

PASADENA UNIFIED SCHOOL DISTRICT
Arts for All Goals – Adopted June 2004

	PHASE THREE FULL IMPLEMENTATION & COMMUNITY PARTICIPATION	PHASE TWO IMPLEMENTATION & EXPERIMENTATION	PHASE ONE PLANNING & RESOURCE BUILDING
STANDARDS-BASED CURRICULUM	Standards-based Arts Education Curriculum will be provided in all four arts disciplines to all PUSD students Pre-K through 12.	The plan to provide Standards-based Arts Education Curriculum in all four art forms to students Pre-K – 12 will be implemented and refined.	PUSD will develop a plan to provide Standards-based Arts Education Curriculum in all four art forms to all students Pre-K – 12.
INSTRUCTION & METHODOLOGY	Quality instruction in the visual and performing arts, as discrete disciplines and as integrated subject matter in other academic curricula using a variety of instructional methodologies, will be provided to all PUSD students and enhancing the delivery of other core curriculum areas. This will provide multiple pathways of learning.	Quality instruction methods in visual and performing arts classes will be developed and refined so that all four art forms can be taught as discrete disciplines and as integrated subject matter with other academic curricula and to enhance the delivery of all other core curriculum.	PUSD will develop an arts education delivery system for all four arts disciplines as both discrete and integrated subject matter for every grade level that will guide instruction by teachers, 'specialists,' and community artists and arts organizations. Arts education delivery will add to the provision of additional delivery systems for all core curriculum areas.
STUDENT ASSESSMENT	Student learning in all four art forms will be regularly assessed through a variety of methods at the elementary, middle and high school levels.	The assessment plan for Visual Arts and Music will be implemented and evaluated. Various Assessment tools for Dance and Drama will be researched and refined at the elementary, middle and high school levels.	PUSD will research various assessment tools to show what students know in Visual Arts and Music and will develop an assessment plan for the elementary, middle and high school levels.
PROFESSIONAL DEVELOPMENT	Every PUSD teacher and Community Artist and Arts Organization will receive high quality ongoing Professional development in the visual and performing arts provided through District and Community resources.	PUSD teachers, administrators, Community Artists and Arts Organizations will pilot and refine ongoing Professional development in the visual and performing arts provided through District and Community resources.	PUSD will develop a Professional Development Plan for generalist and 'specialist' teachers, district administrators, Community Artists and Arts Organizations.
PROGRAM ADMINISTRATION AND PERSONNEL	PUSD will provide for district level leadership, coordination and support for arts education to all school sites and will partner with community arts leaders for the benefit of all students.	The District Arts Coordinator, Community/District Arts Team and partnering community artists and arts organizations will implement and refine the District Arts Education plans.	PUSD will hire a District Arts Coordinator, will support a Community/District Arts Team and will include District Administrators and community resources in the planning for District Arts Education program.
PROGRAM EVALUATION	District Arts Education programs will be evaluated on a regular basis.	The Arts Education evaluation plan will be implemented and refined.	PUSD will develop a plan for evaluating all aspects of the Arts Education programs.
PARTNERSHIPS & COLLABORATIONS	Artists and community based arts organizations will be fully integrated into the PUSD Arts Education program and its professional development.	The plan to define the role of community partnerships will be tested and refined. Exemplars will expand systematically.	PUSD will define and clarify the role of community partnerships in delivering standards-based arts education.
FUNDING GOALS	Five percent (5%) of the District's unrestricted annual budget will be allocated to the arts. With District endorsement, community collaborators will seek to raise a like amount.	Three percent (3%) of the District's unrestricted annual budget will be allocated to the arts. With District endorsement, community collaborators will seek to raise a matching amount.	PUSD will allocate 1% of its unrestricted annual budget for arts education. Community partners will seek a matching amount.

	Phase Three Full Implementation & Community Participation	Phase Two Implementation & Experimentation	Phase One Planning & Resource Building
RESOURCES AND FACILITIES	District will provide sufficient quality materials, resources and facilities (arts spaces) for all arts education.	The District will provide adequate materials and resources for arts education. By end of phase two, all schools and teachers have equivalent allocation of resources. A method to evaluate community-based resources will be developed.	PUSD will develop a method to evaluate current use of facilities and resources available to visual and performing arts programs in PUSD.
ARTS AWARENESS	The school community and the larger community will be regularly informed and engaged in PUSD arts education programs.	The awareness campaign will be implemented and refined.	PUSD will develop a communications plan to inform and engage the school community, the local arts community and the community at large in standards-based arts education for all students.

**Pasadena Unified School District
DAT CAT – District Arts Team/Community Arts Team**

ARTS FOR ALL Progress Report, 7-25-06

1. STANDARDS BASED CURRICULUM	
PHASE ONE GOAL → COMPLETE, JUNE 06	PUSD will develop a plan to provide Standards-based Arts Education Curriculum in music and visual arts to all students Pre-K - 12.
'05-06 Objectives	Accomplishments
<ul style="list-style-type: none"> • PUSD School Board to adopt 2004 revised California Visual and Performing Arts Framework and Standards 	<ul style="list-style-type: none"> • School Board adopts 2004 CA Visual and Performing Arts (VAPA) Framework & Standards as part of Arts Education Month March 2006. • 100 additional copies of VAPA Standards purchased to distribute to Elementary Schools and at Professional Development workshops. • District Arts Plan revised to begin with K-6 in Music and Visual Arts and to coincide with state textbook adoptions, Jan '07, in those subject areas.
<ul style="list-style-type: none"> • Define & research Achievement Benchmarks 	<ul style="list-style-type: none"> • Achievement Benchmarks with assessment procedures begun in Visual Arts & Music for grades 12, 10, 8, 6, 3 • Reference materials gathered from states with most advanced programs: Washington, Hawaii and Arizona, Rhode Island (soon). • Theatre and Dance Benchmarks to be added 2007-08; Middle and High programs scheduled for 2008-09.
Phase Two GOAL → BEGINS, Sept 06	The plan to provide Standards-based Arts Education Curriculum in all four art forms to students Pre-K – 12 will be implemented and refined.
'06-07 Next Steps	
<ul style="list-style-type: none"> • DAT CAT teachers + subject matter experts will use reference materials to complete Achievement Benchmarks in Visual Arts in elementary. • DAT CAT Team will review 2007 State Adopted Curriculum in Music and propose PUSD curriculum adoption. • DAT CAT Curriculum Team to write 5-10 new visual art lesson plans, K – 5, and begin work on Pasadena specific Visual Arts program incorporating masterworks in Pasadena-based museums. 	

2. Instruction & Methodology

<p align="center">PHASE ONE GOAL → COMPLETE, JUNE 06</p>	<p align="center">PUSD will develop an arts education delivery system for music and visual arts as both discrete and integrated subject matter for every grade level that will guide instruction by teachers, 'Specialists,' and community artists and arts organizations.</p>
<p align="center">'05-06 Objectives</p>	<p align="right">Accomplishments</p>
<ul style="list-style-type: none"> • Hire Arts Coordinator, to refine and structure arts education within PUSD and address unequal access to the arts. 	<ul style="list-style-type: none"> • Arts Coordinator hired, Feb 06, office established.
<ul style="list-style-type: none"> • Roles and responsibilities of teachers and principals in delivery of the arts will be clarified and disseminated to all schools. 	<ul style="list-style-type: none"> • CA Arts Program Quality Indicators researched with all elementary Principals, community arts resources at each school inventoried and updated, concentrating initially on Visual Arts and Music.
<ul style="list-style-type: none"> • High school pre-requisites to be placed on the PUSD website to inform all students, parents, teachers and principals. 	<ul style="list-style-type: none"> • DAT CAT elementary Benchmark project begun, tied to F Requirements for UC/CSU entry, giving Visual Arts achievement goals for each elementary grade. Music Curriculum adoption will be embedded with Achievement Benchmarks.
<ul style="list-style-type: none"> • Curricula and delivery models of arts education to be explored through our network of California schools already providing exemplary programs to all students. 	<ul style="list-style-type: none"> • Exemplary State of CA models researched, including classroom teacher preparation and other factors that affect teaching, learning, student assessment Washington State, Hawaii, Arizona models researched for quality, equity and access, with recommendations to come. • No Boundaries project and All District Band Concert presented to public audiences.
<p align="center">Phase Two GOAL → BEGINS, Sept '06</p>	<p align="center">Quality instruction methods in visual and performing arts classes will be developed and refined so that all four art forms can be taught as discrete disciplines and as integrated subject matter with other academic curricula, enhancing the delivery of all other core curriculum.</p>
<p align="center">'06-07 Next Steps</p>	<ul style="list-style-type: none"> • Complete Visual Arts Benchmarks for elementary classrooms and focus instruction on helping students move toward achieving standards in Visual Arts. • Develop timeline for Music, Theatre and Dance Benchmarks.

3. Student Assessment

PHASE ONE GOAL → INCOMPLETE, JUNE 06	PUSD will research various assessment tools to show what students know in Visual Arts and Music and will develop an assessment plan for the elementary, middle and high school levels.
'05-06 Objectives	Accomplishments
<ul style="list-style-type: none"> • Develop Benchmarks for student achievement based on Framework and Standards in Visual Arts & Music grades 12, 10, 8, 6, 3 	<ul style="list-style-type: none"> • Rubrics for Assessment in Visual Arts are developed concurrently with Benchmarks. • Examples of Assessment protocols received from Washington, Hawaii, Arizona. Rhode Island Assessment protocols also requested. • DAT CAT Talent identification tools also researched, including Ohio Department of Education Identification of Children Who Are Gifted in the Visual Arts: Implementation Handbook for Educators, which provides arts specialists and gifted coordinators with specific procedures for identifying students who are talented in visual arts.
'06-07 Next Steps	
<ul style="list-style-type: none"> • Further refine Student Assessment protocols, using the examples from Washington State, Hawaii, Arizona, Rhode Island. Benchmark development to coincide with Assessment and development of curriculum in Visual Arts and adoption of curriculum in Music. • Review Talent Identification tools with District GATE Coordinator to establish policy and procedure. • Research and propose Talent Identification protocols in Music. • Formal assessment procedures to follow Achievement Benchmarks and Talent Identification projects. • District-wide portfolio projects to be researched and proposed. 	
Phase Two GOAL → BEGINS, Sept 07	The assessment plan for Visual Arts and Music will be implemented and evaluated. Various Assessment tools for Dance and Drama will be researched and refined at the elementary, middle and high school levels.

4. Professional Development

<p>PHASE ONE GOAL → INCOMPLETE, JUNE 06</p>	<p align="center">PUSD will develop a Professional Development Plan for generalist and 'Specialist' teachers, district administrators, Community Artists and Arts Organizations.</p>
<p align="center">'05-06 Objectives</p>	<p align="right">Accomplishments</p>
<ul style="list-style-type: none"> • Provide Visual and Performing Arts Training for PUSD teachers and for Community Arts Providers, perhaps in cooperation with City of Pasadena Cultural Nexus project 	<ul style="list-style-type: none"> • Arts Coordinator attended State of CA Arts Ed Conference at Asilomar observed Ron Jessee, trainer for State of CA and San Diego County DOE • San Diego County Department of Education Arts Coordinator, Ron Jessee presented the first in his series of three highly regarded VAPA workshops. City of Pasadena is sponsor through Cultural Nexus and both 31 PUSD classroom teachers and 31 community artists working in PUSD schools were trained.
<ul style="list-style-type: none"> • Develop DAT CAT Elementary Master Teacher corps in Visual Arts 	<ul style="list-style-type: none"> • Planning still underway. Achievement Benchmarks, Assessment procedures and models used in other districts and states will guide progress. Funding not yet identified.
<ul style="list-style-type: none"> • Designed by Arts Specialist Judy Trefry, Art-Full Mondays provide Professional Development during PUSD Summer School. The first year focused on literacy and arts 	<ul style="list-style-type: none"> • 2nd year of Art-full Mondays offered to PUSD Summer School teachers – four integrated art/math connection workshops conducted by Susan Yanez, based on the work of Judy Trefry.
<p align="center">'06-07 Next Steps</p>	
<ul style="list-style-type: none"> • Further define role and responsibilities of Master Teachers, their background and training, based on other models, curriculum, community connections, etc. Create professional development "Passport" program as new curriculum is identified. • Devise and present a Principals Training program model. • Use community arts partners to facilitate and tie Pasadena-specific curriculum to training opportunities; collaborate with partners on funding sources. 	
<p>Phase Two GOAL → BEGINS, Sept 07</p>	<p align="center">PUSD teachers, administrators, Community Artists and Arts Organizations will pilot and refine ongoing Professional Development in the Visual and Performing Arts provided through District and Community resources.</p>

5. Program Administration and Personnel

PHASE ONE GOAL → COMPLETE, JUNE 06	PUSD will hire a District Arts Coordinator, will support a Community/District Arts Team and will include District Administrators and community resources in the planning for District Arts Education program.
'05-06 Objectives	Accomplishments
<ul style="list-style-type: none"> District hires qualified Arts Coordinator 2-06 	<ul style="list-style-type: none"> DAT CAT sub-committee prepares job description, reviewed 50 resumes, interviewed 5 candidates.
<ul style="list-style-type: none"> Arts Coordinator develops DAT CAT meetings & agendas, coordinates committee work that supports the PUSD Arts Plan 	<ul style="list-style-type: none"> DAT CAT monthly meetings continue (see attached). Average attendance - 20-30 members, District and Community both well represented. New members added regularly. E-mail list now tops 70 - regular communication provided via the web.
<ul style="list-style-type: none"> Program Quality Indicators (PQI) used to surveyed all elementary schools, along with evaluation of community resources/partners 	<ul style="list-style-type: none"> Arts Coordinator surveys 20 elementary schools to complete PQI. Visual Art and Music Specialist job descriptions refined, faculty recruitment recommendations. PUSD arts expenditures researched. Coordinator reports regularly to L A County ARTS FOR ALL Director. Arts Coordinator attends L A County Arts Curriculum meeting, May '06.
<ul style="list-style-type: none"> Arts Coordinator assists in coordinating projects 	<ul style="list-style-type: none"> No Boundaries, district-wide arts exhibition at Art Center Wind Tunnel during City of Pasadena ArtNight, March '06, 3000 attended. All District Music Festival, March '06, with noted guest conductors.
<ul style="list-style-type: none"> Third annual Survey of PUSD Teacher skills & experience 	<ul style="list-style-type: none"> Final report to be submitted in October.
Phase Two GOAL → BEGINS, Sept 06	The District Arts Coordinator, Community/District Arts Team and partnering community artists and arts organizations will implement and refine the District Arts Education plans.
'06-07 Next Steps	
<ul style="list-style-type: none"> Add District administrative staff from finance (1) and teaching and learning (1) to to further advance DAT CAT work. Engage additional music, theatre and dance teachers, parents, individual artists, booster groups, etc., in DAT CAT Committee. Assess roles of PUSD and Community Arts Specialists to determine best use of resources and time. Integrate District and Community Arts Specialists with professional development plan, curriculum review and selection. 	

6. Program Evaluation

PHASE ONE GOAL → COMPLETE, JUNE 06	PUSD will develop a plan for evaluating all aspects of the Arts Education programs.
'05-06 Objectives	Accomplishments
<ul style="list-style-type: none"> • Conduct site visits to all district elementary schools to survey arts, meet Principals, and inventory facilities. 	<ul style="list-style-type: none"> • Program Coordinator uses Program Quality Indicator (PQI) survey from CA Dept. of Education Model Arts Program Tool Kit given to 20 PUSD elementary schools in Visual Arts and Music. • Qualitative and quantitative data collected, to measure achievement of PUSD Arts Plan goals (see attachment). • '05-'06 Data input in CA DOE Model Arts Program web site, to be compared with prior years and with other Districts throughout the State.
<ul style="list-style-type: none"> • Partner w City of Pasadena on joint projects. 	<ul style="list-style-type: none"> • ArtNight No Boundaries art show evaluated by Arts & Culture Commission – added 5000 new participants to a bi-annual event. • Spring '06 Visual and Performing Arts Workshop for 31 Evaluation (summary attached).
Phase Two GOAL → BEGINS, Sept 06	The Arts Education evaluation plan will be implemented and refined.
'06-07 Next Steps	
<ul style="list-style-type: none"> • Evaluate programs provided by Community Arts Partners using program evaluation tools adapted from Model Arts Program Toolkit. • Create evaluation/support procedures for Principals, adapted by Model Arts Program Toolkit. • Develop Student Assessment program to add valuable capacity to overall program evaluation. 	

7. Partnerships and Collaborations

<p align="center">PHASE ONE GOAL → COMPLETE, JUNE 06</p>	<p align="center">PUSD will define and clarify the role of community partnerships in delivering standards-based arts education.</p>
<p align="center">'05-06 Objectives</p>	<p align="center">Accomplishments</p>
<ul style="list-style-type: none"> • Survey 200 Arts Organizations through Pasadena Arts Council and City of Pas Cultural Affairs lists. 	<ul style="list-style-type: none"> • Matrix designed and formatted to capture data and establish a system for analyzing arts providers' type and level of service to schools. • Partners file system in place in arts education office to collect and maintain program data on all providers. • 200 organizations included in survey; 22 Arts Partners provide detailed information about school arts programs. • Arts Coordinator meets with individual arts providers to review present programs and set goals for the 06-07 school year.
<ul style="list-style-type: none"> • Survey elementary schools on partner arts providers by discipline and grade 	<ul style="list-style-type: none"> • School "Snapshot" added to Matrix to show four disciplines, grade level, and partner services. "Snapshot" provides Principals and DAT CAT with capacity to monitor progress towards achieving sequential, standards-based instructional goals.
<p align="center">Phase Two GOAL → BEGINS, Sept 06</p>	<p align="center">The plan to define the role of community partnerships will be tested and refined. Exemplars will expand systematically.</p>
<p align="center">'06-07 Next Steps</p>	<ul style="list-style-type: none"> • Solicit additional survey respondents. Develop additional standards-based Arts Program Partners. • Connect arts partners Matrix to Five Strands of the VAPA standards; Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships and Applications • Establish formalized partner review process that inventories and weighs merits of program in fulfilling PUSD Art Plan goals. • Use Matrix to "match make" partners with schools.

8. Funding Goals

PHASE ONE GOAL → COMPLETE, JUNE 06	As an Arts for All District, PUSD will allocate 1% of its unrestricted annual budget for arts education. Community partners will seek a matching amount.
'05-06 Objectives	Accomplishments
<ul style="list-style-type: none"> • Establish actual PUSD funding data 	<ul style="list-style-type: none"> • Arts Coordinator working with Finance staff to identify sources of 1% of funding.
<ul style="list-style-type: none"> • Assist Community Arts Partners to raise matching funds. 	<ul style="list-style-type: none"> • Arts Coordinator working with Pasadena Educational Foundation to identify school to receive VH1 granted instruments and to build a list of targeted grant prospects for specific arts plan needs, i.e., professional development, etc. • Arts Education Coordinator from PUSD and Arts Education Coordinator from City of Pasadena Cultural Affairs collaborate on first joint professional development opportunity. City sponsors presenter.
<ul style="list-style-type: none"> • Prepare for CA Department of Education Arts Block Grant, 2006-07 and one-time allocation for supplies, equipment and materials. 	<ul style="list-style-type: none"> • DAT CAT prioritizes funding needs to prepare for increased state budget allocations (see attachment).
Phase Two GOAL → BEGINS, Sept 06	Three percent (3%) of the District's unrestricted annual budget will be allocated to the arts. With District endorsement, community collaborators will seek to raise a matching amount.
'06-07 Next Steps	
<ul style="list-style-type: none"> • Establish Arts Education office budget to reflect all aspects of district arts expenditures including: personnel, curriculum, instructional materials and supplies, etc. • Identify costs for expenditures in priority areas using state budget allocations • Enhance partnership with City of Pasadena Cultural Affairs to develop funds from community sources. 	

9. Resources & Facilities

<p>PHASE ONE GOAL → COMPLETE, JUNE 06</p>	<p>PUSD will develop a method to evaluate current use of facilities and resources available to visual and performing arts programs in PUSD.</p>
<p>'05-06 Objectives</p>	<p>Accomplishments</p>
<ul style="list-style-type: none"> • As part of PQI survey, specific separate questions regarding facilities were added to the survey. 	<ul style="list-style-type: none"> • District Arts Coordinator and City Arts Coordinator begin detailed documentation of facilities including auditoriums, back stage space, art rooms, light and sound equipment, kilns, etc. (summary attached).
<ul style="list-style-type: none"> • District music faculty assesses musical instrument and facility data. 	<ul style="list-style-type: none"> • Arts Coordinator and Music Specialists working to complete up-to-date district musical instrument inventory, survey of storage and performance facilities.
<p>Phase Two GOAL → BEGINS, Sept 06</p>	<p>The District will provide adequate materials and resources for arts education. By end of phase two, all schools and teachers have equivalent allocation of resources. A method to evaluate community-based resources will be developed.</p>
<p>'06-07 Next Steps</p>	
<ul style="list-style-type: none"> • Inventory, with greater depth, Middle and High School facilities. • Share City of Pasadena's continuing review of community needs to leverage arts facilities and resources for PUSD, create shared goals, etc. • Inventory visual art supplies held at District Service Center and provide for more permanent storage and distribution. Enhance Recycling Program for visual arts, as pioneered by Judy Trefry. 	

10. Arts Awareness

PHASE ONE GOAL → COMPLETE, JUNE 06	PUSD will develop a communications plan to inform and engage the school community, the local arts community and the community at large in Standards-based arts education for all students.
'05-06 Objectives	Accomplishments
<ul style="list-style-type: none"> • PUSD recognizes March as Arts Education Month 	<ul style="list-style-type: none"> • School Board Adopts Senator Jack Scott's' resolution to designate March 2006 Arts Education Month.
<ul style="list-style-type: none"> • PUSD stages its first all district art show since 1941, March '06. • Working group from DAT CAT, Arts Coordinator, and community help plan and implement the project. 	<ul style="list-style-type: none"> • All district art exhibit No Boundaries presented in cooperation with City of Pasadena ArtNight at the Art Center College of Design's Wind Tunnel. Lead by Alex Schultz, a working group (15-20) of teachers, community volunteers and district staff provided the work force to stage the event. • All PUSD schools participate. 3000 people attend. • Public Service Announcement produced by PUSD media office, along with multiple promotional publications and activities. • Live middle and high school student performances of music and dance presented. • Show produced record crowds and enthusiastic response.
<ul style="list-style-type: none"> • All District Music Festival for combined Middle and High school instrumental ensembles, presented March 10, 2006 	<ul style="list-style-type: none"> • All District Music Festival "Pasadena Music Masters" held as part of Arts Month in March 2006. Under direction of David Miller, five ensembles perform before a large audience at PHS: Middle School Wind; Middle School String; High School Wind; High School Wind and High School Jazz. • Three prominent local guest conductors lead students in concert, presenting challenging repertoires for mixed ensembles. The event effectively showcases instrumental music in the District.
<ul style="list-style-type: none"> • Create stronger web presence and communication system. 	<ul style="list-style-type: none"> • Arts Coordinator and Arts Education Summer Intern evaluate and revamp PUSD Web site www.pusdarts.org to web presence, communication capacity. • New PUSD IT director to assist in web site development.
Phase Two GOAL → BEGINS, Sept 06	The awareness campaign will be implemented and refined.
'06-07 Next Steps	
<ul style="list-style-type: none"> • Restage No Boundaries and All District Music Festival in spring 2007 • Create electronic PUSD arts newsletter to provide timely information on all arts related activity, professional development opportunities, current research, etc. Move Arts Web Page to PUSD Home page and promote new features with "front page" article. • Evaluate "Air Set" free on-line calendar and communication system for use by DAT CAT and community supporters. 	



arts for all

**LOS ANGELES COUNTY
REGIONAL BLUEPRINT
FOR ARTS EDUCATION**

Updated October 2004

10/03/2006

Item L



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**The Los Angeles County Board of Supervisors adopted
ARTS FOR ALL on August 6, 2002**



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The following Commissioner served during
the development and adoption of the Blueprint:
Robert J. "Robb" Hankins

Laura Zucker,
Executive Director, Los Angeles County Arts Commission

**The Los Angeles County Arts Commission adopted
ARTS FOR ALL on July 15, 2002**



**Los Angeles County
Office of Education**

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Dr. Darline P. Robles,
Superintendent, Los Angeles County Office of Education

The following Board Members served during
the development and adoption of the Blueprint:
Sharon R. Beauchamp
Ronald D. Rosen

**The Los Angeles County Board of Education adopted
ARTS FOR ALL on July 16, 2002**

EXECUTIVE COMMITTEE OF THE COUNTY TASK FORCE ON ARTS EDUCATION

Del Huff*, Senior Deputy, Supervisor Yvonne Braithwaite Burke
(March 2003–December 2003)
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* The Education Deputy of the current Chair of the Board of Supervisors is the Board's
representative on the Executive Committee.

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Janet Addo, Arts for All Project Director, Los Angeles County Office of Education

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education was commissioned
by the Los Angeles County Arts Commission under the direction of Ayanna Hudson, Arts
Education Director. Strategic Planning Consultant Terry Wolverton/ConsultHer guided
the process, facilitated the Advisory Group and community consultations meetings, and
drafted the Blueprint, with the assistance of M. Gwin Wheatley. Arts Commission Director
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Design provided the graphic design. Assistance in the final phase of the project was provided
by Jane Choi through the Arts Commission's Arts Internship Program.

**ARTS FOR ALL: LOS ANGELES COUNTY REGIONAL BLUEPRINT FOR ARTS EDUCATION
WAS FUNDED BY**



Los Angeles County
Productivity Investment Fund



For copies of *ARTS FOR ALL* or for additional information contact:
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ARTS FOR ALL can be downloaded at www.lacountyarts.org

**Since 2002, when the Blueprint was adopted, much progress has been made toward achieving its vision and many new partners have been engaged
in the process. Updates on pages 11–17 reflect this forward movement. Bulletins on continuing progress as it occurs may be found in the inside
back cover pocket.**



VISION

Every public school student in Los Angeles County will receive a high-quality K-12 education of which the arts are an intrinsic part of the core curriculum. Each County school district will acknowledge that exposure to and participation in the multiple arts disciplines:

- strengthens a child's academic growth and development as an individual;
- prepares the child to feel a part of and make a positive contribution to the community; and
- ensures a creative and competitive workforce to meet the economic opportunities of the present and future.

Thus, sequential instruction in the multiple arts disciplines will be scheduled into the school day and included in the budget of every County school district.

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education provides guidance and an outline of how to achieve this vision. It presents a comprehensive series of policy changes, educational initiatives, and establishment of a new infrastructure to promote systemic and balanced provision of the arts, and identifies the roles of key stakeholders. The Blueprint proposes that systemic change can only occur through the cooperative participation of all stakeholders and by working to develop supportive policy and action at each level of involvement.

The State of Arts Education in Los Angeles County



In the year 2000, the Arts Education Task Force of Arts for LA, a coalition of senior arts leaders, commissioned the *Arts in Focus* survey, a first of its kind within the County, which detailed the status of arts education for 1.7 million students in eighty school districts and Los Angeles County Office of Education classrooms—representing 27% of all public school students in the state, and 3.4% of all public school students in the country.

The full report, released in May 2001, can be downloaded at www.lacountyarts.org. The following key findings of the survey guided the development of the Regional Blueprint:

- While school leaders profess a unanimous belief about the value of arts education, there is a lack of systemic approaches to teaching dance, music, theatre and the visual arts. **54% reported no adopted arts policy** and **37% reported no defined sequential arts education** in any discipline, at any school level.
- There is a shortage of qualified personnel to coordinate and implement a sequential arts education program. **64% reported no district level arts coordinator** and the **current ratio of credentialed arts teachers to students is 1:1200**.
- District level leaders have a strong desire to improve arts education, but are given no real incentives to develop comprehensive sequential systems to teach the arts. **Nearly 50% reported “lack of instructional time in students’ schedules as the most significant challenge.”**
- Many districts would not have arts programs without the support of parents and partnerships with non-profit arts organizations. **78% of districts allocate less than 2% of their budget to arts education** and **82.3% use partnerships with non-profit organizations to provide arts education**.
- Despite these challenges, the study finds that **five of the most populous school districts in the County have both an arts education policy and notable future plans**.

Listening to the Stakeholders

Responding to the findings of the *Arts in Focus* survey, the Los Angeles County Arts Commission established an Arts Education Hub in partnership with the Los Angeles County Office of Education (LACOE), a regional education body that coordinates services for the 80 school districts in the County plus LACOE classrooms. In November 2001, the Hub convened a twenty member Advisory Group (see pages 4–5), comprised of arts education leaders, to develop preliminary goals and strategies of a Regional Blueprint for arts education, as well as the process by which the Advisory Group would elicit feedback on the draft Regional Blueprint.

During the past two decades, there have been three primary instructional delivery systems in arts education in Los Angeles County schools:

- 1) integrating the arts into core-curriculum through training classroom teachers to utilize the arts to teach reading, math, history, etc.
- 2) teaching the arts as distinct subjects by credentialed arts teachers
- 3) bringing professional artists—both contracted through nonprofit arts organizations and independently—into the classroom to provide arts instruction.

Initial meetings with the Advisory Group made it clear that a successful mechanism for change would incorporate all three approaches.

Working with Terry Wolverton/Consult'Her, eight community consultations were held over the course of three months, March 2002 through May 2002, with **Policy makers**, **Implementers** and **Recipients** of arts education.

Policy makers include state legislators, state agencies, County Supervisors, University of California Regents and California State University Trustees, district superintendents, funders, school board members, PTA, municipal arts commissions, local corporate and foundation partners.

Implementers embrace principals and administrators, teachers, members of school site councils, directors of instruction, credentialed arts teachers, district arts coordinators, arts organizations, arts administrators, professional artists, and representatives of higher education who train teachers.

Recipients encompass parents, students, members and leadership of the PTA, and employers who stand to benefit from a better-educated workforce.

Each of the first three meetings convened representatives of one of the stakeholder groups. The remaining five meetings were held in each of the County supervisorial districts, with individuals representing a cross-section of the stakeholder groups.

The following individuals who participated (see pages 4–5) made invaluable contributions of knowledge, insight, perspective, and resources that have deepened and strengthened this Regional Blueprint.

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** Advisory Group Member*

Shared Beliefs

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education is guided by a commitment to the following principles:

- The arts are a vital and indispensable part of a comprehensive education of every student, fostering each student's development into a responsible citizen. A comprehensive education must include a balanced, sequential (K-12), high-quality program of instruction in the arts.
- Exposure to and participation in the arts has been demonstrated to enhance students' creativity, critical thinking, and problem-solving abilities, as well as improving student performance in other core subject areas, goals often not met through other means.
- The arts enable students to build self-esteem and self-discipline, to work cooperatively within groups, and to effectively express themselves.
- Integrating the arts into other subject areas improves academic achievement, motivates attendance, increases test scores, promotes involvement, and encourages disciplined behavior.
- The arts contribute to building a productive and forward-thinking workforce by teaching skills and competencies required by an information-based economy.
- With Los Angeles County's ever-expanding diversity, the arts serve as an essential bridge across language and cultural differences and build linkage, both within and between communities.
- Preparing general classroom teachers, credentialed arts teachers, professional artists, and administrators to effectively teach in the arts and through the arts is essential for successful implementation of the vision.
- In our media-driven society, knowledge of the arts is a necessary part of cultural literacy. Each of us is exposed daily to a myriad of images, which we must be able to read and discern if we are to make informed choices as consumers and as citizens.
- Fulfillment of the vision will have a positive impact not only on students, parents, and schools, but also on institutes of higher learning, the private sector, and the community at large.





MISSION

To bring about systemic change in the 80 school districts of Los Angeles County and Los Angeles County Office of Education classrooms in order to implement comprehensive, sequential K-12 arts education for every public school student in the County, adopting curricula in alignment with the State Board of Education-approved Visual and Performing Arts (VAPA) Framework and Standards. Such systemic change will require the mobilization of diverse stakeholders, including policy makers, implementers, and recipients of arts education.

A Call to Action

No single agency, organization
every public school student in
The following chart provides a

Statewide

STATE LEGISLATURE

- Support policy development and enact legislation on behalf of sequential K-12 arts education

CALIFORNIA ARTS COUNCIL

- Build the capacity for arts education in schools through funding standards-based arts education programs
- Evaluate the impact of arts education programs
- Track the state of arts education in California
- Convene meetings, conferences and forums to address arts education

CALIFORNIA STATE BOARD OF EDUCATION

- Promote alignment of instruction, curriculum, and assessment to visual and performing arts content standards adopted in January 2001
- Support development of textbooks and teacher certification for Dance, Theater, and Media Arts

CSU TRUSTEES AND HIGHER EDUCATION COMMUNITY

- Strengthen arts curriculum for all education majors
- Enhance training for those studying to be credentialed arts teachers
- Actively recruit teachers from arts majors
- Provide professional development opportunities for educators

STATEWIDE ORGANIZATIONS

(California Alliance for Arts Education, State PTA)

- Lobby state legislators to enact legislation in support of sequential K-12 arts education
 - Conduct advocacy training workshops

Commu

COUNTY AND MUNICIPAL ELECTED OFFICIALS

- Lobby the Los Angeles County delegation in support of sequential K-12 arts education

COMMUNITY AND INDUSTRY LEADERS

(Parents, PTA Members, Employers)

- Advocate for standards-based, sequential K-12
- Form local coalitions to elect school board members to support funding and implementation of arts education

FUNDING PARTNERS

- Require matching funds from schools and arts organizations
- Co-plan between schools and their non-profit partners
- Stipulate that grantees develop standards-based

LOS ANGELES COUNTY ARTS COMMISSION

- Provide administrative support to the Los Angeles County Arts Commission
- Work in partnership with the Los Angeles County Office of Education through the Arts Education Hub
- Establish an on-line arts education portal
- Develop a county-wide artist training program
- Develop a county-wide artist training program aligned with the VAPA Standards
- Ensure funding policies support sequential K-12 arts education

... interest group can bring about the systemic change needed to guaran
... Angeles County. The commitment and involvement of every stakeho
... overview of the steps that each stakeholder can take to create systemic

Community-based

School-base

LEGISLATORS

...ate legislators to adopt policies

... education curricula
... who will initiate policies
... on

... organizations and
... centers
... programs

... es County Task Force on Arts Education
... ty Office of Education

... program based on

... d align with the vision and mission of this Blueprint

STUDENTS
Receive comprehensive,
sequential K-12 education
in the arts

PRINCIPALS

- Provide leadership
- Oversee school assessment of
- Provide rele. and artists
- Allocate fi

CREDENTIALING

- Receive and inte
- Provid (Dance

GENERAL

- Receive arts into
- Integrat

ARTISTS & A

- Enhance anc credentialed art
- Receive training
- Ensure programs e and standards
- Provide students with ac

...e a quality, sequential K-12 arts education for
...er group is necessary to achieve the vision.
...ange.

District Level

LOS ANGELES COUNTY OFFICE OF EDUCATION

- Assist districts with implementation of policy, VAPA standards, arts curricula, and assessment
- Ensure districts have access to needed information, curriculum, and technical assistance

...nd support for arts education
...de implementation of policy and
...ident learning in the arts
...time for co-planning between teachers,
...arts organizations
...ls for professional development for teachers

DISTRICT BOARDS OF EDUCATION

- Provide leadership and advocacy for the value of arts education
- Adopt policy, plan, and corresponding budget to support district-wide arts programs
- Hold the superintendent accountable for effective implementation of the district arts plan

UNLEADED ARTS TEACHERS

...aining in the VAPA Standards
...ating arts into curriculum
...struction in each arts discipline
...usic, Theater, Visual Arts)

SUPERINTENDENTS

- Propose a policy, plan, and corresponding budget to implement district-wide arts programs
- Develop timeline for implementation and goals for staff development
- Support district-wide implementation of policy

CLASSROOM TEACHERS

...aining in the VAPA Standards and integrating
...riculum
...rts into curriculum

ASSISTANT SUPERINTENDENTS AND DIRECTORS OF INSTRUCTION

- Facilitate district-wide implementation of policy
- Supervise arts curriculum implementation in schools

ARTS ORGANIZATIONS

...pplement arts instruction of
...eachers and classroom teachers
...the VAPA Standards
...aligned with school curricula
...ss to live arts experiences

ARTS COORDINATORS

(Ideally one per discipline)

- Implement K-12 arts curriculum
- Serve as a liaison between board and central office policies and school-level decision making

GOAL



Each of the 80 school districts in Los Angeles County and Los Angeles County Office of Education classrooms enacts a policy*, adopts a plan with timeline, and approves a budget to implement sequential K–12 arts education.

STRATEGY

A Provide technical assistance and articulated models to help school board members and superintendents to develop a district policy, plan and budget for sequential K-12 arts education. A policy might include:

- school district employs a minimum of one Arts Coordinator
- district increases fulltime, permanent positions for credentialed arts teachers to ensure a ratio sufficient to achieve the goal of sequential arts education
- district recognizes importance of visual arts, dance, music and theatre and supports creating a balance among all four through hiring credentialed arts teachers in each discipline
- district will require that in times of budget cutbacks, reductions be distributed equally across subject areas, rather than eliminating programs
- district requires time be allotted each week for eacharts discipline

CALIFORNIA ALLIANCE FOR ARTS EDUCATION

- * Association of California School Administrators
- * California State University, Los Angeles
- * Los Angeles County Arts Commission
- * Los Angeles County Board of Supervisors
- * Los Angeles County Office of Education
- * Music Center Education Division
- * Parents
- * Parent Teacher Associations
- * Sony Pictures Entertainment

PHASE I TECHNICAL ASSISTANCE

To help districts build the capacity to provide district-wide arts education, during the **2003-4 school year**, district and community leaders from five vanguard school districts (Culver City, Norwalk-La Mirada, Pasadena, Rosemead, Santa Monica-Malibu) received training and technical assistance through a coach to conduct an assessment of arts education in the district; to develop a comprehensive arts education policy; to develop a budgeted plan of action to address the identified arts education gaps; and, by June 2004, brought before the school board for adoption the policy and/or budgeted arts education plan.

—Funding Partners: Sony Pictures Entertainment, National Endowment for the Arts

The Los Angeles County Office of Education was the sixth district receiving technical assistance during the 2003-4 school year to develop a policy and a long-range budgeted plan to provide sequential arts education in the juvenile halls, probation camps, community schools and special education sites. In August 2004, an arts education policy was adopted by the Los Angeles County Board of Education.

—Funding Partners: California Department of Education, Los Angeles County Office of Education

Six additional school districts have committed to plan for arts education during the **2004-5 school year** and will receive technical assistance to develop and adopt an arts education policy and long-range budgeted plan (Beverly Hills, Burbank, Castaic, Compton, Hacienda La Puente, Long Beach).

—Funding Partner: Arts for All Pooled Fund

At least five districts will be chosen each school year to receive technical assistance.

PHASE II TECHNICAL ASSISTANCE

Provides 40 hours of technical assistance to the district and community teams that have completed Phase I Technical Assistance through quarterly meetings with a coach, who will guide the teams in the implementation of the long-range plan and help assess progress, review and revise the long-range plan as needed.

—Funding Partner: Arts for All Pooled Fund

*A Model School District Arts Education Policy is available online at www.lacountyarts.org.

PROGRESS TOWARD THE GOAL IS IN RED TYPE.

BULLETINS ON ADDITIONAL PROGRESS AS IT OCCURS MAY BE FOUND IN THE INSIDE BACK COVER POCKET.

GOAL



Implementers and policy makers have sufficient tools, information, and professional development to achieve sequential K-12 arts education.

STRATEGIES



A. Develop an on-line informational portal including:

- resource directory of approved content-based arts education programs

www.LAArtsEd.org, the first ever Los Angeles County Arts Education Resource Directory, was launched in February 2004 and expanded in August 2004 to include 41 vetted arts education providers with 157 programs that meet state education standards, including the Visual and Performing Arts Standards. The website is searchable by artistic discipline, grade level, school subject area, program type and cultural origin, and features audio and video streaming of the programs as well as an online booking form. The website will be expanded each year through an annual application process.

— *Funding Partners: Los Angeles County, Target Corporation*

- data demonstrating the impact of the arts on student achievement
- available funds for which schools and districts may apply
- professional development opportunities
- technical assistance for developing sequential arts education programs (i.e. model district policy)

LOS ANGELES COUNTY ARTS COMMISSION

- * Community-based Arts Organizations
- * Los Angeles County Office of Education

B. Provide technical assistance to schools to support arts education partnerships with nonprofit organizations.

LOS ANGELES COUNTY OFFICE OF EDUCATION

- * Los Angeles County Arts Commission
- * Music Center Education Division

C. Provide information about and professional development in the VAPA Standards to all teachers, principals, and school boards.

LOS ANGELES COUNTY OFFICE OF EDUCATION

- * The California Arts Project

D. Identify and disseminate quality written year-long arts curricula, textbooks, support material, and tools for meaningful assessment

LOS ANGELES COUNTY OFFICE OF EDUCATION

- for each arts discipline;
- for non-arts subjects, utilizing the arts as an instructional tool.

- * Local School Districts

E. Provide in-service professional development for:

- general classroom teachers;
- specialists in non-arts subjects; and
- credentialed arts teachers to enhance capacity to provide instruction to the VAPA standards, and to strengthen capacity to assess student performance in the arts.

A team comprised of County-based universities, representatives from school districts, arts organizations, museums and members of the Executive Committee worked with a consultant to develop a plan of action (downloadable at <http://lacountyarts.org/TeacherTrainingPlan.pdf>), finalized in September 2004, that addresses these priorities for teacher training:

- 1) Review and organize arts education professional development resources in order to help districts access quality programs and identify areas where there are gaps or overlap.
- 2) Work with the Arts for All districts to support the development of a professional development strand within their district plans, and to assist in formulation of initial professional development efforts.
- 3) Help districts align quality professional development and written curriculum materials to support and advance their goals for sequential arts education.
- 4) Develop a model framework for ideal teacher preparation in the arts, based on partnerships between schools, universities, and arts organizations.

— *Funding Partner: Arts for All Pooled Fund*

MUSIC CENTER EDUCATION DIVISION & CALIFORNIA STATE UNIVERSITY LOS ANGELES, COLLEGE OF ARTS AND LETTERS

- * California State University Teacher Education Programs (California State University Dominguez Hills, School of Education; California State University Long Beach, School of Education; California State University Los Angeles, School of Education; California State University Northridge, School of Education)
- * Colleges of Art (Art Center College of Design, California Institute for the Arts; Otis College of Art and Design; California State University Dominguez Hills, College of Arts and Sciences; California State University Long Beach, College of the Arts; California State University Northridge, College of Arts Media, and Communication)
- * Community-based Arts Organizations (Armory Center for the Arts, Inner City Arts, Los Angeles County Museum of Art, Los Angeles Opera, Museum of Contemporary Art, P.S. Arts)
- * County School Districts Receiving Arts for All Technical Assistance
- * Additional Partners (California Art Education Association; California Dance Educators Association; California Educational Theatre Association; Chapman University; Galef Institute; Hoover High School/ Glendale Unified School District; Los Angeles Unified School District; Loyola Marymount University/ School of Education; Pacific Oaks College and School; The California Arts Project; The GRAMMY Foundation; University of California, Los Angeles; University of Southern California, Urban Education Partnership)

{GOAL 2 continued on page 13}

GOAL

2

[Continued from page 12]

Implementers and policy makers have sufficient tools, information, and professional development to achieve sequential K–12 arts education.

STRATEGIES

LEADERSHIP * PARTNERS FOR LEADERSHIP

- F. Develop and implement a county-wide professional development program for artists and arts organizations to provide professional development in the VAPA standards, general curriculum content standards, learning styles, teaching styles, and classroom management, leading to a professional designation for artists who complete.

LOS ANGELES COUNTY ARTS COMMISSION

- * Armory for the Arts
- * Music Center Education Division
- * Community-based Arts Organizations

Launched in January 2003, the first ever Los Angeles County Arts Education Training Program provides County-based arts education providers with an opportunity to deepen their understanding of the Visual and Performing Arts Standards and develop tools to be effective in a K-12 setting. As of June 2004, approximately 200 arts education providers have received training through the County program.

—Funding Partners: Dana Foundation, California Arts Council

- G. Provide opportunities for arts education providers to improve partnerships with schools.

LOS ANGELES COUNTY ARTS COMMISSION

In 2002, the Los Angeles County Arts Commission initiated and continues to coordinate the Arts Education Roundtable and listserv. The bimonthly roundtable meetings bring together small, mid-sized and large organizations providing education programming for discussion topics and expert panels ranging from pooling resources to national, state and local policies supporting arts education. The listserv acts as a bulletin board for members to share ideas and information about upcoming programs and events. In addition to the roundtable listserv, the Arts Commission coordinates the teaching artist listserv, comprised of artists who have completed the VAPA professional development workshops.

- H. Assist and encourage professional artists to pursue education to become credentialed arts teachers

LOS ANGELES COUNTY ARTS COMMISSION

- * Colleges of Art [Art Center College of Design; California Institute for the Arts; Otis College of Art and Design; California State University Dominguez Hills, College of Arts and Sciences; California State University Long Beach, College of the Arts; California State University Los Angeles, College of Arts and Letters; California State University Northridge, College of Arts Media, and Communication]

- I. Research national initiatives and contribute to the national discussion by sharing Arts for All as a model for the field.

EXECUTIVE COMMITTEE OF THE LOS ANGELES COUNTY
TASK FORCE ON ARTS EDUCATION

- * Los Angeles County Arts Commission

The Los Angeles County Arts Commission is an active member of the Arts Education Partnership and was invited by the Partnership to present Arts for All at its January 2004 meeting. Arts for All was also presented at the 2003 Grantmakers in the Arts Conference and was highlighted at the 2004 Arts Education Pre-Conference of Americans for the Arts (AFTA). The Blueprint was included in *Arts Education: Trends in Public Policy Development and Implementation* prepared by the Illinois Arts Alliance and will also be one of five programs featured in AFTA's fall 2004 monograph on arts education. In addition, both the Art Education Director of Arts Commission and the Executive Director of the California Alliance for Arts Education serve on the national Arts Education Council of American for the Arts.

PROGRESS TOWARD THE GOAL IS IN RED TYPE.

BULLETINS ON ADDITIONAL PROGRESS AS IT OCCURS MAY BE FOUND IN THE INSIDE BACK COVER POCKET.

GOAL

Parents, students, arts supporters, and community and industry leaders mobilize to advocate for sequential K-12 arts education.

STRATEGIES	LEADERSHIP PARTNERS FOR LEADERSHIP
<p>A Establish local advocacy coalitions in each district to elect school board members who support funding and implementation of K-12 sequential arts education.</p>	<p>COUNTY TASK FORCE ON ARTS EDUCATION * Community Leaders * Entertainment Industry * Parent Teacher Associations</p>
<p>B Develop Arts Education briefing materials as a resource for candidates running for School Board.</p>	<p>LOCAL ADVOCACY COALITIONS * Parent Teacher Associations</p>
<p>C Develop and conduct advocacy training workshops for parents, community members, teachers, administrators, students, artists, and arts organizations.</p> <p>Advocacy training, provided by the California Alliance for Arts Education, has been incorporated into the County-wide Arts Education Training Program. Participants receive a general overview of advocacy as well as strategies and resources to support advocacy.</p>	<p>COUNTY TASK FORCE ON ARTS EDUCATION * California Alliance for Arts Education * Local Advocacy Coalitions * Parent Teacher Associations</p>
<p>D Disseminate data demonstrating how arts involvement supports student success in school.</p> <p>The California Alliance for Arts Education (CAAE) provides critical resources and information, including data on the impact of arts education, through ArtsEdMail, a bi-weekly e-mail news bulletin. CAAE also announces new research and data on arts education through an “e-mail blast” to state legislators.</p>	<p>CALIFORNIA ALLIANCE FOR ARTS EDUCATION * Local Advocacy Coalitions * Parent Teacher Associations</p>
<p>E Develop and disseminate annually Arts Education Performance Indicators (AEPI), a report highlighting local efforts to improve arts education and the status of arts education in each local school district.</p> <p>Based on self reported school district data, the first annual AEPI report documents the status of arts education in each of the County’s 81 school districts based on five critical success factors for arts education—a school board adopted arts education policy and plan, district level arts coordinator, an arts budget of at least 5% and a student to credentialed arts teacher ratio no higher than 400:1. The first report, released in February 2004, can be downloaded at http://lacountyarts.org/artsedu_AEPI_0504.pdf.</p>	<p>COUNTY TASK FORCE ON ARTS EDUCATION * Los Angeles County Arts Commission * California Alliance for Arts Education * California State University, Los Angeles * Los Angeles County Board of Supervisors * Los Angeles County Office of Education * Music Center Education Division * Sony Pictures Entertainment</p>
<p>F Enlist community leadership and the County Supervisors to lobby the L.A. County Delegation of State Legislators to adopt policies in support of sequential K-12 arts education.</p> <p>The California Alliance for Arts Education (CAAE) is working to shape, develop and support arts education legislation. The CAAE Legislative Advocacy Committee’s efforts include monitoring legislation affecting arts education, identifying those issues which are important, providing an analysis and evaluation of key issues, developing strategies for responding to key issues, and building coalitions with partners in allied areas of interest. CAAE also spearheads an annual “Arts Learning in Action” campaign, which encourages elected officials to attend an arts class, student performance or culminating event each March during Arts Education month.</p> <p>Arts education has been incorporated into the County’s annual legislative agenda, enabling the County’s advocates in Sacramento and Washington, D.C. to respond effectively to arts education-related legislative proposals. As part of the normal legislative cycle, the County now takes positions on specific arts education bills within the general framework outlined in the legislative agendas.</p>	<p>CALIFORNIA ALLIANCE FOR ARTS EDUCATION * County Task Force on Arts Education * County Board of Supervisors * Entertainment Industry * Local Advocacy Coalitions * Parent Teacher Associations</p>

PROGRESS TOWARD THE GOAL IS IN RED TYPE.

BULLETINS ON ADDITIONAL PROGRESS AS IT OCCURS MAY BE FOUND IN THE INSIDE BACK COVER POCKET.

GOAL

Funding policies of public and private funders support and align with vision and mission of this plan.

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Require matching funds from schools/grantees.</p> <p>In 2003, the Arts Commission approved guideline changes requiring arts organizations applying for funding to provide evidence of matching money from the school districts for school-based programs funded.</p>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS</p> <ul style="list-style-type: none"> * Sony Pictures Entertainment * Southern California Grantmakers
<p>B Require arts organizations and cultural institutions that partner with schools to ensure all program personnel are trained in and have developed curricula that fulfills the VAPA Standards, whether such partnerships involve</p> <ul style="list-style-type: none"> • bringing professional artists into the classroom; or • bringing students to the organization or institution. <p>The Arts Commission's approved 2003 guideline changes also include a requirement for arts organizations applying for funding to demonstrate how their education program meets the Visual and Performing Arts Standards for California public schools.</p>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS</p> <ul style="list-style-type: none"> * Sony Pictures Entertainment * Southern California Grantmakers
<p>C Create a pooled fund to support implementation of the Blueprint</p> <p>Conceived by key partner Sony Pictures Entertainment, the Arts for All Pooled Fund was created in February 2004 to support the implementation of the Blueprint. A lead gift of \$500,000 over two years from the Entertainment Industry Foundation helped launch the pooled fund and contributions to date have also come from Sony Pictures Entertainment (\$30,000), Warner Bros. Entertainment (\$50,000 over 2 years), Creative Artists Agency (\$50,000 over two years), the J.P. Morgan Chase Foundation (\$25,000) and the Jewish Community Foundation (\$25,000 over 2 years) for a total of \$680,000. Other members of the pooled fund include the Dana Foundation, Los Angeles County Arts Commission and the Target Corporation for their support of targeted Blueprint initiatives. The round table of funders meets quarterly to discuss priorities and make joint funding allocations.</p>	<p>SONY PICTURES ENTERTAINMENT</p> <ul style="list-style-type: none"> * Creative Artists Agency * Entertainment Industry Foundation * J.P. Morgan Chase Foundation * Jewish Community Foundation * Warner Bros. Entertainment

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STATE GOALS & PARTNERS

New policies and priorities at the State level are required to maximize the achievement of goals at the district level. The County Task Force on Arts Education works closely with the California Alliance for Arts Education and other State-level stakeholders (including but not limited to the Legislature, State Board of Education, PTA, and the California Arts Council) to support policy development on behalf of sequential K-12 arts education. The California Alliance for Arts Education successfully introduced the following 2002-2004 legislative platform, supported by the County Board of Supervisors, which was passed by the legislature and signed by the Governor:

SCR 5 (Scott) A far-reaching CAAE sponsored resolution affirming the importance of standards-based instruction in the visual and performing arts.

SB469 (Scott) Co-sponsored by CAAE and the CA State PTA, the bill elevates the Visual and Performing Arts in the Instructional Materials bill.

AB1512 (Cohn) Establishes the CDE Arts Work Grant Program into statute, as separate and distinct from the Local Arts Education Partnership.

SB611 (Ducheny) Makes clear the intent of the Legislature to support all Subject Matter Projects, including the arts, health, and foreign language. The intent will encourage the University of California to continue maintenance funding in these three subject areas.

CA Master Plan for Education: CAAE advocacy was responsible for inclusion of visual and performing arts among academic areas to be taught at all levels.

The County Task Force on Arts Education will continue to work with state-level stakeholders to support the following arts education policies:

STATE LEGISLATURE/GOVERNOR

- Reinstate Arts Work Grant Program of the California Department of Education
- Mandate minimum weekly instruction in the arts
- Lengthen the school day
- Mandate a per pupil allocation for the arts
- Require the arts to be included on the exit exam for high school graduation
- Fund coordinating bodies for implementation (arts education hubs in urban areas, regional networks elsewhere)
- Support legislation to change the either/or graduation requirement for foreign language and arts; both should be required
- Support legislation to develop assessment tools for arts education

STATE COMMISSION ON TEACHER CREDENTIALING

- Develop Certification of Dance, Theater, and Media Arts instructors
- Require increase in art courses required for all teachers to be credentialed
- Require arts classes as part of the Administrative Services Credential
- Work to fill open positions on Commission with arts advocates

STATE BOARD OF EDUCATION

- Support development of quality year-long written arts curricula to address the VAPA Standards
- Support development of quality written curricula utilizing the arts as an instructional tool for other core subjects
- Support the development of textbooks in dance and theater

CALIFORNIA STATE UNIVERSITY TRUSTEES AND OTHER HIGHER EDUCATION INSTITUTIONS

- Strengthen arts curriculum for all education majors
- Enhance training for those studying to be credentialed arts teachers
- Actively recruit teachers from among arts majors

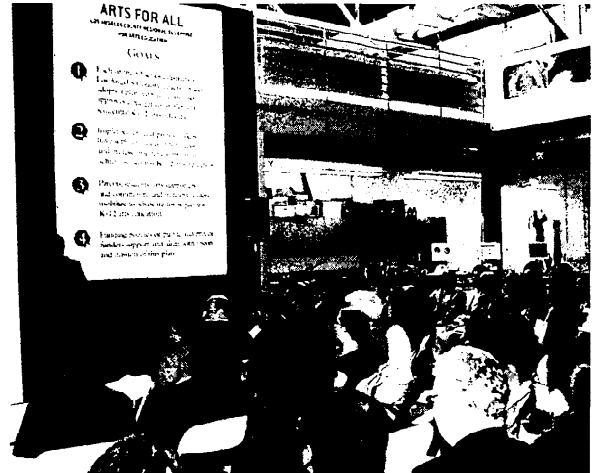
Mobilizing the Effort and Assessing Progress

The original publication of the Regional Blueprint for Arts Education in September 2002 was a vital first step in an ongoing process of planning and implementation by stakeholders. Once the Blueprint had been adopted by the Los Angeles County Board of Supervisors, the Los Angeles County Arts Commission (LACAC) and the Los Angeles County Board of Education (LACOE), each organization or agency identified as leaders, with the support of a team of partners (*see Goals on pages 11-15*), developed a plan of action for the strategy(ies) for which they have assumed responsibility. Because each strategy represents a piece of the mission, action plans unfold simultaneously in order to fulfill the vision of the Blueprint.

In March 2003, an Executive Committee of the County Task Force on Arts Education, authorized by the Board of Supervisors upon their adoption of the Blueprint, was formed to guide and monitor implementation of the Blueprint (*see inside front cover*). Comprised of representatives of the primary leadership partners, this committee meets on a monthly basis to report on and analyze progress made and provide direction as needed.

The implementation of the Blueprint is staffed primarily by the Los Angeles County Arts Commission. The Los Angeles County Office of Education has hired an Arts for All Project Director to manage LACOE's strategies in the Blueprint. Staffing was made possible through grants from the Los Angeles County Productivity Investment Fund in 2001-2 and the California Arts Council in 2001-3. The National Endowment for the Arts supports staffing for 2002 to the present.

The full County Task Force on Arts Education, which carries out its work in sub-committees of partners, was convened in February 2004 to share and celebrate the achievements of the first 18 months of implementation, including the official launch of www.LAArtsEd.org. Approximately 200 stakeholders attended this first annual Arts for All Progress Report Meeting.



L.A. County Supervisor Don Knabe addressing first annual ARTS FOR ALL Progress Report meeting.



ARTS FOR ALL Executive Committee members (l to r): Laurie Schell, Dr. Darline P. Robles, Ayanna Hudson Higgins (staff), Mark Slavkin, Dr. Carl Selkin, Laura Zucker and Janice Pober

Terms

“The Arts” are defined as dance, music, theatre and the visual arts, as there are State Board of Education adopted standards for each respective discipline (see below). However, this plan also acknowledges and supports the role of media, literary, and folk arts in arts education, and views the arts in a continuum that encompasses community-based, commercial, and professional arts activities.

Credentialed Arts Teacher —A certificated teacher trained to deliver arts instruction in dance, music, theatre, or the visual arts.

“K-12 arts education”—The multifaceted approach this Regional Blueprint recommends is that sequential K–12 arts education be delivered to students by three groups—**general classroom teachers**, **credentialed arts teachers** within their disciplines, and **professional artists**, to enhance and supplement instruction—working together with a district Arts Coordinator.

The Regional Blueprint is designed to address “public school students” in all 80 school districts within Los Angeles County and Los Angeles County Office of Education classrooms because it is within these districts that the County coordinates services. **Los Angeles County Office of Education classrooms** provide comprehensive educational programs to incarcerated, abused and neglected youth in residential facilities; community-based programs for at-risk youth (juvenile offenders, truants, dropouts and teen parents); and support for school districts to ensure that students with disabilities receive the best possible education. LACOE also operates the award-winning Los Angeles County High School for the Arts and the International Polytechnic High School.

“Scheduled into the school day”—Many respondents to the Blueprint commented on the importance of after-school programs, currently a common practice in the delivery

of arts education. These programs have provided an invaluable stopgap in the face of cutbacks that virtually eliminated arts education from the school schedule, and will continue to be important. It is part of the mission of this Regional Blueprint that arts will be returned to the regular (perhaps extended) school schedule, available to all students, and after-school programs will then provide enrichment to those students beyond the school day.

“Sequential” arts education is cumulative, with each unit of learning building upon the previous one, as opposed to learning that occurs on a random or occasional basis and/or without reference to previous units.

Visual and Performing Arts (VAPA) Standards—Content standards in dance, music, theater, and visual arts were adopted by the California State Board of Education in January 2001 (downloadable at <http://www.cde.ca.gov/be/st/ss/index.asp>). The standards guide school districts in developing comprehensive arts education programs at all grade levels. The VAPA standards are specified by grade level and were developed through a collaboration among school district curriculum specialists, teachers in each of the arts representing the California professional arts educator associations, artists, instructors from institutes of higher learning, and the California Department of Education staff. The guiding principles in devising these standards are contained in the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, 2004 (available for purchase at the California Department of Education Press, 1-800-995-4099 or download a copy at <http://www.cde.ca.gov/re/pn/fd/vpaframework.asp>). Those principles include that the arts are core subjects, each containing a distinct body of knowledge and skills, and that academic rigor is a basic characteristic of a comprehensive education in the arts.

For copies of *ARTS FOR ALL: Los Angeles County
Regional Blueprint for Arts Education*
or for additional information contact:

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500 West Temple Street
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ARTS FOR ALL can be downloaded at www.lacountyarts.org