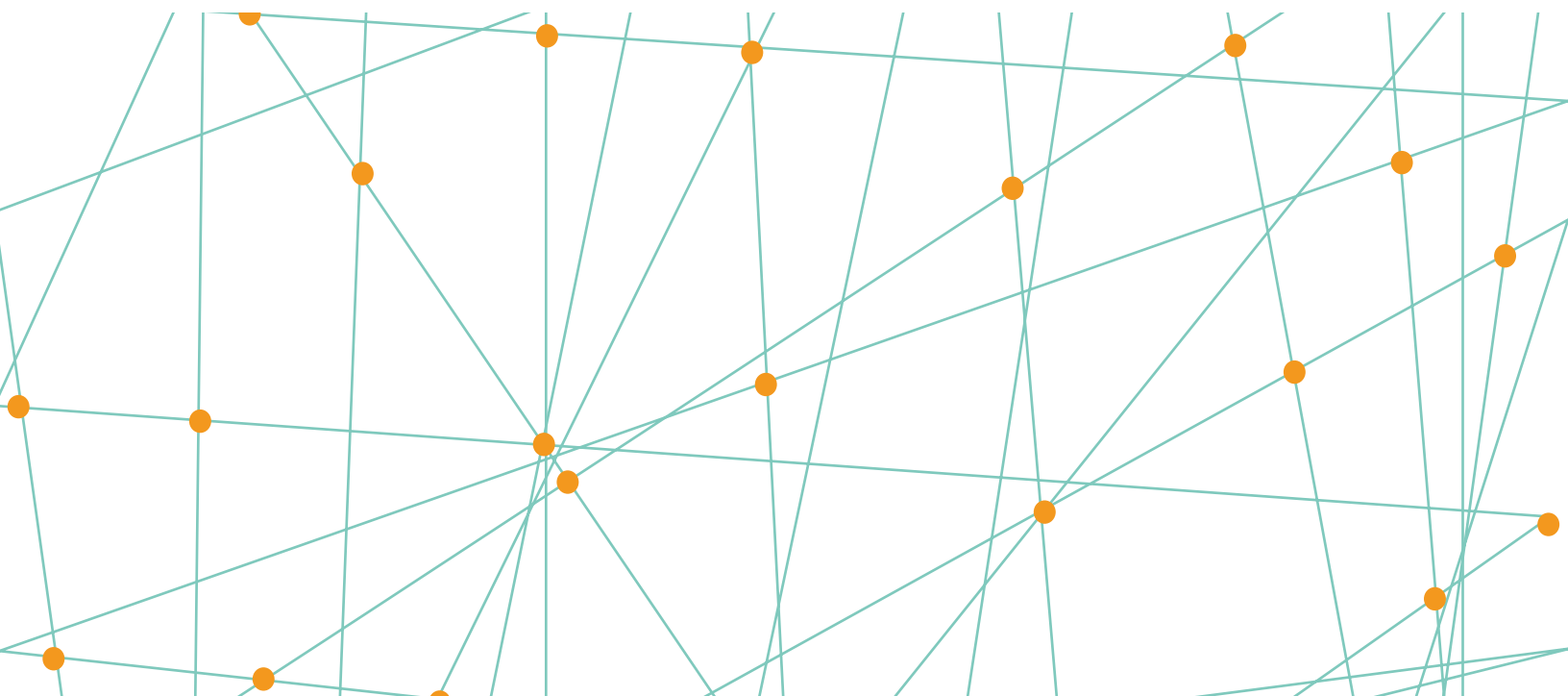
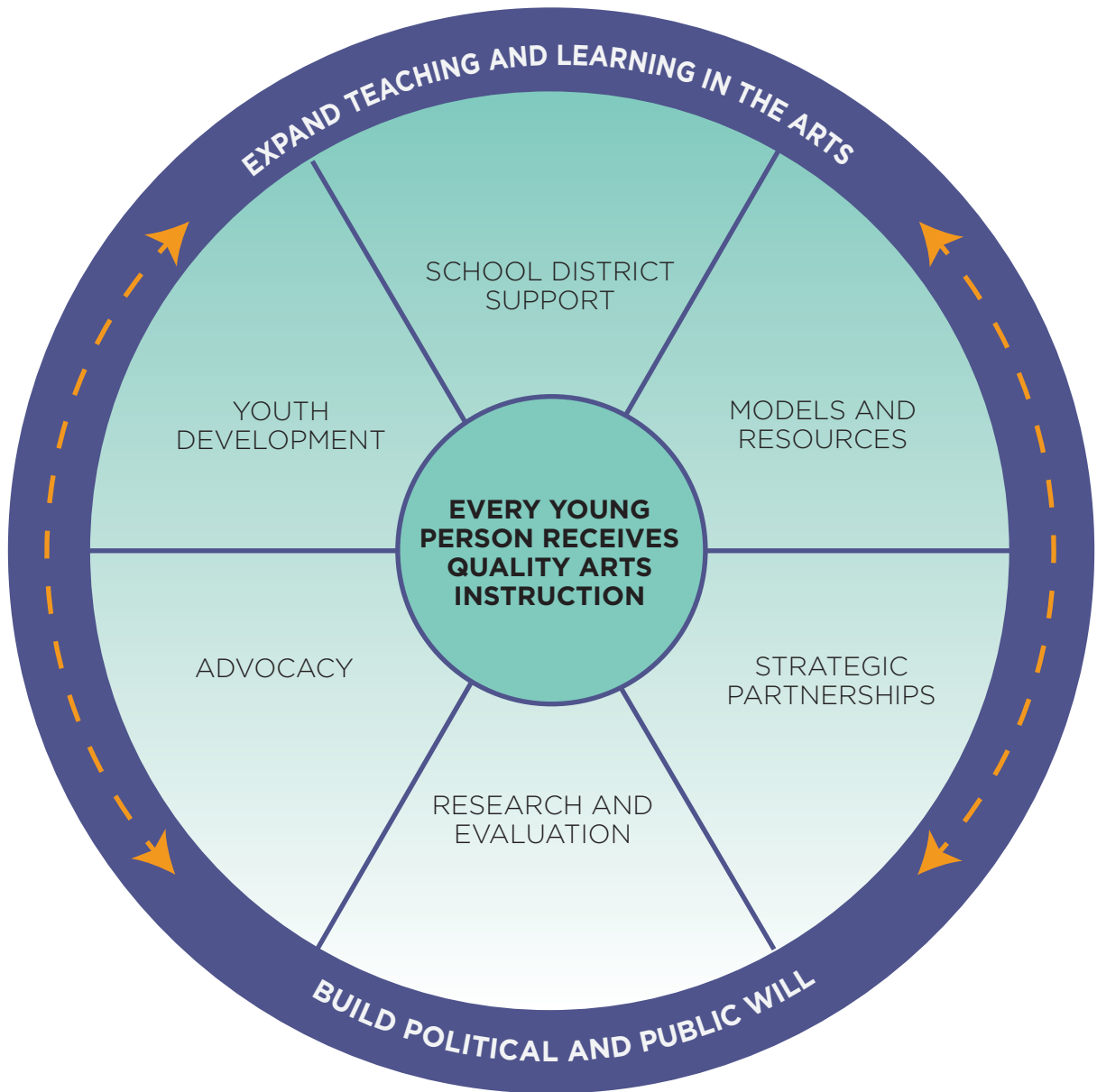


LOS ANGELES COUNTY  
**artsed**  
COLLECTIVE

INTERIM REPORT  
2019-2020



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



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

EXECUTIVE SUMMARY	4
SCHOOL DISTRICT SUPPORT	6
YOUTH DEVELOPMENT	11
MODELS & RESOURCES	16
STRATEGIC PARTNERSHIPS	23
ADVOCACY	28
RESEARCH & EVALUATION	31

ATTACHMENTS

Attachment #1 2019-20 Advancement Grant Projects	33	40	Attachment #3 Winter and Spring Events
Attachment #2 2019-20 Advancement Grant Projects Music Education	37	41	Attachment #4 Arts Ed Collective Funders Council and Leadership Council

# EXECUTIVE SUMMARY

As 2019 ended, school districts across LA County were in full swing of the 2019-20 academic year, educating students, addressing their developmental needs, and planning for the future. The LA County Arts Education Collective (Arts Ed Collective) was providing valuable services and supports for 60 of the 81 school districts in LA County through participation in programs and engagement at in-person opportunities for learning and collaboration. The initiative also coordinated the efforts of community-based arts educators working to support positive youth development through culturally resonant, healing-informed arts instruction. Based on this groundwork, conditions were created for 2019-20 to be a pivotal year, with dramatic changes in the initiative's scope and approach and new practices being field tested and embedded into our work in schools, after school, and in communities.

Our common agenda to embed the arts into public education drives the work of this collective impact initiative. While the 2002 [Arts for All: LA County Regional Blueprint for Arts Education](#) continues to be an effective north star for the initiative, we recognize the need to expand our vision to incorporate broader goals and emerging priorities while addressing changes in the educational landscape. Last summer, community members from all five supervisorial districts of the County participated in forums where a more comprehensive definition of arts education took shape. This new vision for arts education embraces equity-driven change management efforts involving schools and communities as well as juvenile justice, foster youth, and workforce development systems.

The Arts Ed Collective, coordinated by the LA County Department of Arts and Culture, is uniquely positioned to take on this work. A new Regional Blueprint for Arts Education is scheduled for adoption by the LA County Board of Supervisors in April. This bold new framework proposes to infuse arts education into schools and neighborhoods to provide structural supports for the health and wellbeing of individuals, families, and communities. Going forward, arts-based learning will not only take place in institutions, but also through day-to-day exchanges and practices among community members, local artists, and young people. We believe that the arts can be part of a new paradigm for youth development, public safety, and workforce readiness.

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

Highlights from our work through fall 2019 reflect continuing support in core areas that build infrastructure for delivering arts education in school districts. Currently, 16 school districts and charter networks are creating new strategic arts plans, and more than \$800,000 in matching grants is supporting arts education in 45 districts and charter school networks.

We are also embarking on work that increases our focus on equity. Arts-based, healing-informed professional development is being developed to enhance organizational culture and practices in schools and other institutions. Teaching artists continue to provide arts education residencies in juvenile detention facilities, juvenile day reporting centers, public housing centers, parks, and high schools/continuation schools. At the same time, we're cultivating diverse and intergenerational leadership in arts education regionally and statewide.

Looking ahead to this spring, local advocacy and storytelling efforts will build public interest in arts education, and we'll broaden awareness of creative career pathways by sharing stories from the digital media, film/entertainment, architecture, and performing arts industries with local schools and communities.

We thank you and look forward to your continued partnership in these efforts. Please read on for more detail on the progress made in each of the Arts Ed Collective's strategic focus areas.



Traditional Mexican dance performers from the dA Center for the Arts at the Community Forum for Arts Education in Pomona (June 2019)



## SCHOOL DISTRICT STRATEGIC PLANNING

An arts education policy and strategic plan are key components for building infrastructure for sequential arts instruction in school districts. The Arts Ed Collective supports districts in creating these documents because they articulate a districtwide vision for arts education and outline actionable steps for delivering year-round arts instruction to all students.

For school districts or charter networks creating or updating a strategic plan, arts leadership teams convene during eight months of the school year and are guided by Arts Ed Collective coaches who are trained in group facilitation practices. These arts leadership teams include key stakeholders such

as school district administrators, principals, teachers, teaching artists, arts organizations, grantmakers, students, and parents. Coaches help team members develop a vision, build consensus, and establish strategic priorities. These goals and strategies are then incorporated into a five-year strategic plan that is endorsed by a district's school board. In the year following board approval, coaches continue to support districts in implementing top priorities in their plans.

The chart on the next page lists 16 districts and charters involved in strategic planning and their focus:



Lisa Barrios of Manhattan Beach Unified School District during an arts coordinator field trip to Mountain View Unified School District's Twin Lakes Elementary School. (March 2019)

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

## 2019-20 Strategic Planning & Coaching Support

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

ABC Unified  
Compton Unified  
Eastside Union Elementary  
Glendora Unified\*

ICEF Public Schools Charter Network  
Montebello Unified  
Whittier Union High  
Wilsona\*

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

Hacienda La Puente Unified

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

Alhambra Unified  
Arcadia Unified  
Azusa Unified  
Keppel Union Elementary

Las Virgenes Unified  
San Gabriel Unified  
Westside Union Elementary

**\*New to the Arts Ed Collective in 2019-20**

Five school districts (ABC Unified, Compton Unified, Glendora Unified, Hacienda La Puente Unified, and Wilsona) are engaged in strategic planning this year as part of a continuum of services that began in the summer of 2019. In June, the LA County Office of Education (LACOE) hosted a week-long academy called **Scale Up! Student Success Through Technology and Arts Integration**. This series of workshops focused on building educators' capacity to meet all students' needs by braiding arts integration practices into the California Department of Education's **Multi-Tiered System of Support** (MTSS) framework for school districts. This innovative work positions the arts as a key tool for aligning systems that will allow all students to realize academic, behavioral, and social success.

After these districts completed the Scale Up! academy, Arts Ed Collective coaches helped them unpack their summer

experience. Each district worked with a coach to outline a District System of Support Implementation Plan (DSSIP), or "bookcase" of arts integration and social emotional learning (SEL) strategies, to implement in support of both students and faculty. In the 2019-20 school year, these districts continue to work with an Arts Ed Collective coach to either create or update a strategic arts plan that incorporates SEL and MTSS resources.

Four times a year, coaching lead Kimberleigh Aarn engages strategic planning coaches in a professional learning community (PLC) to exchange knowledge and provide mentorship and training. During these meetings, coaches learn from successes and help each other work through challenges they encounter.

The following is a list of topics addressed during the first two PLC meetings of the fiscal year:

- Cross-walking and aligning the Institute of Cultural Affairs' **Technology of Participation** (ToP) facilitation methods and Presencing Institute's **Theory U** leadership methodology
- Working with educators to envision ways to align in-school, after-school, and community-based arts instruction
- Supporting the Technology Enhanced Arts Learning (TEAL) project by familiarizing districts with resources for online learning
- Unpacking LA County's adoption of the **Declaration of the Rights of All Students to Equity in Arts Learning** and encouraging districts to adopt similar policies

Funders Council members have the opportunity to participate in the school district strategic planning process. If you would like to attend an arts leadership team meeting, please contact Tom McKenzie at **[tmckenzie@arts.lacounty.gov](mailto:tmckenzie@arts.lacounty.gov)** to make these arrangements.

## ADVANCEMENT GRANT PROGRAM

The Advancement Grant Program offers flexible matching grants to support LA County school districts and charter networks aiming to provide high-quality arts education for their students. Grant funds assist districts and charters in achieving key action items in their districtwide arts plans, helping them launch or expand projects that align with priority goals, and cultivating skills and practices that can be sustained beyond the term of the grant. Districts may apply for up to \$25,000 in matching funds. Applicants must be prepared to contribute at least a 1:1 cash match to projects.

For the 2019-20 grant cycle, 47 districts and charters were initially awarded matching grants totaling \$922,300. Two districts, however,

ultimately declined their awards, bringing the total to \$887,700 for 45 grantees who proposed to pledge an estimated \$1.5M in match funding. Program implementation for the academic year began in September 2019. See Attachment 1 for the list of grant recipients, panel scores and project descriptions.

Based on program refinements newly adopted for 2019-20, 31 grantees received a total \$42,900, between \$1,000 and \$3,000 each, of additional funding based on priority points for districts with a) large student population (enrollment of 10,000 or greater); and b) an **Unduplicated Pupil Count** (unduplicated number of students eligible for free/reduced price meals, foster youth and English language learners) equal to or greater than the LA County average. At the time of proposal review, the Countywide



average for public school youth qualifying for the unduplicated count was 72%.

Since June 2019, two districts withdrew from the 2019-20 grant cycle: Inglewood Unified (\$18,000) and Palos Verdes Peninsula Unified (\$16,600). Although Inglewood Unified has an active **strategic arts plan** with the Art Ed Collective, staff turnover resulted in the loss of key relationships and arts advocates within the district. The district remains in state receivership and has struggled with

budgetary crises and a lack of steady leadership. Palos Verdes Peninsula Unified withdrew due to classroom teachers expressing concerns about their capacity to execute an Advancement Grant project during a year in which the district is adopting a new science curriculum. Arts Ed Collective staff who serve as district liaisons are checking in with these districts to offer support and refer them to resources and opportunities whenever appropriate.

## Music Education

Twenty-nine, or 64%, of 45 grantees in the 2019-20 cycle proposed launching or expanding discrete or integrated music instruction as part of their grant projects. Nine school districts identified music education as a significant component of project activities, and proposed to invest a total of \$173,900 in Advancement Grant funds, with matching funds in excess of that amount, to support their projects. Although these projects include other arts disciplines, they involve significant investments in music education. Teacher professional development, curriculum development, direct services to students (e.g. teaching artist residencies, music instructors), and repairs or purchases of musical instruments are part of these music-focused projects. More details about these projects are described in Attachment 2.



Students from Los Cerritos Elementary school demonstrate their understanding of rhythm during a music integration lesson. (March 2019)

Grant awards and matching funds are supporting projects in the following six programmatic categories:

- 42% for **direct services to students**
- 23% for **instruments, equipment, supplies and materials**
- 18% for **professional development**
- 7% for **curriculum development**
- 7% for **district arts coordination**
- 3% for **other**

In December 2019, the Advancement Grant Subcommittee of the Funders Council approved minor changes to the 2020-21 grant cycle guidelines and application, clarifying language to clearly indicate allowable expenses and reinforce alignment between grant proposals and district arts plans. During the rest of the fiscal year, the subcommittee plans to optimize the panel review process by introducing training designed to better control for panelist bias, determine parameters for a possible six-year evaluation of the Advancement Grant Program, and consider ways to better support districts located in regionally remote communities of LA County in the next grant cycle.



Students from Los Cerritos Elementary perform a dance. (March 2019)



Students from Los Cerritos Elementary during an arts integration lesson. (March 2019)

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

# JUVENILE JUSTICE REFORM

Since 2014, in partnership with the Probation Department, the Department of Arts and Culture (Arts and Culture) has contracted with community-based organizations to provide year-round, healing-informed (aka healing-centered<sup>1</sup>) arts instruction for youth in juvenile detention facilities, juvenile day reporting centers (JDRCs), public housing sites, community parks, high schools, and continuation schools located across LA County. The aim of this work, as described in the [Countywide Plan for Elevating the Arts as a Criminal Justice Reform Strategy](#) submitted to the Board of Supervisors in September, is to employ arts-based strategies to foster community cohesion, build resilience, facilitate reentry, and help prevent justice system involvement in the first place.

Currently, year-round arts instruction and mentoring services are provided in all eight LA County juvenile detention facilities, five JDRCs, one public housing site, 14 County parks, and three public high schools/continuation schools. As this work expands to include more youth and more locations, the number and types of organizations needed to deliver engaging arts experiences for youth and community members are increasing.

In August 2019, the Arts Ed Collective convened representatives from 24 organizations with expertise in youth development and youth justice to discuss current programs and resources, identify gaps and needs, and offer suggestions for how LA County can best elevate and implement the arts as a justice reform strategy. Findings were incorporated into the agency's public request for qualifications (RFQ) from nonprofit organizations that can deliver arts-based services to youth (ages 12-18) and their families and/or provide professional development focused on healing-centered arts instruction for adults who work with youth.

Eligible organizations are those with primary offices in LA County, tax-exempt status, and at least three years of professional experience providing arts education to LA County youth and families impacted—or at risk of becoming impacted—by the justice system. Review

<sup>1</sup> Healing-centered arts instruction is an approach to arts education aimed at the holistic restoration of an individual's well-being, recognizing the profound impact of trauma on individuals. Being "healing-centered" in one's approach advances strengths-based care and moves away from deficit-based mental health models. It seeks to promote resilience and healing from traumatic experiences and environments, in culturally grounded contexts that view healing as the restoration of identity, shared experience, community, and a sense of belonging.

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



criteria of applications included, in descending emphasis: knowledge and experience in healing-centered arts instruction, curriculum and pedagogy, organizational capacity, fiscal stability, and participation in one of the LA County Department of Consumer & Business Affairs' **preference programs**.

Panelists who reviewed RFQ applications included artists, arts administrators, representatives from County departments (e.g. Parks & Recreation, Probation, Public Health), and representatives from youth development organizations (e.g. Children's Defense Fund, First 5 LA). Forty-one applications were received in September and are now being considered for inclusion in a prequalified list of organizations eligible to be contracted by Arts and Culture. Final determinations for organizations to be contracted are anticipated by March 2020.



## Arts Partners

### Arts for Incarcerated Youth Network

- The Actors' Gang
- Armory Center for the Arts
- artworxLA
- Boyle Heights Arts Conservatory
- The Dance for Healing Project
- Gay Men's Chorus of Los Angeles
- InsideOUT Writers
- Jail Guitar Doors

- Rhythm Arts Alliance
- Somos LA Arte
- Street Poets
- Tía Chucha's Centro Cultural
- The Unusual Suspects
- Versa-Style
- WriteGirl / Bold Ink Writers

### Spirit Awakening

## NEW PARTNERSHIPS WITH THE LA COUNTY DEPARTMENT OF PARKS AND RECREATION

In fall 2019, the first phase of expanded arts instruction in LA County parks was made possible by a one-time allocation of \$1.7 million of growth funds from the California Juvenile Justice Crime Prevention Act (JJCPA). Arts instruction by members of the Arts for Incarcerated Youth Network (AIYN)—including Boyle Heights Arts Conservatory, Jail Guitar Doors, Rhythm Arts Alliance, Somos LA Arte, Tía Chucha's Centro Cultural, and WriteGirl—took place at nine parks served by **Our SPOT**, the Department of Parks & Recreation's year-long, after-school program for teenagers. While instruction is focused on youth ages 12-18, no youth are turned away because of their age, and whenever possible, teaching artists make efforts to adapt their instruction to be

developmentally appropriate for younger students.

Some sites, particularly Jesse Owens Community Regional Park in South Los Angeles, have faced public safety challenges related to gang and police presence. Instances of police profiling and the presence of armored police in parks have also deterred youth from participating in arts instruction. Staff from Arts and Culture and Parks & Recreation are working to address these issues as they solidify interagency relationships and set clear expectations for arts-based services. Year-round arts instruction is also being provided to youth at Pamela, Belvedere, Lennox and Roosevelt parks.

## SCHOOL-BASED HEALING-INFORMED ARTS EDUCATION

The Arts Ed Collective is partnering with the LA County Office of Child Protection's Education Coordinating Council (ECC), LA County Department of Mental Health (DMH), and AIYN to use the arts as a strategy for fostering communities of wellness within public schools. This model will build the capacity of school personnel and their community partners to provide healing-informed, integrated arts instruction, professional development, and community-building activities representing multiple arts disciplines.

Project activities are designed to establish school cultures grounded in healing-informed care and support schools in becoming more adept at helping students, families, and communities to improve their wellbeing and adaptability in ways that can mitigate traumatic events or circumstances.

In November, the Arts Ed Collective convened a three-day exchange that brought together a diverse group of 23 artists, administrators, mental health



professionals and advocates working to improve support and resources for youth across the County. Together this advisory group underwent an interactive exploration to consider how the arts, the evidence-based **Youth Mental Health First Aid** program, AIYN's theory of practice, and healing-informed approaches can strengthen protective factors to support the wellbeing of youth.

At the end of the session, the group engaged in a generative brainstorm to develop a list of questions, topics and ingredients to inform the creation of a new curriculum to increase adults' capacity to provide arts-based, healing-informed care for youth. Following the three-day exchange, a 14-member writing team was established to further develop ideas generated by the advisory group.

From February through May, the curriculum will be field tested at four high schools with high numbers of foster, probation-involved and/or at-risk youth. Each school will also receive a selection of arts and healing

student services (e.g. artist residencies, family workshops, performances) that are tailored to meet the needs of local communities. The four pilot sites are in LA County's First Supervisorial District (Pomona Unified), Second District (Los Angeles Unified, Local District West), and Fifth District (Antelope Valley Union and Pasadena Unified).

Following the pilot, the project will engage local networks of mental health providers, clinicians, community artists, arts organizations, teachers, and other stakeholders in building a healing-informed care network, both within and around participating schools, to provide concrete, sustainable supports for youth and their families. Harder+Company Community Research has been contracted to conduct an evaluation of the project. The evaluation will include observations, interviews, surveys, and focus groups to assess content and areas for growth and improvement. In June, a final evaluation report will be generated by Harder+Company and shared with the advisory group, writing team, and all project partners.

Youth development through the arts has dedicated support from the Art for Justice Fund, a sponsored project of Rockefeller Philanthropy Advisors, as well as the LA County Department of Mental Health. Healing-informed arts instruction for incarcerated youth is implemented in partnership with the LA County Probation Department with annual funding from the Juvenile Justice and Crime Prevention Act (JJCPA). Programming in County parks is made possible through an allocation of one-time growth funds from the JJCPA.

## CONVENINGS

Between July and December 2019, the Arts Ed Collective hosted 44 events for learning, sharing and collaboration. Attendees included 442 unique individuals (828 event check-ins overall) representing 41 school districts, three charter networks, 124 community-based organizations, and 26 LA County government agencies. These convenings support each of the Arts Ed Collective's strategic priorities with content for both broad audiences and targeted stakeholder groups. Ongoing events include district arts leadership team meetings in which school district stakeholders work with an Arts Ed Collective coach to develop a five-year strategic arts plan as well as school site visits by Arts Ed

Collective staff who observe arts education implementation practices. Standalone learning and networking events across the County are scheduled throughout the year.

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

**Summits** convene stakeholders across regions and sectors to reflect on progress, celebrate successes, and share practices. The next summit will take place in June 2020, with details to be announced this spring.



Jazz performers from Los Angeles City College at "Pathways to the Creative Economy in Los Angeles" conversation (August 2019)

Identify and share effective tools and practices among stakeholders.

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

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

**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.

**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.

**Workshops** provide standalone, interactive learning opportunities. Strategic Planning Leadership Training introduces the process of developing a districtwide strategic arts plan. TEAL professional development sessions equip educators with the knowledge and resources to support arts integration in classrooms.

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

**Online Engagements** offer a virtual space for stakeholders to access opportunities for learning and dialogue regardless of where they live or work across the County. Live webinars reinforce, amplify and broaden content from other events. A digital newsletter, listserv, and social media regularly promote events.



Community members discuss their ideas for the future of arts education during the Community Forum for Arts Education at the dA Center for the Arts in Pomona (June 2019).



The charts over the next few pages illustrate the strategy, event type, attendance, and high-level aims of convenings that took place between July through December 2019:

SCHOOL DISTRICT SUPPORT			
EVENT NAME	# OF EVENTS	ATTENDANCE	OBJECTIVE
Arts Ed Collective Coaches PLC	2	14	Strategic Planning Coaches engaged in co-learning and collaboration as they shared field experiences and were provided with training and mentorship.
Arts Coordinator PLC	1	32	Presented in partnership with LACOE, Arts Coordinators from LA County school districts convened to network, share successes, and gain insights from colleagues. Updates were shared about the new Regional Plan for Arts Education, LACOE's plans for the 2019-20 school year, and other happenings around the region and state.
Strategic Planning and Leadership Training (Workshop)	1	18	School district teams were introduced to the process for developing an arts education policy and strategic plan.
District Liaison Site Support	5	8*	Arts Ed Collective staff observed school district implementation practices and provided perspective on strengths and areas for growth.
California Arts Framework Brown Bag Lunch and Webinar (Online Engagement)	1	8	The Arts Ed Collective hosted a session to review the new <i>California Arts Framework for Public Schools, Kindergarten Through Grade Twelve</i> . This conversation and webinar provided an opportunity for district arts coordinators and curriculum specialists to explore sections of the framework and provide more detailed comments and recommendations for consideration by the Instructional Quality Commission in January 2020.



Educators discuss the creative economy and the future of arts education in LA County at Los Angeles City College during the "Pathways to the Creative Economy in Los Angeles" conversation (August 2019)

## YOUTH DEVELOPMENT

EVENT NAME	# OF EVENTS	ATTENDANCE	OBJECTIVE
Inter-Agency Youth Arts Task Force (Workgroup)	1	44	Representatives from County agencies developed strategies to embed arts instruction across County systems, with the goal of fostering healing, personal transformation, and career pathways for justice-involved youth.
Supporting Justice-Involved Individuals through the Arts (Forum)	1	26	This meeting convened representatives from community-based organizations to provide input on ways the arts can help to support, heal, and develop youth and families impacted—or at risk of becoming impacted—by the criminal justice system.
School-Based Healing-Informed Arts Education (Workshops)	3	33	These workshops convened representatives from the Arts Ed Collective, Arts for Incarcerated Youth Network, Department of Mental Health, and Education Coordinating Council to connect and reflect upon different approaches to arts-based healing and professional development. These approaches are being combined into a pilot of a new arts and healing professional development curriculum.

## MODELS & RESOURCES

EVENT NAME	# OF EVENTS	ATTENDANCE	OBJECTIVE
Technology Enhanced Arts Learning – Social Emotional Learning (TEAL-SEL) (Workshops)	2	203	The TEAL-SEL project uses blended professional learning (online and in-person) to build capacity in arts education throughout LA County schools. The target audience includes TK-6 teachers, Expanded Learning Staff, and Social Emotional Learning (SEL) specialists who work together to embed SEL content and awareness into arts-based teaching practices.
Creative Career Pathways for Youth (Conversations)	2	78	The LA County Board of Supervisors, Arts Ed Collective, and LA County Economic Development Corporation invited representatives from educational institutions, programs that prepare youth for the creative economy, and creative industry employers to discuss a Countywide Creative Career Pathways for Youth initiative that aims to build a robust, diverse, and inclusive workforce.



STRATEGIC PARTNERSHIPS			
EVENT NAME	# OF EVENTS	ATTENDANCE	OBJECTIVE
Funders Council	5	35	Quarterly meetings of the full membership as well as subcommittee meetings provide opportunities for funders to expand their knowledge and offer strategic guidance.
Youth Advisory Council	10	173	The Arts Ed Collective launched its first ever Youth Advisory Council with an orientation in May 2019. This council offered young adults an opportunity to be civically engaged, participate in a Countywide regional planning process, and shape the ongoing role of youth leadership in the Arts Ed Collective.
Regional Plan Advisory Workgroup	3	33	The LA County Regional Plan for Arts Education Advisory Workgroup is a diverse body established to act in an advisory capacity in the development of an updated regional plan for arts education.
<b>OVERALL TOTAL</b>	44	828**	*Estimated attendance **Total represents number of overall event check-ins. The number of unique participants is 442.

*See Attachment 3 for a calendar of events scheduled for winter and spring 2020.*



An Art of Leadership participant demonstrates Theory U concepts during a convening of the 2019 Art of Leadership cohort. (April 2019)

# TECHNOLOGY ENHANCED ARTS LEARNING

## SEL CORE COMPETENCIES



Sources: CASEL Acknowledge Alliance

Developed and implemented in partnership with the LA County Office of Education (LACOE) and the Department of Mental Health (DMH), [Technology Enhanced Arts Learning – Social Emotional Learning](#) (TEAL-SEL) is a professional development program that offers current and pre-service TK-6 educators a series of online resources and in-person trainings focused on integrating the arts (i.e. dance, media arts, music, theatre, visual arts), social emotional learning (SEL), and trauma-informed practices into teaching in other

core subjects (e.g. language arts, math, science, social studies). The project also aims to reduce negative outcomes linked to mental illness, including suicide, school failure/dropout, and prolonged suffering.

Developing SEL core competencies like the ability to understand and regulate emotions are embedded into arts-based teaching practices intended for classroom teachers, expanded learning staff, and counselors (see “SEL Core Competencies” in the figure above). This approach allows educators to improve both academic

and SEL outcomes for students in a way that maximizes instructional hours during the school day. All TEAL-SEL project participants are also trained to help reduce the stigma and discrimination associated with mental illness as well as to affect changes in attitudes and knowledge about suicide risks.

In September and October 2019, LACOE convened the first two of five TEAL-SEL cohorts in a two-day, trainer-of-trainer workshop series that engaged 174 representatives from 19 school districts, six charter schools, and one private school. The workshops, led by teaching artists and SEL specialists, trained participants in making connections between SEL and arts integration, creating student learning environments that promote creativity and well-being, and fostering social connectedness among students. Three additional cohorts of TEAL-SEL participants are planned in January and February 2020, with a projected 260 individuals from 60 local education agencies to be trained in arts integration and SEL.

After being trained as TEAL coaches, participants are expected to pass on the knowledge acquired through the program and train additional educators and

personnel at schools within their district. Following the two-day, in-person training, LACOE provides each TEAL coach with online and in-person support, maintaining close communication to ensure successful implementation of TEAL strategies. TEAL coaches return to their school sites and, through this train-the-trainers model, each provide an average of 25 teachers and other school staff with blended online and in-person professional development. In addition, TEAL coaches receive resources and survey tools to provide enhanced in-classroom support for at least 10 educators in their school sites, and to capture classroom observation data where TEAL-SEL methodologies are practiced.

For pre-service educators, higher education organizations like the Charter College of Education at California State University, Los Angeles (CSULA) have institutionalized the TEAL online learning modules in their coursework for students earning their multiple-subject teaching credential. As part of a course syllabus, TEAL online modules are aligned with weekly course readings and assignments, and pre-service candidates can earn a digital certificate upon completion of each module.

# CREATIVE CAREER PATHWAYS FOR YOUTH

Guided by findings in the [Building Creative Career Pathways for Youth: A Field Scan for LA County](#) report and using a diversity, equity and inclusion lens, the Arts Ed Collective hosted two conversations with the field to examine access to the creative economy for youth who have historically experienced barriers to employment, including those impacted by the juvenile justice system. In August 2019, 66 educators who prepare youth for creative careers (e.g. staff from higher education institutions, nonprofit organizations, County agencies) and 26 creative industry employers (e.g. representatives from museums, television/film/media organizations, tech start-ups, government agencies) convened to review and discuss the field scan report and its 23 recommendations.

To support ongoing engagement in 2020, the Arts Ed Collective plans to focus on activities aligned with key

recommendations in the field scan, specifically providing information and resources about career opportunities in the creative industries and instituting a community awareness campaign about the creative economy. Initial efforts will narrowly focus on a few sectors of the creative economy—digital media, entertainment (film), architecture, and the performing arts—to yield a repository of data, resources, and stories designed to benefit youth, parents, educators, guidance counselors, workforce development agencies, and employers. As part of building the community awareness campaign, at least two representatives from each sector (i.e. digital media, entertainment, architecture and performing arts) will be profiled and featured on the Arts Ed Collective’s digital publications.

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

# CALIFORNIA ARTS EDUCATION LEADERSHIP COHORT

The second year of the California Arts Education Leadership Cohort—a coalition of arts education practitioners working to align local, regional and statewide efforts in service of systemic change in arts education—is grounded in feedback and reflections from its 20 founding members. This group of emerging and established leaders expressed that continuity, candor, and sustaining a culture of respect are key to expanding the cohort and supporting their individual leadership development. In October 2019, the first monthly call of the year reconvened all but one member who had to withdraw from the cohort due to other professional obligations.

Calls in October and November affirmed the cohort’s ongoing interest in having more opportunities for in-person interactions. In response, Pat Wayne of Create CA offered to waive registration fees for the “Create”ing Momentum: Create CA Statewide Convening on May 12-13 in Sacramento. Three cohort members have formed a workgroup to design a pre-conference leadership session open to all cohort members and emerging leaders beyond the cohort.

In addition, the Arts Ed Collective will support travel for cohort members to participate in the 2020 LA County Arts Education Summit scheduled for June.

The content of monthly meetings from January through June 2020 is being driven by cohort members. Conversations that began last year, like those about barriers to racial equity and diversity in leadership, will pick up again in the new year, while discussions about power—who has it, how one might carry their own forms of it—will take on greater importance.

The Presencing Institute continues to support the cohort, particularly around facilitation of mindfulness exercises, but cohort members are beginning to independently curate Theory U practices and lead group discussions during meetings. Theory U remains an invaluable tool for relationship-building and transforming behaviors. Theory U activities, such as journaling, case clinics, dialogue walks, and embodiment practices, are scheduled to take place during and between monthly calls.

## STRATEGIC PARTNERSHIPS

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



# ART OF LEADERSHIP

The Art of Leadership program is a multi-day leadership series that engages emerging and established arts education professionals in the Presencing Institute's **Theory U** methodology for personal and collective leadership. The series is designed to expand professional networks and mobilize arts education practitioners across LA County in localized efforts to create systemic change in arts education.

During the fall, Arts Ed Collective staff finalized the timeline, agendas, and venue for the 2020 Art of Leadership program, releasing applications in November 2019. Unlike last year, applicants were not asked to apply alongside a mentor partner. The program guidelines also broadened the scope of applicants' professional experience to include those working in varying contexts (e.g. schools, community spaces, public housing, parks, juvenile detention facilities) and institutions of all sizes (e.g. large nonprofits or

municipal agencies, fiscally sponsored organizations/collectives, independent teaching artists).

Outreach to potential applicants focused on diversifying the professional and geographic backgrounds of participants, with specific attention to arts education practitioners who work outside of traditional arts organizations. This outreach found immediate success when staff reached out to grantees of the Department of Arts and Culture's **Community Impact Arts Grant** (CIAG) program, which supports arts-based projects at nonprofit social service and social justice organizations.

Through the January 8, 2020 deadline, the Art of Leadership program received 100 completed applications, with a substantial number submitted by individuals who are not typical stakeholders of the Arts Ed Collective. Up to 60 applicants will



Art of Leadership participants collaborate during a convening of the inaugural 2019 Art of Leadership cohort. (April 2019)

be selected to be part of the 2020 Art of Leadership program, with stipends offered to individuals whose participation in all sessions might present a financial hardship.

Most applicants, approximately 57%, identified as midcareer professionals, 36% as emerging, 11% as senior, and 2% as other (numbers do not add up to 100% as applicants could make more than one selection). The visual arts were most represented (55%) among the arts disciplines, with dance (17%) and “other” (14%) having the least representation. More than half of applicants (62%) described their professional role as organizational administrator, followed by teaching artist (35%), art lead (26%), and classroom teacher (20%). Less than 4% of applicants identified themselves

as parents and school district or school administrators.

Those accepted into the program will attend five full-day sessions at Plaza de la Raza between March and May 2020, with additional opportunities for engagement in the form of site visits (“learning journeys”) and informational interviews between sessions. Members of the California Arts Education Leadership Cohort and the 2019 Art of Leadership cohort will also be invited to participate in learning journeys, with the 2020 Arts Ed Summit in June serving as a capstone opportunity for all individuals participating in one of these leadership development efforts to lead their own break-out sessions with a broad network of regional and statewide leaders.



Graphic facilitation techniques were used during Art of Leadership sessions (April 2019).





The 2019 cohort of the Youth Advisory Council (August 2019)

## YOUTH ADVISORY COUNCIL

In spring 2019, 23 young leaders (ages 18-24) from across the region formed the inaugural **LA County Arts Ed Collective Youth Advisory Council**. These young adults were nominated by local community-based organizations and selected to serve on the council based on their demonstrated experience and passion for arts education, social justice, and/or community organizing. From May through June, council members attended orientation trainings and at least two Regional Plan community forums. They were then asked to reflect on their observations and experiences at the forums, surfacing significant challenges they noticed during the community engagement process. In July, council members developed personal and collective goals they wanted to achieve by the end of their term in December. These goals included building connections with other members, serving as on-the-ground advocates for their communities, and shaping policy that is implemented at scale.

Between July and September, members helped to analyze data collected at community forums and develop strategies and common goals to be included in the Regional Plan for Arts Education. Five members also rotated service on the regional plan Advisory Workgroup to

contribute their perspectives alongside government, education, and philanthropic leaders.

Through December, youth leaders convened twice a month. Each meeting dedicated time for intentional artmaking, networking, and group discussion facilitated by council members themselves. These meetings were not without their challenges, as the council needed to build rapport, develop shared affinities, and work to build consensus around proposed strategies while learning about County government and the arts education landscape in a short timeframe.

As their final project, the 2019 Youth Advisory Council submitted written recommendations for the ongoing role and structure of the Arts Ed Collective Youth Advisory Council. They address the optimal duration, size, and makeup of the council; rotating roles and responsibilities among council members; a curriculum of learning to support youth leaders in contributing their voice and expertise to the Arts Ed Collective; and ways to keep alumni engaged beyond their term of service. Thus, these recommendations are guiding planning efforts for the next cohort of council members.

# LEADERSHIP COUNCIL AND FUNDERS COUNCIL

Historically, the Arts Ed Collective Leadership Council has been an advisory body of government, foundation, corporate, and community leaders who provide strategic guidance for the initiative. In 2020, the structure and composition of the Leadership Council are being reconsidered in alignment with the new Regional Plan for Arts Education.

The Arts Ed Collective Funders Council is an advisory body of public and private grantmakers with shared investments in the initiative. Council members may attend quarterly meetings and subcommittee meetings to provide fiscal oversight of the initiative and advise Arts and Culture staff about the Arts Ed Collective's strategic priorities and programmatic efforts.

In October 2019, the Funders Council convened to learn about the [Countywide Plan for Elevating the Arts as a Criminal Justice Reform Strategy](#) that had recently been submitted to the Board

of Supervisors. Two subcommittees also shared updates about the following:

- **Advancement Grant** – Members announced the beginning of the 2019-20 grant cycle and gave an overview of program refinements and grant disbursements. The subcommittee also discussed plans to sustain priority points for the 2020-21 cycle.
- **Budget** – Members reviewed updates to the 2019-20 budget book and remaining funding opportunities for the fiscal year. Funders Council co-chair Wendy Chang celebrated the council's approval of a cash reserve policy that maintains a reserve of no less than 25% of annual private contributions for emergency and opportunity use of funds.

See Attachment 4 for a list of Funders Council and Leadership Council members.

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

## CREATE CA: LA COUNTY CAMPAIGN

Create CA is a statewide campaign to build public will for an education system that includes the arts and more equitable implementation of arts education in public schools. In 2019, Arts Ed Collective staff and TaskForce PR, the firm contracted to implement both the Create CA and Create LA County regional campaigns, worked to establish a strong brand identity aligned with its mission and values. Creative assets and resources invited those attending Regional Plan convenings to unite around shared values of creativity and equity in public education, while encouraging them to host localized campaigns at the district, school site or community level.



election year in which local, regional and statewide education issues might be aligned and leveraged through strong, targeted, and nuanced messaging.

Fortunately, all three statewide partners were able to contract Cognito Agency, founded and led by former TaskForce PR staffer Leda Maliga, to manage digital and social media communications for the Create CA, Art IS Education (Alameda), and Create LA County campaigns. Through June 2020,

## ADVOCACY

However, in September, the Arts Ed Collective and its statewide coalition partners Create CA and the Alameda County Office of Education elected to transition their contracts with TaskForce PR to a new consulting firm. The collaborative decision was made due to key staff members of TaskForce PR relocating to New York state, which adversely affected their ability to provide localized, on-the-ground support and communications. It was essential to the statewide coalition that the campaign be headquartered in California, particularly during an

Engage in local, statewide and national advocacy.



Cognito will be working to uplift LA County arts education stories, create meaningful resources and collateral for local audiences, and implement targeted public awareness campaigns to mobilize

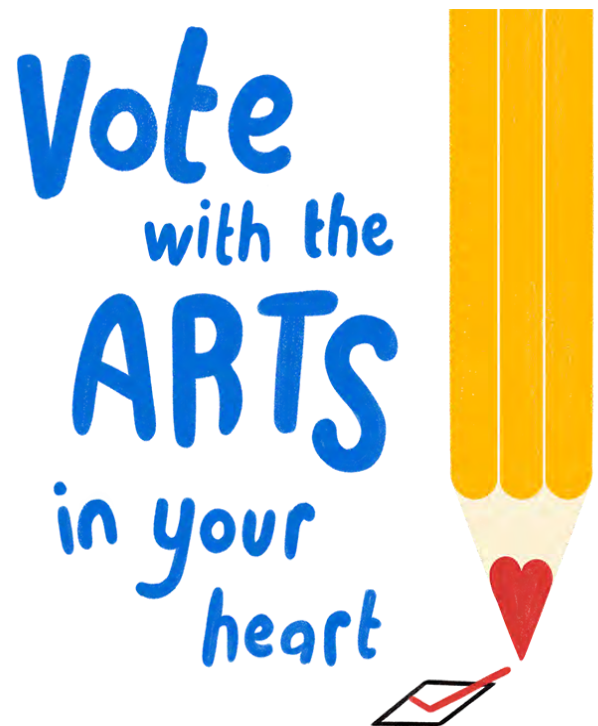
advocates around the LA County school board elections (March 3), Regional Plan for Arts Education (April 2020), and Arts Education Summit (June 2020).

## *SCHOOLS AND COMMUNITIES FIRST*

In the lead-up to the November 2020 elections, local advocacy partner Arts for LA will help to build awareness within the arts education community of the potential impact of the California Tax on Commercial and Industrial Properties for Education and Local Government Funding Initiative (aka **Schools & Communities First**) to amend Proposition 13. Preserving tax protections for homeowners, a third rail of California politics, Schools & Communities First proposes to split residential and commercial property taxes into separate tax rolls and collect commercial property taxes based on market values.

Advocates for the funding act—which include teacher unions, Liberty Hill Foundation, ACLU of Southern California, and LA County Supervisors Sheila Kuehl and Hilda Solis—now estimate up to \$11B in additional statewide funding for local school districts, community colleges and municipal governments. Additional funding for schools would be distributed through the state's **Local Control Funding Formula** (LCFF).

As part of a campaign to build awareness about the impact of local elections on arts education, Arts for LA will educate, train, and mobilize a coalition of key grassroots organizers from across LA County to serve as ambassadors for arts education in their communities.



## KCET ARTBOUND

The Arts Ed Collective and KCET are partnering to produce an episode of the Emmy award-winning series **Artbound** and related digital media assets about arts education in LA County. The documentary segment, scheduled to air in spring 2020, will include a brief history of arts education in California, demonstrate inequities in access to arts education, and feature stories and case studies drawn from the Arts Ed Collective's network of school districts, arts organizations, teaching artists, and

arts advocates. The goal of the project is to build public awareness for arts education among a broad, local television audience that will translate in the near term to greater participation in the Create LA County campaign and activation of the new LA County Regional Plan for Arts Education. The long-range objective is to foster a stronger and more strategic advocacy base that can motivate policy shifts and implementation practices that fulfill the Arts Ed Collective's vision.

The Arts Ed Collective's communications and advocacy efforts have dedicated support from the Moss Foundation and Stuart Foundation.

## ARTS ED PROFILE

Each fall, the Arts Ed Collective reaches out to school principals across LA County to ensure that data about arts instruction in their schools are up-to-date on the Arts Ed Profile. District- and school-level data are used to inform school district strategic planning and inform stakeholders, parents and the public. The aggregate Countywide data produce findings that help set priorities for regional impact. This fall and winter, 101 schools from 19 school districts and two charter network partners completed an Arts Ed Profile survey. This includes 26 schools that completed a survey for

the first time, including those from Eastside Union School District and Glendora Unified School District, which had previously never participated in an Arts Ed Profile survey. The Arts Ed Profile is updated with new data every fall, winter and summer. As in previous years, school districts working with an Arts Ed Collective strategic planning coach received an in-depth report of their data to inform their strategic planning efforts.

## CALIFORNIA ARTS ED DATA PROJECT

In September 2019, Create CA released five years of school-, district-, county- and state-level data about arts participation for secondary grades (6-12) in California. The [California Arts Ed Data Project](#)—a suite of tools developed in collaboration by Create CA, the California Department of Education and national Arts Education Data Project—complements the Arts Ed Collective's Arts Ed Profile, which also includes data on primary grades

TK-5. The year-to-year longitudinal data in Create CA's latest data set presents an opportunity for the field to make a strategic, research-driven case for local and statewide investment in the arts and public education. It also offers increased visibility and promotional opportunities for the Arts Ed Profile, which annually encourages local school districts to update or submit new data.

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

# SCHOOL-BASED HEALING-INFORMED ARTS EDUCATION

Harder+Company Community Research is currently conducting an evaluation of the School-Based Healing-Informed Arts Education project.

For more details on this project and plans for evaluation, please refer to page 13.



Community mosaic created by the writing team for a new healing-informed arts and mental health professional development training called "Creative Wellbeing: Arts, Schools, Resilience." (November 2019)

## 2020 ARTS DATATHON

Presented by the Department of Arts and Culture, alongside local partners like the city of LA's Department of Cultural Affairs and the LA County Museum of Art, the annual **Arts Datathon** brings together arts administrators, artists, educators, data scientists, students, community advocates, researchers, and others to explore how data can improve access to the arts. This year, Arts and Culture's Research & Evaluation unit is working with representatives from the Teaching Artists Guild (TAG) and Music Center to design an arts education track focused on mapping tools like the Arts Ed Collective's **Arts Ed Profile** and **TAG's Teaching Artists Asset Map**. The 2020 Arts Datathon will

take place on April 27 at the Los Angeles Central Library. More details are available at: <https://www.lacountyarts.org/learning/arts-datathon>.



Participants at the "Data Science for Arts Education" project track at the 2019 Arts Datathon (Los Angeles Central Library)



ADVANCEMENT GRANT 2019-20 GRANTEES			
DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
Alhambra Unified*	93	23,300	to support the purchase of musical instruments for upper elementary and middle school
Antelope Valley Union High	99	24,700	to support the expansion of district-wide arts coordination and collaboration time, professional development, and student services
Burbank Unified	96	23,900	to support district-wide access to high quality, standards based, sequential arts education programming for secondary ELD students, pre-school and post high school Special Education students; and to expand teacher capacity in the arts through professional development
Centinela Valley Union High	83	20,800	to support performances for students and teacher professional development in conflict resolution
Claremont Unified	77	19,100	to support the expansion of the Site Arts Lead Teacher (SALT) program to high school through teacher planning and collaboration time
Covina-Valley Unified	86	21,500	to support the addition of a full-time credentialed elementary dance teacher
Culver City Unified	76	19,000	to support the addition of a technical theater instructor and teacher collaboration time for kindergarten through twelfth grade visual arts curriculum articulation
Duarte Unified	94	16,000	to support the expansion of teacher professional development in arts integration by the Armory Center for the Arts
East Whittier City Elementary	79	19,800	to support district-wide artist residencies in theater for elementary and teacher professional development
El Monte City Elementary*	85	19,100	to support district-wide visual arts curriculum through the purchase of equipment and staff training
El Monte Union High	90	22,500	to support the expansion of artist residencies for students with disabilities and English learners, professional development for teachers of the arts, CTE and special populations, and district-wide arts programs for students

# ATTACHMENT 1

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
El Rancho Unified	91	15,900	to support district-wide curriculum development and professional development in arts integration for transitional kindergarten through fifth grade teachers
Garvey Elementary*	68	17,100	to support professional development in the new arts standards, curriculum development for arts specialist and transitional kindergarten through first grade teachers, and the development of community outreach events
Gorman Joint School	90	22,500	to support teacher professional development, curriculum development, artist residencies, and field trips
Hacienda La Puente Unified	94	23,500	to support the expansion of arts integration with fifth grade artist residencies and teacher professional development in social emotional learning through Technology Enhanced Arts Learning (TEAL)
Hawthorne	89	22,200	to support professional development for transitional kindergarten through fifth grade teachers and the recruitment and training of arts docents
Hughes-Elizabeth Lakes Union	71	16,300	to support teacher professional development in music, the purchase of materials and instruments, and artist residencies in music
ICEF Public Schools (charter)	86	21,100	to support the addition of a part-time film production instructor at ICEF View Park Preparatory High School
iLead Charter Network	73	18,400	to support teacher professional development in theater, the purchase of theater curriculum, classroom materials, artist workshops, and field trips
Keppel Union Elementary	73	18,200	to support the purchase of visual arts curriculum, teacher professional development, curriculum development, and supplies and instruments
Lawndale Elementary	76	19,000	to support district-wide culturally relevant dance performances for students and teacher professional development
Lynwood Unified	104	18,500	to support professional development and collaboration time for the district arts advocacy team
Magnolia Public Schools	77	10,000	to support teacher professional development in arts integration for arts specialists district-wide and Technology Enhanced Arts Learning (TEAL) implementation coaching
Monrovia Unified	91	22,800	to support the expansion of vocal music district-wide for fourth and fifth grade

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
Montebello Unified	95	23,800	to support visual arts professional development for first and second grade teachers from The California Arts Project
Mountain View Elementary	96	23,900	to support media arts professional development and curriculum development for middle school teachers through Technology Enhanced Arts Learning (TEAL)
Newhall	93	23,200	to support artist residencies in dance for fourth grade district-wide and teacher professional development in arts integration
Norwalk La Mirada Unified	92	18,500	to support professional development for kindergarten through fifth grade teachers in theater integration and social emotional learning through Technology Enhanced Arts Learning (TEAL) and The California Arts Project
Palmdale Elementary*	75	18,700	to support district-wide teacher professional development in arts integration and the purchase of musical instruments and materials for implementation
Paramount Unified	98	24,200	to support the expansion of arts integration coaching and student field trips
Pasadena Unified	99	24,400	to support the expansion of theater residencies district-wide for kindergarten through second grade by the Music Center
Pomona Unified	102	25,500	to support the expansion of the teacher arts lead program and fourth grade visual arts residencies by the dA Center for the Arts
PUC Charter Network	68	17,100	to support college and career arts pathways and the purchase of equipment and supplies
Rosemead Elementary	92	22,900	to support the expansion of teacher professional development in arts integration by the Music Center to upper elementary
San Gabriel Unified*	81	20,300	to support teacher professional development and the purchase of equipment and supplies for music and visual arts, curriculum development in visual arts for kindergarten through twelfth grade, community outreach, and the development of a district-wide arts showcase
Santa Monica-Malibu Unified	97	18,500	to support the creation of an in-school Mariachi program for middle school
Saugus Union	92	23,000	to support district-wide artist residencies, curriculum development, and teacher professional development in theater for fifth grade by the Music Center

DISTRICT NAME	SCORE	AWARD	PROJECT DESCRIPTION
South Pasadena Unified	70	17,600	to support the purchase of music and media equipment, teacher planning time for web page development, and the expansion of arts coordination hours
Sulphur Springs Union	81	19,900	to support district-wide STEAM workshops for first through sixth grade, professional development, and curriculum development
Temple City Unified	70	14,000	to support district-wide teacher professional development through Technology Enhanced Arts Learning (TEAL), the development of a visual and performing arts scope and sequence, and the purchase of instruments and equipment for elementary and middle schools
Walnut Valley Unified	96	20,900	to support district-wide dance residencies for first grade by AMAN Dance Educators
Westside Union Elementary	79	12,800	to support teacher professional development and curriculum development in the new arts standards, and materials and supplies for district-wide arts celebration
Whittier City Elementary	78	10,300	to support district-wide theater and dance through the purchase of stage equipment and supplies
Whittier Union High	82	20,500	to support professional development and curriculum development in the new arts standards, planning time for the new performing arts center, and the creation of promotional arts videos for the district website
Wiseburn Unified	80	12,500	to support the purchase of visual arts and music equipment, materials, and teacher professional development in theater
		<b>\$887,700</b>	

\* First-time grantee



# 2019-20 ADVANCEMENT GRANT PROGRAM MUSIC PROJECTS

## **Alhambra Unified School District\***

*\$23,300 grant award*

Expanding and improving access to elementary school music programs is a priority at Alhambra Unified. All fourth-grade students participate in a beginning strings class while fifth grade students choose between a beginning band or an intermediate strings class. Middle school students (grades 6-8) can participate in advanced band or orchestra as an elective, and may also apply and audition for the districtwide honors string orchestra or honors band. Currently, instrumental music students in grades 4-8 are required to share an instrument with their peers. In 2019-20, Advancement Grant funds will be used to purchase instruments so that all students have access to an instrument of their own.

## **Burbank Unified School District**

*\$23,900 grant award*

Despite facing a significant budget deficit, Burbank Unified is working to sustain its elementary music programming. With support from the Advancement Grant Program, arts partner Education Through Music Los Angeles will provide weekly general music instruction for four elementary schools from September 2019 through April 2020,

while the Music Center will provide six weeks of music and movement artist-in-residency workshops for special education students in preschool. Advancement Grant funds will also be used to provide funding for instrument repairs and replacements for three middle schools and two high schools.

## **Hughes Elizabeth Lakes Union School District**

*\$16,300 grant award*

Hughes Elizabeth Lakes Union is a small, rural district of 195 elementary and middle school students. Music education has not always been part of its programming, but the district is working on prioritizing and expanding general instrumental music instruction for its students. Teachers will participate in music-based professional development with an Arts Ed Collective-approved specialist who will impart strategies for introducing students to musical instruments (e.g. recorders, guitars, ukuleles). An existing percussion program will also be expanded with a new curriculum and lesson plans to be implemented by classroom teachers.

## **Monrovia Unified School District**

*\$22,800 grant award*

Monrovia Unified plans to use Advancement Grant funds to

implement a 32-week fourth and fifth grade choral music program at every elementary school site. The program will use a standards-based curriculum and take place weekly for 40 minutes during the school day. Curriculum development will be overseen by the district's director of performing arts. The director will also hold regular meetings with choral music teachers to share and align practices for quality choral instruction, including lesson planning, scheduling, and coordinating concert performances. Members of the fourth and fifth grade choirs will participate in at least three concerts attended by parents and community members during the school year. Expanding choir during the school day to include fourth and fifth grade will bridge choral music programs for grades 1-3 with those in the district's middle and high schools.

**Palmdale School District\***  
*\$18,700 grant award*

Although music instruction with full-time teachers is available at all middle schools in Palmdale School District, music education is currently lacking at most K-5 school sites. As part of a broader effort to increase VAPA opportunities for K-5 students through its five-year strategic arts plan, the district is piloting music programs and providing teachers with professional development in arts integration. Advancement Grant funds will also be used to purchase musical instruments for elementary students.

**San Gabriel Unified School District\***  
*\$20,300 grant award*

Music is one of San Gabriel Unified's strongest arts programs. Using Advancement Grant funds, the district will perform a gap analysis of districtwide music instruction and bolster infrastructure for the program by providing professional development for teachers, purchasing equipment, and setting aside time for music staff to strengthen its already established K-12 curriculum.

**Santa Monica-Malibu Unified School District**  
*\$18,500 grant award*

As part of its six-year strategic arts plan, Santa Monica-Malibu Unified is working to close the "opportunity gap" for arts learning faced by its Latino and African American students. In 2018, the district, with input from the community, decided to initiate a culturally relevant mariachi music program for the fifth grade at Edison Language Academy, an English/Spanish dual language immersion school. The district's plan is to ultimately implement a sequential mariachi music program that runs from fifth grade through middle and high schools. In January 2019, the inaugural fifth grade class was initiated with the support of five elementary music teachers and one lead teacher hired to direct the program. In 2019-20, the district plans to use Advancement Grant funds to implement

the mariachi program at John Adams Middle School, which requires professional development workshops for teachers as well as instruments and supplies for students.

**South Pasadena Unified School District**  
*\$17,600 grant award*

Advancement Grant funds for South Pasadena Unified will be used to purchase new musical instruments and equipment as well as procure storage solutions for the music department. Currently, some students do not have access to musical instruments and many instrumental music students do not have the space or opportunity to practice at home. To create up to three additional practice spaces for up to 375 students, the district seeks to implement storage systems that house the music department's equipment and sheet music that is otherwise taking up space that could be used for rehearsals.

\*First-time grantee

Purchase of new instruments and supplies will increase access for students and improve the quality of student musicianship.

**Wiseburn Unified**  
*\$12,500 grant award*

Wiseburn Unified aims to sustain and expand its comprehensive arts program by connecting music education pathways between elementary, middle, and high school sites. Elementary and middle school students at all grade levels currently have access to music instruction. To reinforce pathways into the high school music program, the district will purchase iPads and sound equipment for middle school students and introduce them to the use of technology in music composition. Orchestra instruments and instructional materials for music will also be purchased using Advancement Grant funds.

# ARTS ED COLLECTIVE WINTER AND SPRING 2020 PROPOSED CONVENINGS

## JANUARY

9-10	TEAL-SEL Workshop (Scale Up! Districts)
15-16	TEAL-SEL Workshop
16, 22, 29	Healing-Informed Arts Education Workgroup
29	202-21 Advancement Grant Guidelines and Application Launch

## FEBRUARY

4-5	TEAL-SEL Workshop
7	Advancement Grant Technical Assistance (Webinar)
7	2020 LA County Poetry Out Loud Competition
12	School District Arts Plan Tune Up - Whittier
27, 28	2020-21 Advancement Grant Technical Assistance (In-person)

## MARCH

6	Getting Strategic with Your Arts Plan (Santa Clarita)
11	2020-21 Advancement Grant Application Deadline
11	2020-21 Strategic Planning Coaching Application Deadline
13	Coaches Professional Learning Community
25	Art of Leadership (Opening Reception)
26, 27	Art of Leadership (Session 1)

## APRIL

9*	Funders Council Meeting (Location: DOORS)
17	Art of Leadership (Session 2)
27*	2020 Arts Datathon
22, 24, 28, 30	2020-21 Advancement Grant Review Panel

## MAY

7,8	Art of Leadership (Session 3 and Closing Reception)
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## JUNE

5	Coaches Professional Learning Community
10	Funders Council Meeting
18*	2020 LA County Arts Education Summit

\*events cancelled as COVID-19 precaution.



# ARTS EDUCATION COLLECTIVE FUNDERS COUNCIL

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

Co-Chair

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

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**Matty Wilder**, Senior Program Officer  
Herb Alpert Foundation

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Annenberg Foundation

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

**Lauren Johnson**, Program Director  
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**Jennifer Price-Letscher**, Director  
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ATTACHMENT 4

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**Andrea Sorin**, Advisor

Rosenthal Family Foundation

**Shawn Kravich**, Executive Director

Snap Foundation

**Lani Monos**, Vice President

Global Corporate Social Responsibility

Sony Pictures Entertainment

**Sophie Fanelli**, President

**Delia Reid**, Senior Program & Communications Officer

Stuart Foundation

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**Genethia Hudley-Hayes**

Education and Social Services Deputy

to Sheila Kuehl, Supervisor Third District

County of Los Angeles

Co-Chair

**Mark Slavkin**, Director of Education

Wallis Annenberg Center for the Performing Arts

---

**Glenna Avila**, Former Artistic Director

CalArts Community Arts Partnership

**Wendy Chang**, Director

The Dwight Stuart Youth Fund

**Yvonne Contreras**, Director

Curriculum and Instructional Services

LA County Office of Education

**Armalyn De La O**, Director

Los Angeles Basin California Arts Project

**Alex Johnson**, Board Member

LA County Office of Education

**Lani Monos**, Vice President

Global Corporate Social Responsibility

Sony Pictures Entertainment

**Norma Provencio Pichardo**

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LA County Department of Arts and Culture

**Angel Roberson Daniels**, Executive Director

The Angell Foundation

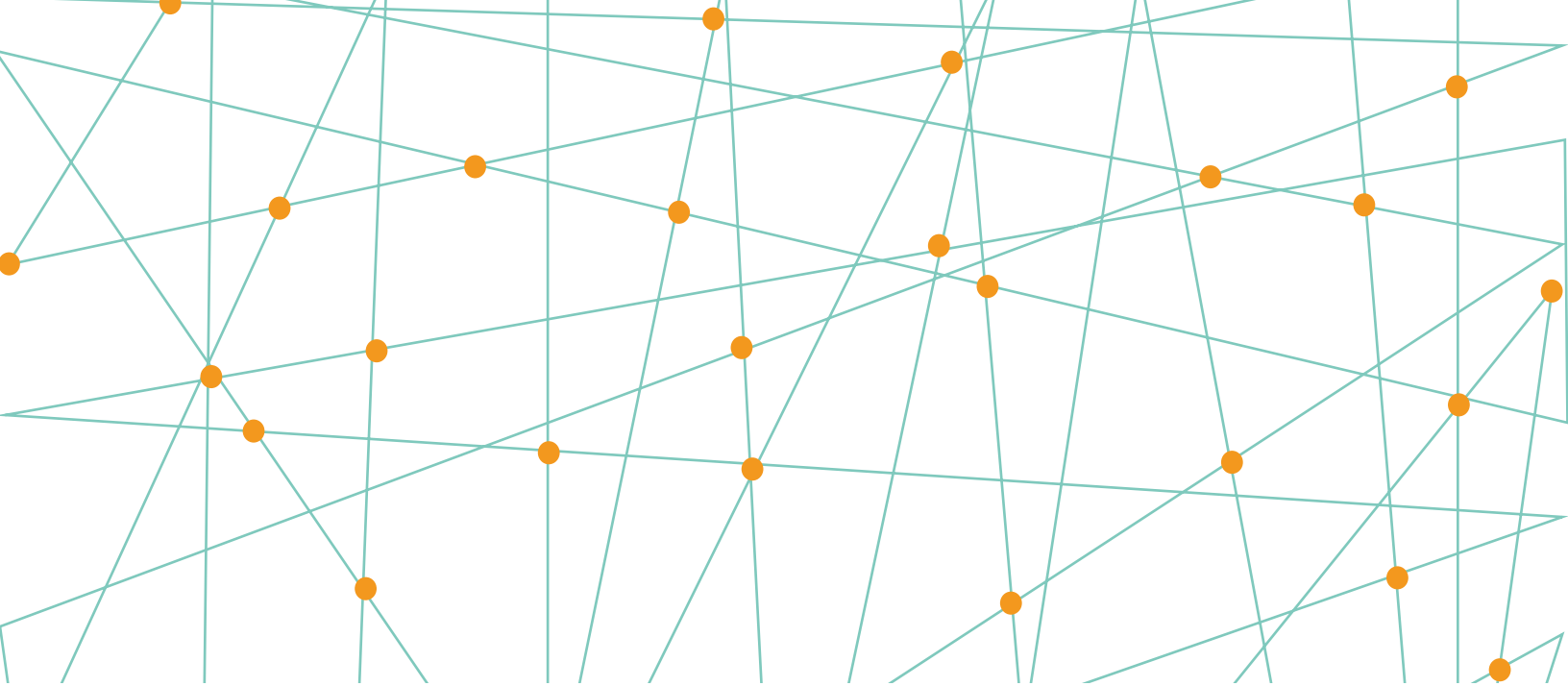
**Dotti Ysais**, Senior Project Director

Center for Distance & Online Learning

LA County Office of Education

**Kristin Sakoda**, Director

LA County Department of Arts and Culture



LOS ANGELES COUNTY  
**artsed**  
COLLECTIVE

LACountyArtsEdCollective.org  
artsedcollective@arts.lacounty.gov

