Welcome!

Karla E. Rivera | Ingenuity

@IngenuityChgo
@kestelarivera
#ArtsEdAdvocacy
AGENDA

Morning:
- Arts Education
- Advocacy Landscape
- “Say What?”
- Networking Break
- Briefings – CPS & State

Afternoon:
- Five Fast Facts
- Levels of Advocacy
- Developing Strategies
- Closing

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#IngenuityAdvocacy
Launched in 2011, Ingenuity is a backbone agency that increases arts education access, equity, and quality in Chicago Public Schools (CPS). Our mission is to ensure that every child, in every grade, in every CPS school has access to high-quality arts experiences as part of a well-rounded education.

Ingenuity’s four pillars of work are:

- Data and Research
- Professional Learning
- Advocacy and Systems Building
- Direct Investments in Arts Programs
Major Progress in Arts Education

CPS is third-largest school system in the U.S. with 653 schools

128% INCREASE

IN CPS SCHOOLS RATED STRONG OR EXCELLENG IN THE ARTS
From 29% to 66%.

27% INCREASE

IN CPS SCHOOLS STAFFING THE ADEQUATE NUMBER OF ARTS TEACHERS
From 56% to 71%

50% INCREASE

IN CPS ELEMENTARY SCHOOLS PROVIDING 2 HOURS OF WEEKLY ARTS INSTRUCTION
From 40% to 60%

33% INCREASE

IN CPS SPENDING ON ARTS EDUCATION – INVESTING AN ADDITIONAL $34MM ANNUALLY

97% OF ALL

CPS SCHOOLS ARE ACTIVELY ENGAGED IN THE CREATIVE SCHOOLS INITIATIVE

At this rate of increase, over 85% of CPS schools will rate as Strong or Excelling in the arts, provide 2 hours of weekly arts instruction, and staff the arts appropriately in the next three-to-four years.
Creative Schools Certification

<table>
<thead>
<tr>
<th>Category 1: Excelling</th>
<th>Category 2: Strong</th>
<th>Category 3: Developing</th>
<th>Category 4: Emerging</th>
<th>Category 5: Incomplete Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools that <strong>meet</strong> the goals and priorities outlined in the CPS Arts Education Plan, including Staffing &amp; Instruction, Instruction, Partnerships, Community &amp; Culture, and Budget &amp; Planning.</td>
<td>Schools that <strong>nearly meet</strong> the goals and priorities outlined in the CPS Arts Education Plan, including Staffing &amp; Instruction, Instruction, Partnerships, Community &amp; Culture, and Budget &amp; Planning.</td>
<td>Schools that <strong>occasionally meet</strong> the goals and priorities outlined in the CPS Arts Education Plan, including Staffing &amp; Instruction, Instruction, Partnerships, Community &amp; Culture, and Budget &amp; Planning.</td>
<td>Schools that <strong>rarely meet</strong> the goals and priorities outlined in the CPS Arts Education Plan, including Staffing &amp; Instruction, Instruction, Partnerships, Community &amp; Culture, and Budget &amp; Planning.</td>
<td>Schools in which <strong>data is incomplete</strong> to calculate the goals and priorities outlined in the CPS Arts Education Plan, including Staffing &amp; Instruction, Instruction, Partnerships, Community &amp; Culture, and Budget &amp; Planning.</td>
</tr>
</tbody>
</table>
Let’s increase arts education access, equity, and quality in Chicago Public Schools.
CREATIVE SCHOOLS FUND
Advocacy - Ingenuity’s Role

So how do WE do it?

National advocacy:
• Americans for the Arts
  • National Arts Advocacy Day
  • Participation in work groups & other initiatives
• Arts Education Partnership:
  • New Partners
  • Participation in work groups, convenings, symposia
Advocacy - Ingenuity’s Role

So how do WE do it?

• State-level advocacy:
  • Illinois Arts Education Association, Illinois Music Education Association, Arts Alliance Illinois, Illinois State Board of Education
  • ESSA

• Local Advocacy:
  • Working in partnership with the CPS Department of Arts
  • Engaging the Chicago Board of Ed, CPS Leadership, Schools, partner organizations, the press and education advocacy organizations
Goals of the Institute

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Goals

• Understand the arts education landscape locally, state-wide, and nationally.
• Learn effective strategies in engaging legislators.
• Understand your role in engaging in arts education advocacy, and gain tips on how to do it creatively and effectively.
• Understand who you can engage, from communities to congress.
• Broaden your networks in the arts advocate community.
Arts Education Advocacy Landscape

Jeff M. Poulin | Americans for the Arts

@jeffmpoulin
@Americans4Arts
@IngenuityChgo
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ARTS EDUCATION LANDSCAPE:
Understanding Your Influence

Jeff M. Poulin
Arts Education Program Manager
Ground Rules:

- **Commit to the Journey**: participate, ask, move quick!
- **You Are In Charge of Your Learning**: You do you!
- **Step Up/Step Back**: Try to engage more or less than usual.
- **Avoid The Victim Mentality**: We are agents of change!
- **Others?**
Goals:

- **EXPLORE**: Where do you have influence?
- **DISCOVER**: Which policies can affect me?
- **CREATE**: What is my personal advocacy plan?
Who am I?
Who are you?

What are our shared interests, work and ideas?
Why do we talk about policy & advocacy?

*Shout out your answers!*
Highlights from

The Arts Education Field Guide

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FOLLOW US @AMERICANS4ARTS
AND @JEFFMPOULIN
Here's what to expect:

<table>
<thead>
<tr>
<th>Constituency</th>
<th>The Arts Education Field Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>A brief overview of the stakeholder, and their role in the ecosystem of arts education.</td>
</tr>
<tr>
<td><strong>Support for Arts Education</strong></td>
<td>Ways that the stakeholder supports arts education, or are most connected to the field of arts education.</td>
</tr>
<tr>
<td><strong>Barriers</strong></td>
<td>Lists the barriers that prevent this stakeholder from supporting arts education, and also some of the general challenges of this stakeholder’s overall role.</td>
</tr>
<tr>
<td><strong>Success</strong></td>
<td>Metrics this stakeholder utilizes to measure their primary outcomes, whether those are outcomes are educational, political, or about self fulfillment. Helps the reader understand this stakeholder’s motivations.</td>
</tr>
<tr>
<td><strong>Collaborations</strong></td>
<td>Ways that this stakeholder has partnered with others to support arts education.</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>Where this stakeholder receives funding, and also if they provide funding to arts education.</td>
</tr>
<tr>
<td><strong>National Connections</strong></td>
<td>The national associations that provide support for this stakeholder.</td>
</tr>
</tbody>
</table>
### Local Constituencies: School

#### Principals

| Definition | Principals provide leadership and support, set a school vision, and maintain schedules, budget, and other priorities, which can ensure that the arts are treated on par with other academic subjects. Principals oversee school-wide implementation of policy and assessments of student learning, including participation in the arts, whether these policies come from within or from reigning education bodies, such as a school board. |

| Support for Arts Education | Principals can affect the quality of arts education by providing resources, retaining highly qualified arts instructors, and by providing release time for teachers to participate in professional development related to arts learning and integration. They ensure sufficient time is provided for arts educators and classroom teachers to plan, implement, co-teach, collaborate with teaching artists, and develop substantive partnerships with cultural organizations. Principals provide budget resources, allocate instructional time, provide facilities and supplies, and allow classes to participate in field trips to cultural institutions and programs. They can also support visiting artists, performances, and exhibitions in the schools. Principals provide visibility, ensuring that the arts are part of all school-related conversations or school improvement efforts. Principals provide opportunities for arts-focused student clubs and events that extend learning in the classroom to beyond the school day. Principals make budget decisions that provide sufficient resources for arts education. Principals hold authority over school budgets and classroom instruction time, in accordance with district policy and procedures. |

| Barriers | As an education decision-maker, principals are responsible to their superintendents, visors, and priorities. Expenses are a major issue as principals have varying levels of budgetary control and frequently encounter budgetary constraints. Balancing the competing needs of district, state, and No Child Left Behind (NCLB) mandates with teachers, teacher unions, and other academic subjects is particularly difficult. Principals are responsible for student achievement and behavior, school operations, parent and community connections, the school environment, and general oversight. |

| Success | Principals are primarily measured through NCLB academic success measures. Beyond that, they are measured by the reputation of the school, behavior and attendance of students, fiscal prudence, supervisory skills, and instructional leadership. |

| Collaborations | The American Association for School Administrators and the Wallace Foundation have partnered to work on the Educational Leadership Initiative to develop, test, and share useful approaches for the training of education leaders. The Association of Supervision and Curriculum Development (ASCD) has an initiative called The Whole Child that regularly posts information about art learning for its audience of educators, policymakers, business leaders, families, and community members. |
So, where can you use your influence?

Who can you influence?
With whom can you partner?
What are some advocacy targets?
So, where can you use your influence?
“Say What?”
Effective Strategies When Connecting with Legislators
Will Guzzardi | Illinois State Representative, 39th District

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@IngenuityChgo
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Networking Break

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The Arts in CPS

Julia deBettencourt | Director
Jeff Waraksa | Manager
Department of Arts Education at Chicago Public Schools

@CPS_Arts
@IngenuityChgo
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State Policy & Funding Wins

Jonathan VanderBrug | Arts Alliance Illinois

@ArtsAllianceIL
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ESSA

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ESSA: Background and Illinois Timeline

**August 2016:** Draft 1 of ESSA Plan Released
- During six weeks of public comment, 54 organizations and 70 students advocate for an arts indicator.

**November 2016:** Draft 2 of ESSA Plan Released
- During six weeks of public comment, 145 organizations advocate for an arts indicator.

**February 2017:** Draft 3 of ESSA Plan Sent to Governor
- During six weeks of public comment, Ingenuity, Arts Alliance Illinois, and 682 individuals advocate for a distinct arts indicator of school quality.

**December 2015 – ESSA Enacted**


ESSA: Fine Arts Indicator Work Group

• **Group of Five (G5):**
  • Arts Alliance Illinois – state-wide entity and work group convener
  • Ingenuity – participates in/co-facilitates work group, leads the Data & Research team
  • Chicago Public Schools
  • Illinois Art Education Association
  • Illinois Music Education Association

• **ESSA Work Group:**
  • Strategic allies
  • State-wide representation
  • Diverse, key stakeholders/ influencers
  • Varied levels of support/buy-in for the measure

• Primary brain-trust of the ESSA process
• Guides the strategy & for the work group.
ESSA: Opportunities and Challenges

• **Opportunities:**
  • Positions the State of Illinois among the first states to have a distinct arts indicator in their ESSA plan (alongside Iowa, Connecticut and Michigan)
  • State-wide, K-12 access to arts education
  • Federal “Title II” and “Title IV” funding opportunities through ESSA, as well as via 21st Century Community Learning Centers
  • Gathering state-wide arts education data to measure impact, and determine resource needs
  • Potential increase in higher education enrollments for teaching endorsements in the arts
  • Addressing college and career readiness through the Postsecondary & Workforce Readiness (PWR) Act
  • Possible implementation of a version of the Creative Schools Certification

• **Challenges:**
  • Unfunded mandate perception
  • Broad curriculum indicator advocates
  • Perception that measure us punitive in nature (NCLB burnout)
April-May: Broad concepts gathered in work group. Data & Research Team (DRT) assesses current arts education landscape.

May-July: Long list concepts from brainstorm session are refined to a list of possible measures.

July-September: Work group narrows long list to 5-7 viable options to send to DRT for further vetting.

September-October: Work group narrows the list for final consideration. Weights discussed.

November-December: Final Recommendations Decided

Dec 31: Submit
Lunch

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5 Fast Facts

Lauren Sivak | North River Commission

@NRCchicago
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#FIVEFASTFACTS CAMPAIGN

- Increase student enrollment
- Promote vertical integration
- Combat negative stereotypes about our local schools.
- Create a stronger network of schools on the northwest side
WHAT DID WE LEARN?
Do you want to support and improve education in your community? Consider running for a Local School Council! And be sure to vote on April 18th, 6am-7pm at Elementary and Middle Schools, and April 19th, 6am-7pm at High Schools. There are community member vacancies at Palmer Elementary School and Albany Park Multicultural Academy. Learn more about both schools from NRC’s #fivefastfacts and learn more about LSCs below.

**FAST FACTS ABOUT PALMER ELEMENTARY**

**FACT #1:** Palmer has achieved a Level 1+ rating for the past two years. This is the highest rating a Chicago Public School can earn.

**FACT #2:** In 2016, The Friends of Palmer was organized. This organization’s mission is to advocate for facilities improvements and raise funds to support Palmer programs. Due to their advocacy work in collaboration with our LSC, Palmer’s main building is being remodeled!

**FACT #3:** Palmer offers a range of programs in the arts through our partnerships with the Jeffrey Ballet, Lyric Opera of Chicago, and Merit School of Music. As such, Palmer has earned an Arts Excelling rating.

**FACT #4:** Palmer was one of only 12 district schools to earn all four badges for Healthy School Certification.

**FACT #5:** Palmer is one of only 20% of CPS elementary schools that provides instruction in Computer Science to all K-8th grade students.

**DATOS RÁPIDOS DE PALMER ELEMENTARY**

**DATO #1:** Palmer ha logrado una Calificación de Nivel 1+ durante los últimos dos años. Esta es la calificación más alta que una Escuela Pública de Chicago puede obtener.

**DATO #2:** en el 2016, se organizó The Friends of Palmer. La misión de esta organización es abogar por mejoras en las instalaciones y recaudar fondos para apoyar programas de Palmer. Gracias a su trabajo en colaboración con nuestra LSC, el edificio principal de Palmer está siendo remodelado.

**DATO #3:** Palmer ofrece una variedad de programas en las artes a través de nuestras asociaciones con el Ballet Jeffrey, la Ópera Lyric de Chicago, y la Escuela de Música Merit. Así, Palmer ha recibido el calificación Arts Excelling.

**DATO #4:** Palmer fue uno de solo 12 escuelas del distrito en recibir todas las cuatro insignias por certificación de escuela saludable.

**DATO #5:** Palmer es uno de solo 20% de escuelas elementales de CPS que ofrece instrucción en Ciencias de la Computadora a todos los estudiantes de K-8mo grado.
SCHOOL WEBSITES
Volta Elementary School

Exemplary Supportive School 2017

CELL PHONE POLICY 2018/2019
5 Fast Facts about Volta Elementary - click here
5 Datos Rápidos Volta Elementary - clic aquí
WHAT’S NEXT?
Levels of Advocacy

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Advocating at the School Level

• Arts Liaison/Active Arts Teacher
• Principal
• Local School Council
  Chicago Public Schools have Local School Councils (LSC) which are responsible for three main duties:
  • Approving how school funds and resources are allocated
  • Developing and monitoring the annual School Improvement Plan
  • Evaluating and selecting the school's principal

Traditional Local School Councils consist of the following members:
  • 6 parents
  • 2 community members
  • 2 teachers
  • 1 non-teacher staff
  • school's principal
  • student representative (high school LSCs only)
Advocating at the School Level

Charter Schools

• Arts Liaison/Active Arts Teacher
• Principal
• Chief Academic Officer
• CEO
• Board of Directors
Advocating at the School Level

Both LSC & Board Info:
• Can be found on school/network websites
  • Calendar of meetings (LSCs)
  • Meeting minutes
• When attending meetings:
  • Sign up for public comment
  • Be mindful of time limits
  • Bring students/parents that can amplify your message
• Continue engaging
Advocating at the School Level

Both LSC & Board Info:

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  - Calendar of meetings (LSCs)
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- When attending meetings:
  - Sign up for public comment
  - Be mindful of time limits
  - Bring students/parents that can amplify your message
  - Continue engaging
Advocating at the Greater District Level

CPS Department of Arts
• cpsarts.org

Network Chiefs:
• https://cps.edu/About_CPS/Departments/Pages/NetworkSupport.aspx

Board of Education:
• http://www.cpsboe.org/
Find Your Representatives

Here you can find your representatives, how to contact them, bills they've introduced, committees they serve on, and political contributions they've received. Enter your full address below to get started.
Relationship-Building is Key

• Think about who you are engaging and when
• Consider how you can integrate your most immediate decision-makers into your work to build buy-in
  • Understand the communities you serve
  • What other arts partners are in the building? How can you team up & support each other?
  • Create culturally relevant programming
• Share impact whenever you are able – newsletters, the press, emails, social media
• Invite local/state reps to culminating events, find ways to involve them, too!

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DEVELOPING STRATEGIES:
Unifying Our Voices for Arts Education

Jeff M. Poulin
Arts Education Program Manager
How do you define advocacy?

Shout out your answers!
How have been an advocate in the past?

*Share your story with a partner.*
What was your process and how did you pursue your advocacy?

Scribe the traits you observed from your critical assessment.
Implementers

Thinkers

Policy Makers
What policy or topic do you care about?

Write it down in your plan!
Who can you influence? Partner with? Target?

Write it down in your plan!
### Advocacy Spectrum

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Education</td>
<td>Explaining a fact sheet to a decision maker.</td>
</tr>
<tr>
<td>Research</td>
<td>Producing or disseminating data that makes your case.</td>
</tr>
<tr>
<td>Coalition &amp; Relationship Building</td>
<td>Hosting a community forum.</td>
</tr>
<tr>
<td>Media Outreach &amp; P.R.</td>
<td>Inviting leaders to a student performance or writing a letter to the editor.</td>
</tr>
<tr>
<td>Organizing</td>
<td>Nonpartisan voter engagement.</td>
</tr>
<tr>
<td>Lobbying</td>
<td>Requesting that a decision maker takes a particular stand on an issue via legislation.</td>
</tr>
</tbody>
</table>
What is your strategy?

Write it down in your plan!
Making the Ask

Compelling Data + Effective Storytelling = Advocacy for Policy Change

Write it down in your plan!
Making the Ask

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Share Out!

Write it down in your plan!

Compelling Data

Effective Storytelling

Advocacy for Policy Change

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Based upon the information learned today, what could you do to take action today?

What could you do to take action next week?

And, what could you do to take action in the future?

Discuss and record plans in your notes.
QUESTIONS?
Closing

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Thank You!

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