
CONTRA COSTA COUNTY OFFICE OF EDUCATION
STRATEGIC
ARTS PLAN
2025-2030
CONTRA COSTA COUNTY
Office of Education
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Lynn Mackey, Superintendent of Schools

CONTRA COSTA COUNTY OFFICE OF EDUCATION STRATEGIC ARTS EDUCATION PLAN 2025-2030

With support from the Lesher Foundation, the Contra Costa County Office of Education was awarded funding for Strategic Arts Education Planning in 2024. Beginning in February 2025, the broad perspectives of the arts planning team came together to envision the future for arts education in Contra Costa County, ensuring students have access to a high-quality arts education PK-12th Grade.

Contra Costa County Office of Education acknowledges that we are on the traditional territory and homelands of the Yokuts (Yo-Kuts), Karkin (Car Kin), Confederated Villages of Lisjan (Lih-Shawn), Ohlone (Oh-LOW-nee), Miwok (mee-wok), and Muwekma (mah-WEK-mah) peoples.
https://www.cccoe.k12.ca.us/



Letter from the Superintendent

I am delighted to announce the creation of our County Office of Education Strategic Arts Plan to support all Local Education Agencies, a comprehensive initiative designed to ensure equitable access to the arts for all students in Contra Costa County. This plan is a testament to our commitment to fostering a rich and inclusive educational environment where every student has the opportunity to explore and develop their artistic talents.

As Superintendent, I have always held a deep appreciation for the arts. The transformative power of artistic expression is undeniable, and it plays a crucial role in the holistic development of our students. Arts education not only nurtures creativity and critical thinking but also enhances emotional well-being and cultural awareness. It is an essential component of public school education, and I am passionate about making it accessible to every child in our county. Our County Office of Education Strategic Arts Plan addresses the need for equitable access by implementing several key strategies:

- Equitable systems for success in the arts: An equitable system for success in the arts ensures all students, regardless of their geographic location or individual needs, have access to high-quality arts education.
- Center students and families in arts education: Centering students and families in arts education involves offering culturally relevant programming that reflects students' identities and experiences, while ensuring accessibility for all.
- Strengthen community partnerships: Community partners enrich the classroom experience and help provide all students with high-quality arts programming.
- Highlight the value of the arts: To elevate arts education, it is important to share its positive impact and expand access to arts pathways at all levels.

By implementing these strategies, we aim to create an environment where every student can thrive artistically. The arts are a vital part of education that should be accessible to all. I am excited about the positive impact this plan will have on our students and our community. Thank you for your continued support as we embark on this important journey. Together, we can make the arts a cornerstone of education in Contra Costa County.

Warm regards,

Lynn Mackey
Superintendent of Schools
Contra Costa County

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Lynn Mackey, Superintendent of Schools

Contra Costa County Office of Education

STRATEGIC PLAN

Our Mission:
The Contra Costa County Office of Education promotes success in learning and life through quality leadership, programs and services.

OUR VALUES:

We hold **student achievement** as our highest priority, our ultimate goal and our collective responsibility.

We lead with a focus on **equity** and value the **inclusion** of **diverse perspectives** to promote a learning community where all can succeed.

We welcome new ideas and creative thinking as we work toward **continuous improvement**.

We commit to solutions that create **safe and healthy schools** and **communities**.



We reach **high standards** for the work we do and the services we provide.

We promote **workplace wellness**, personal growth and healthy connections for our employees.

We provide quality customer **service** to all stakeholders.



OUR PRIORITIES:

STUDENT ACHIEVEMENT

CCCOE supports all students with a focus on those who are facing the legal system, foster care, homelessness and poverty, as well as students with significant disabilities.

EDUCATIONAL EQUITY

CCCOE processes and practices are conducted through an equity lens, with an emphasis on cultural sensitivity and competence.

ORGANIZATIONAL WELLNESS

CCCOE policies and practices support a positive and effective workplace culture for every level of the organization.

DISTRICT SUPPORT

CCCOE supports the Districts and schools of Contra Costa County by providing programs and services that support their students and organizations.

An Equitable System of Arts Education for Success: Celebrating Students, Empowering Educators, and Elevating the Value of the Arts for All

This plan is intended to support districts and provide guidance. These are recommendations for supporting and implementing arts education for all students in Contra Costa County.

What would an Equitable System for Success in the Arts look like?

To ensure all students have access to high-quality arts education, it is essential to establish systems that **prioritize equity across districts and grade levels**. One of the outcomes of this strategic arts plan may be that it serves as a foundation for the development and implementation of district-level arts plans.

Equity considerations must address the unique challenges of urban as well as rural communities, ensuring that **geographic location does not limit students' access to arts opportunities**. Additionally, systems should be in place to support special populations, ensuring that students with diverse needs, including those requiring extra academic or behavioral support, are not disproportionately removed from arts programming. It is recommended that policies be developed to prevent pull-out practices that exclude students from arts experiences, reinforcing the arts as an essential part of a well-rounded education.

Centering Students & Families in Arts Education

A student-centered arts education approach must **amplify student voices by offering culturally relevant programming that reflects their identities, experiences, and communities**. Arts learning should encourage free expression while ensuring that programs are accessible, accommodating, and responsive for all students.

Strong family and community connections through the arts create meaningful engagement and reinforce the role of culture in education. By integrating Culturally Responsive Teaching (CRT), arts programs can foster deeper relationships between students, families, communities and schools. Family and community involvement and education are essential to building a supportive arts ecosystem, ensuring that the arts remain a vital part of both school and community life. It is recommended that programming be intentionally designed to align with the cultural landscape of the community, making arts education more relevant, inclusive, and impactful.

The Role of Community Partners in Arts Education

Strong community partnerships are essential to expanding arts education opportunities and ensuring equitable access for all students. While credentialed arts teachers form the foundation of all arts education in our schools, a supplementary aspect may be the incorporation of Artist-in-Residence programs. These programs can bring professional artists into schools, with specific content knowledge to support students' curiosity and teachers' growth. Community and industry partnerships, both within and beyond school settings, create rich, real-world arts experiences for students.

Building local connections helps eliminate barriers to arts access by offering flexible, adaptable curriculum and community-driven support. A county-vetted directory of community partners can provide schools with trusted professionals for performances, lessons, and collaborative projects. Additionally, compiling a list of low- or no-cost field trips and assemblies—such as visits to plays, musical offerings, and dance presentations—ensures that all students can experience high-quality arts programming.

County-wide efforts, including transportation solutions, exhibitions, and public-private partnerships, will strengthen access and sustainability. Through these strategic collaborations, **schools can maximize resources and provide all students with meaningful, high-quality arts experiences**.

Build Broader Understanding for the Value of the Arts

To elevate the role of arts education, it is crucial to **collect and share data** that highlights its impact on student learning and success and what arts programs are offered across the county. Creativity should be valued, reinforcing the importance of artistic expression and innovation in student achievement, along with all academic areas.

Expanding access to **arts pathways** at all levels is essential. A **county-provided A-G course template** can support the development of all arts related career **pathways**, ensuring students have clear, structured opportunities in creative fields through CTE and Arts Education courses.

A seamless **PK-12 arts continuum** must be established, strengthening transitions from **elementary to middle school, high school, and beyond**. This includes **internships, dual enrollment/community college partnerships, and connections to CSU and university programs**, ensuring that arts learning extends into higher education and career opportunities. By demonstrating the value of the arts through data, advocacy, and expanded pathways, public support for arts education can be strengthened and sustained.

“Access, equity, and inclusion are core principles of the Arts Framework. Culturally and linguistically responsive curriculum maximizes inclusivity and builds relationships in the arts classroom. This enables students to develop foundational knowledge and artistic literacy and supports exploration and development of skills in multiple arts disciplines.”

- CA Arts Education Framework for Public Schools, 2020



The Contra Costa County Office of Education Strategic Arts Planning Team was composed of County Office staff, educators, administrators, parents, and community members from across the county:

Belinda Adams-Walker	Art Teacher, Orinda Union School District
Jenny Balisle	Executive Director, Arts Contra Costa County
Nick Berger	Senior Director, Student Programs, Contra Costa County Office of Education
Marc Brodeur	Program Supervisor, Center for Community Arts
Peggy Burt	Arts Planning Coach, CA County Superintendents Arts Initiative and Mindful Strategies
Kristy Candelaria	Teacher, San Ramon Valley Unified School District, John Baldwin Elementary
Dominique Enriquez	Executive Director, Arts Ed Alliance
Jeannine Flores	Arts & STEAM Coordinator, CA County Superintendents Arts Initiative and Los Angeles County Office of Education
Kristina Fuentes	Art Teacher, Knightsen Elementary School District, Old River Elementary School
Lauren Funcheon	Program Assistant, Center for Community Arts
Nilofar Gardezi	Program Officer and Grants Manager, Dean & Margaret Lesher Foundation
Ade Gobir	Wellness In Schools Program Manager, Contra Costa County Office of Education

Makaela Huntsinger	Arts Education Teacher On Special Assignment, Pittsburg Unified School District
Lynn Mackey	Superintendent of Schools, Contra Costa County Office of Education
Jennifer Martinez	Director of Bands, Pittsburg Unified School District, Pittsburg High School
Tracy McManus	STEAM Coordinator, Contra Costa County Office of Education
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Chris Read	VAPA Coordinator, West Contra Costa Unified School District
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Esther Rojas Soto	Program, Marketing and Outreach Manager, Arts Contra Costa County
Becky Vichiquis	Principal, Mt. Diablo Unified School District, Sequoia Elementary School
Nicole Vicknair	Teacher, Antioch Unified School District, Bidwell Continuation High School

Contra Costa County Office of Education
Strategic Arts Education Plan
2025-2030

A Collaborative Effort

The Contra County Office of Education, educators, administrators, and arts partners collaborated to develop the following priority goal areas. The overarching vision is to develop and provide arts education opportunities for all students, creating equitable systems for success.

Phase 1: Launch (Years 1-2) – Establishing Foundations

Goal 1: Secure Seed Funding and Explore Ongoing Funding Options for Plan Implementation with Trusted Partners

- Identify potential funding partners
- Develop compelling funding proposals aligned with identified needs
- Secure initial funding for priority initiatives (e.g., curriculum development, professional learning).
- Explore and investigate ongoing funding opportunities
- Increase and improve funding opportunities long-term

Goal 2: Curate Curriculum and provide Arts Education PD to educators, supporting a high-quality arts education experience for ALL students

- Make a more accessible, centralized Arts Hub for arts resources and best practices
- Curate curriculum around opportunities: Integrate social-emotional learning (SEL) and Universal Design for Learning (UDL) principles
- Offer arts professional learning for educators on arts, arts integration, and inclusive practices
- Develop ongoing online and in-person learning opportunities for teachers and administrators at comprehensive districts, Court & Community schools and Countywide Special Education Programs.

Goal 3: Expand Accessible & Active Community Partnerships

- Combine and make a more accessible Arts Database: map existing and potential arts partnerships
- Launch initial collaborative opportunities (e.g., artist-in-residence programs, school visits)
- Create connections for district partnerships and engagement

Goal 4: Build Broader Understanding for the Value of the Arts through Communications and Showcasing Student Work

- Develop a student arts ambassadors program to amplify student voice
- Organize county-wide student digital showcases in collaboration with regional PTA partnership
- Identify key advocates within the county (educators, parents, community leaders)
- Develop initial messaging and branding for arts advocacy efforts
- Launch a county-wide awareness campaign highlighting the benefits of arts education

Goal 5: Support and Develop Arts Leadership

- County level: Continue to work with diverse team implementing CCCOE Strategic Arts Plan
- District, Court & Community Schools and Countywide Special Education Programs level: Provide leadership development opportunities for arts leads, build specific arts resources and serve differentiated student needs

Phase 2: Advance (Years 3-4) – Expanding and Strengthening

- Scale up Arts Hub based on curriculum implementation results and feedback
- Expand professional development opportunities with advanced training
- Increase community and industry partnerships for real-world learning experiences
- Establish an arts education data dashboard for transparency and impact measurement
- Implement advocacy campaigns for long-term policy support
- Strengthen district leadership and support more school sites in implementing arts plans

Phase 3: Refine (Years 5+) – Sustaining and Innovating

- Evaluate the impact of all initiatives and refine based on data
- Institutionalize successful programs and secure use of ongoing funding
- Support districts in embedding arts education into long-term strategic plans
- Continue advocacy, leadership development, and student celebrations to maintain momentum

…”*Strategic arts plans outline goals, priorities, and benchmarks related to providing greater student access to arts education. Developing a strategic arts plan can lead to new funding opportunities, aid in decision-making, and serve as a model or resource for district arts planning… Organizing COE efforts around a strategic arts plan builds internal capacity for increasing arts opportunities and may also provide a model for districts to learn from and follow.” The Role of California’s County Offices of Education and Implications for Arts Education, SRI, 2022.*

Contra Costa County Office of Education: Implementation Plan: Phase 1: 2025-2027

Goal 1: Secure Seed Funding and Explore Ongoing Funding Options for Plan Implementation with Trusted Partners

- Identify potential funding partners
- Develop compelling funding proposals aligned with identified needs
- Secure initial funding for priority initiatives (e.g., curriculum development, professional learning).
- Explore and investigate ongoing funding opportunities
- Increase and improve funding opportunities long-term

Action (Strategy)	Tasks/Step	Person(s) Involved	Outcome (Success Indicator)
Identify potential funding partners	• Seed funding for plan may come from: o foundations o local businesses o state/federal funds	CCCOE STEAM Coordinator and Community Partners	Potential funding partners are engaged
Develop compelling funding proposals aligned with identified needs	• Determine who will write grant proposals or seek funds • Develop proposals	CCCOE STEAM Coordinator and Community Partners	Fund development moves forward to support key initiatives
Secure initial funding for priority initiatives	• Initial funding may be directed toward pilot projects, models, or demonstrations in the areas of: curriculum development/arts integration or professional learning	CCCOE STEAM Coordinator and Community Partners	Funding secured

Explore and investigate funding opportunities	• Research long-term funding models (public-private partnerships, grants) • Research annual district LCAPs, encourage arts as a goal • Identify and attend funder group meetings- think beyond arts education to education more broadly, children & families, etc. • Convene with district parent organizations in multiple languages as needed • Identify champions/individual donors in community, corporations, and philanthropy • Identify cultural affinity groups that support children and/or the arts • Identify funding opportunities • Develop a case for sustained investment in arts education	CCCOE STEAM Coordinator and Local Philanthropic Grants Managers	New funding partners are identified and activated for arts support
Employ inclusive decision-making processes	• Encourage the creation of diverse district-level committees (parents, teachers, students-multicultural) committed to arts decisions • Keep finding flexible, unrestricted funding • Encourage providing childcare and food at in-person community convenings • Encourage the engagement of parents in an ongoing, steady cadence at the school site level • Support the creation of funding processes to be inclusive of those with least capacity	CCCOE STEAM Coordinator and Local Philanthropic Grants Managers	New educational partners are included

Establish partner relationships with potential funders for expansion	• Share strategic plan at funder convenings to recruit funders • Have funder meetings 1:1 to invite partnership • Create individual donor cultivation and corporate philanthropy plans	Local Philanthropic Grants Managers	Funding sources have increased, are diverse
Increase and improve funding opportunities long-term	• Explore possibility of pooled fund with diversity of funders • Ongoing feedback loop: share progress with stakeholders	Local Philanthropic Grants Managers	Innovative collaborations for funding develop over time



Goal 2: Curate Curriculum and provide Arts Education PD to educators, supporting a high-quality arts education experience for ALL students

- Make a more accessible, centralized Arts Hub for arts resources and best practices
- Curate curriculum around opportunities: Integrate social-emotional learning (SEL), Universal Design for Learning (UDL) and Culturally Relevant Teaching (CRT) principles
- Offer arts professional learning for educators on arts, arts integration, and inclusive practices
- Develop ongoing online and in-person learning opportunities for teachers and administrators at comprehensive districts, Court & Community schools and Countywide Special Education Programs

Action (Strategy)	Tasks/Step	Person(s) Involved	Outcome (Success Indicator)
Make a more accessible centralized Arts Hub for arts resources and best practices	• Convene a PLC of teachers and artists to create a vertically aligned Scope and Sequence of standards for their district • Curate lesson bank with a variety of existing arts/arts integrated lessons and units aligned to content standards for teachers	CCCOE STEAM Coordinator, District Arts Lead Designee and Teachers	Scope and Sequences are created and aligned to standards according to district needs Scope and Sequences are posted and shared Arts/Arts Integrated lessons are posted and shared
Host in-depth Arts Hub of resources on CCCOE website	• Go through CCCOE approval process for website support • Add arts lessons and district-level Scope and Sequences • Combine existing arts databases of community partners • Share widely with teachers via email/district/social media • Survey for feedback • Revise as needed	CCCOE STEAM Coordinator, Community Partners, CCCOE Communications Department	Website Arts Hub is completed Review website traffic Review survey feedback is incorporated

Curate arts-integrated curriculum to share	• Curate an Arts Hub of arts integrated lesson plans • Connect specialized arts educators (credentialed arts teachers, teaching artists, coaches or other instructional specialists) with classroom teachers to implement integrated lesson plans • Encourage hiring of a teaching artist to support students who have been excluded (resource/pull-out classes for interventions) • Braid art into other curriculum trainings by planning offerings with specialists (Math, Science, local artists, etc.) • Curate a list of lessons for adaptable spaces, including outside (nature/science, etc.) • Share plug & play lessons for specific content areas (example: bio, calc, history, etc.)	CCCOE STEAM Coordinator, Content Area Specialists, District Arts Lead Designee and Teachers	Arts integrated lessons are shared in the Arts Hub
Curate curriculum around opportunities: integrate social-emotional learning (SEL), Universal Design for Learning (UDL) and Culturally Relevant Teaching (CRT) principles	• Pilot adaptable, culturally relevant arts education units • Access database of local arts partners for curriculum to support teaching artist engagement • Build curriculum / study guides for before and after relevant arts field trips	CCCOE STEAM Coordinator, District Arts Lead Designee and Teachers	Community partner opportunities have a curricular component
Develop strategies to share resources: Engage with social media	• Arts social media to be administered by CCCOE, to share ideas and work	CCCOE STEAM Coordinator, CCCOE Communications Department	Broad communication engaging teachers in the arts and community across the county

Identify needs for PD for education in the arts	• Identify educational partners o Arts Teachers o Administrators o Arts Integration for General Education Teachers and Special Education Teachers • Survey educational partners • Collect data • Analyze data • Identify needs from survey	CCCOE STEAM Coordinator, District Arts Lead Designee and Teachers	Arts professional development needs are identified
Build a plan to support professional development for educators	• Based on needs assessment, create a list of PD topics • Create cohorts to receive PD • Connect teachers from around the county by discipline/grade spans • Research presenters and/or experts to provide PD • Find locations around the county for PD sites to increase equitable access • Plan to encourage participation in events • Formalize a PD schedule	CCCOE STEAM Coordinator and District Arts Lead Designees	Annual plan for Arts PD is established and refreshed each year
Offer arts professional learning for educators according to needs	• Build a clear and wide-reaching communications plan using multiple modes • Make and confirm logistics and arrangements for each PD session • Create and administer post-session survey • Review feedback and revise as needed	CCCOE STEAM Coordinator and District Arts Lead Designees	Relevant Arts PD sessions are offered throughout the county

Explore options for professional development, specifically around Arts Integration	• Connect arts standards to general education classroom and Special Education classroom experiences and curriculum • Integrate flexible and adaptive curriculum and PD opportunities • Train teachers on integrating both arts and content area standards into curriculum	CCCOE STEAM Coordinator and District Arts Lead Designees	Arts Integration practices are shared and adopted/adapted more broadly throughout the county
Explore options for professional development in collaboration with other county level coordinators and programs	• Consider highlighting UDL and/or SEL and other key practices for inclusion • Collaborate with ELD and Special Education administrators and educators to provide PD highlighting integration practices for the arts in specialized classrooms • Collaborate with Court & Community Schools and Countywide Special Education Programs to identify needs and provide professional learning to bring more arts education into classrooms • Bring in expertise from Career Technical Education (CTE) to align and highlight resources	CCCOE STEAM Coordinator and other CCCOE Coordinators	Collaborative PD and workshops are offered

Reassess professional development needs	• As needed, re-survey participants • Collect surveys • Analyze data • Identify future PD needs	CCCOE STEAM Coordinator and District Arts Lead Designees	Continue to review and refine PD needs based on user input
Develop ongoing online and in-person learning opportunities for teachers and administrators	Establish professional learning communities (PLCs) by discipline/grade spans/interests for ongoing collaboration	CCCOE STEAM Coordinator, District Arts Lead Designee and Teachers	PLCs are created, and PD is offered in-person and online



Goal 3: Expand Accessible & Active Community Partnerships

- Combine and make a more accessible Arts Partner Database: map existing and potential arts partnerships
- Launch initial collaborative opportunities (e.g., artist-in-residence programs, school visits)
- Create connections for district partnerships and engagement

Action (Strategy)	Tasks/Step	Person(s) Involved	Outcome (Success Indicator)
Combine and make a more accessible Arts Partners Database: map existing and potential arts partnerships	• Determine which districts are currently engaged with Arts Partners • Work alongside ARTSCCC to determine what's included, such as: o Local arts partners (museums, cultural organizations, teaching artists) o Community events o Low-cost field trips • Research arts partners who would like to participate/have the capacity to be included • Research low-cost field trips • Research events and add to calendar	CCCOE STEAM Coordinator, Community Partners and District Arts Lead Designees	Website Arts Partner Database is created and well-maintained Review website traffic Review survey feedback is incorporated

Launch community partners fair	• Coordinate with Arts Ed Alliance to present a community partners resource fair for all	CCCOE STEAM Coordinator, Community Partners and District Arts Lead Designees	Arts Organizations are identified and connected Arts Resource Fair is piloted
Create connections for district partnerships and engagement	• Explore the possibility of a centralized system of fingerprinting and onboarding teaching artists at the county level • Connect schools with registered community art/artists/organizations to provide specialized opportunities • Leverage agency/nonprofit partnerships to explore opportunities for students (example: all 6th graders across a district attend a specific play)	CCCOE STEAM Coordinator, Community Partners and District Arts Lead Designees	More districts have established arts partnerships

Goal 4: Build Broader Understanding for the Value of the Arts through Communications and Showcasing Student Work

- Develop a student arts ambassadors program to amplify student voice
- Organize countywide student digital showcases in collaboration with regional PTA partnership
- Identify key advocates within the county (educators, parents, community leaders)
- Develop initial messaging and branding for arts advocacy efforts
- Launch a countywide awareness campaign highlighting the benefits of arts education

Action (Strategy)	Tasks/Step	Person(s) Involved	Outcome (Success Indicator)
Develop a student arts ambassadors program to amplify student voice	• Present student ambassadors idea to Arts Convenings • With support from districts and sites, identify existing student groups to participate in an arts ambassador program (on Zoom after school) • Determine frequency of meetings and establish initial aims & outcomes	CCCOE STEAM Coordinator, District Arts Lead Designees, Principals, and Teachers	Student ambassadors established
Meet with student arts ambassadors for input and feedback	• Establish student interest and ownership in the arts • Meet to present initial aims and outcomes - gather input and feedback from students • Students give input and help build survey- potentially a copyable form to survey students on arts and cultural interests • Meet to review survey results • Analyze and determine a plan for next steps	Student Arts Ambassadors and Advisor/ District Arts Lead Designees	Survey developed and distributed to students across the county Student needs are taken into account for all arts education programs

Organize county-wide digital student showcases	• Opportunities might include: o Digital art exhibits o Digital performances o Media arts/digital showcases • Highlight student achievements in arts through digital platforms including all VAPA courses and CTE courses • Showcase art through social media, highlighting student art through reels and videos for quick messaging • Suggest districts host an art open house inviting families and community to appreciate arts education • Recognize Arts Education Month district-wide and county-wide	CCCOE STEAM Coordinator, District Arts Lead Designees, Principals, and Teachers	Students are showcased from across the county - digital access ensures all districts may participate
Identify key advocates within the county (educators, parents, community leaders)	• Connect arts advocates within Contra Costa County schools, partners, and independent organizations • Identify marginalized communities to be represented • Provide equity measures to under-resourced groups	Community Partners, Parent Organization reps, and other interested leaders	Community involvement and transparency as guiding principles

Develop initial messaging and branding for arts advocacy efforts	• Produce public relations and branding campaign for the arts • Make all aware of career pathways, as well as the intrinsic value of the arts (Collaborating with CTE County Level staff) • Understand arts priorities of communities across the county: o Assess the needs of diverse community stakeholders o Provide information and materials in different languages o Distribution • Flyers • Digital	Community Partners and CCCOE STEAM Coordinator, CCCOE CTE Department, CCCOE Communications Department	Identified key community priorities of the most marginalized
Launch a county-wide awareness campaign highlighting Arts Education month and the broad benefits of arts education	• Curate easily accessible Advocacy Resources • Provide online, no cost resources	Community Partners and CCCOE STEAM Coordinator, CCCOE Communications Department	Resources are offered, advocates mobilized
Build broader understanding and value for the Arts	• Continue to develop understanding through social media and public relations campaigns • Build a public relations campaign that emphasizes personal experience with the arts • Celebrate Arts Education Month in March • Research, consolidate, and publish agency and community arts-related events	Community Partners and CCCOE STEAM Coordinator, CCCOE Communications Department	Value for the arts is increased, resulting in more arts classes offered, more enrollment in arts classes, effective use of Prop 28 funds

Goal 5: Support and Develop Arts Leadership of Students, Educators, Administrators and Community

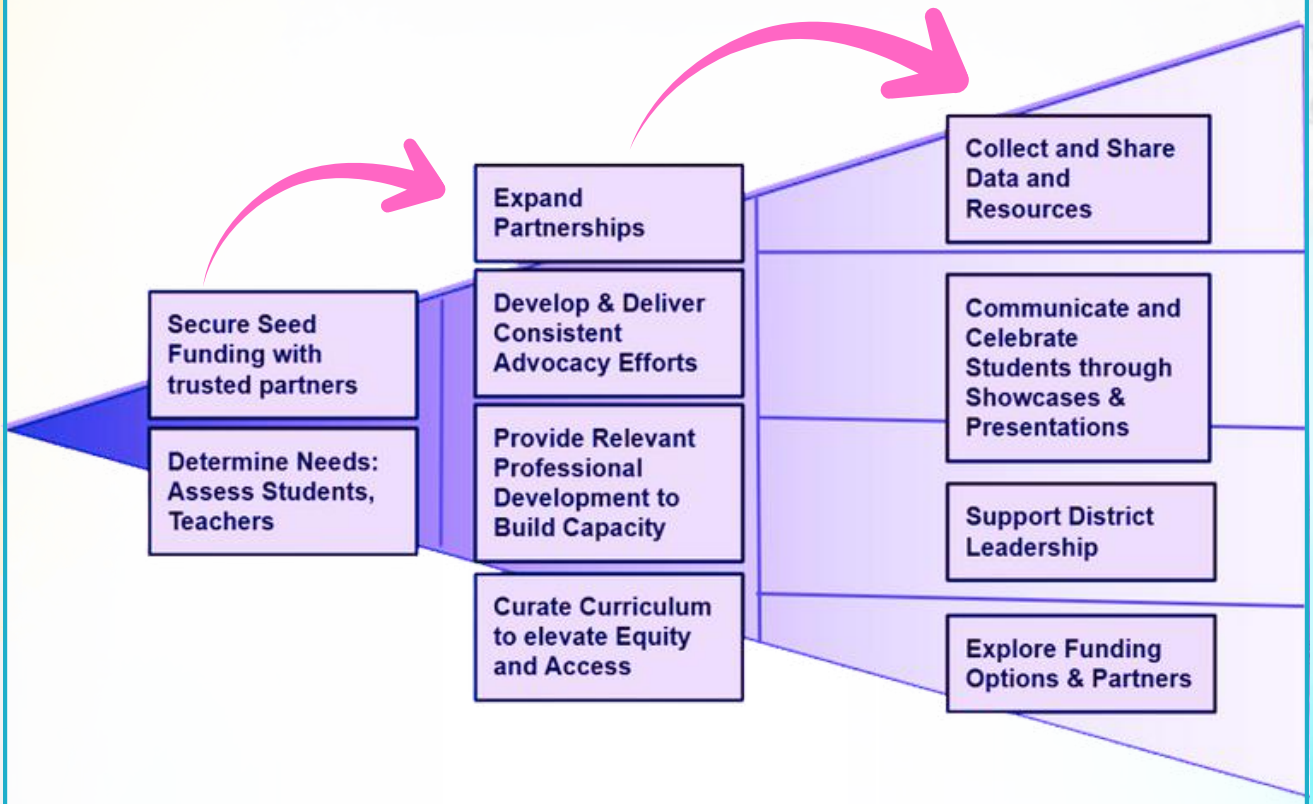
- Develop and distribute needs assessment surveys to students and teachers
- Analyze data to identify gaps in arts education access and equity
- Use findings to inform response to needs
- County level: Continue to work with diverse team implementing CCCOE Strategic Arts Plan
- District, Court & Community Schools and Countywide Special Education Programs level: Provide leadership development opportunities for arts leads, build specific arts resources and serve differentiated student needs

Action (Strategy)	Tasks/Step	Person(s) Involved	Outcome (Success Indicator)
Determine Arts Needs by Surveying Students and Teachers	• Develop and distribute needs assessment surveys to students and teachers to determine current status of Arts education in Contra Costa County • Build out needs assessment questionnaire • Analyze past needs assessments • Identify contact person from each district (Arts Lead Designee)	CCCOE STEAM Coordinator and District Arts Lead Designees	Needs assessment surveys completed and returned by every district
Analyze data to identify gaps in arts education access and equity	• Organize team to send and receive completed surveys • Analyze results for bright spots and areas of need	CCCOE STEAM Coordinator, District Arts Lead Designees, Community Partners	Results are analyzed

Use findings to inform response to needs	• Launch responses to key findings with support from the County Office of Education and valued partners • Needs may include: resource needed, professional development needs, and arts program development needs	CCCOE STEAM Coordinator, District Arts Lead Designee, and Community Partners	Effective response to needs is initiated
County level: Continue to work with diverse team implementing CCCOE Strategic Arts Plan	• Continue to work with Strategic Arts Planning Team to determine clear goals and steps • CCCOE STEAM Coordinator presents to COE Board about Strategic Arts Plan in Fall 2025 • Gather team and review Strategic Arts Plan on a regular basis • Build leadership in each district to continue the work of the Strategic Arts Plan (Arts Lead Designees) • Collect baseline arts engagement data from districts to inform next steps	CCCOE STEAM Coordinator and District Arts Lead Designees	CCCOE Strategic Arts Plan continues to move forward with ongoing leadership and support District & COE leadership are aware of the plan and how to support it

District level: Provide leadership development opportunities for arts leads	• Continue to engage arts education lead designees in each district • Analyze Prop 28 Annual Reports from districts • Develop a support plan for small districts (may share resources across districts) • Support districts in forming arts education action teams to potentially create and implement strategic arts plans • Where needed, COE leads districts in creating an initial district-level Strategic Arts Plan to build capacity	CCCOE STEAM Coordinator and District Arts Lead Designees	Each year, more districts develop a plan for the arts, with all districts having a plan by the end of 2030
Alternative Education Level: survey needs, develop leadership, build specific arts resources and serve differentiated student needs	• Survey the needs of student groups at Court & Community Schools • Survey the needs of student groups at Alternative Education schools • Engage arts educators in PD opportunities • Curate arts resources for the differentiated student needs	CCCOE STEAM Coordinator, Alternative Education educators	Resources are developed to suit the specific needs of alternative student programs
Provide arts classroom/facility resource guide	• Create guidance for basic resources for arts classrooms • Consider supplies, equipment, facility needs specific to the arts	CCCOE STEAM Coordinator and District Arts Lead Designees	More districts have information and possibilities about arts spaces on their campuses

Contra Costa County Office of Education
Arts Education Priorities







Special thanks:

This Contra Costa County Office of Education Strategic Arts Plan was made possible with the proactive support from the Strategic Arts Planning Team. The team was composed of teachers, administrators, parents, community-based organizations, and county office staff. They represented all corners of our large geographic region and all grade levels. They kept the needs of students at the forefront of all decisions. Together, they determined goals and a practical vision for equitable arts education for all contexts in our large and diverse county.

A key component in creating this plan was support from the Dean & Margaret Lesher Foundation. The Dean & Margaret Lesher Foundation recently helped fund the creation of a Contra Costa County VAPA Lesson Library. With their ongoing generous support, we were able to hire the esteemed arts facilitator Peggy Burt of the California County Arts Initiative and Mindful Strategies to help focus our priorities for this plan. Peggy Burt is a co-author of the Strategic Arts Planning Guide 4th Edition, which provided structure to our planning sessions.

Supportive leadership also played a role in the creation of this plan. Contra Costa County Superintendent of Schools, Lynn Mackey, has a passion for equitable arts access for all students. She advocates for arts education to be made accessible to students in all districts of our diverse county, including the Court & Community Schools, Countywide Special Education Programs, comprehensive districts and charter schools. The Director of Curriculum and Instruction, Kristy Warren, and her unwavering support for providing equitable opportunities to all students, also encouraged the development of this strategic arts plan.

Several community partners were on the planning team and offered unique perspectives to the conversations. Their work will enhance the arts experiences for our students with cultural and community connections. Support from community partners in the creation of a database of arts opportunities makes arts education accessible and enriching. Implementation of this plan will be successful thanks to the continued collaboration of the team members, community partners, and district arts leaders.

In gratitude,

Tracy McManus
STEAM Coordinator
Contra Costa County Office of Education



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