

# WELCOME

## Our session is about to begin ...



CELEBRATING 25 YEARS  
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**EDUCATION COMMISSION**  
OF THE STATES

Your education policy team.

# 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:

1. Gain knowledge of how the arts can contribute to school accountability (policy)
2. Learn practical strategies for achieving systems change in your state (advocacy)
3. 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 . . .

**> 5,500  
comments  
in support!**

# 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)

$$\frac{\# \text{ students enrolled } \geq 1 \text{ arts courses}}{\# \text{ of students}}$$

**Quality = 2%** (Qualifications of teachers)

$$\frac{\# \text{ students enrolled } \geq 1 \text{ arts courses} \\ \text{taught by arts endorsed teacher}}{\# \text{ students enrolled } \geq 1 \text{ arts courses}}$$

**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: The Measure

## Policy - ISBE Perspective



Illinois  
State Board  
of Education

- 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

## Action - ISBE Perspective



Illinois  
State Board  
of Education

- 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:

1. 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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