



LOS ANGELES COUNTY
artsed
COLLECTIVE

**children,
youth &
families**

Los Angeles County's New Regional Blueprint for Arts Education

MESSAGE FROM THE CHAIR



In Los Angeles County, the diversity of the youth that we serve is nothing short of incredible. The 1.5 million public school students spanning this vast region represent numerous cultures, backgrounds, and languages. The lives of these young people may differ, but investing in their collective future is one of the County's greatest priorities and opportunities.

We know that the arts and creative learning support social and emotional well-being, improved academic outcomes, and access to careers in the creative economy and beyond. In 2002, the Board of Supervisors paved the way for Arts for All: LA County Regional Blueprint for Arts Education, which contained strategies to ensure all young people had access to the arts in school.

It is now my honor to introduce the Arts for All Children, Youth, and Families: Los Angeles County's New Regional Blueprint for Arts Education, which presents an expanded approach with innovative strategies that reach beyond school. This new Blueprint is a roadmap for education and youth development practitioners who believe, as the Board does, that every child should engage in the arts throughout their childhood to develop skills and creativity that will follow them into adulthood.

Join us as we embark on the next chapter of arts education and work together to make the Blueprint a reality.

A handwritten signature in black ink that reads "Kathryn Barger".

Kathryn Barger
Chair of the Los Angeles County Board of Supervisors

MESSAGE FROM THE DIRECTOR



It is my pleasure to present Arts for All Children, Youth, and Families: Los Angeles County's New Regional Blueprint for Arts Education. The Blueprint reflects the shared vision of stakeholders across the region including youth, parents, teachers, artists, nonprofits, philanthropy, County agencies, and creative career sectors. It builds on nearly two decades of work, establishing the Arts Ed Collective as the largest local arts education initiative in the nation.

Arts, culture, and creative expression contribute to individual and community well-being, promote inclusion, drive our region's economy, and are an essential part of every child's education. With a view to cultural and racial equity, we envision a region where every young person has access to arts education, participates fully in cultural life, and can reach their infinite potential.

Today we face the defining challenges of our time. In this moment of opportunity, the new Blueprint sets ambitious goals for achieving scale, equity, and quality in arts education in-school, after school, and in communities, to meet youth where they are, and to culturally sustain the voices of those historically excluded.

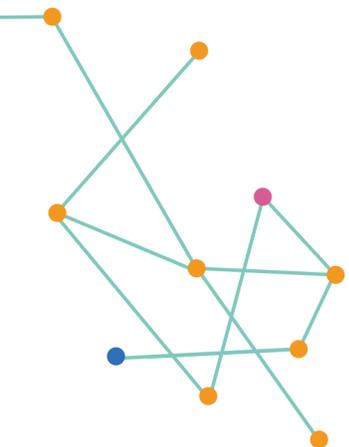
We invite you to use the new Blueprint as a call to action. To use it as a framework to eliminate systemic barriers, engage students in arts and creative learning, aspire to a better future, and invest in our youth.

Thank you to the Los Angeles County Board of Supervisors, our dedicated arts education staff, led by Denise Grande, and all our partners.

Advancing arts, culture, and creativity!

A handwritten signature in blue ink that reads "Kristin Sakoda".

Kristin Sakoda
Director, Los Angeles County Department of Arts and Culture



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ARTS FOR ALL CHILDREN, YOUTH, AND FAMILIES:

Los Angeles County's New Regional Blueprint for Arts Education was produced as a directive from the Los Angeles County Board of Supervisors and was commissioned by the Los Angeles County Department of Arts and Culture under the leadership of Denise Grande, Director of Arts Education. Strategic planning and facilitation consultants The Soluna Group, led by Laura Valles and Chrysta Wilson, guided the process, facilitated community engagements, and drafted the Blueprint. Graphic design was provided by Studio Fuse, Inc.

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Art for Justice Fund
John N. Calley Foundation
The Music Man Foundation
National Endowment for the Arts
Los Angeles County Board of Supervisors
Los Angeles County Arts Education Collective Funders Council
Stuart Foundation
Snap Foundation



MOTION BY SUPERVISORS SHEILA KUEHL AND HILDA L. SOLIS

April 3, 2018

DECLARATION OF STUDENTS' RIGHTS TO EQUITY IN ARTS LEARNING

The Los Angeles County Board of Supervisors ("Board") has long recognized the importance of the arts in public education. In 2002, the five Supervisors unanimously adopted the Los Angeles County Regional Blueprint for Arts Education which established the LA County Arts Education Collective (formerly Arts for All) and directed the County's Arts Commission and Office of Education to work together to ensure that LA County's 1.5 million public school students receive high-quality arts education. Fifteen years later, the Arts Ed Collective includes 68 of the County's 81 school districts, five charter school networks, more than 100 arts organizations and teaching artists, dozens of funding partners and hundreds of community advocates working collaboratively to advance arts education in all LA County schools.

High quality education is essential for healthy, thriving communities and for maintaining a robust, creative workforce. While all students deserve a comprehensive education that prepares them to succeed in college, career and life, particular groups of students continue to experience significant barriers to access, participation and success in arts learning. Recognizing these inequities, California's statewide arts education coalition, Create CA, has put forward a Declaration of Students' Rights to Equity in Arts Learning that outlines the rights of all students to a high-quality arts education, regardless of race, culture, language, religion, national origin, place of residence, socioeconomic or legal status. An arts education includes courses of study and interdisciplinary learning in dance, music, theatre, visual and media arts, aligned with the State Standards and reflecting the provisions of the California State Education Code.

THE DECLARATION PROVIDES:

- 1.** Every student has the right to free, coherent and sequential standards-based arts learning that is part of preK-12 curriculum and provides both integrated and discrete visual and performing arts learning opportunities, as well as the right to equitable outcomes as a result of this arts learning.
- 2.** Every student has the right to fully develop their creative, artistic and aesthetic potential, as well as the right to special protection from policies and practices that exclude or preclude certain students or populations from equitable access to powerful and coherent arts learning preK-12.
- 3.** Every student has the right to arts learning that is culturally and linguistically responsive and relevant, and which pays particular attention to those populations that have traditionally been excluded or precluded, such as English learners, students of color, foster youth, homeless youth, LGBTQ youth, those living in poverty, migrant students and special needs students.
- 4.** Every student has the right to participate in arts learning in schools, districts and communities that are properly funded and supported with the necessary resources – including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities – to support powerful culturally and linguistically responsive arts learning.

5. Every student has the right to educators, leaders, and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation, and global society.

6. Every student has the right to be brought up in school and community environments that value and protect the arts as essential to the full development of each student and that demonstrate those values/beliefs in their public policies and practices.

THIS BOARD ACKNOWLEDGES:

- Arts education is an essential part of a comprehensive education for all students, preparing them for college, career and life;
- High quality arts programming across content areas promotes critical thinking and problem-solving skills, supports overall academic achievement, and nurtures skills that prepare all students to productively contribute to LA County's vibrant creative economy; and
- Particular groups of students experience significant barriers to access, participation, and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system.

WE, THEREFORE, MOVE that the Board of Supervisors become the first local government in California to adopt and establish the Declaration of Rights of All Students to Equity in Arts Learning, proclaiming them applicable and essential for all young people within and across Los Angeles County.

The above Motion was passed by the Board of Supervisors on unanimous consent on April 3, 2018.



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INTRODUCTION

The Los Angeles County Arts Education Collective (Arts Ed Collective) was launched in 2002 by the Los Angeles County Board of Supervisors as a regional effort to restore the arts in public education. Coordinated by the Los Angeles County Department of Arts and Culture, the Arts Ed Collective is recognized as a national model of collective impact in arts education. It is comprised of a broad coalition of partners that includes the County Office of Education, more than 70 school districts, 5 charter school networks, and hundreds of community-based arts organizations, teaching artists, educators, philanthropists, and advocates who have invested energy, expertise, and resources in this formidable movement for arts education across Los Angeles County.

Building on nearly two decades of work, and drawing input from hundreds of stakeholders, Arts for All Children, Youth, and Families: Los Angeles County’s New Regional Blueprint for Arts Education (Arts Ed Blueprint) sets forth ambitious goals for increasing youth access to the arts. The new Arts Ed Blueprint calls for:

- **arts instruction for all students, across all grade levels, in all public schools**
- **expanded opportunities for arts education after school**
- **year-round community-based arts learning**
- **access to careers in the creative economy**
- **arts-based programs and services, provided in collaboration with multiple County departments, that support children, youth, and families.**

Adoption of this updated Arts Ed Blueprint by the LA County Board of Supervisors renews a longstanding commitment to arts education and youth development, and recognizes the role of the arts, culture, and creativity in promoting academic, mental, physical,

and social well-being for all young people, residents, and communities across LA County.

The new Arts Ed Blueprint also aligns with the Board of Supervisors’ bold commitment to advancing racial and cultural equity across the region, which is demonstrated by their unanimous adoption of multiple groundbreaking policies and initiatives, including Los Angeles County’s:

- **Cultural Equity and Inclusion Initiative¹, to ensure that all residents have equitable access to arts and culture, and to improve inclusion in the wider arts ecology**
- **Cultural Policy², to affirm the value of arts, culture, and creativity; strengthen cultural equity and inclusion; and leverage arts and culture to achieve the highest potential of communities across all aspects of civic life**
- **Antiracist Policy Agenda³, to guide, govern and increase the County’s ongoing commitment to fighting racism in all its dimensions, especially racism that systemically and systematically affects Black residents**

In addition, LA County is a Participating Jurisdiction of the Government Alliance on Race and Equity (GARE)⁴, a national network of government agencies working to achieve *racial equity* and advance opportunities for all.

This County commitment is echoed by key stakeholders—youth, nonprofit, and philanthropic leaders have all voiced the need to place equity at the center of this new Arts Ed Blueprint.

As we embark upon a broader, yet focused, path to address multiple aspects of child, youth, and community development, we acknowledge the arts alone cannot resolve the many challenges we face throughout our County. Yet we are confident that the outcomes from this work will dramatically uplift the lives of children and youth, improve schools, enhance communities, and fuel the creative economy.



This Blueprint invites a bold call to action. We encourage you to join us in this effort.

COMMUNITY VOICES

Given LA County's 10.2 million residents, 4,000 square mile geographic reach; racial, ethnic, and cultural diversity; and numerous threshold languages, the Arts Ed Collective sought to engage a broad set of stakeholders in the development of this document, so that the new Arts Ed Blueprint would:

- **EXPAND** upon work by the Arts Education Innovation Lab in 2018, which developed a shared vision and agenda for enabling all young people to access, express, and expand their capacity for creativity through the arts;
- **ESTABLISH** shared goals and strategies for achieving scale and equity in arts education over the next decade;
- **ENCOURAGE** fresh, innovative approaches for addressing long-standing challenges;
- **DIRECTLY REFLECT PERCEPTIONS AND SOLUTIONS** offered by youth, families, artists, and educators;
- **ENGAGE** and expand an existing network of stakeholders across the County;
- **INCREASE COLLABORATIVE ACTION** among hundreds of arts, education, and community partners;
- **STRENGTHEN** partnership and alignment across Los Angeles County government agencies;
- **EMBED LEARNING IN THE ARTS** across multiple County systems to foster healing and personal transformation, build pathways to creative careers, and elevate the arts as a justice reform strategy; and
- **RENEW** and build Countywide consensus, commitment, and momentum for advancing arts education.

Under the guidance of The Soluna Group consulting team, and with input, planning, and support from staff at the Department of Arts and Culture, the engagement process included community forums with the general public, working groups comprised of new and longstanding stakeholders, and planning sessions with community advisors. Specific engagement strategies were developed to involve a diverse group of youth, parents, teaching artists, arts organizations, classroom teachers, County departments, industry experts, and school district administrators representing all five Los Angeles County Supervisorial Districts. Each activity was designed and facilitated using interactive processes that gathered input and reflections which were instrumental in shaping the goals and strategies found in this document.

In total, **the process engaged over 600 community members** and included the creation of a Guidance Team, Advisory Workgroup, Youth Advisory Council, and LA County Interagency Youth Arts Task Force. Community forums were held across ten communities and were complemented by two convenings of employers and educators working in the creative economy, a listening session with community organizations supporting justice-impacted youth, workshops with the funding community, and meetings with art teachers and school district leaders.

We acknowledge and thank everyone who contributed their thoughts and helped to bring this new Arts Ed Blueprint to fruition.



COMMUNITY WISDOM ON THE BENEFITS OF ARTS EDUCATION

Throughout the engagement of youth, parents, teachers, artists, staff from County departments, funders, and other stakeholders, four themes continued to surface regarding the benefits of arts education. The community's collective wisdom offered that all youth, in all communities, across all regions of Los Angeles County have a right to arts education because the arts have a unique capacity to promote:

WELL-BEING: Arts, culture, and creative expression are integral to individual and community health and wellness. The arts provide outlets for connection, self-expression, exploration and restoration of identity, and foster resilience and social-emotional health among youth and families. The arts can also support the self-care and wellness of adults and County staff who directly serve system-involved populations.

EMPOWERMENT: Arts, culture, and creative expression foster a sense of ownership and pride in communities. They offer ways to connect personal voice and self-determination, and to mentor and inspire young people—particularly those impacted by County systems.

EMPATHY: Arts, culture, and creative expression build empathy within and between individuals, families, and community members, and promote values of compassion, kindness, and service.

INCLUSION: Arts, culture, and creative expression provide opportunities to include, engage, celebrate, gather, and educate diverse audiences, groups, and individuals.



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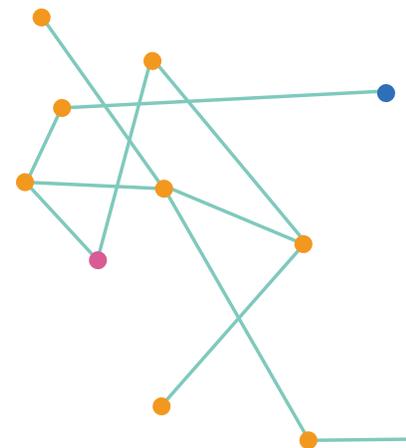
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Arts and Culture
Assessment Appeals Board
Auditor-Controller
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Chief Executive Office
Child Support Services
Children and Family Services
Commission on Disabilities
Consumer and Business Affairs
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Human Relations Commission
Human Resources
Juvenile Court Health Services
Library
Mental Health
Native American Indian Commission
Natural History Museum
Office of Child Protection
Office of Education
Office of Inspector General
Office of Supervisor Mark Ridley-Thomas
Office of Supervisor Sheila Kuehl
Parks and Recreation
Probation
Public Defender
Public Health
Public Social Services
Public Works
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Workforce Development, Aging & Community Services

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BUILDING FROM THE ORIGINAL ARTS FOR ALL:

Los Angeles County Regional Blueprint for Arts Education

Nearly two decades ago, the Los Angeles County Board of Supervisors adopted the initial Arts for All: Los Angeles County Regional Blueprint for Arts Education⁵ to establish comprehensive, sequential K-12 arts instruction for every public school student in the County. The goals of the first blueprint centered on tactical and structural outcomes that helped to build the Arts Ed Collective into the largest local arts education initiative in the nation.

THE GOALS WERE:



With 74 of the 81 school districts in LA County currently participating in the Arts Ed Collective, these goals remain relevant today. The initiative has made significant progress, and this new Arts Ed Blueprint seeks to sustain and build upon gains made over past years.

Yet, data continues to confirm that access to arts education remains limited for historically marginalized students. The Los Angeles County Arts Education Profile: Report on Public Schools, 2015-17⁶ found that students from low income communities, English learners,

and *students of color* have less access to arts education than their white, higher income, and English proficient peers, and that the arts instruction they are offered is of lower quality. These disparities sit within a broader context of inequity. Measure for America’s Portrait of LA County,⁷ which looked more broadly at key indicators of wellbeing, similarly found correlations between poverty, race, geography, education, and health.

We acknowledge that racial inequity continues to be at the root of most societal challenges, particularly when it comes to the distribution of resources. Our pursuit of equity means bringing forth a time when all artistic and cultural practices and all communities are supported and valued equitably. The consequence of structural racism, systems of incarceration, historic economic disinvestment, unfair allocation of infrastructure investments and other critical resources in communities of color have created a chasm in arts education, and in opportunities for young people to see themselves and their own culture reflected in their arts learning.

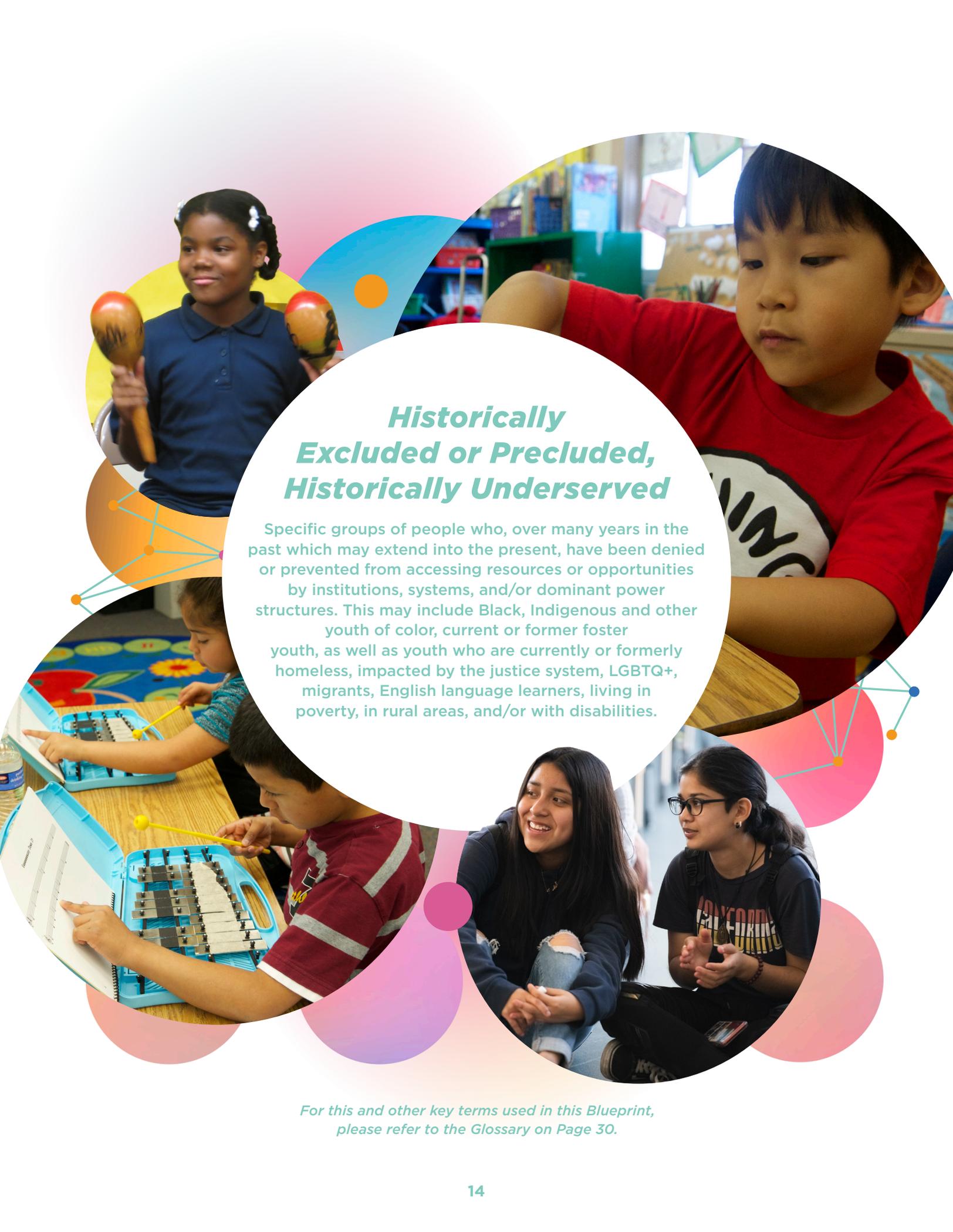
The Arts for All Children, Youth, and Families:

LA County’s New Regional Blueprint for Arts Education therefore aims to address the causes and conditions of these disparities, adding strategies to reduce barriers that continue to exclude particular groups of young people from engaging in high-quality, *culturally sustaining* arts education—including Black, Indigenous and other youth of color, current or former foster youth, as well as youth that are currently or formerly homeless, impacted by the justice system, LGBTQ+, migrants, English language learners, living in poverty, in rural areas, and/or with disabilities (hereinafter, “*historically excluded or precluded*” or “*historically underserved*”).

While continuing its attention on in-school arts education, the new Arts Ed Blueprint also speaks to a widespread understanding within the field of youth development that children grow up in families and communities, not just in schools.⁸ The new Arts Ed Blueprint therefore broadens our perspective to offer a more comprehensive set of solutions that include opportunities for arts learning after school, in communities, through engagement with multiple LA County government agencies, and in ways that prepare young people for creative careers.

The new Arts Ed Blueprint pulls forward challenges, solutions, policies, and practices addressed in multiple source documents, including the:

- California Education Code, Sections 51210⁹ and 51220¹⁰ (1995)
- Los Angeles County Arts Education Profile: Report on Public Schools, 2015-17¹²
- A Portrait of LA County: LA County Human Development Report (2017-2018)¹⁴
- Building Creative Career Pathways for Youth: A Field Scan for LA County (2019)¹⁶
- Arts for All: Los Angeles County Regional Blueprint for Arts Education (2002)¹¹
- LA County Declaration of Students’ Rights to Equity in Arts Learning (2018)¹³
- California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (2019)¹⁵
- LA Countywide Plan for Elevating the Arts as a Criminal Justice Reform Strategy (2019)¹⁷



Historically Excluded or Precluded, Historically Underserved

Specific groups of people who, over many years in the past which may extend into the present, have been denied or prevented from accessing resources or opportunities by institutions, systems, and/or dominant power structures. This may include Black, Indigenous and other youth of color, current or former foster youth, as well as youth who are currently or formerly homeless, impacted by the justice system, LGBTQ+, migrants, English language learners, living in poverty, in rural areas, and/or with disabilities.

For this and other key terms used in this Blueprint, please refer to the Glossary on Page 30.

THE NEW LOS ANGELES COUNTY BLUEPRINT FOR ARTS EDUCATION

Sets new targets for achieving scale, equity, and quality in arts education—in school, after school, and in communities:

<p>SCALE</p>	<p>Every young person in every neighborhood has year-round opportunities for learning in the arts, in school, after school, and in their community.</p>
<p>EQUITY</p>	<p>Every young person, regardless of race, culture, language, income, religion, national origin, legal status, place of residence, gender identity, LGBTQ+ status, or ability receives high-quality, culturally sustaining arts education.</p> <p>Children and young people who have been historically excluded or precluded from learning in the arts receive the resources and investments required to meet their needs.</p>
<p>QUALITY</p>	<p>Instruction is intentionally designed to build artistic, technical, and creative skills; encompass a variety of art forms and genres; connect arts learning to other areas of study, growth, and development; reflect the culture, language, and heritage of the learner; introduce the learner to cultures, languages and heritages of others; expose young people to creative careers; and recognize the region’s rich cultural diversity.</p>
<p>IN-SCHOOL ARTS EDUCATION</p>	<p>Learning in the arts that takes place during the school day as part of an integrated or discrete, sequential arts curriculum.</p>
<p>AFTER-SCHOOL ARTS EDUCATION</p>	<p>Learning in the arts that takes place outside of school hours, either on a school campus or for youth who are part of a specific school community, and which is designed to augment or deepen in-school arts education.</p>
<p>COMMUNITY-BASED ARTS EDUCATION</p>	<p>Learning in the arts that takes place in neighborhood or community settings, or among young people who consider themselves part of a particular community, and which is designed to be either independent from or in alignment with in-school or after-school arts education.</p>

THE NEW LOS ANGELES COUNTY BLUEPRINT FOR ARTS EDUCATION

Expands its focus to engage a full ecosystem, based on the following principles:

- Achieving positive child and youth development through the arts must inherently address the *intersectional challenges* faced by many young people in Los Angeles County.
- Aligning our work with parallel efforts to address large-scale societal inequities will build a stronger cohort of cross-sector stakeholders working toward meaningful change in our most vulnerable communities.
- Adopting a broad yet integrated approach will expand the Arts Ed Collective coalition and magnify efforts to foster social-emotional development, promote healing, build cohesion and cultural identity, and uplift communities through the arts.

Envisions a growing network of stakeholders working together to build capacity within and across the field, and to advance policy change in ways that benefit all youth in Los Angeles County.

THE NEW GOALS ARE TO:





A MOMENT OF OPPORTUNITY

After nearly twenty years of collective work, arts educators and leaders now have the data and political will to firmly establish the arts as essential for the healthy development of all youth, and to increase intentionality and accountability for achieving equity. There is readiness and eagerness among stakeholders to work across sectors and move forward together, with urgency. This Blueprint is intended to serve as a roadmap to guide these efforts and aims to provide a framework for collectively moving in a bold new direction.



A BLUEPRINT FOR ACTION

This new Arts Ed Blueprint is both an aspirational policy statement and a roadmap for practitioners and leaders working to advance youth development across Los Angeles County. It challenges the field to think beyond current barriers to action—whether they be cultural, political, geographic, socioeconomic, or bureaucratic—and offers a guide for aligning efforts to achieve greater impact, particularly for those working in education, government, the nonprofit sector, advocacy, the arts and creative industries, and philanthropy.

The pages that follow include a Shared Vision, Shared Values, three main Goals, and nine key Strategies that identify specific actions for policymakers, government agencies, community-based organizations, non-profit arts organizations, school districts, colleges and universities, creative industry employers, funders, and advocates.

This tool provides entry points for beginning or continuing collective work that advances the arts as fundamental to child and youth development, and particularly addresses barriers faced by young people and communities that have been marginalized by intersecting systems of oppression and inequity. Our expectation is that new and longstanding partners will work together, within and beyond the Arts Ed Collective, to develop and launch local implementation plans that are both grounded in the goals, strategies and objectives described in this document, and tailored to address the needs and priorities of children, youth, families and communities across LA County.

We invite you to use this new Arts Ed Blueprint as a call to action for our region, as a tool for collaborative planning and aligned implementation, as a guide for collective impact, and as a touchstone for assessing progress over time.



SHARED VISION

Every young person in
LA County engages in the arts

**all year
every year**

because the arts are
fundamental to human growth
and development.

Our Shared Vision and Shared Values were collaboratively developed over two years, beginning with the LA County Arts Education Innovation Lab in 2018 and continuing through community meetings held in summer 2019 to elicit input from the general public as well as specific stakeholder groups.

SHARED VALUES

Arts, culture and creative expression are essential for healthy, thriving children, youth, families and communities.

Arts, culture and creative expression create a sense of ownership and pride in communities.

Arts, culture and creative expression provide opportunities to include, engage, celebrate and educate diverse audiences, groups, and individuals.

Arts, culture and creative expression build empathy within and between individuals, families, and community members, and promote the values of compassion, respect, kindness, and service.

Everyone has the right to engage in the arts, culture and creative expression that celebrate their highest potential.

Los Angeles County's diversity is an asset to our arts and cultural environment and our economy.

WITH SPECIFIC REFERENCE TO EDUCATION AND YOUTH DEVELOPMENT:

- A complete education includes the arts.
- Learning in the arts prepares young people to succeed in college, career, and life.
- The arts can be interwoven into all aspects of teaching and learning.
- Every child needs access to learning opportunities within and beyond the classroom—including innovative technologies—that allow them to engage in the arts independently and with others.
- Preparing arts instructors (including general classroom teachers, credentialed arts teachers, teaching artists, and others) to effectively teach in and through the arts is essential for building cultural literacy and a productive workforce.
- Providing parents and community members with information about the benefits of arts education allows them to become stronger advocates for their children and for young people.

AND SUPPORTED BY RESEARCH AND DATA:

- Integrating the arts into other subject areas improves academic achievement, motivates attendance, increases test scores, promotes involvement, and encourages disciplined behavior.¹⁸
- Exposure to and participation in the arts enhances young people's sense of identity, self-esteem,¹⁹ creativity, critical thinking, and problem-solving abilities.²⁰



GOALS, STRATEGIES & OBJECTIVES

GOAL 1

Develop systems and infrastructure that expand and sustain arts education for all young people, in all schools, and in all communities.

STRATEGY 1.1:

Ensure Every School Adheres to the California Education Code

1.1.1 Local school districts develop, adopt and implement specific policies and plans, with designated funding streams, to provide arts education for all students (as required by the California Education Code, Section 51210²¹ and Section 51220²²).

1.1.2 High schools provide year-long courses in dance, music, theatre, visual arts, media arts, and interdisciplinary arts to ensure all students meet the requirements for high school graduation and are eligible for admission to college or university (as required by the California Department of Education²³ and the University of California/California State University A-G (f) requirement).²⁴

1.1.3 School and district leaders, classroom teachers, and teaching artists participate in ongoing professional development to ensure all instruction is aligned with the *California Arts Standards for Public Schools, Prekindergarten Through Grade 12 (Arts Standards)*.²⁵

1.1.4 Colleges and universities prepare general classroom teachers, credentialed arts teachers, future school administrators, and teaching artists to provide standards-based, culturally sustaining arts instruction (as outlined in the California Teaching Performance Expectations²⁶ adopted by the California Commission on Teacher Credentialing).

1.1.5 School districts prioritize the hiring of general classroom teachers with experience or expertise in the arts or arts integration.

1.1.6 School districts increase the number of full-time, credentialed arts teachers of diverse backgrounds to ensure high-quality arts instruction.

STRATEGY 1.2:

Align In-School, After-School and Community-Based Arts Education

1.2.1 LA County departments, other government agencies, creative industry employers, community-based organizations, local school districts, and other collaborating partners intentionally coordinate the development of in-school, after-school, and community-based policies, plans, and programming in the arts.

1.2.2 Residents and collaborating partners identify cultural assets within specific neighborhoods (existing programs, resources, relationships, and infrastructure) that can help to achieve scale and equity, as well as the specific needs and context of each community, when developing place-based policies and implementation plans for arts education.



GOALS, STRATEGIES & OBJECTIVES

1.2.3 Collaborating partners share, leverage, and increase resources (funding, staffing, equipment, curricula, instructional tools, materials) to maximize reach and impact of arts education and career development opportunities for youth.

1.2.4 Adults who directly serve youth in both schools and in communities participate in ongoing professional development in the arts to build knowledge, skills, and capacity to advocate for and implement high-quality, *culturally relevant and sustaining* arts education that prepares youth for jobs in LA County's *creative economy*.

STRATEGY 1.3:

Prioritize Historically Underserved Populations

1.3.1 Provide culturally sustaining arts instruction, as well as access to careers in LA County's *creative economy*, for young people who have been *historically and systematically excluded or precluded*.

1.3.2 Provide professional development for adults who directly serve youth, in both schools and in communities, that specifically addresses barriers and root causes faced by *historically underserved* populations.

1.3.3 Cultivate, recruit, hire, retain, and promote leaders and practitioners who reflect the diversity of the LA County region.

1.3.4 Direct resources and investments into historically underserved communities to increase learning in the arts for youth who continue to face structural and systemic barriers to quality arts education.

1.3.5 Increase grant funding to nonprofit arts organizations, small-budget, and fiscally sponsored organizations, collectives, traditional and folk artists, and individual artists that reflect, are located, and/or are culturally rooted in *historically underserved* communities to support their role as arts educators, cultural anchors, and community assets.

STRATEGY 1.4:

Compile and Share Data and Resources

1.4.1 Compile and share arts education data that clarifies and tracks arts instruction and creative career pathway programs provided in schools, after school, and in communities.

1.4.2 Share exemplary models and resources that represent both well-established and emerging practices so that decision-makers and practitioners can recognize, advocate for, and implement high-quality, *culturally relevant and sustaining* arts education.

1.4.3 Compile and share directories and inventories that identify local artists, arts organizations, educational institutions, and other community partners who provide high-quality arts education, professional development, and/or *healing-centered arts instruction*.

1.4.4 Compile and share a comprehensive and evolving list of *creative and artistic occupations* across the *creative industry* sectors, including resources related to prerequisite knowledge, experience, certifications, education and training opportunities, entry-level and advancing pathway positions, salary range(s), and referral opportunities.

GOALS, STRATEGIES & OBJECTIVES

GOAL 2

Build and strengthen partnerships and collaborations that create, expand, and leverage resources for achieving scale and equity in arts education.

Strategy 2.1:

Engage Shared Learning and Shared Leadership to Guide Implementation and Accountability

2.1.1 Schools and school districts, higher education, local artists and arts organizations, community-based organizations, government agencies, creative industries, philanthropy, and other key partners collaborate to leverage expertise and maximize resources for achieving scale and equity in arts education.

2.1.2 Cultivate leadership across multiple stakeholder groups. Intentionally amplify and uplift the expertise and perspectives of youth and other stakeholders who have been *historically excluded or precluded*.

2.1.3 Build and sustain diverse, inclusive, and representative working groups to guide implementation of the Arts Ed Blueprint, and to track progress over time.

2.1.4 Assess and track progress using data that are disaggregated by race, socio-economic level, geography, and other factors associated with equity and access.

Strategy 2.2:

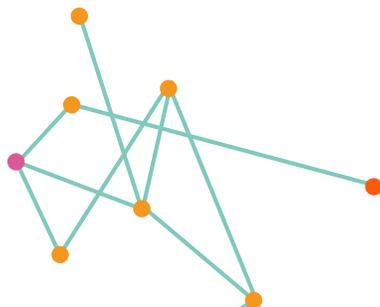
Coordinate and Align Efforts for Greater Impact

2.2.1 Cultivate joint initiatives that leverage the expertise, wisdom, and resources of collaborating partners.

2.2.2 Pursue collaborative grant opportunities that increase equity and access to learning in the arts. Prioritize investments that benefit *historically underserved* communities. Promote the results of successful public-private partnerships to cultivate new collaborations.

2.2.3 Engage philanthropic, government, and community leaders as thought partners in designing innovative systems-change models that use an intersectional approach (e.g. education, physical and mental health, healthy families, youth development, youth justice/criminal justice, foster and transitional age youth, career and workforce development, community wellness, etc.) to leverage resources and address gaps.

2.2.4 Align local, regional, and state initiatives so that local efforts inform and are informed by the statewide agenda, and statewide initiatives leverage and are leveraged by local efforts.



GOALS, STRATEGIES & OBJECTIVES

Strategy 2.3:

Collaborate Across Government Agencies

2.3.1 LA County departments and other local government agencies collaborate to maximize resources, share learning and models, and implement systems that expand successful arts-based youth and community development strategies.

2.3.2 LA County departments and other local government agencies develop and implement policies, supported by specific plans, programs and funding, to embed the arts into mission-driven services provided within and beyond County facilities.

2.3.3 LA County employees participate in ongoing professional development that builds awareness and capacity to work from an arts-based, *healing-centered* perspective, and provides self-care for employees working in challenging environments.

2.3.4 The LA County Department of Arts and Culture guides, connects, and supports coordinated efforts to embed the arts into programs and services provided by other County agencies.



GOALS, STRATEGIES & OBJECTIVES

GOAL 3

Increase public awareness about the importance of arts education and mobilize stakeholders to advocate for robust implementation.

Strategy 3.1:

Build Public Awareness About the Importance of Arts Education

3.1.1 Share exemplary models and resources—including well-established and emerging practices—so that decision-makers and practitioners can recognize and advocate for high-quality, *culturally relevant and responsive* arts education for all young people.

3.1.2 Disseminate data, mapping, and other information that illustrates current inequities related to access and participation in arts education.

3.1.3 Educate young people, parents and guardians, teachers, school district administrators, and school board members about viable careers in the creative economy.

3.1.4 Disseminate data, stories, and compelling visuals that center and elevate youth voice to build awareness about how arts education contributes to the academic, cognitive, and social-emotional development of young people.

3.1.5 Engage artists and local youth—particularly those *historically excluded or precluded*—in artistic and creative efforts to share their stories, uplift and empower their communities, change harmful narratives, reduce stigma, and reimagine the future as part of public awareness campaigns.

Strategy 3.2:

Mobilize Stakeholders to Achieve Scale and Equity in Arts Education

3.2.1 Develop and advance a common advocacy agenda for expanding the scale, equitable distribution, and quality of in-school, after-school, and community-based arts education.

3.2.2 Advocate for new legislation, policies, practices, and initiatives that could increase access and funding for high-quality, well-rounded education that includes the arts.

3.2.3 Build relationships with local school board members and other local and state decision-makers to enlist them as allies for addressing scale and equity in arts education.

3.2.4 Engage youth, parents and guardians, community members, business leaders, and others in advocating locally, regionally, and statewide for arts education.

3.2.5 Ensure that expertise, perspectives, and recommendations from youth, parents and guardians, and community members—specifically those traditionally excluded or precluded—are captured and elevated to decision-makers as part of new and ongoing arts education programs and initiatives, prior to final budget allocations.

3.2.6 Encourage voters to elect and hold state and local officials accountable for providing arts education to all young people.

ASSESSING PROGRESS

This Arts Ed Blueprint provides broad goals and strategies that will require ongoing collaboration and cross-sector coordination.

Determining precise measures and indicators for assessing progress will be a priority as partners work together to develop detailed implementation plans.

Diverse, inclusive, and representative committees and working groups will guide implementation of this Arts Ed Blueprint and track progress over time. An expanded shared measurement system that builds upon previous work of the Arts Ed Profile,²⁷ the California Arts Ed Data Project,²⁸ and Measure for America's Portrait of LA County²⁹ will be developed to track progress in schools, after school, and in communities.

Shared measures will enable all stakeholder groups to work in alignment toward shared goals and objectives. In staffing the Arts Ed Collective, the Department of Arts and Culture will coordinate these efforts and consistently share progress. Together, we can hold each other accountable and learn from our individual and collective successes and challenges.

As a Countywide initiative, with a new Blueprint for moving forward, the Arts Ed Collective is reaffirming its commitment and dedication to achieving scale and equity in arts education, both within and beyond public schools.

- **Scale will be achieved when every young person, in every school, and in every neighborhood, engages in the arts all year, every year, as a fundamental part of their education, growth and development.**
- **Equity will be achieved when communities that have been historically excluded or precluded from equitable resources receive the investments required to meet the needs of the children and youth in their schools and communities.**



CALL TO ACTION

Over a period of six months and across a variety of public engagement activities, stakeholders from throughout LA County were asked to share specific actions they could take to help ensure every young person engages in the arts, all year, every year. Resoundingly, we heard that collective action is needed to realize this ambitious vision. No single agency, organization, or interest group alone can bring about the systemic changes this Arts Ed Blueprint aims to achieve. True transformation will require that we work together to customize and detail both local and regional implementation plans that activate the goals, strategies and objectives described herein. **Here's what you can do:**

WAYS TO ENGAGE



GOAL 1: Develop systems and infrastructure that expand and sustain arts education for all young people, in all schools, and in all communities.

Ensure Every School Adheres to the California Education Code	●		●	●	
Align In-School, After-School and Community-Based Arts Education	●		●	●	●
Prioritize Historically Underserved Populations	●	●	●	●	●
Compile and Share Data and Resources	●	●	●		

GOAL 2: Build and strengthen partnerships and collaborations that create, expand, and leverage resources for achieving scale and equity in arts education.

Engage Shared Learning and Shared Leadership to Guide Implementation and Accountability	●	●	●	●	●
Coordinate and Align Efforts for Greater Impact	●	●	●	●	●
Collaborate Across Government Agencies	●	●			

GOAL 3: Increase public awareness about the importance of arts education and mobilize stakeholders to advocate for robust implementation.

Build Public Awareness About the Importance of Arts Education	●	●	●	●	●
Mobilize Stakeholders to Achieve Scale and Equity in Arts Education	●	●	●	●	●

THE ARTS ED BLUEPRINT PROVIDES A ROADMAP FOR ORGANIZATIONS, INSTITUTIONS AND GOVERNMENT AGENCIES TO

- transform systems
- engage advocates
- support children, youth, families & communities

CREATIVE INDUSTRY EMPLOYERS



SCHOOLS, DISTRICTS, COLLEGES, UNIVERSITIES

Every young person in LA county engages in the arts all year, every year because the arts are fundamental to human growth and development.

COMMUNITY ORGANIZATIONS



GOVERNMENT

PHILANTHROPY

Other ways you can help achieve the vision and goals of the Arts Ed Blueprint:

Ensure others are aware of your commitment to this work.

Begin or continue your own work to advance arts education, and to particularly address barriers faced by young people from historically excluded communities.

Connect with youth, parents, colleagues, or partner organizations to take action.

Connect with the Arts Ed Collective at LACountyArtsEdCollective.org/CallToAction, to learn more about how you can become involved.

CALL TO ACTION

COLLECTIVE IMPACT

The Arts Ed Collective employs a coordinated approach for working within a complex, multi-sector, social change effort that reaches across the vast and varied physical, cultural, socioeconomic, and political geographies of LA County. With the Department of Arts and Culture providing core staffing, leadership, and coordination, the Arts Ed Collective includes hundreds of organizations, institutions, and individuals working to make quality arts education accessible, enriching, and transformative for young people. This Arts Ed Blueprint is intended to unite and align efforts through a common agenda that fosters academic, social, emotional, and career development—as well as lifelong learning—for all LA County children and youth.

School districts, County agencies, and communities that are part of the Arts Ed Collective create and implement strategic plans to expand and sustain learning in the arts for all of the young people they serve. Additional stakeholders, such as non-profit arts organizations and teaching artists, catalyze progress by modeling promising practices and co-implementing activities to achieve goals outlined in these strategic plans. Staff and liaisons for the Arts Ed Collective continuously communicate with all of these stakeholders, and offer virtual and in-person opportunities for coalition building, co-visioning, strategic planning, professional development, and for sharing practices, models and resources. Participants in the Arts Ed Collective also work together to define measures of success and to share data that tracks progress and informs strategic direction.

PUBLIC PRIVATE PARTNERSHIP

The Arts Ed Collective includes partners from philanthropy who invest in innovative strategies to advance scale and equity in arts education. The Arts Ed Collective Funders Council was launched in 2004 with leadership from Sony Pictures Entertainment and major seed funding from the Entertainment Industry Foundation. Today, the Funders Council is a vehicle for sharing knowledge and expertise, developing strategy, providing fiscal oversight, and collectively investing in arts education. The Funders Council works closely with Southern California Grantmakers to co-host events that generate dialogue and build understanding about promising practices in arts education across the broader philanthropic field.

This new Arts Ed Blueprint offers significant opportunity for continued public-private partnership. Funders who focus on youth and families, physical and mental health, youth development, youth justice and criminal justice issues, foster and transitional age youth, education, career and workforce development, and community wellness now recognize how learning in the arts can advance these efforts. In addition to providing financial investments, funders serve as valuable thought partners to launch and refine key strategies laid out in this Arts Ed Blueprint. Public funding from the County, strategically invested alongside private funding, will continue to help to scale these efforts in schools, communities, and creative industry settings.

GLOSSARY

A number of the terms in this glossary are contested and/or rapidly evolving in their use. The definitions below indicate the meaning of the terms as they were used in this document. They are not intended as definitive, permanent, or universal definitions.

Arts Education: Learning in and through the arts that builds discrete knowledge and skills in dance, music, theatre, visual arts and/or media arts, and connects this learning to other areas of academic study and/or human growth and development.

After-School Arts Education: Learning in the arts that takes place outside of school hours, either on a school campus or for youth who are part of a specific school community, and which is designed to augment or deepen in-school arts education (additional guidance for after-school arts education can be found here: [CCSESA/LACOE](#)).³⁰

Artistic-Creative Occupations: A subset of Creative Occupations, 25 occupations found in the US Bureau of Labor Statistics Standard Occupational Classification (SOC) where artistic skills are central to the work ([Building Creative Career Pathways for Youth](#)).³¹

BIPOC (Black, Indigenous, and People of Color): A term used to refer to people who are not White or of European ancestry. [The BIPOC Project](#)³² uses the term “to highlight the unique relationship to whiteness that Indigenous and Black (African American) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context.”

Collective Impact: An approach to social change where individuals, nonprofit organizations, grantmakers, government and/or business work together toward a common goal, characterized by a common agenda, shared measurement, mutually reinforcing activities, continuous communication and backbone support (member(s) of the collective designated to coordinate its work) ([Collective Impact](#)).³³

Community-Based Arts Education: Arts education in which the instructor acts as a facilitator or mediator among students and the community in which they live, the curriculum is tailored to the students’ needs, and the learning is a collaboration between the students and the instructor ([CSUSB ScholarWorks](#)).³⁴

Creative Occupations: 70 occupations found in the US Bureau of Labor Statistics Standard Occupational Classification (SOC) where a worker’s innovative and creative capacities are used extensively at their place of employment ([Building Creative Career Pathways for Youth](#)).³⁵ See also **Creative and Artistic Occupations**

Creative Economy: The [2020 Otis Report on the Creative Economy](#)³⁶ defines the creative economy as “the basket economy inclusive of all kinds of creative activities, both within the creative industries and creative occupations... as well as workers with creative occupations working in any other industry, and people in a non-creative job working in a creative industry.”

Creative Industries: The [2020 Otis Report on the Creative Economy](#)³⁷ defines the creative industries as being made up of five major industry groups: Architecture and Related Services, Creative Goods and Products, Fine Arts and Performing Arts, Entertainment and Digital Media, and Fashion.

Cultural Equity: The values, policies, and practices that ensure that all people—including but not limited to those who have been historically underrepresented or marginalized based on race/ethnicity, age, disability, sexual orientation, gender, gender identity, socioeconomic status, geography, citizenship status, or religion—are



GLOSSARY

represented in the development of policy and the fair and equitable distribution of cultural resources. Cultural equity utilizes a strengths-based approach such that diverse forms of artistic and cultural expression are represented and supported, and existing cultural organizations, artists, communities, and artistic practices are valued ([LA County Cultural Policy](#)).³⁸

Culturally Relevant, Responsive, and Sustaining Instruction: Asset-based teaching practices that view diversity in thought, culture, and traits as strengths. Instruction is designed to accept and affirm the backgrounds of students of color (Culturally Relevant); connect to students' cultural knowledge, prior experiences, and frames of reference (Culturally Responsive); and sustain cultural ways of being in communities of color while supporting students to critique dominant power structures in society (Culturally Sustaining). ([California Department of Education Educator Excellence](#)).³⁹

Diversity: The demographic mix of a specific collection of people, taking into account elements of human difference, but focusing particularly on race and ethnicity, LGBTQ+ populations, people with disabilities and women ([LA County Cultural Equity and Inclusion Initiative](#)).⁴⁰

“Diversity typically refers to a wide-ranging and often contradictory set of legally regulated and organizationally mediated efforts to reform public and private institutions and organizations, with the avowed or implicit intention to undo or interrupt historically sedimented, socially entrenched, and culturally normalized practices of discrimination and exclusion” ([Keywords for African American Studies](#)).⁴¹

Equity: The promotion of justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems.

Tackling equity issues requires an understanding of underlying root causes of outcome disparities within our society ([LA County Cultural Equity and Inclusion Initiative](#)).⁴²

“The most crucial component of equity is equity in power and in decision-making” ([The People’s Cultural Plan for Working Artists and Communities in New York City](#))⁴³

“Equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all.” ([Ford Foundation](#)).⁴⁴

High Quality Arts Education: Instruction that is intentionally designed to build knowledge and skills in the arts over time; cultivate both creativity and technical proficiency or mastery; incorporate a variety of art forms and/or genres; reflect the culture and history of the learner; recognize the rich cultural diversity and history of the region; connect arts learning to other areas of study, growth, and development; and expose the learner to related careers and professional opportunities.

Historically Excluded or Precluded, Historically Underserved: Specific groups of people who, over many years in the past which may extend into the present, have been denied or prevented from accessing resources or opportunities by institutions, systems, and/or dominant power structures. This may include Black, Indigenous and other youth of color, current or former foster youth, as well as youth who are currently or formerly homeless, impacted by the justice system, LGBTQ+, migrants, English language learners, living in poverty, in rural areas, and/or with disabilities.

Healing-Centered Arts Instruction: An approach to arts education aimed at the holistic restoration of an individual's well-being, recognizing the profound impact of trauma on individuals. This



GLOSSARY

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.

“A healing centered approach to addressing trauma requires a different question that moves beyond ‘what happened to you’ to ‘what’s right with you’ and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events.” ([The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement](#)).⁴⁵

Inclusion: The degree to which diverse individuals are able to participate fully in decision-making processes within an organization or group. ([LA County Cultural Equity and Inclusion Initiative](#)).⁴⁶

Intersectional Challenges, Intersectionality: Intersectional challenges are those that are better understood through a lens of intersectionality, where “the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups” ([Merriam-Webster Dictionary](#)).⁴⁷

LGBTQ+: Lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and two-spirited individuals.

Racial Equity: Racial equity is realized when race can no longer be used to predict life outcomes, and outcomes for all groups are improved ([Government Alliance on Race and Equity](#)).⁴⁸

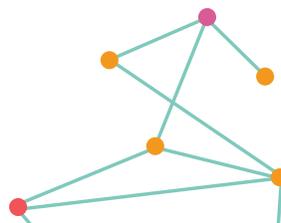
Resources: Assets that support and advance arts education, including funding, staffing, facilities, equipment, curricula, instructional tools, materials, and other investments.

Scale: Every child and young person in every neighborhood across Los Angeles County has year-round opportunities for learning in the arts, in school, after school, and in their community.

Stakeholders: Arts education stakeholders include all individuals and organizations impacted by and/or working to impact **arts education** systems. This includes but is not limited to students, youth, and parents or guardians; teachers, principals, school district leaders, guidance counselors, and school psychologists; extended day/after school providers, teaching artists, nonprofit arts organizations, and other community-based organizations; higher education, including career counselors; creative industry business owners and employers; philanthropy; staff of County departments that serve youth and families, and other local government agencies.

Students of Color: “Person of color” is a contested term that encompasses all people who are not White or of European ancestry. As nationwide protests for racial justice emerged in 2020, the term **BIPOC** (Black, Indigenous, and People of Color) became more frequently used.

Youth of Color: See **Students of Color**



ENDNOTES

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⁶ “Los Angeles County Arts Education Profile: Report on Public Schools, 2015-17.” Los Angeles County Arts Commission, 2017. https://www.lacountyartsedcollective.org/sites/lacaec/files/artsedprofile_countyreport_lowres.pdf.

⁷ “A Portrait of Los Angeles County.” Measure of America, 2017. <https://measureofamerica.org/los-angeles-county/>

⁸ “Ready by 21: Our Key Ideas.” The Forum for Youth Investment. Accessed September 17, 2020. <http://forumfyi.org/work/ready-by-21/>.

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¹⁰ “Education Code Section 51220.” State of California, 2020. http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51220&lawCode=EDC

¹¹ “Arts for All: Los Angeles County Regional Blueprint for Arts Education.”

¹² “Los Angeles County Arts Education Profile: Report on Public Schools, 2015-17.”

¹³ “Declaration of Rights of All Students to Equity in Arts Learning.” Los Angeles County Board of Supervisors, 2018. <http://file.lacounty.gov/SDSInter/bos/supdocs/122058.pdf>

¹⁴ “A Portrait of Los Angeles County.”

¹⁵ “California Arts Standards for Public Schools.” California State Board of Education, 2019. <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>.

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