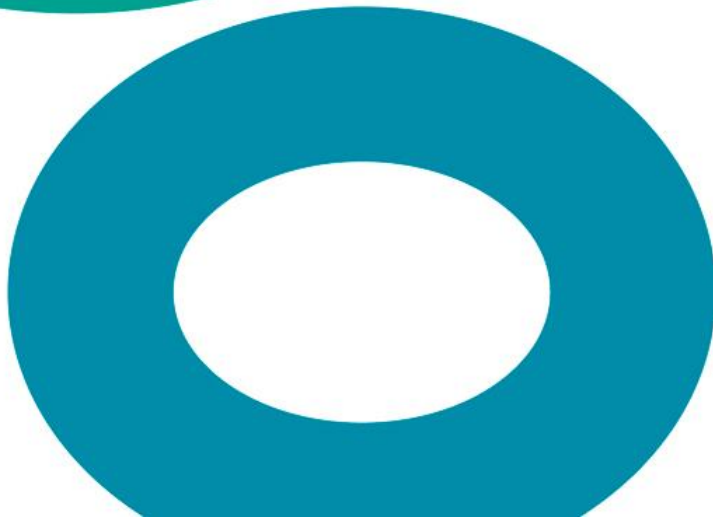




# Arts Education Advocacy Institute

October 12, 2018





# 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

# Ingenuity

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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

## AWARDS AND RECOGNITION



2013 Chicago Innovation Award, Collaboration Category



2013 Boeing Game Changer Award

Frequent presenter at local, state and national conferences

Affiliations with world-renowned artists



# 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 **EXCELLING** 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



## Category 1: Excelling

Schools that **meet** the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Instruction, Partnerships, Community & Culture, and Budget & Planning.

## Category 2: Strong

Schools that **nearly meet** the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Instruction, Partnerships, Community & Culture, and Budget & Planning.

## Category 3: Developing

Schools that **occasionally meet** the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Instruction, Partnerships, Community & Culture, and Budget & Planning.

## Category 4: Emerging

Schools that **rarely meet** the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Instruction, Partnerships, Community & Culture, and Budget & Planning.

## Category 5: Incomplete Data

Schools in which **data is incomplete** to calculate the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Instruction, Partnerships, Community & Culture, and Budget & Planning.



# STATE OF THE ARTS

IN CHICAGO PUBLIC SCHOOLS

ingenuity

PROGRESS REPORT | 2016–2017

ingenuity





# artlook™

artlook MAP Powered by **ingenuity**

[artlook Schools Login](#)

[artlook Partners Login](#)

Let's increase arts education access, equity,  
and quality in Chicago Public Schools.



Explore Arts Education in Chicago

[Browse](#)



Search artlook by keyword, school, partner, or location

[Search](#)











# ARTS PARTNER

## STANDARDS OF PRACTICE





# 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

@IngenuityChgo  
#ArtsEdAdvocacy





# 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  
#ArtsEdAdvocacy

# ARTS EDUCATION LANDSCAPE: Understanding Your Influence

Jeff M. Poulin

Arts Education Program Manager



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# 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?



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# Who are you?

*What are our shared interests, work and ideas?*



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# Why do we talk about policy & advocacy?

*Shout out your answers!*



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Highlights from

# The Arts Education Field Guide



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Here's what to expect:

Americans for the Arts

The Arts Education Field Guide

#

Constituency Level



Federal  
State  
Local  
Students

## Constituency

<b>Definition</b>	A brief overview of the stakeholder, and their role in the ecosystem of arts education.
<b>Support for Arts Education</b>	Ways that the stakeholder supports arts education, or are most connected to the field of arts education.
<b>Barriers</b>	Lists the barriers that prevent this stakeholder from supporting arts education, and also some of the general challenges of this stakeholder's overall role.
<b>Success</b>	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.
<b>Collaborations</b>	Ways that this stakeholder has partnered with others to support arts education.
<b>Funding</b>	Where this stakeholder receives funding, and also if they provide funding to arts education.
<b>National Connections</b>	The national associations that provide support for this stakeholder.



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## Local Constituencies: School

### Principals

<b>Definition</b>	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.
<b>Support for Arts Education</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<b>Barriers</b>	<p>As an education decision-maker, principals are responsible to their superintendents' visions and priorities. Expenses are a major issue as principals have varying levels of budgetary control and frequently encounter budgetary constraints.</p> <p>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.</p>
<b>Success</b>	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.
<b>Collaborations</b>	<p>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.</p> <p>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.</p>



- White House • Congress • U.S. Department of Education • National School Board Association
- National PTA • National Association of State Boards of Education • Arts Education Partnership
- Americans for the Arts • National Associations for the Various Arts Disciplines • State Agencies of Education Directors of Arts Education • Kennedy Center Alliance for Arts Education Network
- American Association of School Administrators • National Endowment for the Arts
- National Education Association

## Federal

- State Legislatures • State Department of Education • State Board of Education • State Superintendent
- State Department of Education's Director of Arts Education • State Arts Agency • State Arts Advocacy Organization • State Alliance for Arts Education • Governor and Lt. Governor • Teachers Unions State Affiliates

## State

- School Board • Superintendent • Assistant Superintendent for Curriculum and Instruction
- Arts Coordinator • Principal • Teachers Unions Local Affiliates • Arts Specialists • General Teachers
- Teaching Artists • Parents / PTA • Mayors • City Elected Officials • Local Arts Agencies
- Arts & Culture Organizations • Community Leaders • Community Programs • Grantmakers
- Colleges • Businesses • Voters

## Local

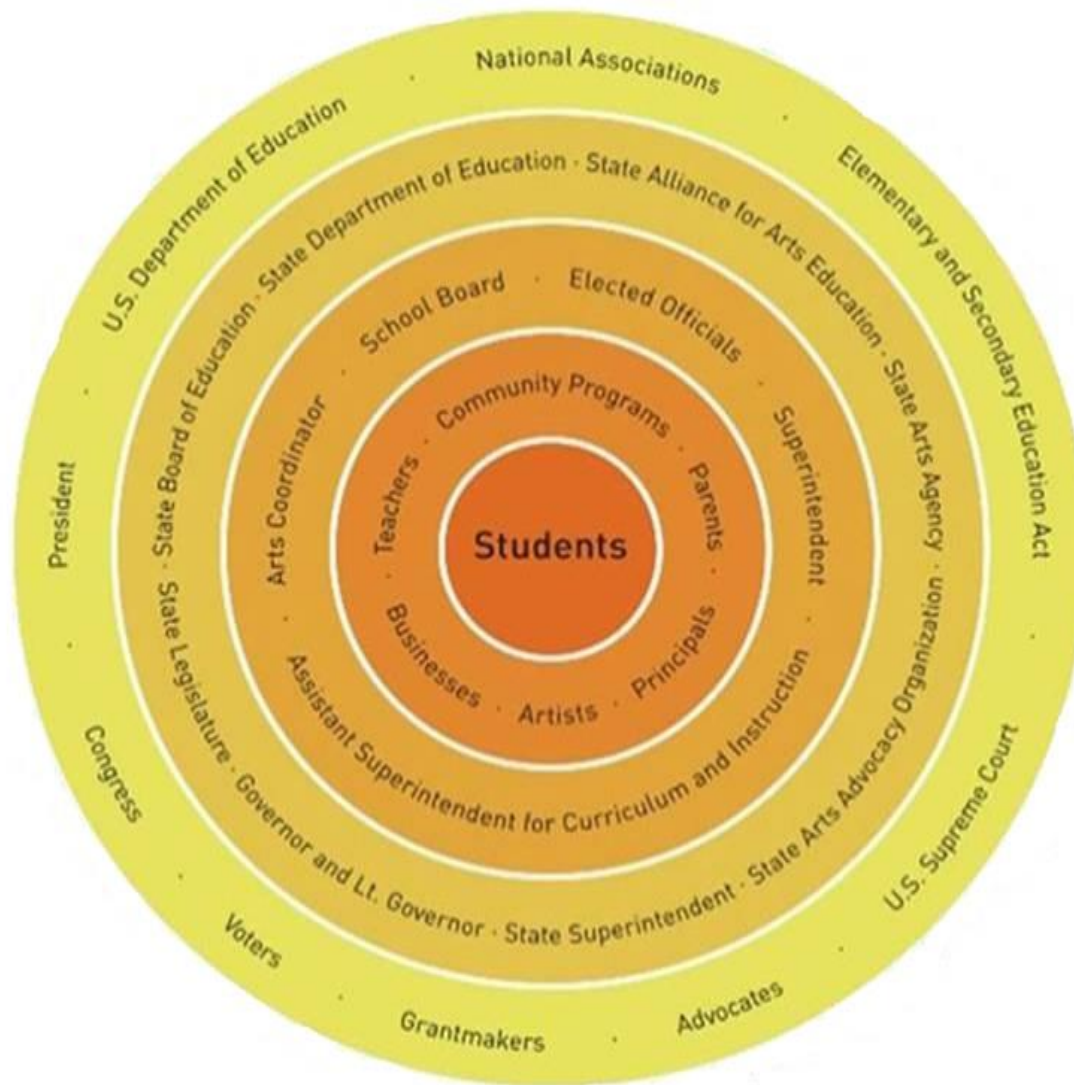
## Students



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# 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?  
Share Out!

*Shout out your ideas!*



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# “Say What?” Effective Strategies When Connecting with Legislators

Will Guzzardi | Illinois State Representative, 39<sup>th</sup> District

@WillGuzzardi  
@IngenuityChgo  
#ArtsEdAdvocacy





# Networking Break

@IngenuityChgo  
#ArtsEdAdvocacy



# The Arts in CPS

Julia deBettencourt | Director

Jeff Waraksa | Manager

Department of Arts Education at Chicago Public Schools

@CPS\_Arts

@IngenuityChgo

#ArtsEdAdvocacy



# State Policy & Funding Wins

Jonathan VanderBrug | Arts Alliance Illinois

@ArtsAllianceIL  
@IngenuityChgo  
#ArtsEdAdvocacy



# ESSA

Karla E. Rivera | Ingenuity  
Jonathan VanderBrug | Arts Alliance Illinois

@ArtsAllianceIL  
@IngenuityChgo  
#ArtsEdAdvocacy



# ESSA: Background and Illinois Timeline

**December 2015 – ESSA Enacted**

**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.



# 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

- Primary brain-trust of the ESSA process
- Guides the strategy & for the work group.

- **ESSA Work Group:**

- Strategic allies
- State-wide representation
- Diverse, key stakeholders/ influencers
- Varied levels of support/buy-in for the measure





# 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 21<sup>st</sup> 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)



# ESSA: Timeline

**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

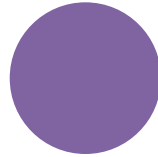
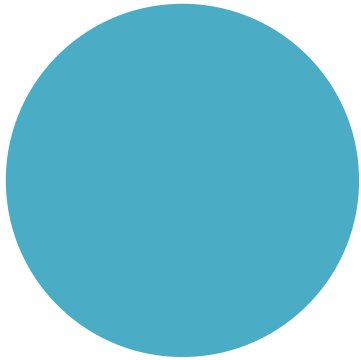
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#ArtsEdAdvocacy



# 5 Fast Facts

Lauren Sivak | North River Commission

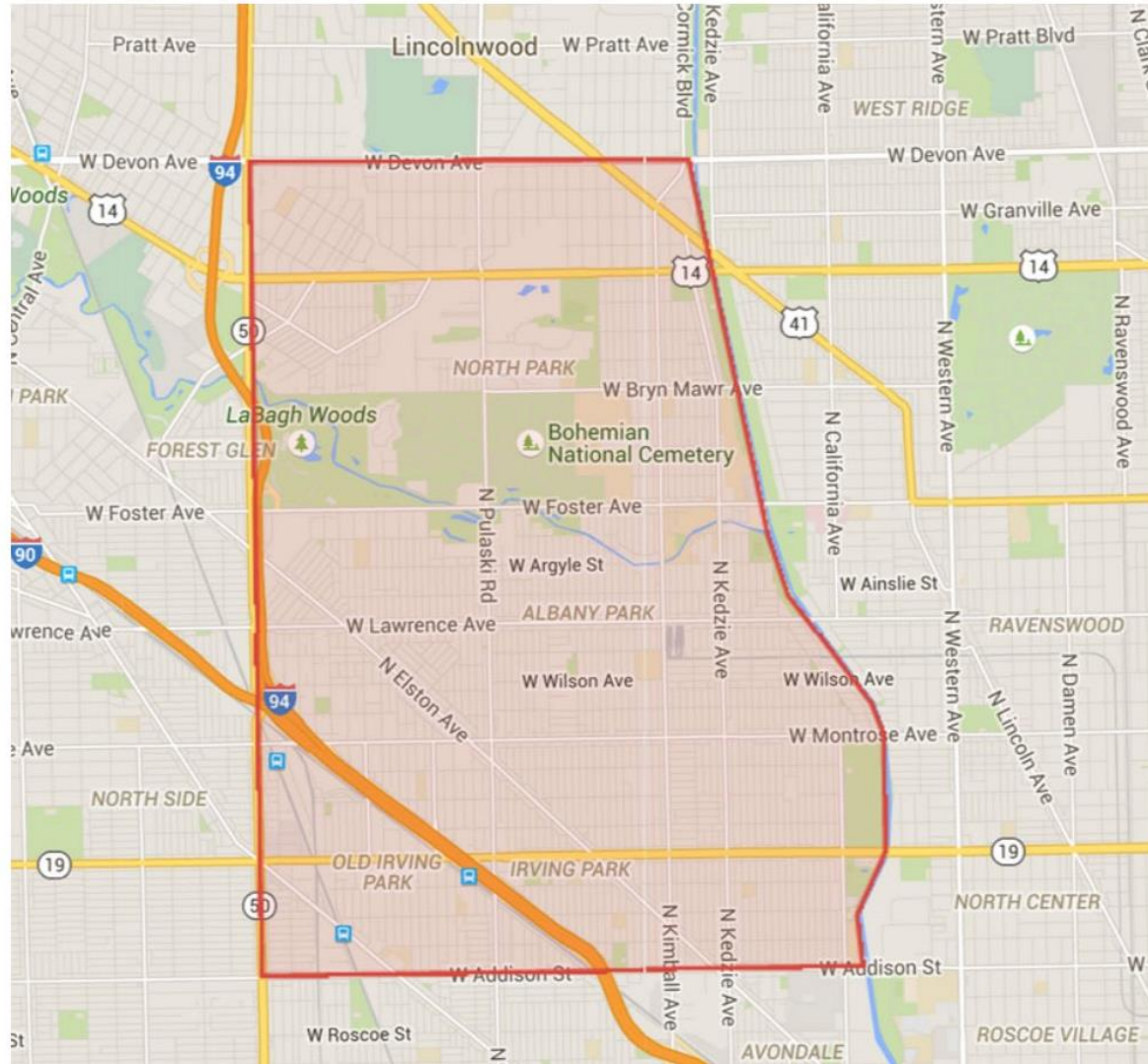
@NRCchicago  
@IngenuityChgo  
#ArtsEdAdvocacy



# #FIVEFASTFACTS CAMPAIGN

Lauren Sivak, North  
River Commission  
Vice President of  
Education

# NORTH RIVER COMMISSION







ROOSEVELT HIGH SCHOOL





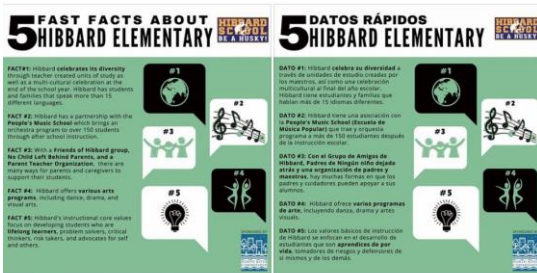


## #FIVEFASTFACTS CAMPAIGN

- Increase student enrollment
- Promote vertical integration
- Combat negative stereotypes about our local schools.
- Create a stronger network of schools on the northwest side

NRC is so happy to announce our #FiveFastFacts Campaign spotlighting #NorthRiverSchools. Learn more about your #NeighborhoodSchoolChoice options by checking out these great tidbits!

Today's featured school is HibbardElementarySchool!

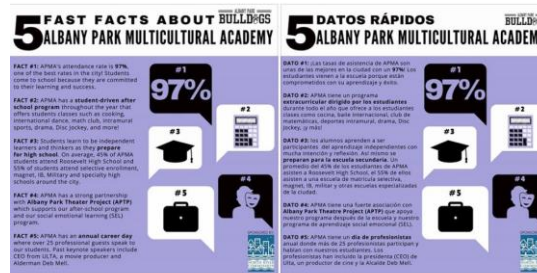


👍👍 You, Erin Barlow, Jessica Bouboulis and 6 others

3 Shares

It's day two of #FiveFastFacts and we are spotlighting Albany Park Multicultural Academy! We love the great work our #NorthRiverSchools are doing! 🎉

#NorthRiverEducationCommittee #NeighborhoodSchoolChoice

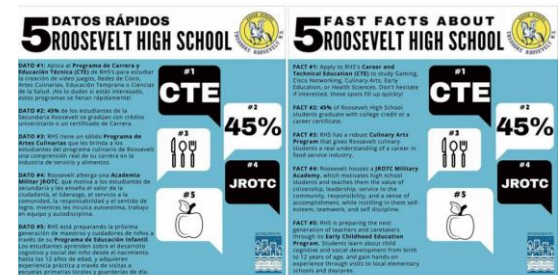


👍👍 You, Erin Barlow and 2 others

11 Shares

We are looking at Theodore Roosevelt High School for today's #FiveFastFacts! These spotlights are a fantastic way to learn more about #NeighborhoodSchoolChoice and #NorthRiverSchools. It's exciting to see how creative our schools are!

#NorthRiverEducationCommittee



👍 You, Erin Barlow, Brienne Ahearn and 6 others

1 Comment 6 Shares

# JANUARY 2018

# WHAT DID WE LEARN?

---



North River Commission


March 29 •

• 1

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.

# LOCAL SCHOOL COUNCILS

## 5 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 Joffrey 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.

## 5 DATOS RÁPIDOS PALMER EL

**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 **Palmer**. La misión de esta organización es abogar por mejoras en las instalaciones, recaudar fondos para apoyar programas de la Primaria Palmer. ¡Debido a su defensa en colaboración con nuestro 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 Joffrey, la Ópera Lírica de Chicago, y la Escuela Merit de Música. Como tal, Palmer ha ganado una calificación de Excelencia en Artes.

**DATO #4:** Palmer fue una de las 12 escuelas de distrito que ganaron todas las insignias de **Certificación de Escuela Saludable**.

**DATO #5:** Palmer es una de las 20% de las escuelas elementales de CPS que proporciona instrucción en **Ciencia de la Computación** a todos los estudiantes de K-8th grado.

CPS : Home : Local School Councils



Alessandro

SCHOOL WEBSITES

Where the World Learns Together

# Volta

Elementary School

Emily M

625  
5080  
5280



[Home](#)

[Our School](#)

[Supplies 2018 / 2019](#)

[Students](#)

[Parents](#)

[Community Partners](#)

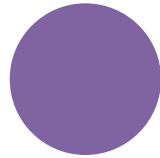
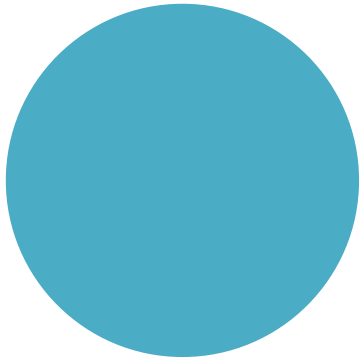
[Learning Lnks](#)

[Contact](#)

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:

- 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 Greater District Level

CPS Department of Arts

- [cpsarts.org](http://cpsarts.org)

Network Chiefs:

- [https://cps.edu/About CPS/Departments/Pages/NetworkSupport.aspx](https://cps.edu/About_CPS/Departments/Pages/NetworkSupport.aspx)

Board of Education:

- <http://www.cpsboe.org/>



# Advocating at the City, State, National

[Our Impact](#)[Our Work](#)[Democracy Wire](#)[Media Center](#)[Resources](#)[About Us](#)

## 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!



# Developing Strategies

Jeff M. Poulin | Americans for the Arts

@jeffmpoulin  
@Americans4Arts  
@IngenuityChgo  
#ArtsEdAdvocacy

# DEVELOPING STRATEGIES:

## Unifying Our Voices for Arts Education

Jeff M. Poulin

Arts Education Program Manager



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# How do you define advocacy?

*Shout out your answers!*

# How have been an advocate in the past?

*Share your story with a partner.*

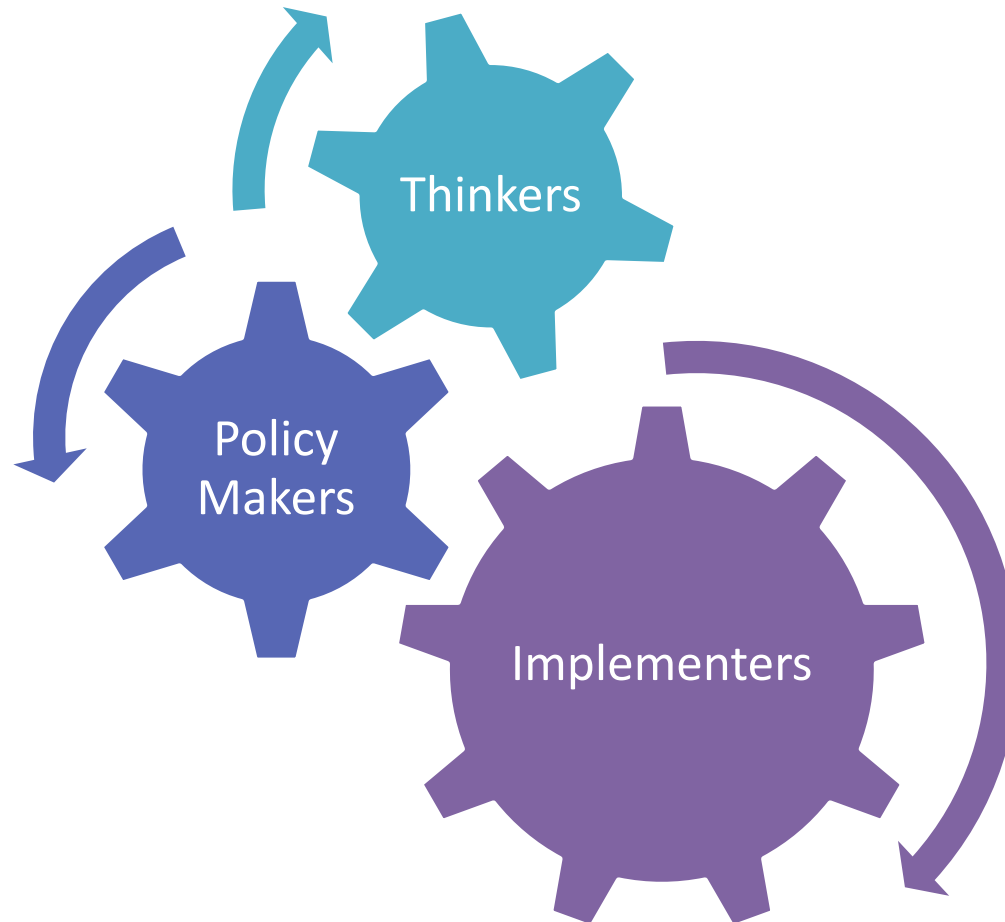


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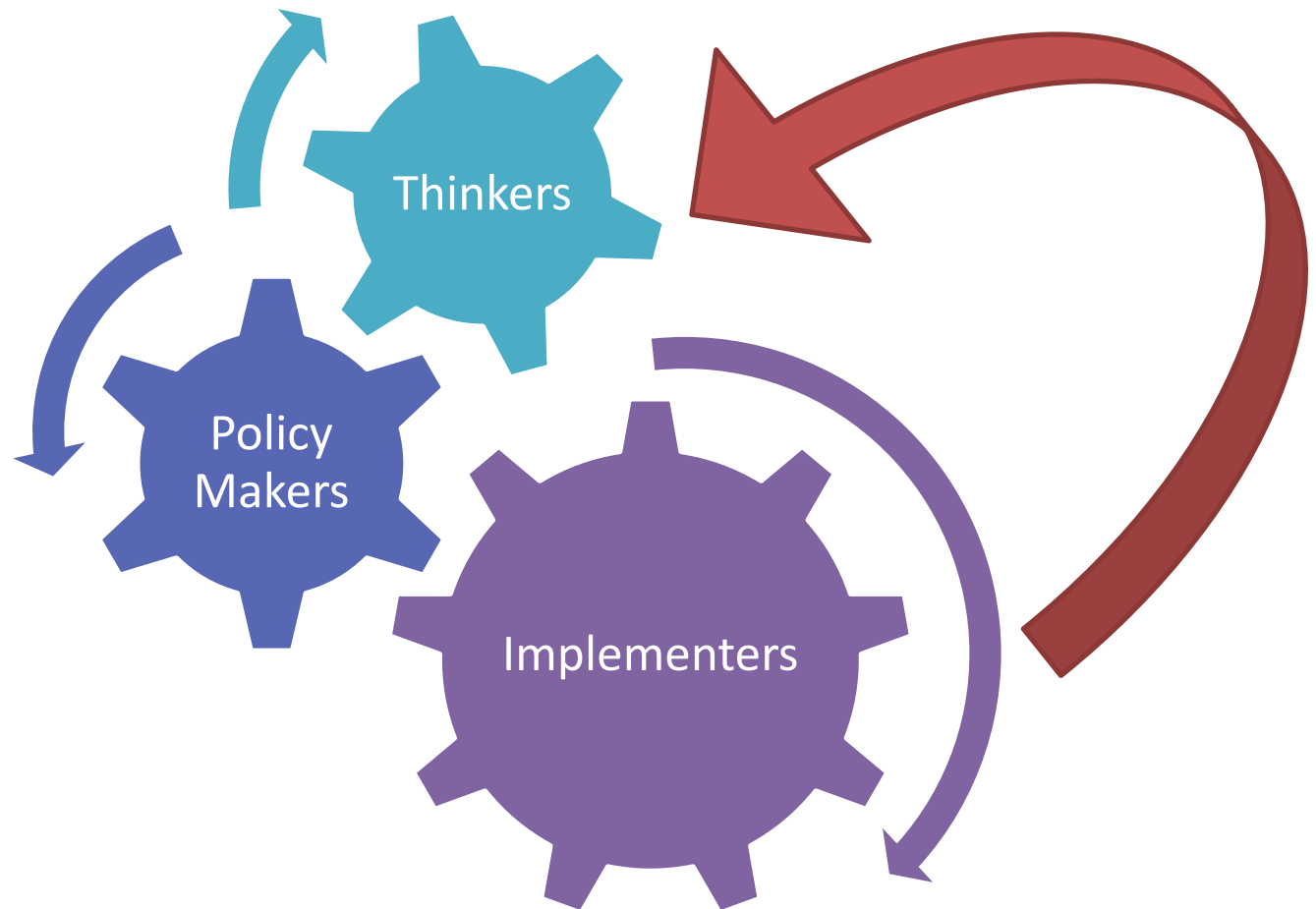


# What was your process and how did you pursue your advocacy?

*Scribe the traits you observed from your critical assessment.*







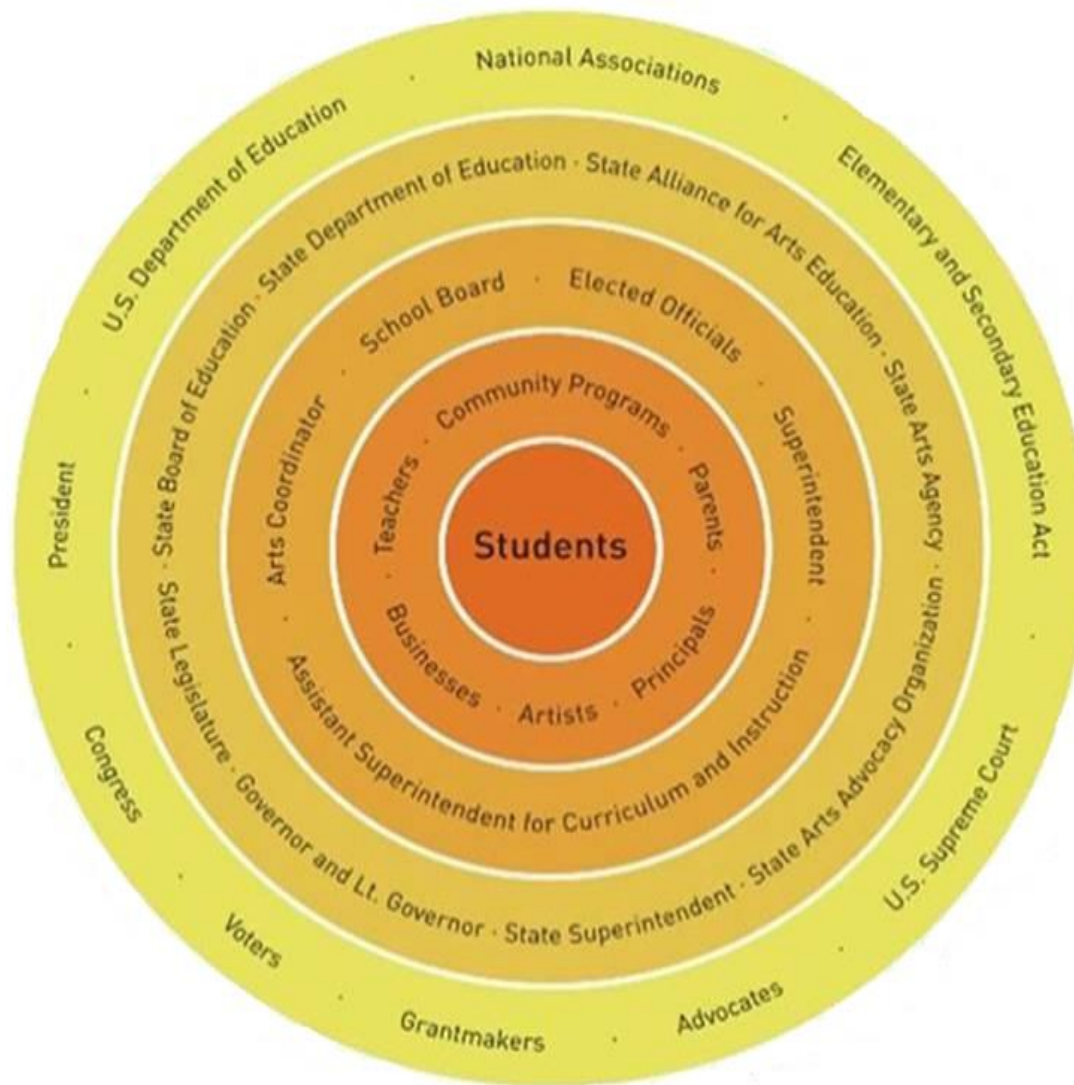
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# What policy or topic do you care about?

*Write it down in your plan!*



# Who can you influence? Partner with? Target?

*Write it down in your plan!*

## Advocacy Spectrum

### Education

Explaining a fact sheet to a decision maker.

### Research

Producing or disseminating data that makes your case.

### Coalition & Relationship Building

Hosting a community forum.

### Media Outreach & P.R.

Inviting leaders to a student performance or writing a letter to the editor.

### Organizing

Nonpartisan voter engagement.

### Lobbying

Requesting that a decision maker takes a particular stand on an issue via legislation.



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# What is your strategy?

*Write it down in your plan!*



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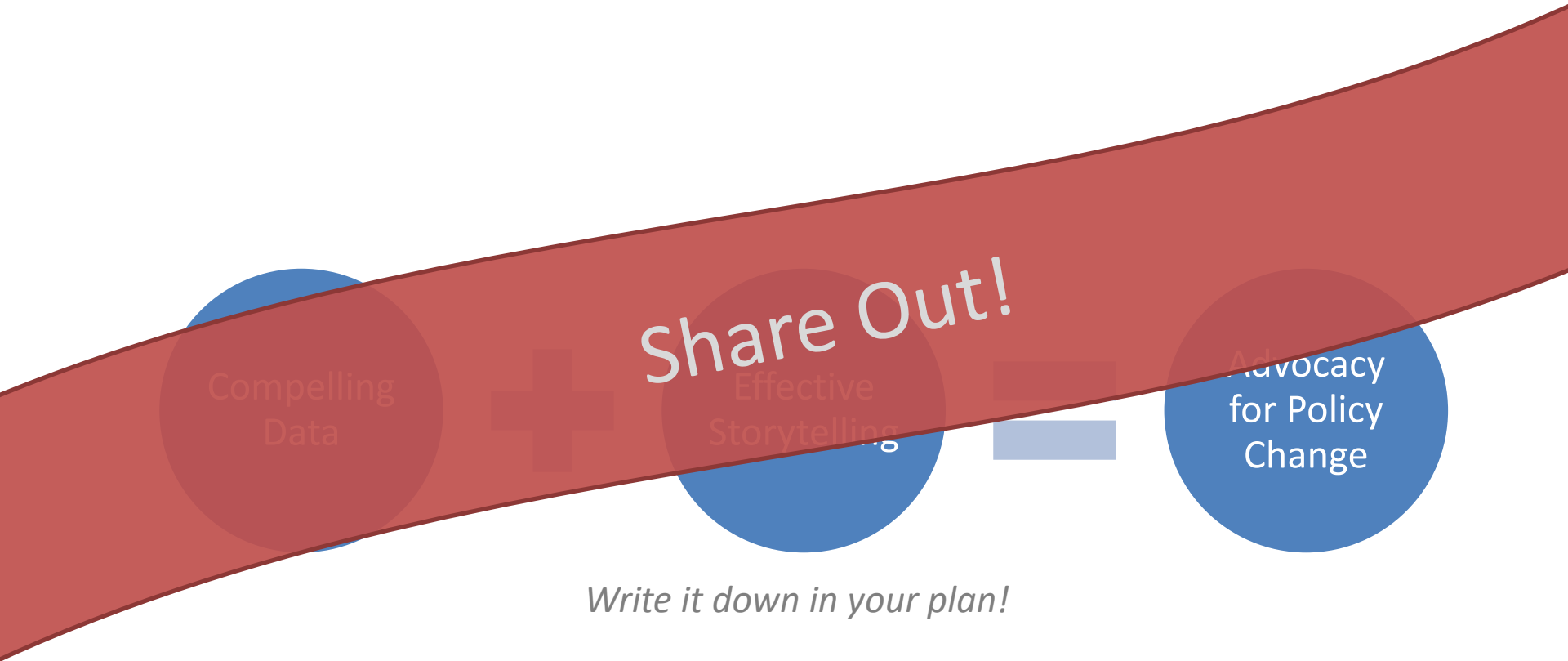


# Making the Ask



*Write it down in your plan!*

# Making the Ask





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?



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# Closing

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# Thank You!

