WELCOME

Our session is about to begin ...





ESSA Arts Indicator: A Case Study in Systems Change

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Today's Learning Objectives

First & foremost: an exercise in gratitude.

Learning Objectives:

- Gain knowledge of how the arts can contribute to school accountability (policy)
- Learn practical strategies for achieving systems change in your state (advocacy)
- Evaluate your own advocacy plans in light of the lessons provided (application)

Every state is different. We'll focus on strategies that transcend.



ESSArts Case Study

Illinois is one of only two states with a distinct, weighted ESSA arts indicator and the only state applying it to elementary as well as high schools.

What does this mean? How was it achieved?



ESSArts Case Study

- ESSA's call to states opens the door
- The arts: An indicator of school quality
- Multi-faceted advocacy campaign
- It's in! 1 of 5 school quality indicators
- "Zero isn't nothing"
- Task momentum

The Illinois Arts Indicator Work Group begins . . .





ESSArts Case Study

Illinois Art Education Association Illinois Music Education Association Chicago Public Schools Ingenuity Arts Alliance Illinois Illinois Association of School Administrators Education Systems Center, Northern Illinois University Western Illinois University Franczek Radelet Chicago Teachers Union Northern Illinois University Northeastern Illinois University Illinois Association of Regional Superintendents of Schools Office of the Governor Illinois Federation of Teachers Northern Illinois University Advance Illinois Center for Urban Education Leadership, U of Illinois at Chicago Teachers Teaching Artists



ESSArts Case Study

Guiding Principles for our process:

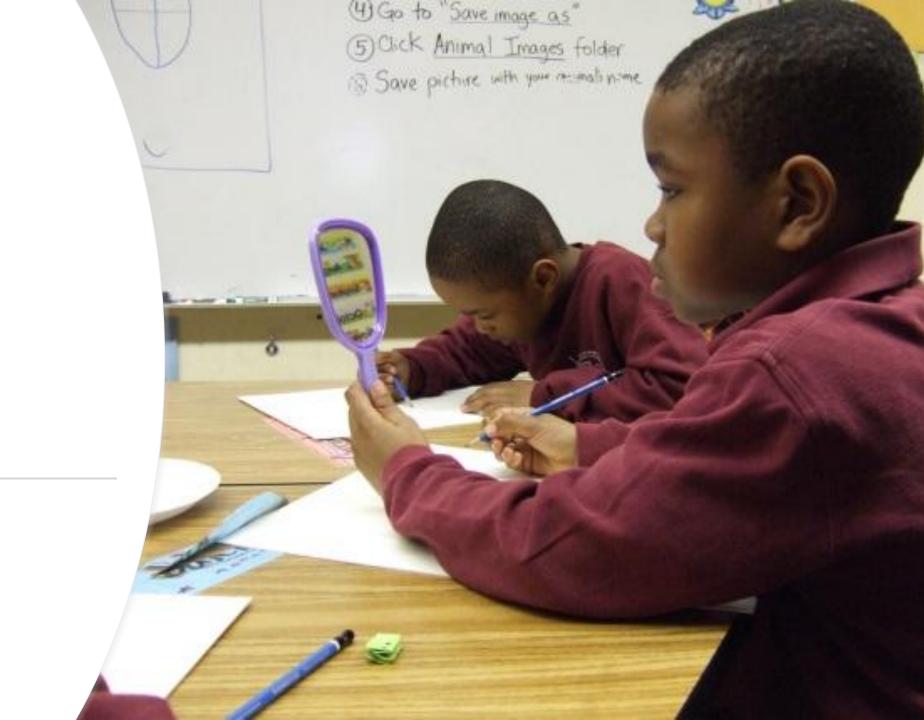
- Focused Centered and directed by its primary goals (see above).
- Inclusive Statewide, engaging a wide array of stakeholders and reflecting Illinois' diversity.
- Collaborative Recognizing the equal value of all voices and seeking consensus.
- Transparent Sharing information and deliberating openly.
- Audacious Creative, seeing opportunity in challenges, and willing to consider new approaches.

Principles for the indicator:

- Student-centered First and foremost, the measure helps advance the needs of Illinois students.
- Essential Built on the foundational belief that the arts are essential to a complete, competitive education.
- Fair Aspirational but not punitive, understanding that resources vary by school.
- Aligned The measure will be aligned to Illinois' overall vision and goals for education.
- Actionable It is clear how a school can improve its performance relative to the indicator.
- Multi-disciplinary Recognizing that the arts encompass five unique disciplines: dance, media arts, music, theater, and visual arts.
- Meets ESSA requirements

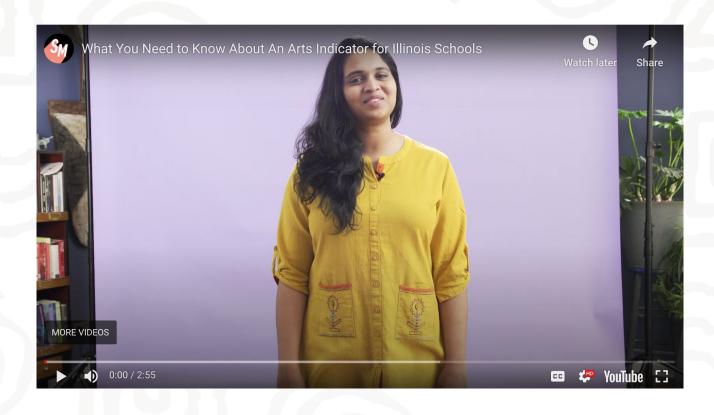


Policy: The Measure



Policy: The Measure

The Arts Indicator Work Group's recommendation:



Recommendation – Composite Measure

5% Total Weight

Three Sub-measures

Participation & quality data already collected.

Participation = 3% (Students enrolled in arts courses)

students enrolled ≥ 1 arts courses

of students

Quality = 2% (Qualifications of teachers)

students enrolled ≥ 1 arts courses taught by arts endorsed teacher

students enrolled ≥ 1 arts courses

Student Voice (0%): Students survey



Policy: The Measure

Modifications made by ISBE:

- Rather than a 3-year phase-in (20/21-),
 bring the sub-measures online
 concurrently (22/23 SY)
- Gives time for all schools to prepare
- Data still collected & reported, enabling ISBE to analyze it & set performance targets.



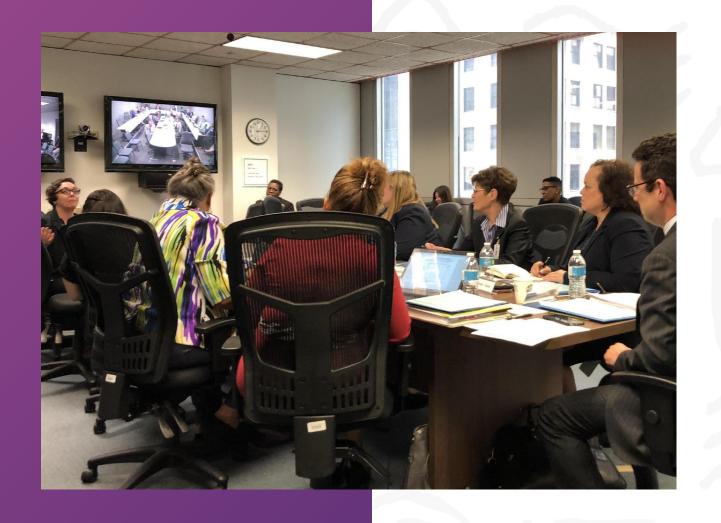
Policy - ISBE Perspective



Policy: The Measure

- How does the arts indicator/measure align with ISBE's goals?
- What factors were particularly important in the Work Group's deliberations?
- How does the arts indicator/measure contribute to Illinois' overall accountability system?





- Growing the Movement
- Organizing at the Grassroots
- Communications and Messaging

Advocacy Strategies & Tools



Advocacy Strategies & Tools

Movement-Building

- Relationships are Key!
- Ensure All Stakeholder Lenses are Present - Both in the Development & Advocacy Stages
- Provide Opportunities to Tell the Story
- Remember This is A Long Game!



Advocacy Strategies & Tools

Organizing the Grassroots

- Ensure Accessibility
- Leverage Data to Support the Story
- Weave Artists into the Process (it's one of our Superpowers)



Advocacy Strategies & Tools

Communications & Messaging

- E-blasts/Calls-to-Action Make
 Advocacy as Easy as Possible
- Find Your Champions
- Video
- Maintaining A Presence
- Consistent Communication with Key Decision Makers & Stakeholders







Perspectives & Additional Considerations

 What approaches were most helpful in building support for the indicator & the recommendation?

 What are the next implementation steps, the opportunities ahead?

Considering COVID's impact. Arts learning as an anchor in uncertain times.



Applying the Lessons

Six Questions to Consider:

- What is the status of arts education in your state?
- 2. What barriers and opportunities are you facing in your arts education advocacy?
- 3. Did any of the case study's experiences resonate with you?
- 4. What relevant, overall education policy processes can you be involved in to advance arts education in your state? (Think big / larger scale)
- 5. What stakeholders aren't currently at the table in these important conversations that need to be brought in to add value and insight to the bigger education policy table?
- 6. Which stakeholders are particularly important for you to convince? Who do you need to call into the effort? What messages would connect with them?



THANK YOU!

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