities, and especially artists and culture-bearers of color, have been engaged in deep healing-centered work for generations and have their own models and approaches to creating healing environments. As decades of community activism shift LA County systems from harm to care, and as the County continues to develop an [anti-racist platform](#), helping communities heal from generational trauma and supporting their cultural identity, agency, and wellbeing are some of the most important efforts the initiative can help to advance.

Beginning in May and concluding in November 2022, a Peer Learning Community (PLC) of teaching artists, CBO representatives, youth leaders, and culture bearers is collaborating on an action research project²¹ to design and develop a shared regional framework for arts-based healing-centered engagement that can be applied in a variety of settings and contexts. Facilitated by Flourish Agenda, the PLC is exploring the interplay between healing and HCE principles while shaping a framework that reflects diverse healing-centered approaches. The framework will be drafted in fall 2022, tested in spring 2023, and completed by summer 2023. See Attachment 6 for a roster of individuals who are part of the HCE PLC.

The HCE Foundations Series received dedicated support from the Juvenile Justice Crime Prevention Act, which is administered by the LA County Probation Department, and from the Art for Justice Fund, a sponsored project of Rockefeller Philanthropy Advisors.

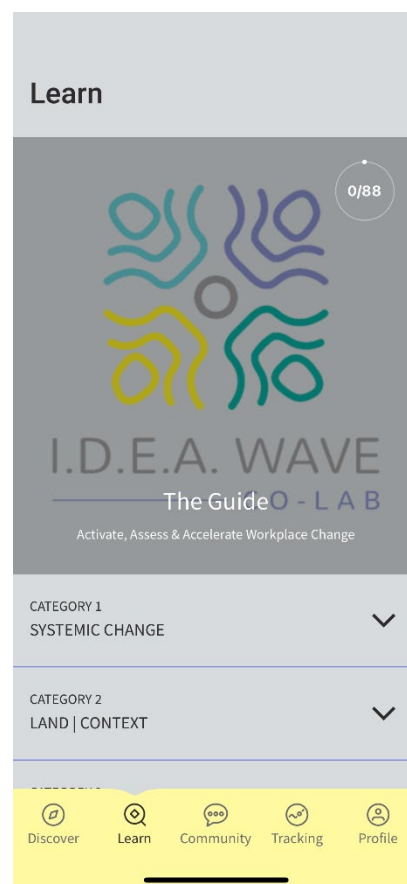
²¹ “[Action research] involves systematic observations and data collection which can then be used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies.” Richard D. Parsons and Kimberlee Brown, *Teacher as Reflective Practitioner and Action Research* (Belmont, CA: Wadsworth/Thomson Learning, 2002)

IDEA Wave Co-Lab

The IDEA Wave Co-Lab is a coalition of arts practitioners who came together as a result of the 2020 [Art of Leadership](#) program, facilitated by [Presencing Institute](#)²² for the Arts Ed Collective. During this leadership development series, conversations among emerging leaders regarding equity in arts education funding evolved into a prototype team, which ultimately became a broad coalition of educators, artists, and researchers that now stretches beyond LA County and includes those outside the field of arts education.

Envisioning an equitable future in which historically excluded voices are centered and supported, the Co-Lab produces resources and workshops that advance inclusion, diversity, equity, and anti-racism (IDEA) within the arts, education, and nonprofit fields. The *IDEA Wave Guide*, developed and refined over the past two years and now available as a mobile device app through the [Passion.io](#) platform, narrates four phases of a journey in which individuals and organizations can advance:

- Equitable policies and practices that consider the interlocking nature of harm and oppression across all institutions, and bring about lasting systemic change
- Integration of Indigenous land acknowledgment through internal practices informed by historical community relations
- Inclusive and adequate access to resources/staffing, professional development, compensation, labor protections, and organizational accountability for BIPOC, disabled, and other underrepresented workers
- Culturally representative programs that uplift the narratives of BIPOC communities
- Governance structures that center anti-racism and reflect a just, iterative, and community-defined approach to equity, diversity, and inclusion



Screen capture of the *IDEA Wave Guide* on the [Passion.io](#) app

With support from staff at the Department of Arts and Culture, IDEA Wave Co-Lab organizers²³ presented a two-part series of workshops, with American Sign Language (ASL) interpretation, in May and June that introduced 54 participants (including arts workers, nonprofit leaders, educators, and individual artists) to the *IDEA Wave Guide* through group discussions, case studies, self-assessments, and breakout sessions.

In qualitative feedback from participants, some appreciated “authentic discussions about data collection, tribalism and genuine collaboration,” while others appreciated how creativity and teambuilding were woven into conversations. Different levels of tech fluency, and the density of content in the *IDEA Wave Guide*, proved challenging for some participants, which required Co-Lab organizers to offer more technical assistance and reconsider their presentation/facilitation approach. Overall, the IDEA Wave Co-Lab surfaced a strong need and desire from participants to build community and foster relationships—feedback that will be incorporated into future iterations of the workshop series.

²² In 2016, with funding from the Stuart Foundation, the Arts Ed Collective Arts began partnering with the Presencing Institute, an awareness-based systems change platform that emerged out of the MIT Center for Organizational Learning. The Department of Arts and Culture and Presencing Institute continue to co-design community engagements that encourage stakeholders to identify their role in the Arts Ed Collective and to form new leadership structures for the initiative.

²³ Ana Cervantes, [Evelyn Serrano](#), Jade Elyssa Cariaga, [Jennifer Kane](#), [Lakhiyia Hicks](#), [Mandisa Haarhoff](#), and Nokuzola Songo

Communications & Advocacy

Arts Education Newsletter

In January 2022, the Arts Ed Collective launched a new monthly newsletter to raise awareness of the initiative, highlight milestones and partners, and put forward calls to action across different strategic focus areas:

- [January newsletter](#) (focused on re-introducing the Arts Ed Collective)
- [February newsletter](#) (focused on School-Based Arts Education)
- [March newsletter](#) (focused on Community-Based Arts Education)
- [April newsletter](#) (focused on Creative Career Pathways for Youth)
- [July newsletter](#) (focused on Shared Learning & Leadership)

Between January and June 2022, the newsletter’s circulation increased by nearly 9%, reaching a total of 7,182 unique recipients. The open rate averaged 37% across the six months, the click-through rate increased by 53%, and opt-outs decreased by 50%. As of July 2022, the newsletter reached 7,236 subscribers, with an all-time high of a 44% open rate.

The public can sign up for the newsletter at <https://www.lacountyartsedcollective.org/e-news-sign-up>.



Still from KCET’s ARTBOUND: Arts Education special

ARTBOUND: Arts Education

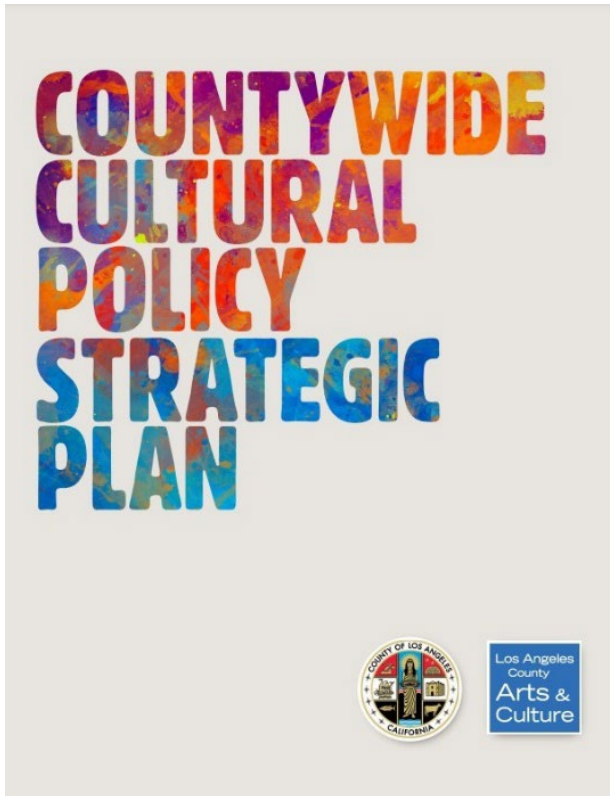
Produced by KCET, in partnership with the Department of Arts and Culture and with support from the Arts Ed Collective Funders Council, the “Arts Education” special of KCET’s critically acclaimed *ARTBOUND* series premiered in April 2021, focusing its narrative on the systems necessary to achieve equity and access in arts education. Featuring interviews with local artists, arts leaders, educators, and advocates, the documentary tells a decades-long story about in-school arts instruction, pathways to the creative economy, social justice, and policy change.

Since its premiere, the [ARTBOUND: Arts Education](#) documentary has received several honors and awards. In February 2022, it received the Los Angeles Press Club’s National Arts Entertainment Journalism (NAEJ) Award in the News category. In June, the feature earned a first-place win in the category of Educational Reporting at the Los Angeles Press Club’s 64th Annual Southern California Journalism Awards. It was also nominated for a 2022 Los Angeles Area Emmy Award in the category of Education/Information.

Communications efforts had dedicated support from The Music Man Foundation.

Countywide Cultural Policy

Adopted by the LA County Board of Supervisors in June 2020, the [Countywide Cultural Policy](#) provides direction for LA County government and its departments to ensure that every resident of the County has meaningful access to arts and culture. The intent of this policy is to foster an organizational culture that values and celebrates arts, culture, and creativity; strengthens cultural equity and inclusion; and leverages arts and culture to achieve the highest potential of communities across all aspects of civic life. In June 2021, the Board of Supervisors directed the Department of Arts and Culture to lead development of a Cultural Policy Strategic Plan with actionable strategies for implementing the Cultural Policy.



To start, Arts and Culture reviewed the initial set of 13 recommendations²⁴ that emerged from the Cultural Equity and Inclusion Initiative (CEII) in 2017 and incorporated ideas that emerged from the development of the Cultural Policy in 2019. In June and September 2021, the CEII Advisory Committee (a standing committee of the Arts Commission) convened to review unfunded CEII recommendations and to develop new strategies for the department to consider. In December 2021, a condensed list of 29 strategies was developed and presented to the CEII Advisory Committee and others, including Arts and Culture staff, for feedback. In January 2022, Arts and Culture released these 29 strategies on its website and shared them widely for public comment.

More than 670 people from within the field of arts and culture, as well as the public, provided direct input on their priorities for the Strategic Plan. Countywide, “Equitable Access to Arts Education” (Strategy No. 10: Support School Districts to Advance Equity in Arts Education) received the most support, with 28.6% of all public commenters ranking it as the top priority. Across all but one of five Supervisorial Districts, the strategy ranked

first. In the 2nd District, it was tied at second with Creative Career Pathways for Youth (Strategy No. 11), which ranked fourth, overall, with 18.9% of public commenters considering it a high priority.

Based on public comment and input from Arts and Culture, the [Countywide Cultural Policy Strategic Plan](#), adopted by the Board of Supervisors in August 2022, includes a focused set of 18 actionable strategies, four of which directly address the role of the arts in supporting positive youth development (including strategies No. 10 and 11). As each strategy is funded and implemented over time, Arts and Culture will continue to support the broad vision, directives, and aim of this landmark roadmap for cultural equity.

²⁴ In April 2017, the LA County Arts Commission (now Department of Arts and Culture) released the [Cultural Equity & Inclusion Initiative](#) (CEII) report, after an 18-month public process that led to the development of 13 recommendations for the Board of Supervisors to ensure that every LA County resident has equitable access to arts and culture. Initial recommendations that were funded and implemented include several strategies covered in this report, including the Creative Career Pathways for Youth initiative, Creative Strategist program, and Countywide Cultural Policy.

Los Angeles Unified School District (LAUSD), Arts Justice Resolution

On May 10, 2022, the Los Angeles Unified Board of Education approved a resolution put forward by board member Tanya Ortiz Franklin (District 7) to expand equitable access to arts education. The [“Arts Justice: Access and Equity Across the Disciplines and the District”](#) resolution cites sections of the California Education Code that mandate courses of study in the arts and references over 10 board resolutions since 1980 that expressed commitments to strengthening arts access and programming.

Outlining multiple historical precedents and active policies, including the LA County Regional Blueprint for Arts Education, the Arts Justice Resolution calls for LAUSD leaders to:

1. Fill gaps in current arts programming so that every student at every grade level (preschool through 12th grade) has equitable access to comprehensive, sequential, and standards-based arts instruction in each of the arts disciplines.
2. Create a sequential and cohesive arts curriculum across all grade levels.
3. Supplement arts programming through school-site partnerships with community arts providers, making publicly available a database of all partners.
4. Ensure that the arts curriculum reflects culturally responsive, trauma/resiliency-informed, and inclusive pedagogies for students across all identities, skills, disabilities, and learning differences.
5. Establish an arts advisory council of students (grades 6-12), credentialed arts teachers across all arts disciplines, and relevant community arts partners to inform decision-making and provide updates to the Board of Education.

Student organizers from the [ACLU Youth Liberty Squad](#) helped inform and shape the resolution, which received support and commendation from the LA County Department of Arts and Culture, United Teachers Los Angeles (UTLA), and LAUSD Superintendent Alberto Carvalho.

“For years, we have seen the arts devalued in favor of more quantifiable subjects at school. It is rare to have access to a dance class, yet alone a digital animation class,” Granada Charter High School Youth Liberty Student Squad member Natalie Shtangrud said. “As someone who has found my first and strongest community through choir, my hope is that all students in Los Angeles Unified will also have the opportunity to find their voice and closest friends through the arts. We as students have a right to consistent arts classes, a right to community, mental health resources, and a school that supports our creativity.”

The second largest school district in the nation, LAUSD serves over 548,000 students and formally joined the Arts Ed Collective in 2015. Arts and Culture Director Kristin Sakoda submitted a letter of support for the resolution, while Denise Grande, Director of Arts Education, gave public comment to the Board of Education.

“In California, arts education is not a policy issue; it is an accountability issue and equity issue,” Ms. Grande said. “The arts are already included as required curriculum in California’s Education Code. And over the years, LAUSD has passed several policies and resolutions to restore the arts in their schools. And there has been progress. But today, the data tells us that if you are a young person of color, an English language learner, or a student living in a low-income community, you do not have the same access to the arts that white, middle-class students enjoy. And so the Arts Justice Resolution is an important step for ensuring that all students have full and equitable access to the arts.”

Arts and Music Education in Public Schools

On November 8, 2022, California voters will decide whether to require K-12 public schools to dedicate at least 1% of education funding from state and local revenues to arts education. [Proposition 28](#), also known as the [Arts and Music in Schools](#) funding initiative, is projected to increase statewide spending on arts education by up to \$1B in 2023-24—an amount based on the state’s record-high \$97B budget surplus.

Without raising taxes, the policy would establish statewide minimum spending on arts education and require at least 80% of Prop 28 funds to go toward the hiring of credentialed arts teachers and teaching aides (the remaining 20% to be spent on training, supplies, and community arts partnerships) for school districts with 500 or more students. It would also require 70% of funding to go to schools based on their share of the state’s student enrollment, while the remaining 30% goes to schools, as an additional allocation, based on their share of students eligible for free/reduced-price meals across the state. Schools may not use Prop 28 funds to supplant existing funding sources for arts education.

In the immediate term, Prop 28 is not expected to result in greater investment in the arts at the expense of other services, but it may do so under tighter or leaner state budgets. The state legislature could also reduce arts education funding during a year in which it suspends the constitutional spending requirement²⁵ on public education established by Prop 98.

The Prop 28 initiative has major cash contributions from former LAUSD superintendent Austin Beutner (who is also the leading proponent of the initiative), Steve Ballmer, Fender Musical Instruments Corporation, and Monica Rosenthal. Arts Ed Collective partners who endorse the measure include Arts for LA, Create CA, Culver City Unified School District, Los Angeles Unified School District, and Santa Monica-Malibu Unified School District (SMMUSD). There is no organized opposition to the initiative.

The [Los Angeles Times](#) also endorsed Prop 28 with measured support: “We should be clear that this initiative is a backdoor way to funnel more state money into schools and that its approach is more pragmatic than perfect. But that is not reason enough to vote no and deprive California children of these opportunities... All kids deserve the quality arts education that California promises but has failed to deliver at many of its public schools. Voters have a measure before them to start living up to those ideals and they should support it.”

With LA County government formally endorsing Prop 28, the Department of Arts and Culture anticipates that passage of the measure would help advance the goals outlined in the LA County Regional Blueprint for Arts Education and in the Countywide Cultural Policy.

²⁵ Proposition 98 (approved in 1988) requires California to set aside a minimum amount of State General Fund and local property tax revenue each year for public schools and community colleges. In most years, the state must allocate about 40% of General Fund revenue to meet this requirement. During lean budget years (or periods of austerity), the state legislature can suspend the guarantee with a two-thirds vote and provide less funding than required by Prop 98.

Research & Evaluation

LA County Arts Education Profile and Online Tool

In 2018, the Arts Ed Collective launched the [LA County Arts Ed Profile and Online Tool](#), the most expansive portrait of school-based arts education in LA County. An evolving public dataset and online data visualization platform, the Arts Ed Profile features information about arts programs in 78 of 80 school districts in the region. The Online Tool can also be used by school districts as a planning resource and by teaching artists, parents, students, grantmakers, and other community members as an advocacy tool.

Every year, the Department of Arts and Culture encourages school districts to add or update their data so that the dataset provides an accurate snapshot of arts instruction in their classrooms. To this end, Arts and Culture staff performed a walkthrough of the Arts Ed Profile at the school district arts coordinator meeting in September 2021 and at an orientation for school district planning teams in October. Email and social media communications in the fall further encouraged school districts to initiate conversations about their school-based arts education offerings and to update their data in the Arts Ed Profile.

From September 2021 to June 2022, 65 schools from eight school districts and one charter school network updated their Arts Ed Profile data. To date, 49% of LA County public schools, nearly 1,100 schools, have submitted a school data survey at least once since the launch of the Arts Ed Profile. Implementation of the Arts Ed Profile survey in 2021-22 was challenged by school districts continuing to face disruptions from the COVID-19 pandemic.

Looking Ahead

The past two decades have brought dramatic changes in public education, arts and culture, youth development, and in the creative industries that drive our region's economy. But one thing has remained constant: our deep commitment to ensuring young people have access to the arts—all year, every year—as a core part of their growth and development.

October 2022 will mark two years since the Board of Supervisors' adoption of the new LA County Regional Blueprint for Arts Education. Two years into implementation, we've had the honor of welcoming new school districts, County agencies, community arts partners, and philanthropic partners into our networks. As has been the case for a while, the arts are no longer considered by many as just a luxury, but essential to how young people learn, build confidence, and develop trusting relationships with their peers and the adults in their lives. Those working outside the arts also increasingly recognize the potential of creative expression and learning to help advance outcomes in public safety, mental health, economic advancement, and more.

Moments of crisis—whether it's a global recession or deadly pandemic—continue to remind us of the need for more life-affirming institutions that direct resources where they are needed most. Most importantly, the call for equity in arts education isn't just coming from government agencies or arts nonprofits; we hear it from the students, young people, and families who are most impacted by the policies and investments at stake.

Today, public will exists and policies are already in place to achieve scale and equity in arts education—the result of incremental wins and major upheavals over the past 20 years. The Arts Ed Collective started with a mission and an idea and has evolved into a force for innovation that is now a national model for broad-scale change in arts education. We're humbled and proud of our history and want to acknowledge and celebrate everyone who has played a role in it. Our journey has been uniquely rewarding, with many lessons as well as successes. Stay tuned for more to come as we commemorate the initiative's 20-year history over the next year.

ATTACHMENT 1

District Applicant	Award Amount	2021-22 Project Description
ABC Unified	\$ 12,800	to support arts integration for middle school English language development students
Alhambra Unified School	\$ 10,200	to support teacher professional development for elementary and high school arts teachers and district arts coaching
Antelope Valley Union High School District	\$ 25,000	to support teacher professional development opportunities, curriculum development to align to new arts standards, the expansion of the district-wide arts festival, and the preservation of teacher participation in the arts steering committee
Arcadia Unified School District	\$ 18,300	to support the purchase of equipment and software for middle and high school visual and performing arts courses
Azusa Unified School District	\$ 25,000	to support district arts coordination and PLC collaboration time for the visual and performing arts teachers
Baldwin Park Unified School District	\$ 25,000	to support the purchase of musical instruments for elementary, middle, and high schools
Burbank Unified School District	\$ 25,000	to support the preservation of elementary music instruction for fourth through fifth grades and music mentors for secondary students
Centinela Valley Union High School District	\$ 22,400	to support performances and master art classes for students and the purchase of audio visual equipment and editing software for the performing arts
Compton Unified School District	\$ 25,000	to support direct services to students and teacher professional development in dance and theater with new community partners
Covina-Valley Unified School District	\$ 22,300	to support the purchase of musical instruments for middle and high schools
Culver City Unified School District	\$ 21,500	to support the Arts and Innovation Lab and the expansion of CTE internships at the Frost Auditorium
El Monte Union High School District	\$ 24,100	to support teacher professional development, lesson study collaboration, and guest artist experiences for teachers and students
El Rancho Unified School District	\$ 16,400	to support the expansion of district-wide teacher professional development and curriculum development in visual arts integration for elementary
Garvey Elementary	\$ 25,000	to support the expansion of professional development in the new arts standards by the California Arts Project, curriculum development, the district arts showcase, and the purchase of instructional materials for arts specialist
Glendale Unified	\$ 25,000	to support the expansion of district-wide elementary arts curriculum development by resident artists, professional development and coaching for teachers, and the purchase of supplies and materials
Glendora Unified	\$ 21,900	to support teacher lesson study collaboration time, professional development in arts integration, and field trips for students

District Applicant	Award Amount	2021-22 Project Description
Hacienda La Puente Unified School District	\$ 25,000	to support the expansion of professional development in arts integration and social emotional learning, the purchase of technology and accessories for third through twelfth grades, and the preservation to the Arts Showcase
Hawthorne School District	\$ 25,000	to support professional development in arts integration for transitional kindergarten through fifth grade teachers, arts lead lesson study collaboration time, curriculum development in music and literacy integration, and the expansion of the art docent program
iLead Charter Network	\$ 20,800	to support the expansion of the iPerform arts programming for students and teacher professional development to a second campus, and collaboration time to work with the equity task force
Inner City Education Foundation	\$ 25,000	to support the addition of one part-time film instructor and one full-time credentialed visual arts teacher, the purchase of instructional materials for arts kits and Arts and Wellness events, and collaboration time for strategic arts planning team
Keppel Union School District	\$ 14,200	to support the expansion of music instruction to an additional site and the purchase of visual arts supplies for the weekly arts instruction and the district-wide beautification project
Lawndale Elementary School District	\$ 21,500	to support dance performances for student, elementary dance curriculum development, and teacher training in media arts technology and software
Lynwood Unified School District	\$ 25,000	to support collaboration time for the arts advocacy team, expand professional development for team members, and initiate professional development for generalist teachers by P.S. Arts
Magnolia Public Schools	\$ 14,400	to support the leadership of the Arts TOSA and site arts leads and district-wide teacher professional development in the integration of arts and social emotional learning
Monrovia Unified School District	\$ 22,100	to support the addition of a part time music instructor for district-wide elementary music instruction with social emotional learning integration
Montebello Unified School District	\$ 25,000	to support the expansion of visual arts teacher professional development by the California Arts Projects
Mountain View School District	\$ 8,200	to support arts integrated social emotional learning professional development and curriculum development for school counselors through Technology Enhanced Arts Learning (TEAL) and the purchase of supplies and materials
Newhall	\$ 21,700	to support the expansion to district-wide residencies for second grade theater, and sixth grade hip hop and teacher professional development in arts integration for transitional kindergarten through second grade
Norwalk La Mirada Unified School District	\$ 23,200	to support the purchase of musical instruments and equipment for the elementary music program
Paramount Unified School District	\$ 25,000	to support the expansion of teacher professional development in Arts integration by P.S. Arts, artist residencies, and theater performance for students

District Applicant	Award Amount	2021-22 Project Description
Pasadena Unified School District	\$ 25,000	to support curriculum development, teacher professional development, and coaching by teaching artists for discrete and integrated arts instruction with a focus on social emotional learning
Pomona Unified School District	\$ 25,000	to support the expansion of the teacher arts lead program and a theater residency for sixth grade by the dA Center for the Arts
Rosemead School District	\$ 21,400	to support the expansion of district-wide teacher professional development in arts integration and artist residencies by the Music Center
San Gabriel Unified School District	\$ 22,400	to support district-wide teaching artist residencies for fourth and fifth grades and teacher professional development in arts integration for elementary
Saugus Union	\$ 21,400	to support the expansion of arts integrated curriculum and professional development for generalist teachers
South Pasadena Unified School District	\$ 21,300	to support the district-wide purchase of technology, curriculum supplies, and materials for visual and performing arts courses
Sulphur Springs Union School District	\$ 16,500	to support district-wide artist residencies for transitional kindergarten through sixth grades and district-wide teacher professional development in arts integration
Whittier City School District	\$ 22,900	to support district-wide visual arts lessons by teaching artists for kindergarten through fifth grades, professional development in culturally responsive teaching and in arts integration, and the district arts showcase
Whittier Union High School District	\$ 23,500	to support intra-district collaboration for articulation and student transportation, teacher professional development opportunities, curriculum development in ethnic studies, district arts coaching, and planning time for new the performing arts center
Wilsona School District	\$ 7,200	to support transitional kindergarten through fourth grade music instruction and the purchase of musical instruments
Wiseburn School District	\$ 20,100	to support Young Artist assemblies and family dance nights by P.S. Arts, the purchase music and media arts equipment and instructional materials, and the maintenance and repair of musical instruments

ATTACHMENT 2

Contracted Local Education Agencies (LEAs) for Foundational & Advanced TEAL, 2021–22

1. Arts in Action Charter School Elementary

Key Staff: School Site Administrator, Director of School Culture, After School and Community Engagement Coordinator, Program Coordinator, Classroom Teachers

2. Baldwin Park Unified School District

Key Staff: Director of Student Achievement, VAPA TOSA (Visual and Performing Arts Teacher on Special Assignment), Classroom Teachers

3. Burbank Unified School District

Key Staff: Assistant Superintendent, Arts and CTE (Career and Technical Education) Coordinator, Principal, TOSA (Teacher on Special Assignment), Academic Growth and Support, Intervention Specialist, Classroom Teachers

- Edison (Thomas) Elementary School

4. Claremont Unified School District

Key Staff: Director of Educational Services, TOSA, Classroom Teachers

- Chaparral Elementary School
- El Roble Intermediate School
- Mountain View Elementary School
- Oakmont Elementary School
- Sumner Elementary School
- Sycamore Elementary School
- Vista del Valle Elementary School

5. Culver City Unified School District

Key Staff: Director of Teaching and Learning, Assistant Principal, Arts Coordinator, Classroom Teachers

6. Glendora Unified School District

Key Staff: Executive Director of Teaching, Learning and Innovation, Special Education Teacher, Art Teacher, Classroom Teachers

- Goddard Middle School
- Stanton Elementary School

7. Hacienda La Puente Unified School District

Key Staff: Director of Curriculum, Instruction, Assessment, Equity and Access Coordinator, Technology TOSA, VAPA TOSA, TEAL Coaches, Classroom Teachers

8. iLead Charter Schools

Key Staff: Kindergarten Facilitator, Classroom Teachers

- ILEAD Lancaster Charter

9. Inglewood Unified School District

Key Staff: Principal, Classroom Teachers

ATTACHMENT 2

10. Keppel Union School District

Key Staff: School Counselors, Band/Choir/General Music Teacher

- Lake Los Angeles Elementary

11. Lennox School District

Key Staff: Principal, Assistant Principal, EdTech Specialist, Classroom Teachers

- Century Community Charter
- Felton Elementary School
- Moffett Elementary School

12. Los Angeles Unified School District

Key Staff: Principals, TSP (Teacher-Science Partnership) Coordinator, TSP Advisor, PSA (Pupil Services and Attendance) Counselor, APEIS (Assistant Principal, Elementary Instructional Specialist), Magnet Coordinator, Instructional Coach, Intervention Coordinator, Classroom Teachers

- 95th Street Elementary School
- Broadacres Avenue Elementary School
- Bryson Avenue Elementary School
- Corona Avenue School
- Harrison Street Elementary School
- Heliotrope Avenue Elementary School
- Loyola Village Fine and Performing Arts Magnet School
- Martha Escutia Primary Center

13. Magnolia Educational & Research Foundation

14. Montebello Unified School District

Key Staff: Program Specialist, Science TOSA, VAPA TOSA, A.L.L. TOSA, SPED (Special Education) Teacher, Speech Language Pathologist, RSP (Resource Specialist Program) Teacher, ERMHS (Educationally Related Mental Health Services) Therapist, Adaptive Physical Education Teacher, Classroom Teachers

- Bell Gardens Elementary School
- Garfield Elementary School
- Suva Elementary School
- Washington Elementary School
- Wilcox Elementary School

15. Mountain View School District

Key Staff: Director II Teaching & Learning, Instructional Coach, Literacy Coach / TOSA, Curriculum and Instruction TOSA, Instructional Technology TOSA, English Learner TOSA, Classroom Teachers

- Baker Elementary School
- Maxson Elementary School
- Miramonte Elementary School
- Monte Vista Elementary School
- Payne (Willard F.) Elementary School
- Parkview Elementary School

ATTACHMENT 2

16. Pasadena Unified School District

Key Staff: RSP Education Specialist, Area Leader, Arts Lead, Classroom Teachers

- Altadena Elementary School
- Don Benito Fundamental
- Sierra Madre Elementary School
- Washington Accelerated Elementary
- Willard Elementary

17. Walnut Valley Unified School District

Key Staff: Administrative Director of Educational Services, Principal, ELS Elementary School Specialist (English Learners), Classroom Teachers

- Allais School
- Chaparral Middle School
- Quail Summit Elementary School
- Westhoff (Leonard B.) Elementary School

18. Whittier City School District

Key Staff: MTSS Coordinator, School Social Worker, Program Specialist, Instructional Coach, TOSA, SDC Classroom SPED Teacher, TEAL Coaches, Classroom Teachers

- Dexter (Walter F.) Middle School
- Longfellow Elementary School
- West Whittier Elementary School

19. Wilsona School District

Key Staff: Chief Academic Officer, Principal, SST (Student Support Team) Coordinator, Classroom Teachers

- Challenger Middle School
- Vista San Gabriel Elementary School

Additional LEAs and Higher Ed Institutions for Foundational & Advanced TEAL, 2021-22

20. Acton-Agua Dulce Unified

Key Staff: Director, Director of Curriculum, Instruction & Assessment, Empower Generations Coordinator

- ILead Agua Dulce

21. Alhambra Unified School District

Key Staff: District Administrator, Intervention Advisor

- Fremont Elementary School

22. Compton Unified School District

Key Staff: Counselor

- Bunche Middle School

23. Covina-Valley Unified School District

Key Staff: District Social Worker

- South Hills High School

ATTACHMENT 2

24. Hawthorne Unified School District

Key Staff: Curriculum, Instruction and Assessment Coordinator

25. Lancaster School District

Key Staff: Principal, Classroom Teachers

- Desert View Elementary School

26. Lawndale Elementary School District

- *Key Staff: South Bay Regional Arts Coordinator*

27. Los Angeles County Office of Education

Key Staff: Senior Program Specialist TUPE (Tobacco Use Prevention Education), Digital Learning Resources Manager, School Counselor

28. Los Angeles Unified School District

Key Staff: Faculty Teacher, Dance Specialist, Music Teacher, Classroom Teachers

- Dolores Huerta Elementary School
- Eagle Rock Elementary School
- Los Angeles Unified, Arts In Action Community Charter
- Los Angeles Unified, Larchmont Charter
- Los Angeles Unified, Magnolia Science Academy
- ROCP (Regional Occupation Centers and Programs)

29. Magnolia Science Academy, Bell

Key Staff: Director of Student Services, Director of Math Programs

30. Magnolia Science Academy of Santa Ana

Key Staff: Director of EL and ELA Programs, Director of Special Education and Support Services, Coordinator

31. Merced County Office of Education

Key Staff: Arts Program Specialist, ELA/ELD/UDL Coordinator of Education Services

32. Monrovia Unified School District

Key Staff: Assistant Superintendent Educational Services, Principals, Director of Performing Arts, Director of Elementary Dual Immersion Programs, Dual Language Teacher, Classroom Teachers

- Broadoaks Elementary School
- Mayflower Elementary School
- Monroe Elementary School
- Plymouth Elementary School
- Wild Rose Elementary School

33. Newhall School District

Key Staff: Instructional Coach, School Counselors

- Newhall Elementary School
- Old Orchard Elementary School
- Pico Canyon Elementary School

ATTACHMENT 2

34. Palmdale Elementary School District

Key Staff: Director of Mental Health, Social Emotional Learning Specialist, Classroom Teachers

- Mesquite Elementary School

35. Pomona Unified School District

Key Staff: VAPA Teacher Specialist

36. Rowland Unified School District

Key Staff: Licensed Clinical Social Worker

37. Santa Clarita Community College District, College of the Canyons

Key Staff: Adjunct Faculty

38. San Gabriel Unified School District

Key Staff: Special Education Teacher

- Roosevelt Elementary School

39. Torrance Unified School District

Key Staff: ELA Resource Coach

40. University of Southern California

Key Staff: Professor of Clinical Education

41. West Covina Unified School District

Key Staff: Director of SEL, Prevention & Intervention

- California Virtual Academy @ Los Angeles

42. Whittier Union High School District

Key Staff: Bilingual Psychologist and NPS Liaison

- Sierra Vista Alternative High School

Participating Community Members and Community-Based Organizations
for Foundational & Advanced TEAL, 2021-22

43. Arts Bridging the Gap

Key Staff: Program Manager

44. City Arts: Kids Say Yes to the Arts / Los Angeles Fringe Theatre, Inc.

Key Staff: Executive Director

45. Drama Education Network

Key Staff: President

46. Flights of Fantasy Story Theatre

Key Staff: Executive Director

ATTACHMENT 2

47. Family Service Agency of Burbank

Key Staff: CEO/Executive Director

48. Free Arts

Key Staff: Creative Coordinator

49. Independent Dance Movement Therapy Practitioner (1)

50. Independent Teaching Artist (1)

51. Los Angeles County Museum of Art (LACMA)

Key Staff: Director of School & Teacher Programs, Content Specialist Teacher Programs

52. Los Angeles Philharmonic YOLA (Youth Orchestra Los Angeles)

Key Staff: Director

53. Maker Learning Network

Key Staff: Director of Arts Integration and Play

54. Museum of Contemporary Art Los Angeles (MOCA)

Key Staff: Associate Director of Education

55. My Friend's Place (serving unhoused youth ages 12-25)

Key Staff: Transformative Education Manager

56. Parents and caregivers (2)

57. Retired Administrative Assistance for Law Enforcement, Los Angeles County Sheriff's Department (LASD) (1)

ATTACHMENT 3

Community Sites Where Arts-Based, Healing-Informed Services Were Provided

Total of 40 Sites

Short Term Residential Therapeutic Programs (STRTPs) Diversion

1. Deliaann-Lucille (DeliLu) Achievement Home (Los Angeles)
2. Dream Home Care (Los Angeles)
3. Virtuous Woman (Los Angeles)

Currently there are eight social service providers under contract with the Department of Youth Development (DYD) to support youth in diversion. Some providers already offer in-house arts instruction for youth; three organizations—Asian Youth Center (serving Lancaster), California Conference for Equality and Justice (serving Long Beach), and Centinela Youth Services (serving South LA)—did not offer arts instruction through the Department of Arts and Culture during FY 2021-22.

Temporary Shelter Care Facilities (TSCFs)

4. Haskell House (North Hills)
5. Wilbur House (Northridge)

20. Alma Family Services

(El Monte, Industry, La Puente, Valinda, North Whittier)

21. Champions in Service

(Arleta, Mission Hills, Panorama City, Sylmar)

22. Flintridge Center

(Pasadena)

23. New Earth

(Culver City)

24. Soledad Enrichment Action

(Huntington Park, Palmdale)

Probation Camps

6. Camp Afflerbaugh (La Verne)
7. Campus Kilpatrick (Malibu)
8. Dorothy Kirby Center (Commerce)
Also serving youth formally at Camp Scott
9. Camp Paige (La Verne)
10. Camp Glenn Rockey (San Dimas)

County Parks

25. Amelia Mayberry Park

(Whittier)

26. Athens Park

(Athens Village)

27. Belvedere Community Regional Park

(East LA)

28. City Terrace Park

(Los Angeles, 90063)

29. Earvin “Magic” Johnson Park

(Willowbrook)

30. East Rancho Dominguez Park

(Compton)

31. El Cariso Community Regional Park

(Sylmar)

32. Franklin D. Roosevelt Park

(Los Angeles, 90001)

33. Lennox Park

(Inglewood)

34. Loma Alta Park

(Altadena)

35. Mona Park

(Compton)

36. Pamela Park

(Duarte)

37. Ruben F. Salazar Park

(East LA)

38. San Angelo Park

(La Puente)

39. Stephen Sorensen Park

(Palmdale)

40. Ted Watkins Memorial Park

(South LA)

Juvenile Halls

11. Barry J. Nidorf Juvenile Hall (Sylmar)
12. Central Juvenile Hall (Los Angeles, 90033)

Juvenile Day Reporting Centers

13. Beach High – Intensive Learning Program (Long Beach)
14. Boyle Heights Technology Center (Los Angeles, 90033)
15. Horace Mann UCLA Community School (Los Angeles, 90047)
16. Panorama High School (Panorama City)

Continuation High Schools

17. Frontier (Continuation) High School (Whittier)
18. New Earth Arts & Leadership Center (Culver City)
19. Whittier High School (Whittier)

Public Housing Communities

41. Nueva Maravilla (East LA)

ATTACHMENT 4

Los Angeles County Agencies Collaborating with the Department of Arts and Culture:

1. Department of Children and Family Services (DCFS)
2. Department of Health Services (DHS)
3. Department of Mental Health (DMH)
4. Department of Parks and Recreation (DPR)
5. Department of Public Health (DPH)
6. Department of Youth Development (DYD)
7. Development Authority
8. Office of Child Protection (OCP)
9. Office of Education (LACOE)
10. Probation Department

Community Based Organizations Eligible to Provide Arts Instruction for Youth

Arts for Healing and Justice Network (AHJN) and their member organizations:

- | | |
|------------------------------------|--|
| 1. Armory Center for the Arts | 8. No Easy Props |
| 2. artworxLA | 9. Rhythm Arts Alliance |
| 3. Gay Men's Chorus of Los Angeles | 10. Street Poets |
| 4. Give a Beat | 11. The Actors' Gang |
| 5. Homeboy Art Academy | 12. The Unusual Suspects Theatre Company |
| 6. InsideOUT Writers | 13. Tía Chucha's Centro Cultural |
| 7. Jail Guitar Doors | 14. Versa-Style |
| | 15. WriteGirl / Bold Ink Writers |

Other Community-Based Organizations

- | | |
|--|-------------------------------------|
| 16. A Noise Within | 31. New Earth Organization |
| 17. African Soul | 32. Nueva Vision |
| 18. Boyle Heights Arts Conservatory | 33. Operation Street Kidz |
| 19. Center for Empowerment of Families | 34. POPS the Club |
| 20. Collage Dance Theatre | 35. P.S. ARTS |
| 21. CONTRATIEMPO | 36. Spirit Awakening |
| 22. Critical Mass Dance Company | 37. Southland Sings |
| 23. Drumming for Your Life | 38. The Advot Project |
| 24. East West Players | 39. The Harmony Project |
| 25. Free Arts for Abused Children | 40. The University Corporation |
| 26. Get Lit Words Ignite | 41. Theatre of Hearts / Youth First |
| 27. Jabberwocky Theatre Company | 42. United Cambodian Community |
| 28. Justice for My Sister | 43. Viver Brasil Dance Company |
| 29. LA Commons | 44. Woodcraft Rangers |
| 30. Music and Kids | 45. Youth Justice Coalition |

CONVENINGS

Strategy	Event Name	# of events	Attendance	Objective
School-Based Arts Education	Arts Ed Collective Coaches Professional Learning Community	4	20	Strategic Planning Coaches engaged in co-learning and collaboration as they shared field experiences and received training and mentorship.
	School District Arts Coordinators Professional Learning Community	5	135	School district arts leaders from across the Arts Ed Collective network shared strategies and heard updates from the field. Convenings were hosted by Arts and Culture staff, Jeannine Flores (Arts & STEAM Coordinator, LA County Office of Education), and Cordelia Istel (Arts for LA).
	Arts Ed Collective Strategic Planning Orientation (Workshop)	1	8	District arts coordinators met to develop an understanding of the strategic planning process, engage in peer learning, and build community.
	District Arts Leadership Team Workgroups*	38	539	Strategic Planning Coaches convened school district leaders and practitioners to develop a strategic plan or support implementation of an existing plan.
	School District Arts Plan Tune-Up (Workshops)	2	15	This virtual convening gave school district leaders a chance to collaborate with Arts Ed Collective coaches, who provided tools for thinking strategically about arts education plans through a choice of one of the following lenses: • Inclusion, Diversity, Equity, Access • Social Emotional Learning and Wellness • Culturally Relevant Pedagogy
	Creative Wellbeing Orientations (Workshops)	4	105	As part of the Creative Wellbeing approach and planning process, Arts and Culture met with stakeholders at each school district or County department to introduce them to the Creative Wellbeing approach's objectives and menu of services, and to explore how implementation can be customized to support their goals for systems-change.
	Creative Wellbeing School District Professional Development (Workshops)	31	584	Creative Wellbeing provided professional development for adults who support systems-involved young people, or young people at heightened risk of involvement. The training focused on weaving together four key elements, including healing-centered arts engagement, culturally-relevant and sustaining pedagogy, self-care, and mental health promotion. Adult participants included educators, school administrators and support staff, mental health clinicians, social workers and support staff, school counselors, and staff from foster youth residential facilities.
	Foundational TEAL-SEL Virtual Conference (Workshop)	1	151	The Foundational TEAL-SEL Virtual Conference established arts integration and social-emotional learning supports for K-6 educators and expanded professional development to also include administrators, teachers, psychologists, extended learning staff, parents/families, community members, and others.
	Advanced TEAL-SEL Virtual Conference (Workshop)	1	110	The Advanced TEAL-SEL Virtual Conference enabled a deeper dive for previously trained district TEAL participants to strengthen their district's systemic awareness and capacity for equitable access to culturally responsive arts integration, social emotional learning, and student voice and leadership.
	TEAL Profession Development in School Districts Using the Trainer-of-Trainers Model (Workshops)	50	334	TEAL included a trainer-of-trainers approach that created teams of TEAL Coaches in each participating school district. These TEAL coaches then led trainings for additional teachers, staff, and community members within their district.
Community-Based Arts Education	TEAL Webinars and Coaching Sessions (Workshops)	6	384	TEAL provided additional online/distance learning webinars and customized coaching sessions to support TEAL districts and coaches with implementation.
	Thriving as an Equitable and Inclusive Teaching Artist in Los Angeles (Conversation)	1	45	Teaching artists gathered virtually to explore these questions: How do you create a sustainable and enjoyable career as a teaching artist? With all the initiatives around race, equity, diversity, and inclusion, how do you make sure your work contributes to the solution and not the problem?
	Advancement Grant Technical Assistance (Workshops)	2	12	Arts Ed Collective staff hosted workshops for school districts interested in applying for Advancement Grants.
	Youth Development Contract Orientation (Workshops)	3	30	Arts Ed Collective staff provided technical assistance to youth development organizations regarding the County's contracting process.
	Capacity-Building for the Youth Development Roster (Workshop)	1	7	Tailored to teaching artists working within communities and carceral institutions, this workshop focused on building community, sharing best practices around facilitating arts programs, and discussion about returning to in-person and hybrid programming.
	Creative Wellbeing Professional Development for Adult staff working in DCFS-contracted Residential Care Facilities (STRTPs and TSCFs) (Workshops)	9	34	Creative Wellbeing provided professional development for adults who support systems-involved young people, or young people at heightened risk of involvement. The training focused on weaving together four key elements, including healing-centered arts engagement, culturally-relevant and sustaining pedagogy, self-care, and mental health promotion. Adult participants included administrators, staff, mental health clinicians, and social workers.
	Creative Wellbeing: Self- and Community-Care Space (Workshops)	5	123	The Creative Wellbeing Self-Care Space offered a series of virtual workshops in healing-informed art practices led by Arts for Healing & Justice Network (AHJN) members as a way to build connections, bolster protective factors, and foster community-care among educators and practitioners. These workshops centered the arts as a strategy for fostering communities of wellness and served as a healing-informed space for adults who support young people.
	Creative Wellbeing: Introduction to the Creative Wellbeing Approach for Adults Supporting Systems Impacted Youth (Workshop)	1	119	Attendees gathered for "Introduction to the Creative Wellbeing Approach," a professional development session that explored: how county partners, schools, artists, and youth are co-developing the approach; foundational concepts informing the approach; a new curriculum guide to support practitioners; tangible examples of how arts and mental health can support youth and adults; and how Creative Wellbeing can support work with youth and adults.

	Creative Wellbeing Professional Development Workshop for DMH Psychiatric Social Workers	1	120	Through a growing partnership with DMH Partners in Suicide Prevention, four professional development workshops introduced psychiatric social workers to the Creative Wellbeing approach.
	Creative Wellbeing presentation at the 4th Annual School & Community Symposium hosted by DMH, UCLA, and LACOE (Forum)	2	382	Arts and Culture and teaching artists from AHJN presented on Creative Wellbeing and facilitated arts engagement activities.
	Creative Wellbeing featured in LACOE's All In: Safe and Welcoming Schools Webinar Series (Workshop)	1	98	Arts and Culture and teaching artists from AHJN presented on Creative Wellbeing and facilitated arts engagement activities. Four AHJN member organizations were commissioned to create digital assets, including four short videos and lesson plans, to support LA County educators in incorporating the Creative Wellbeing approach in the classroom.
	Creative Wellbeing Professional Development for DHS Juvenile Court Health Services Staff (Workshop)	1	43	Creative Wellbeing is building a partnership with the Department of Health Services to provide professional development for adults who support systems-involved young people, or young people at heightened risk of involvement. The training focused on weaving together four key elements, including healing-centered arts engagement, culturally-relevant and sustaining pedagogy, self-care, and mental health promotion. Adult participants included administrators, staff, medical providers, mental health clinicians, and social workers.
	Creative Wellbeing DMH Workshop Series	6	135	As the Creative Wellbeing approach expands, Arts and Culture partnered with other County agencies to provide professional development for teaching artists, arts organizations, and culture bearers. Facilitated by DMH's Partners in Suicide Prevention team, the 2021-22 Creative Wellbeing Professional Development Series focused on suicide prevention, vicarious trauma, and self-care.
	2021 LASPN Virtual Suicide Prevention Summit	5	3477	The LA County Suicide Prevention Network, in partnership with the Department of Mental Health, sponsored a five-day Suicide Prevention Summit. The 11th annual summit, "Re-envisioning the Journey Together: The Hero in All of Us," took place virtually. The Arts Ed Collective hosted three workshops and five 20-minute Creative Wellbeing mini-workshops in conjunction with the main two-day conference, which centered on the intersection of the arts and mental health.
Shared Learning & Leadership	Funders Council	16	146	Quarterly meetings of the full membership, as well as subcommittee meetings, provided a forum for funders to expand their knowledge and provide strategic guidance.
	Arts Education Forum: The Role of the Arts in Healing-Centered Engagement for LA County Youth	1	147	The Arts Ed Collective brought together community-based practitioners and partnering County agencies to examine ways that Healing Centered Engagement, as defined by Flourish Agenda, can apply to teaching and learning through the arts in community and school settings across LA County.
	IDEA Wave CoLab Workshop Series: INCLUSION. DIVERSITY. EQUITY. ANTI-RACISM.	2	86	Utilizing tools and resources developed by the IDEA Wave Co-Lab, the IDEA Wave workshop series provided a guided journey towards equity, diversity, inclusion, healing, and anti-racism and offered an entry point to developing sustainable processes, conversations, and shared values within organizations, coalitions, schools, and communities. Teams from nonprofit and philanthropic organizations gathered over two sessions in spring 2022.
	IDEA Wave CoLab: Matinee Workshop	1	20	This workshop was an opportunity for the IDEA Wave Co-Lab team to run through the workshop plan, share IDEA Wave tools, and make necessary modifications prior to the full workshop series.
	Healing Centered Engagement Foundations Series with Flourish Agenda (Workshops)	5	210	Flourish Agenda facilitated a series of five Healing Centered Engagement (HCE) workshops. These workshops centered on creative practice, while helping participants understand the HCE framework, think about applications, and illuminate how arts and culture can support the creation and sustaining of healing-centered environments.
	Healing Centered Engagement (HCE) Professional Learning Community and Workgroup*	2	74	The HCE PLC and workgroup engaged culture bearers and arts practitioners as part of an ongoing learning journey that aims to evolve the framework of arts-based, healing-centered work in LA County. The workgroup experience consists of monthly two-hour convenings that engage cohort members in the exploration of the interplay between Healing Centered Engagement and the arts, and in collaborative processes of crafting a shared language of how youth and youth practitioner engagement in arts and culture can address individual/systemic harm, restore well-being, and foster a culture of restoration, hope, and healing.
Research & Evaluation	Arts Datathon: Storytelling (Conversation)	1	146	The LA County Arts Datathon brings people together to explore how they can use data to improve access to arts and culture for everyone. The theme in 2021 was storytelling and focused on ways to use data from the LA County Arts Ed Profile and other sources to talk about how we experience, value, and utilize arts education in our work and lives. There were three breakout sessions for K-12 educators, arts advocates, and youth.
Totals		209	7,839	

*attendance is estimated

ATTACHMENT 6

HEALING CENTERED ENGAGEMENT (HCE) PROFESSIONAL LEARNING COMMUNITY

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

REGIONAL, STATE, NATIONAL MEETINGS & CONFERENCES

Arts Ed Collective Staff Attendance and Presentations

Sharing Our Work with the Field

Presentations

Los Angeles County Office of Education (LACOE), Los Angeles County Department of Mental Health (DMH), and UCLA

4th Annual School & Community Symposium

September 8, October 13, November 10, and December 8, 2021, Online

Arts Ed Collective staff presented on the Creative Wellbeing approach.

REACH

REACH for Community: Arts + Healing Virtual Summit

November 7, 2021, Online

Arts Ed Collective staff presented on the Creative Wellbeing approach.

California Foster Youth Education Task Force

2022 California Foster Youth Education Summit: Building Bridges, Creating Hope and Resilience to Help Youth Thrive

April 25-26, 2022, Monterey, CA

Arts Ed Collective, Los Angeles County Office of Child Protection (OCP), and Arts for Healing and Justice Network (AHJN) staff presented on the Creative Wellbeing approach in the context of foster care.

Workgroups and Committees

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

Arts and Mental Health Collaborative

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

California Department of Education (CDE) Entertainment Equity Initiative

Collaborating for Arts in Schools

Arts and Culture, Arts for LA, and LACOE

ATTACHMENT 7

Create CA Policy Council

Los Angeles County Department of Public Health (DPH)

Office of Violence Protection (OVP) Coordinating Council

Service Planning Area (SPA) 6

Trauma Prevention Initiative (TPI) Advisory Committee

Los Angeles County GIS Users Council

Data Committee

Steering Committee

Los Angeles County Office of Child Protection (OCP)

Education Coordinating Council (ECC)

Equity in Education Workgroup

Los Angeles County Pathways for Economic Resiliency Workgroup

Los Angeles County Probation Department

Juvenile Justice Coordinating Council (JJCC)

Probation Oversight Commission

Los Angeles County Suicide Prevention Network (LASPN)

Summit Planning Committee

Youth Advisory Board

Youth and Schools Workgroup

Los Angeles County Youth Networking Group

Los Angeles Unified School District (LAUSD) Foster Youth Collaborative

General Event Attendance

Social Justice Partners Los Angeles (SJPLA, formerly SVPLA)

Spotlight Session: Abolition as Community Wellness

July 7, 2021, Online

Los Angeles County Department of Arts and Culture

Arts Datathon: Storytelling

August 12, 2021, [Online](#)

ATTACHMENT 7

Arts for LA

Community Strategy Session: Arts Education

August 31, 2021, [Online](#)

EdSource Roundtable

Back to school: Teachers reflect on the first days and the year ahead

August 31, 2021, [Online](#)

SoCal Grantmakers and the Center for Strategic Partnerships

Antelope Valley Transformation Briefing

September 20, 2021, [Online](#)

State Education Agency Directors of Arts Education (SEADAE)

Equity in Arts Education: Cultivating SEL for Arts Educators, Supervisors, and Administrators

September 29, 2021, [Online](#)

Zócalo Public Square

Will a New Generation of Leaders Shake Up L.A.'s Culture?

September 29, 2021, [Online](#)

Mental Health America

Teachers & Families: Coping with Back-to-School Stress

September 30, 2021, [Online](#)

Arts for LA

2021 State of the Arts Summit

October 14, 2021, [Online](#)

Los Angeles County Department of Human Resources (DHR)

DHR Signature DIALOGUE Series – Combatting Erasure: A conversation with Native American Leaders

October 14, 2021, [Online](#)

Action Network

F* the Transactional**

October 21, 2021, [Online](#)

WestEd

Creating Culturally Affirming Spaces: A Systems Orientation

October 27, 2021, [Online](#)

ATTACHMENT 7

**Progressive Arts Education Coalition (PAEC) and Creative Generation
Arts Education Collective Visioning Roundtable**

November 1, 2021, [Online](#)

SoCal Grantmakers

Targeting Student Social Emotional Learning with State and Federal Sources

November 15, 2021, [Online](#)

**Community Coalition and the UCLA Black Male Institute (Center for the Transformation of Schools)
A Call to Action: Reimagining the Future of Education for South LA Youth**

December 1, 2021, [Online](#)

UCLA Semel Institute for Neuroscience and Human Behavior

The Body Keeps the Score: Brain, Mind, and Body in the Treatment of Trauma

December 8, 2021, [Online](#)

California Department of Education

Resilient Practices for Educators, Staff Members, Administrators and Teams

December 9, 2021, Online

UCLA Semel Institute for Neuroscience and Human Behavior

Good Anxiety with Dr. Wendy Suzuki

January 6, 2022, [Online](#)

National Center for Youth Law

Supporting Youth: Survivors' Perspectives on Housing, Harm Reduction, and Youth Engagement

January 14, 2022, [Online](#)

Claremont Graduate University

Arts Education On the Ground Today: Challenges and Solutions

February 18, 2022, [Online](#)

Afterschool Alliance

Help them Grow or Watch them Go: Strategies for Supporting Staff Wellness

March 17, 2022, [Online](#)

Alliance for a Healthier Generation

Build a Better District Wellness Policy

March 24, 2022, Online

ATTACHMENT 7

California State Senator Ben Allen, District 26

Town Hall: Student Mental Health

March 30, 2022, [Online](#)

Otis College of Art and Design

Release of the 2022 Otis College Report on the Creative Economy

April 13, 2022, [Online](#)

Collective Impact Forum

Collective Impact 2022 Virtual Action Summit

April 26-28, 2022, [Online](#)

Los Angeles County Department of Human Resources (DHR)

DHR Signature DIALOGue Series: Building Equity Through the Arts

April 28, 2022, [Online](#)

School Crisis Recovery and Renewal

Spring 2022 Network of Practice

May 12, 2022, [Online](#)

Los Angeles Opportunity Youth Collaborative

Dismantling Hierarchies: Sharing Power and Authentically Centering Youth Voice

June 30, 2022, [Online](#)

LA County Arts Ed Collective Fundraising Council, 2021-22

Co-Chairs

Matty Wilder, Senior Program Officer
Herb Alpert Foundation

Wendy Chang, Director
Dwight Stuart Youth Fund

Herb Alpert Foundation
Rona Sebastian, President
Matty Wilder, Senior Program Officer

Angell Foundation
Angel Roberson Daniels, Executive Director

Annenberg Foundation
Jim Herr, (Former) Program Officer

The Philip & Muriel Berman Foundation
Nancy Berman, President & Executive Director

Louis L. Borick Foundation
Lauren Johnson, Program Director

Vladimir and Araxia Buckhantz Foundation
Diana Buckhantz, Director

John N. Calley Foundation
Shawn Kravich, Executive Director

The Colburn Foundation
Allison Sampson, Vice President &
Board Administrative Representative

The Carol & James Collins Foundation
Cathy Hession, Executive Director

The Carl & Roberta Deutsch Foundation
Jacqueline Chun, Chief Programs & Operations Officer

The Rosalinde & Arthur Gilbert Foundation
Sean Ostrovsky, Chief Program Officer
Robyn Wasserman, Programs & Administration

Max H. Gluck Foundation
Jessica Kaswick, Executive Director

The Green Foundation
Julianne Green, Vice President, Programs & Operations

Clarence E. Heller Charitable Foundation
Emily Garvie, Program Officer

The William & Flora Hewlett Foundation
Jessica Mele, Program Officer / Performing Arts Program

HMC Architects Designing Futures Foundation
Adrienne Luce, Executive Director

LA County Department of Arts and Culture
Kristin Sakoda, Director

The Music Man Foundation
Sarah Lyding, Executive Director

The Ralph M. Parsons Foundation
Jennifer Price-Letscher, Vice President, Grants & Initiatives
Katherine Bonalos, Senior Program Officer

Perenchio Foundation
Stephanie Ramirez, Executive Director

Rosenthal Family Foundation
Lindsay Rachelefsky, Advisor
Jackie Holland, Advisor

Snap Foundation
Sarah Ali, (Former) Board Chair
Adele Lee, Program Manager

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

Stuart Foundation
Sophie Fanelli, President
Delia Reid, Senior Manager,
Communications & Partnerships

Youth Advisors
Maritza Lopez
Autumn Taylor
Rudy Torres

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



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