



PASADENA UNIFIED SCHOOL DISTRICT
Our Children. Learning Today. Leading Tomorrow.



**Strategic Plan for Arts Education
Arts Education Office
Pasadena Unified School District
2018-2023**

Jennifer Olson, District Arts Education Coordinator
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Members of the DAT/CAT Team

The Development of the Strategic Plan for Arts Education is a partnership between the Los Angeles County Arts Education Collective and the Pasadena Unified School District.

Los Angeles County Arts Commission – Arts Education Collective



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Strategic Plan for Arts Education:
Arts Education Office
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In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. **LACountyArtsEdCollective.org**

PUSD is proud to be a part of Los Angeles County's Arts Ed Collective Initiative. As one of the vanguard districts of the initiative, The Pasadena Unified School District (PUSD) Arts Education Office connects Pasadena's passion for the visual and performing arts to the classrooms of the PUSD. Through compelling, standards-based arts instruction in visual arts, music, dance and drama/theater, Pre-K-12th grade students develop the four C's — communication, collaboration, critical thinking, and creativity — through the arts. Elementary arts programs in PUSD include instrumental music, district-wide TK-1st grade and Special Education, artist residencies in theater or dance, arts-integrated instruction, and field trips to Pasadena's many renowned arts organizations. Middle and high schools offer chorus, band, orchestra, theater, fine arts, dance, graphic design and film production, with specialized magnets and Pathways for intensive instruction. *My Masterpieces*, a partnership between the Pasadena Educational Foundation (PEF), PUSD and local arts and cultural organizations, forges connections with area museums such as Kidspace, the Norton Simon Museum, the Huntington Library, Art Collections & Botanical Gardens, and the Pasadena Museum of History. See the [My Masterpieces page](#) from PEF for more information.

DISTRICT ARTS TEAM/COMMUNITY ARTS TEAM

We invite parent and community engagement including artists and arts organizations, through the [District Arts Team/Community Arts Team](#), which has been meeting monthly for over a decade. This planning and advocacy group is comprised of a wide group of stakeholders: parents, classroom Educators, arts specialists, community arts partners, and community members. DAT/CAT is open to anyone interested in learning more about the arts in Pasadena Unified and steering the course for the future.

In the Fall of 2017, District Arts Education Coordinator Jen Olson, working with Los Angeles County Arts Commission: Arts Ed Collective Coach Peggy Burt, embarked on an update to the Strategic Arts Plan for Pasadena Unified School District. The DAT/CAT

team came together to once again envision broader equity and access to the arts for every student in the District.

The DAT/CAT team wanted to reach out to a wider audience and invite voices to the table that might not have had the opportunity to participate in the planning process in years past. To that end, a number of meetings were scheduled to enable additional community members and district leadership to attend a planning session:

Meeting #1: Kickoff – Oct. 18, 2017

Location: McKinley School

This meeting invited a broad group of stakeholders. The facilitated discussion led to a Practical Vision for moving arts education forward. The group began to gather thoughts around new directions.

Meeting #2: Nov. 15, 2017

Location: Jackie Robinson Center- NW Pasadena

Format: Large group – Brainstorming around the Vision Part 2

This meeting was held in Northwest Pasadena to encourage even more community participation. The group took a look at the initial vision and responded to the big ideas. As a result there was a deepening of everyone's understanding of the shared Vision. Important questions and challenges were uncovered. Honing in on gaps/ the group began to identify key strategies.

Meeting #3: Nov. 29, 2017 – District Leadership, Principals, Arts Specialists and Administrators.

Location: Room 229 – District Office

Format: Invited leadership.

This group sought to understand the current reality around arts education in the District from the Principals' and District Administrators' points of view. The group reviewed the Vision to date as crafted by the groups from Meeting #1 and Meeting #2. They then added their own strategic thinking in order to move toward initial actions. The group defined specific key strategies to be included in the Strategic Plan as outlined in the Shared Vision.

Meeting #4: Jan. 17, 2018 4-6pm

Location: District Ed Center.

The DAT/CAT team worked through the Strengths and Challenges Workshop and developed Strategic Directions. Communications Strategies were highlighted.

Meeting #5 March 28, 2018 4-6pm

Location: District Ed Center

The DAT/CAT team reviewed the draft plan and worked on building out the year one priorities by reviewing: What stood out? What is missing? Where do you see yourself in the plan? Year One priorities were outlined.

Meeting #6: April 18, 2018 4-6pm

Location: Local Restaurant. Celebration and bidding farewell to District Arts Education Coordinator, Jen Olson. New interim coordinator introduced to the team: Karen Anderson. Welcome!

Ongoing meetings with Interim VAPA Coordinator, Karen Anderson for transition and onboarding.

The DAT/CAT developed three Strategic Directions to support the arts education programs over the next 5 years. These are shared directions developed out of a vision that the **arts are core** to a complete education and should be provided in an equitable way for ALL students. ***The goals outlined below are grounded in the belief that a robust arts education system relies on a combination of public and private funding, and a delivery system that includes credentialed arts Educators, classroom Educators, teaching artists and arts organizations.*** Pasadena is rich in community partnerships, and this interwoven tapestry will continue to serve the students of Pasadena in both good and lean times. We believe that the arts are valuable in their own right, and that they can provide strategic opportunities to serve the developmental, social and emotional needs of all students. We further believe that the arts prepare our students for college and career pathways and offer them access to the creative economy of California.

Our Vision: Empower Students, Educators, Families and Community in and through the arts.

Strategic Direction 1: Curriculum and Instruction

- Goal 1a.** **Provide Curriculum** in the arts that is articulated TK-12, and is implemented in a consistent, equitable way district-wide.
- Goal 1b.** **Engage Students** through access to rigorous arts instruction that is student driven and authentic.
- Goal 1c.** **Inspire Educators** through **professional development** to deliver discrete or integrated arts instruction.
- Goal 1d.** Support Instructional priorities with necessary **Facilities, Materials and Technology.**

Strategic Direction 2: Communications

- Goal 2a.** **Visibility:** Ensure that PUSD is known as a proud and creative arts district.
- Goal 2b.** **Arts Identity,** Strong Brand and Communications.

Strategic Direction 3: Connect with Our Community

- Goal 3a.** **Expand public/ private/ community partnerships** for program support.
- Goal 3b.** **Motivate public/private/community partnerships** for financial support.

Pasadena Unified School District Arts Plan – *First Year Implementation Recommendations 2018-2019*

Strategic Direction 1: Curriculum and Instruction

- Goal 1a. Provide Curriculum** in the arts that is articulated TK-12, and is implemented in a consistent, equitable way district-wide.
- Goal 1b. Engage Students** through access to rigorous arts instruction that is student driven and authentic.
- Goal 1c. Inspire Educators** through **professional development** to deliver discrete or integrated arts instruction.

Year/Phase	Strategies	Actions	Person/Group Responsible	Budget Implication	Measureable Outcome
2018-2019	Finish Scope and Sequence Articulation – TK-12 in 5 Art Forms	<ul style="list-style-type: none"> • Make it useable – what will students know and be able to do in each art form at Grade 5, Grade 8 and Grade 12.arts • Include Visual Arts Units in PUSD curricular folders. • Objectives in units are responsive of VAPA standards: • Look at the process piece – learning in the art form – vs just learning for a performance or exhibit (product) 	Arts Education Office and Teacher Leaders	District funding for teachers to complete articulation.	TK-12 Arts Scope and Sequence Articulation complete and shared with all stakeholders
2018-2019	Develop Student Ambassadors Program	<ul style="list-style-type: none"> • Invite Student Board Member for each school (reports on the arts) Could serve as community service for high school students in the arts • Involve ASB in selection of student ambassadors • Establish Student-run social media for every school highlighting arts. Student-run 	Student Ambassadors Task Force Arts Education Office	DAT/CAT no cost anticipated.	Student Arts Ambassador Program launched with representation from every secondary school.

		Arts newsletter -incorporating journalism and media arts.			
2018-2019	Develop Work Based Learning Opportunities	<ul style="list-style-type: none"> • Look at our school and district events as opportunities for students to be actively engaged in the VAPA standards including: <ul style="list-style-type: none"> • create • perform/produce/present • respond • connect • Continue to collaborate with CTE Pathways • Continue to work with community partners to identify opportunities to share with CTE. 	Arts Education Office CTE Office Task Force: Liaison to CTE/Pathways/WBL	Planning time only	Increase in access to work based learning opportunities.
2018-2019	Develop Digital Arts Portfolio- to show progress in the arts for each student beginning in Elementary – 12th grade.	<ul style="list-style-type: none"> • Incorporate the arts into District Digital Portfolio system. • Develop a protocol with teachers for curating content. • Track student progress across grades and between schools. 	Arts Education Office and Educational Technology	Planning time only	Digital portfolio platform is established. Curating platform is piloted.
2018-2019	Recognize the Arts as Intervention	<ul style="list-style-type: none"> • Explore pairing arts educators with Intervention educators • Look into Intervention opportunities with (Language development, SPED, Behavioral) and through the arts • <u>Establish priority on equity and access and</u> develop pathways for secondary students who have been 	Arts Education Office and District Administration	Planning time only	Arts is used as an effective strategy for students in intervention.

		historically excluded			
2018-2019	Explore Credentialing Opportunities	<ul style="list-style-type: none"> Arts Teachers adding credentials – B-CLAD to teach EL’s with arts emphasis? Support Arts Educators with multiple credentials. Plan for the new dance and theatre credentialed teachers. 	Arts Education Office and District Administration	Planning time only	Greater understanding of credential issues.
2018-2019	Continue to develop programs	<ul style="list-style-type: none"> Instrumental music for all Technology and Media Arts K-8 Ideas for scheduling (Zero, 7th, etc.) Ideas for scheduling Professional Development most effectively 	Arts Education Office	Ongoing support is provided for arts in PUSD through Pasadena Educational Foundation funders, Exploring the Arts Foundation, Mr. Holland’s Opus, etc.	Scheduling options are formulated.

Pasadena Unified School District Arts Plan – *First Year Implementation Recommendations 2018-2019*

Strategic Direction 2: Communications

Goal 2a. Visibility: Ensure that PUSD is known as a proud and creative arts district.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
2018-2019	Develop strategic communications to position the arts as key to the District to raise value and awareness	See section on communications in Phased Plan.	Communications Task Force Arts Education Office		PUSD will have a strong arts identity, brand and communications strategies system-wide.

Pasadena Unified School District Arts Plan – *First Year Implementation Recommendations 2018-2019*

Strategic Direction 3: Connect with Our Community

Goal 3a. Expand public/private/community partnerships for program support.
Goal 3b. Motivate public/private/community partnership for financial support.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
2018-2019	Pursue Intentional Cultivation and Stewardship of Partners	<ul style="list-style-type: none"> • Continue to develop Open Stage- may refine to 7th/8th with early adopters – PD for all participating teachers • Field trips – connections to partners and teacher PD • Common assessment for district and for partners (collective impact model) • Deploy partners strategically to address gaps and inequities. • Explore the idea of a system of Teaching Artists as coaches to classroom teachers/ other specialists • District Wide Family Arts Week in partnership with 	Partnerships Taskforce Arts Education Office	<p>Work with partners on shared opportunities to pursue funding.</p> <p>Continue to pursue federal funding streams (such as AEDD).</p>	More partners with support for program and funding are identified each year.

		community <ul style="list-style-type: none">• Corporate Funding opportunities – reach out and tell our story/ create partnerships• Look at different ways to increase excitement for investment from all stakeholders			
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Task Force Recommendations for 2018-2019:

- 1) Student Ambassadors
- 2) Communications Strategies
- 3) Partnership Development
- 4) Liaison to CTE/Pathways/Work Based Learning

Pasadena Unified School District Arts Plan – Phased Plan 2018-2023

Strategic Direction 1: Curriculum and Instruction

Goal 1a. Provide Curriculum in the arts that is articulated TK-12, and is implemented in a consistent, equitable way district-wide.

Year/Phase	Strategies	Actions	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase I	<ul style="list-style-type: none"> Increase access for all students – no one excluded 	<ul style="list-style-type: none"> Explore opportunity gaps for students that are designated as LTELs, DLIP and Special Education Classes. Look at arts as an intervention strategy – pairing arts Educators with intervention Educators. 	Arts Education Office Partners from other Districts through Arts Education Innovation Lab	Planning time only	Students who have been historically excluded have access to arts instruction within the school day.
Phase I	<ul style="list-style-type: none"> Develop Articulation TK-12 	<ul style="list-style-type: none"> Continue to work with educators to align student-driven curriculum to National Core Arts Standards (work that was initiated with TCAP in Summer 2017) 	Arts Education Office Credentialed Arts Educators and long-term Teaching Artists in residence at our schools.	Professional Development stipends.	PUSD will have a fully articulated scope and sequence, TK-12 in dance, music, theatre, visual arts and media arts with teacher buy-in.
Phase I	<ul style="list-style-type: none"> Maintain existing and expand Artist Residencies and Field Trips 	<ul style="list-style-type: none"> Expand TK-1 residency program for dance and theatre. Explore the partnership with the Pasadena Playhouse to provide programming for 7th grade district-wide (Successful Pilot 2017-18) 	Arts Education Office, PEF, Museum partners, Theatre partners	PEF Funding Exploring the Arts Advancement Grant (Arts Ed Collective) Funding through LA County Arts Commission	All students at the elem. level will continue to have access to Museums through My Masterpieces, as well as artists through the TK-1 Theatre and Dance Explorations. All students in middle

					school will have access to live theatre.
Phase I	<ul style="list-style-type: none"> Support Work-based learning/ Pathways tie in/ Student internships 	<ul style="list-style-type: none"> Collaborate with the Pathways office in continuing to refine arts-based pathways. 	CTE Office with Arts Education Office	Specific CTE funding may be available	The CTE pathways will support the overall arts offering in PUSD, serving the students college and career trajectory.
Phase I	<ul style="list-style-type: none"> Track student's progress in the arts over time for placement in programs from elementary to middle to high school 	<ul style="list-style-type: none"> Create a digital "arts portfolio" for each student that can chart progress in the arts K-12. Ensure that the portfolio is available when students move from elementary to middle school and from middle school to HS. 	Arts Education Office	Planning time only	All students have a digital arts portfolio that facilitates assessment, tracks progress and serves as a platform for appropriate placement in arts classes.
Phase I	<ul style="list-style-type: none"> Create Student Ambassadors Program 	<ul style="list-style-type: none"> Recruit 2-3 students at each secondary school to be Arts Ambassadors. Train students in arts education advocacy to make PUSD arts highly visible. Students organize and speak publicly to advocate for the arts and promote what is happening at their school at School Board, City Council, Arts Events, etc. 	Student Leadership with support from Arts Educators and Arts Education Office	Planning time only	A group of Student Arts Ambassadors become a recognized component of the arts offered in PUSD schools. The Ambassadors gives students a platform to develop skills while at the same time, raising positive visibility for the district.

Phase II	<ul style="list-style-type: none"> Increase cultural representation in arts programming 	<ul style="list-style-type: none"> Embed culturally and linguistically diverse content into existing arts courses. Create more opportunities for performances, exhibits or presentations that highlight different cultures. 	Arts Education Office Credentialed Arts Educators and long-term Teaching Artists in residence at our schools. Parent role?	Determine possible revenue streams - ongoing	Expanded opportunities for performances, exhibits or presentations that highlight different cultures.
Phase II	<ul style="list-style-type: none"> Explore Creative Scheduling TK-12 (e.g. Wheel / Days of Week / 7 period day) 	<ul style="list-style-type: none"> Research approaches to introduce all 5 arts disciplines at the elementary grade level as a basis for choosing secondary electives. Work with principals at school sites to develop. Examine current Board Policies and make changes if necessary. 	Arts Education Office and Academics Team.	Planning time	Schedules are changed to accommodate additional arts instruction.
Phase II	<ul style="list-style-type: none"> Offer non-performing classes/technical classes in the arts 	<ul style="list-style-type: none"> Explore the option of offering courses in Art History, Music History/Appreciation or other at the High School level. Continue to expand offerings in composition, technical theatre (Grades 6-12), etc. 	Arts Education Office with Secondary Educators and Principals	Planning time	Arts are offered to non-performers and build a foundation for students to find success in other aspects of the arts.
Phase II	<ul style="list-style-type: none"> Increase whole class arts instruction (ie general music) 	<ul style="list-style-type: none"> Work with credentialed music Educators to develop more options for whole class instruction in music (more Vocal?) in 	Arts Education Office and Music Educators.	Determine funding strategies needed.	More students have access to performing arts instruction through a whole class approach.

		addition to pull out music programs. <ul style="list-style-type: none"> Consider teaching artists for additional music instruction. 			
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Strategic Direction 1: Curriculum and Instruction: Empower Students and Educators in and through the Arts

Goal 1b. Engage Students through access to rigorous arts instruction that is student driven and authentic.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase I	<ul style="list-style-type: none"> Continue to explore what Educators need in professional development in the arts 	<ul style="list-style-type: none"> Continue to assess and survey teacher needs around professional development in and through the arts TK-12 Use District wide PD Days to address identified needs 	Arts Education Office	Funding TBD	Professional Development is woven in to the district wide PD days so that an ongoing support for both discrete and integrated instruction is honored.
Phase II	<ul style="list-style-type: none"> Utilize Arts Specialists at middle schools/high schools to provide PD for elementary Educators 	<ul style="list-style-type: none"> Explore feasibility of credentialed arts teachers providing PD for select elementary teachers or groups (e.g., Special Ed, Early Childhood, ELD). Possibly: pull select groups of teachers on 1-2 A Mondays per year. 	Arts Education Office, Secondary Educators CIPD Department, Special Ed	Supplemental pay to Arts Teachers to develop/present PD	Elementary Educators will have an opportunity to learn from Arts Educators within the district – peer support.
Phase II	<ul style="list-style-type: none"> Empower middle school teachers to maximize Social-Emotional Learning through the arts 	<ul style="list-style-type: none"> Using Open Stage pilot data as a reference, model for teachers how to create community through theater. 	Arts Education Office Teaching Artists	Funding TBD	Teachers use theater strategies to develop communities and collaboration skills in their classrooms.
Phase II	<ul style="list-style-type: none"> Provide arts integration PD for elementary Educators 	<ul style="list-style-type: none"> Explore possibility of hiring Arts Integration coaches to support 	Arts Education Office Teaching Artists	Funding for Arts Integration Coaches to be determined	Arts integration is supported through a committed, dedicated

		curricular integration			coaching structure. Shared written curriculum is developed based on new scope & sequence.
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Strategic Direction 1: Curriculum and Instruction: Empower Students and Educators in and through the Arts

Goal 1c. Inspire Educators through professional development to deliver discrete or integrated arts instruction.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase III	<ul style="list-style-type: none"> Continue to work towards baseline arts staffing that enables access to all art forms for all. 	<ul style="list-style-type: none"> Continue to have a seat at the table for LCAP priorities. Attend LCAP meetings. Take LCAP surveys. 	Arts Education Office and members of DAT/CAT team	Current funding	Current staffing level is maintained despite budget funding issues.
Phase III	<ul style="list-style-type: none"> Hire Arts Specialists with multiple credentials for flexibility 	<ul style="list-style-type: none"> As we hire arts Educators, seek Educators that have multiple credentials. Over the next 5 years, look to hire Educators that have the new Theatre and Dance credentials. 	Human Resources with Arts Education Office. Principals UTP	Staffing budget.	As Educators are hired with multiple credentials, opportunities for additional courses, arts integration and professional development are enhanced.
Phase III	<ul style="list-style-type: none"> Support Arts Specialists to obtain additional credentials 	<ul style="list-style-type: none"> Explore opportunities to provide scholarship or other support so that Educators may pursue additional credentials. 	Arts Education Office and PEF	Scholarship funding – matching funds?	More Educators add credentials to their existing CV

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Strategic Direction 1: Curriculum and Instruction: Empower Students and Educators in and through the Arts

Goal 1d. Support Instructional priorities with necessary Facilities, Materials and Technology.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase II	<ul style="list-style-type: none"> Assess facilities for arts at every school, taking into account tech needs, maker space concept, and traditional needs (auditorium/studio) 	<ul style="list-style-type: none"> Research models. Create an inventory of what is and gaps. Ensure that needs are incorporated into educational master plan. 	Arts Education Office/ DAT/CAT team, Facilities, Board of Education	Bond funds (next round)	Dedicated and appropriate Facilities are uniformly offered throughout the district for Visual and Performing Arts.
Phase II	<ul style="list-style-type: none"> Ensure that every Arts program has the appropriate materials (art supplies, instruments, mics, etc.) 	<ul style="list-style-type: none"> Create an inventory of what is there, and gaps. 	Arts Education Office Arts Specialists DAT/CAT	Rothenberg Arts Fund should be used to fill gaps in equipment.	Reports from arts Educators and principals indicate that progress is being made toward every arts program having the appropriate materials and supplies needed.

Strategic Direction 2: Communications

Goal 2a. Visibility: Ensure that PUSD is known as a proud and creative arts district
Goal 2b: Arts Identity: Strong Brand and Communications.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase I	<ul style="list-style-type: none"> Expand on an effective cohesive, 	<ul style="list-style-type: none"> Create 	DAT/CAT Communications Task	Planning and VAPA Coordinator time	PUSD Arts will be featured more

	communications strategy to make the arts in PUSD more visible to our community	<p>Branding/marketing plan that positions the district as a southern California arts leader.</p> <ul style="list-style-type: none"> • Work with Superintendent to point to or feature the arts as a transformative 	Force Arts Education Office		frequently in local media outlets. The narrative around PUSD as a proud and creative arts district will become the norm.
Phase I	<ul style="list-style-type: none"> • Develop Advocacy strategies so that parents, students and community members can advocate for the arts in PUSD 	<ul style="list-style-type: none"> • Utilize resources available through Arts for LA and the California Alliance for Arts Education. 	Identify Advocacy Task Force from the DAT/CAT team.	Planning time	Supporters are mobilized.

Strategic Direction 3: Connect with Our Community

Goal 3a: Expand public/ private/ community partnerships for program support.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase I	<ul style="list-style-type: none"> • Expand work-based learning opportunities in the arts for students 	<ul style="list-style-type: none"> • Work with community partners to develop additional opportunities for internships, apprenticeships, job shadowing or skill building • Activate parents and alumni who are working in the creative industries. 	CTE Coordinator and Arts Education Office	CTE	More students have an opportunity for work-based learning.

Phase I	<ul style="list-style-type: none"> Develop expanded roster of artists and arts organizations. 	<ul style="list-style-type: none"> Continue to develop partnerships Look at mentoring opportunities for senior teaching artists to mentor younger teaching artists within PUSD> Explore relationship with Actor's Fund/Pasadena Playhouse/Lineage Dance/A Noise Within for teaching artist training for teaching artists to be placed in PUSD schools. 	Arts Education Office	Work with partners for opportunities and funding	Roster of artist and arts organizations who partner with PUSD is expanded.
Phase II	<ul style="list-style-type: none"> Increase Family Engagement: Research and disseminate best practices in engaging families through the arts at school sites. 	<ul style="list-style-type: none"> Build on models in place, or determine pilot sites to test concept. 	Arts Education Office/ Principals/ PTA	Planning time	Students create art with family members.
Phase II	<ul style="list-style-type: none"> Increase Arts Visibility: Students arts showcases/ galleries at every school and in the community. 	<ul style="list-style-type: none"> Parent Engagement opportunity through student art showcases. 	Arts Education Office/Principals/ Art Educators/PTA	Funding through Arts Office	Parents are more engaged in school life.

Strategic Direction 3: Connect with Our Community

Goal 3b: Motivate public/ private/ community partnerships for financial support.

Year/Phase	Actions	Tasks	Person/ Group Responsible	Budget Implication	Measureable Outcome
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Phase I	<ul style="list-style-type: none"> • Explore additional funding partners 	<ul style="list-style-type: none"> • Continue to develop partnerships 	Arts Education Office, Community Partners, PEF	Planning time	Additional funding is secured with external funding partners and PEF
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**Strategic Arts Planning DAT/CAT
Planning Attendance and Visitors to the Sessions 2017-2018.**

Name	School/Organization
Alicia Green	A Noise Within, Education Director
Alison Garfinkel	McKinley Teacher
Amy McLean	Sierra Madre Middle School, Music Teache
Bernadette Cole	DAC/Blair Parent
Bill Creim	PEF
Brad Ratliff	Oboe Foundation
Brian Elerding	Lineage Dance, Ensemble Shakespeare
Cecilia Ybarra	Art Center Staff
Collette Williams	Pasadena Alumni Chapter Delta Sigma
Cybele Garcia Kohel	Jackson Parent/Pasadena Arts and Culture Commission
Cynthia Beale	McKinley Teacher
Cynthia Lake	John Muir HS, Visual Arts Teacher
Denise Seider	Eliot Teaching Artist
Diego Riley	McKinley Student
Elizabeth Pomeroy	School Board Member
Ella Turenne	Delta Sigma Theta
Giselle DeSiwa	Lineage
Gloria Estrada	Little Kids Rock
Grecia Serrano Navarro	PUSD Music Teacher
Jennifer Linderman	PTA Counsel
Jenny Jakubiak	Jackson Elementary School parent Joan
Joan Palmer	Community Member
Karen Klages	District Music Specialist
Karianna Frey	McKinley Parent
Keelia Postlethwaite	LACAC, Staff
Lamar Anderson	AAPC/AXUM Creative Project
Lena Marschall	Armory Center
Lorraine Cleary Dale	Armory Center
Luis Rendon	Marshall, Visual Arts Teacher
Lynnanne Hanson Miller	AMAN Dance Educators, Elementary Dance
Marisela Figueroa	Willard Elementary
Marshall Ayers	Community member
Megan Kirkpatrick	LACAC, Staff
Meriel Stern	NCES/Cleveland, Visual Arts Teacher
Michael McLia	A Noise Within
Nicole Duquette	McKinley School Principal
Nicolette Yarbrough	Little Kids Rock
Niyia Mack	Pasadena Playhouse
Pamela Lewis	Marshall/Don Benito Parent
Patrice Yocum	Sierra Madre MS, Visual Arts Teacher
Peggy Burt	Arts Ed Collective, Coach
Rosalia Guzman	McKinley/Parent/SSC Vice Chair
Rosalie Schneider	McKinley parent
Rosika Didyk	AMAN Dance Ed.
Susan Ratliff	Oboe Foundation
Teresa Anderson Dvoracek	Oakwood Brass
Tony Sauza	Little Kids Rock
Victoria Camargo	Altadena teacher

