STATE POLICY PILOT PROGRAM
A CASE STUDY FROM Michigan
About Americans for the Arts

The mission of Americans for the Arts is to serve, advance, and lead the network of organizations and individuals who cultivate, promote, sustain, and support the arts in America.

Founded in 1960, Americans for the Arts is the nation’s leading nonprofit organization for advancing the arts and arts education. From offices in Washington, DC and New York City, we provide a rich array of programs that meet the needs of more than 150,000 members and stakeholders. We are dedicated to representing and serving local communities and to creating opportunities for every American to participate in and appreciate all forms of the arts.

About the State Policy Pilot Program

The State Policy Pilot Program (SP3) was a three-year initiative of Americans for the Arts focused on a three-pronged approach of data collection, technical assistance, and knowledge exchange to work toward influencing implementation of federal mandates or programs at the state level; expanding state support of arts education in policy and appropriations; and impacting local access to arts programs and instruction for students. Through annual grants and technical assistance, Americans for the Arts empowered leaders and stakeholders from 10 state teams seeking to strengthen arts education by advancing state policy in Arizona, Arkansas, California, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

Visit www.AmericansForTheArts.org/SP3 for more info!

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About the State Policy Pilot Program

The State Policy Pilot Program—“SP3”—was a 3-year initiative of Americans for the Arts focused on a 3-pronged approach of data collection, technical assistance, and knowledge exchange to work toward achieving the broad goals of:

- influencing implementation of federal mandates or programs at the state level;
- expanding state support of arts education in policy and appropriations; and
- impacting local access to arts programs and instruction for students.

Through annual grants and technical assistance, Americans for the Arts empowered leaders and stakeholders from 10 state teams seeking to strengthen arts education by advancing state policy in Arizona, Arkansas, California, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

The results of this program include numerous reports, case studies, and a network of state leaders ready to enact policy change and advocacy initiatives to advance arts education across the nation.

NATIONAL THEMES

Throughout the 3-year State Policy Pilot Program, several themes were observed across all case studies, which support the trends in policy development and advocacy infrastructure.

1. Employing the Federal-State-Local Policy Pipeline: establishing a pathway to link federal policy frameworks and federal guidance to state-level education policy development to impact local implementation of educational resources.

2. Utilizing Data to Support Policy Development and Advocacy Efforts: research and analysis will both inform and influence the path toward devising an effective policy or advocacy strategy.

3. Embracing the Power of Convening: coming together as diverse stakeholders, whether at the national, state, or local levels is an essential part of relationship building, plan crafting, and policy development.

4. Sharing Knowledge Among State Leaders: documenting and disseminating the good, the bad, and the innovative concepts from your work is key to have ownership and a stake in the shared advancement of the field of arts education.
Look for these icons throughout the SP3 series!

**Policy Development Trends**
- Sustaining Appropriations for Statewide Initiatives
- Revising K-12 Arts Education Standards
- Implementing Arts Provisions in ESSA
- Enabling Title I Policy Pathway
- Building Infrastructure for Stakeholder Engagement

**Advocacy Infrastructure Trends**
- Sustaining Core Leadership
- Forming Relationships with Coalitions
- Fostering Allies Among Elected Officials
- Building an Information Base
- Crafting Consistent and Effective Messages
- Creating Communication Infrastructure for Grassroots Advocacy

Read more about the State Policy Pilot Program and its findings at AmericansForTheArts.org/SP3
From the sounds of Motown and the lines of the Model T to the designs of Charles and Ray Eames, Michigan’s history is rooted in creativity, design, and innovation. However, even as a state with a foundation in the arts, a resurgence of the creative sector in Michigan, and overwhelming national research on the value of arts education, budget challenges, legislative priorities, and a growing focus on skilled trades continue to push arts education programs higher on the chopping block.

In 2014, a majority of education policy issues came to a halt as state leaders grappled with school districts in financial distress, controversial legislation to assign an emergency manager to resolve financial issues in select school districts, Common Core, and broad discussions about the crucial need to reform Michigan’s educational system. At the time, leadership in the arts education community was in flux, leaving arts education programs without a champion to engage these issues and address the growing trend of school districts reducing or eliminating arts education programs.

Prompting a critical need to reengage broad support for arts education, Creative Many Michigan established a state team and applied for a grant through Americans for the
Arts’ State Policy Pilot Program (SP3) to become one of ten state teams administering a three-year pilot program to strengthen arts education by advancing state policy.

The Michigan team embarked on a three-pronged strategy to: help influence implementation of federal mandates or programs at the state level, expand state support of arts education in policy and appropriations, and impact local access to arts programs and instruction for students. Goals to accomplish those strategies included:

- Reconvening the Michigan Arts Education Roundtable to develop and advance a policy agenda to increase support and investment in arts education for Michigan’s K–12 students;

- Establishing, through research, an ongoing collection of state data to provide baseline information about student access to arts education and the quality of instruction; and

- Developing a statewide arts education, public will building campaign to create a unifying message, provide sample tools, create guidance documents, and engage stakeholders.
Through active dialog and group discussions during a 2009 Arts Education Forum, representatives of the Michigan Youth Arts Leadership Roundtable identified three policy areas to jointly advance through legislative and grassroots mobilization regarding arts education: student access, accountability, and professional preparation and development. It was a shared vision among members of the Roundtable, that Michigan schools should be educating the whole child and offering a complete education that includes access to quality visual and performing arts programs at every grade level.\(^1\)

Relying on this shared vision, participants in the Michigan Youth Arts Leadership Roundtable—which included representatives from Michigan Youth Arts (MYA), Creative Many Michigan (formerly ArtServe Michigan), and Interlochen Center for the Arts in consultation with the Michigan Council for Arts and Cultural Affairs (MCACA) and the Michigan Department of Education (MDE)—shaped a 2010 Michigan Arts Education Policy Agenda. Additionally, nearly two dozen statewide arts education organizations\(^2\) endorsed and agreed to advance the completed policy agenda.

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\(^1\) Michigan is one of six states that does not require arts education at the elementary and middle-school levels.

However, the policy agenda that arose from that 2009 roundtable was missing a key piece to be actionable: real-time data regarding what was already happening—and not happening—in arts education across Michigan. The need for data led to the development of the 2012 Arts Education Census, a baseline, voluntary study of arts education in Michigan schools, with data gathered from October 2011 to December 2011 and published in 2012. [Appendix, Attachment 2] Quadrant Arts Education Research, in partnership with MYA, the MCACA, the MDE, and Creative Many Michigan (CMM), designed the study to enhance the 2010 Arts Education Policy Agenda by providing never-before-seen data on student access, teacher training, and assessment and accountability in arts education in K–12 schools in Michigan.

In 2014, as significant policy discussions were happening regarding education in the state, arts education advocates and organizations did not have a voice in those deliberations. At the time, there was a considerable amount of turnover in leading education positions including: Governor Rick Snyder’s special advisor on education, the state superintendent of public schools, legislative leaders, and many key positions within arts education advocacy, including four of the five original members of the Arts Education Leadership Roundtable. This significant shift caused a loss in
WHAT THE SP3 TEAM LEARNED FROM THE 2012 MICHIGAN ARTS EDUCATION CENSUS:*

108,000 students in Michigan attend schools without any arts education courses.

32 percent of elementary schools provide less than one hour a week of instruction in the arts.²

12 percent of Michigan high schools do not offer even the one arts credit required to graduate.

35 to 40 percent of schools have no certified arts specialists on staff in music or visual art, and

82 to 96 percent of schools have no certified arts specialists in dance or theater.

* All items above are estimates based on response rate. The online survey asked principals of 4,163 Michigan schools, including 718 private and 293 charter schools, to detail numerous building-level specifics on arts education in their schools. A total of 826 schools completed a questionnaire, yielding a 20 percent response rate. Responding schools represented a total of 460,066 students, or 30 percent the total student population.

². Published Online: April 18, 2016, Published in Print: April 20, 2016, as It’s Time to Rethink Teacher Evaluation by Charlotte Danielson

the leadership that regularly convened the arts education advocacy community, and those who were in the field were working largely independently, relying on information from the 2009 forum, the 2010 policy agenda, and the 2012 census to devise their own individual plans.

At this crucial time, Americans for the Arts, the nation’s leading nonprofit organization for advancing the arts and arts education, unveiled plans to select 10 state teams to administer State Policy Pilot Program (SP3): a three-year pilot program to strengthen arts education by advancing state policy.

CMM—the statewide organization that develops creative people, creative places, and the creative economy for a competitive Michigan through research, advocacy, professional practice, communications, and funding—developed a state team that included members from the Michigan State Board of Education, the Governor’s Office on Strategic Policy, MDE, MCACA, Kalamazoo RESA’s Education for the Arts, and Michigan Arts Education Instruction and Assessment (MAEIA).

In August of that year, Michigan was selected as one of the 10 states to participate in ATFA’s SP3, alongside Arizona, Arkansas, California, Massachusetts, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

In 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA).
Developed and passed with strong, bipartisan support, ESSA provides significant flexibility around federal education policy by shifting authority back to states and local communities. Years in the making, this sweeping reform of education policy moved states to provide students with a “well-rounded education” that is inclusive of the arts.

When ESSA was enacted at the federal level, the MDE was already in the process of finalizing a set of goals and strategies focused on making Michigan into a top-10 education state within 10 years (Top 10 in 10). With a set of Michigan priorities in place, MDE looked to ESSA as one component to achieve the goals outlined in their Top 10 in 10 plan.

As ESSA emerged in 2015, the Michigan SP3 team already was working on developing its own policy agenda and meeting with the MDE to try to influence the Top 10 in 10 plan. While the timing meant the team could leverage their strategy to reconvene the Arts Education Roundtable to bring forth a collective voice of arts education advocates to influence ESSA policy outcomes, it also meant that some ESSA priorities took precedence over other SP3 goals.

Of most interest to the SP3 team in the ESSA components was a, “true focus on the whole child and the aspects of a well-rounded education, including not only academic subjects such as fine arts and physical education, but also safety, health, school culture and climate, food and nutrition, early childhood, postsecondary transitions, and social-emotional learning.”

ESSA presented a unique opportunity that the team could not ignore, and that became more of the cohort’s focal point moving into the implementation phase.

Most recently, Michigan’s only arts-related graduation requirement in the Michigan Merit Curriculum (MMC)—which calls for students to complete one credit of visual, performing, or applied arts at the high school level—is at risk, as lawmakers open up a dialogue on the value of each program the MMC includes. Additionally, the MDE announced plans to phase out 12 teaching endorsements they have determined are difficult to fill or are not attracting enough teachers. Endorsements in Dance (MH), Fine Arts (OX), and Advanced Visual Arts Education Specialists (LZ) are among the 12 programs slated to be phased out.
In the beginning of the SP3 project in 2014, the Michigan state team formulated a multifaceted plan to increase participation and support for arts education in every corner of the state. However, by 2017, the intended path shifted multiple times to more clearly define and align goals, identify achievable benchmarks, and respond to opportunities within federal and state government.

It took the Michigan team a year to whittle down its original agenda. The group acknowledges it was perhaps a bit overly ambitious about what it could accomplish and spent considerable time investigating how to bring these grand ideas to fruition. Additionally, it took a while to focus on what was doable within the construct of the group and identify SP3 goals that all team members could support. Because everyone in the core SP3 group has a full-time job related to the arts or education in Michigan, the team looked to move the needle by scanning the foundation set previously by arts education leaders in Michigan and reengaging in projects that had been critical to advancing arts education in the past, with an eye to how they could be redefined to chart a new path of prosperity for arts education programs and educators.
Defining achievable goals proved to be a bigger stumbling block than some of the team members anticipated. Because of the diverse missions of the SP3 member organizations, there sometimes was difficulty reaching consensus around shared goals, strategies and outcomes. Members from advocacy organizations wanted to focus on outreach to decision makers and grassroots supporters and specific policy language that advanced arts education; those from state agencies advocated for strategies that integrated the arts into existing frameworks and nonbinding language that offered suggested recommendations for arts education programs.
### SP3 Michigan’s Key Advocacy Strategies Timeline

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<tr>
<th>Year</th>
<th>Event</th>
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<tr>
<td>2009</td>
<td>Arts Education Policy Forum for the creation of Michigan’s Policy Agenda</td>
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<td>2010</td>
<td>Michigan Arts Education Policy Agenda in-brief created</td>
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<td>OCT–DEC 2011</td>
<td>Census data gathered from school districts throughout Michigan</td>
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<td>2012</td>
<td>Arts Education Census Report published with recommendations</td>
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<td>2013</td>
<td>MAEIA project commissioned by MDE, in response to assessment items in MI Arts Education Policy Agenda</td>
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<td>2013</td>
<td>Applied for the Americans for the Arts’ SP3 grant</td>
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<td>2014</td>
<td>Americans for the Arts selected Michigan as one of 10 pilot states for the SP3 program</td>
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<td>2014</td>
<td>Calls with MI Arts Education Roundtable members and key arts education stakeholders</td>
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<td>2015</td>
<td>Creative Many Michigan Public Policy Summit, including discussion of arts education</td>
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<td>2015</td>
<td>Begin working with contractor to develop a Michigan Arts Education Policy Agenda</td>
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<td>JUNE 2016</td>
<td>Michigan Arts Education Policy Summit, development of draft MI Arts Education Policy Agenda</td>
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<td>AUG 2016</td>
<td>Initial ESSA meeting with MDE</td>
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<td>2016</td>
<td>ESSA forums</td>
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<td>2016</td>
<td>MDE Roadshow</td>
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<tr>
<td>2016</td>
<td>Write Michigan’s SP3 case study</td>
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In the end, the SP3 team emerged with a reformulated, three-pronged strategy to:

- Influence implementation of federal mandates through the ESSA Michigan state plan and the state-level initiative, Michigan’s Top 10 in 10 plan;
- Expand state support of arts education in policy and appropriations; and
- Enhance local access to arts programs and instruction for students by developing tools to grow support and broaden understanding of the importance of arts education for all Michigan students and influence decision makers.

The Michigan cohort approached that work in the following ways:

**STRATEGY 1**

**Reconvene the Michigan Arts Education Roundtable to develop and advance a policy agenda to increase support and investment in arts education for Michigan’s K–12 students**

The Michigan SP3 team aimed to reassess the composition of the Arts Education Roundtable and ensure the new iteration of the group encompasses individuals and organizations representing not only arts education but also a broader stakeholder network, including government, business, foundation, early learning, higher education, etc. The intention of this valuable collaborative was to give the SP3 team a better understanding of the work being done to support arts education in Michigan, identify organizations and individuals interested and invested in this work, and outline how each member organization would be willing to provide support.

The SP3 grant provided the impetus and leverage necessary to revive this Arts Education Roundtable and restructure the group to meet regularly with a more formal structure. For too long, arts education advocates were working against each other, and this grant allowed them the opportunity to once again come together and open their doors to other partners who had not been at the table previously. Although ESSA was not on the team’s radar when this project began, the existence of the SP3 group prior to the Act’s establishment enabled the team to have the important conversations, and bring arts education advocates together to inform Michigan’s ESSA plan and raise awareness of the role of the arts within it.
In its first year, the team spent a good amount of time assessing its current Roundtable membership, determining outreach strategy for new members, and brainstorming incentives for member participation. Efforts were aimed to increase stakeholder understanding of the SP3, identify the role that each member played and their policy priorities, and catalog baseline information about the current arts education resources needed and those available.

For this part of the team’s work, framing the policy agenda was one of the biggest challenges. Conversations were necessary within the SP3 group prior to developing a policy agenda, about what each SP3 member’s respective organizations could do to advance a specific policy agenda and determine how the team could move forward with a specific, unified stance.

In June 2016, the Michigan SP3 team took a major step in establishing a policy plan to strengthen arts education by hosting a Michigan Arts Education Summit, which brought together more than 55 of Michigan’s leading arts education advocates, educators, and administrators as well as community, government, and foundation leaders. Facilitating this event, which marked the first unofficial reconvening of the Arts Education Roundtable, was Erin Skene-Pratt, a consultant with a background in developing policy and advocacy agendas. Speakers for the summit included Jeff M. Poulin of Americans for the Arts; Martin Ackley of the MDE; and John Austin, who served as president of the State Board of Education.

During the summit, advocates had an opportunity to: learn what was working in other states and what current policy changes were underway in Michigan, as well as vote on policy recommendations they would like the State Board of Education and Michigan Legislature enact. Based on input from the summit, the SP3 team created a survey inviting individuals and organizations across Michigan to prioritize and select the final policy recommendations to further arts education and help galvanize educators, advocates, parents, and others in support of these efforts.

The survey resulted in a list of the 10 arts education priorities that respondents across Michigan felt were most important. The intention was to whittle the list down to the top three priorities, which the SP3 team would use to create and publicize an official Arts Education Policy Agenda. The team would then share the agenda with decision makers to advance relevant legislation and distribute it widely to generate broad support.
However, the SP3 stalled in reaching consensus on the policy priorities. At the same time this occurred, doors were opening to provide input to the MDE on arts education data collection and reporting, the MDE’s 10 in 10 Plan, and Michigan’s ESSA plan.

In August 2016, CMM leveraged relationships and partnerships reestablished through the Arts Education Summit, to bring together arts advocates and the MDE for an arts education focus group on ESSA. Arts education leaders had an opportunity to speak directly to Venessa Keesler, the MDE’s deputy superintendent, Division of Educator, Student, and School Supports, and half a dozen MDE staff members leading various aspects of ESSA’s implementation. While the conversation began with sharing opportunities and challenges related with ESSA, it quickly opened up to a broader discussion about a wide variety of arts education issues. For many on both sides of the table, this was the first opportunity to connect in such a significant way. Participants shared so much valuable information that the MDE requested to extend the one-hour meeting. This meeting has significantly opened up communication between the arts education community and the MDE, and the MDE has even requested to meet with the arts education community on a regular basis. ESSA’s emergence galvanized the Michigan team around opportunities to educate, inform, and develop tools that would spur advocates to influence how the changing education landscape can and should include arts education.

In March 2017, after months of outreach and multiple advocacy activations, led by CMM and the SP3 team, the MDE released their final ESSA state plan, which included arts education for grades P–12, specifically as a strategy to improve education for every Michigan child.
A few of the biggest changes include:

- **Fine arts, music, and physical education is an indicator of School Quality and Student Success**
  
  Student time spent in fine arts, music, and physical education is now an indicator in the state’s accountability system under School Quality and Student Success.

- **Arts access data is part of the state’s Transparency Dashboard**
  
  The MDE plans to develop a School Quality and Student Success Transparency Dashboard for educators and parents, with quality data on key indicators that impact student achievement.

- **Comprehensive Needs Assessment**
  
  Michigan’s ESSA plan requires Local Education Agencies (LEAs) to complete a Comprehensive Needs Assessment and then use the information from this assessment to build the improvement plans that address identified needs. The Draft Plan describes arts educators as “helping with the Comprehensive Needs Assessment and with the evidence-based practices work so that Local Education Agencies can identify need in those areas and access evidence-based strategies.”

This relationship with the MDE has continued as other, more recent issues arise, such as teacher certification.

A significant piece of the roundtable work in Years 2 and 3 focused on the implementation of an outreach strategy, building support, and adjusting the roundtable’s membership roster as necessary. Part of that approach involved shifting how members came to the table. Rather than open the doors to any organization that self-identified as a potential participant, the team drafted a membership form outlining what members would be responsible for and responsive to. As members sign on, they make a clear commitment to the work and advocacy on behalf of their organization.
STRATEGY 2

Research and Data Collection

A major objective for the Michigan team was to establish an ongoing collection of state data to provide baseline information about student access to arts education and the quality of the instruction, through research.

In working with the MDE, the Michigan SP3 team learned that MDE was already collecting statewide arts education data at the school building-level. This was a game-changing, pivotal moment.

For the Arts Education Census, the SP3 team contracted Quadrant Arts Education Research to survey superintendents and principals across the state. Quadrant supplied the data-gathering tool for this voluntary survey of the state of arts education in Michigan. It was a labor intensive process but a critical investment to inform Michigan’s policy agenda.
Published in 2012, the Arts Education Census created a never-before-available picture of arts education in Michigan and instituted baseline information for tracking and measuring future progress. This landmark study provided essential data on student access, teacher training, assessment, and accountability in arts education in K–12 schools in Michigan. The data laid the foundation to drive future arts education policy decisions that affect all Michigan students.

The online survey asked principals of 4,163 schools, including 718 private and 293 charter schools, to detail numerous building-level specifics on arts education in their schools, including:

- Types of arts courses (curricular and extracurricular) offered, by grade level (for music, visual arts, theater, and dance)
- Number of students enrolled in arts courses
- Number of hours in a year dedicated to arts education, by arts discipline
- Certification level of teachers providing arts education
- Non-salary budgets allocated to arts education
- Professional development offerings to art and general classroom teachers
- Policies in place regarding arts education (adoption of standards, high school arts graduation requirements, etc.)

A total of 826 schools completed a questionnaire—a 20 percent response rate. This represented a total of 460,066 students, or 30 percent the total student population.

In 2016, conversations with the MDE revealed that all schools were required to collect data the SP3 sought and were already providing that data to their intermediate school district who in turn reported the information to MDE. The team also was pleased that this building-level data from the schools painted a better picture of arts education in Michigan than anticipated. Access to this data makes it easier to identify gaps, so advocacy efforts can focus on filling them.

Having set a foundation with the MDE on the importance of arts education within ESSA, further conversations with the Department were extremely productive on the role data can play in ensuring every student in Michigan have access to the arts. MDE staff’s understanding of where to find the arts education data currently being
collected opened the door to Michigan’s final ESSA plan including the statement that, “arts access data will be part of the transparency dashboard.”

Based on information the SP3 team provided, the MDE has begun working with its system to build the relevant data into a dashboard designed for education professionals as well as parents in search of arts education information for their students. As the SP3 team continues to work with the MDE on the dashboard, among the next steps is continuing to provide recommendations on which arts education data is most valuable to track statewide and to ensure that the dashboard is interactive, user-friendly, and updated annually.

The Michigan team specifically looked at the work being done in California and New Jersey—both also working with Quadrant Arts Education Research—to build stand-alone websites with interactive dashboards. Based on their examples, the Michigan team crafted a document that outlines the aspirations for Michigan’s arts education dashboard.
STRATEGY 3

Comprehensive, Statewide Communications Strategy

A majority of the work the Michigan SP3 team had done was behind closed doors, and members of the team felt an urgent need to create statewide, targeted messaging—to disseminate through traditional media and e-advocacy tools—to advance access to arts education and highlight the importance of the value of arts education throughout a student’s schooling and move decision makers to more significantly support arts education programs and teachers. With that in mind, the team worked with a professional communications team to craft a statewide advocacy campaign to build public will for arts education, share research and data, and advance the arts education policy agenda established through the roundtable and electronic survey. For each year of the SP3 and beyond, the Michigan SP3 team will reevaluate the policy agenda and messaging strategy to create the most effective campaigns for change. This will help unify the message, provide sample tools, create guidance documents, and engage stakeholders.
After concentrating on high-level policy issues throughout this grant process, there is a continued understanding that, to move decision makers, the SP3 team needs to implement this statewide campaign of public will-building to grow support for arts education and grow partners willing to share and invest in distributing the campaign widely.

The Michigan team had hoped to have all its research completed to inform messaging strategies and tools developed for the statewide arts education campaign; however, the implementation of ESSA transformed the priorities, enabling the team to take advantage of a major policy shift on arts education via the MDE. Because of ESSA, it is clear this piece of the team’s work no longer depends on piles of research; rather, ESSA’s policies will outline what the state requires for arts education and integration. Further, there are plenty of opportunities to move a public-will building campaign through research already available and understanding of the well documented challenges arts education faces. Now, the team is looking at ways all strategic partners—SP3, Arts Education Roundtable, grassroots supporters, individuals and organizations who take part in the statewide campaign—can promote ESSA that can amplify the work the team is already doing or has in motion.
The Michigan team contracted with a creative communications firm, Traction, to develop the strategy and collateral materials to launch this campaign on October 2, 2017. With the firm’s help, the team has defined the campaign’s measurable goals, to:

- Create a campaign of public will-building that promotes the importance of the arts in K–12 education, and establishes messaging on the arts as essential to lifelong learning (in pre-K, higher ed, and beyond).
- Mobilize decision-makers to support and invest in arts education to provide every Michigan student with access to high-quality arts education in all disciplines (dance, visual arts, theater, music, and media arts).
- Provide stakeholders with information, tools, messaging, and a platform to activate supporters, on how arts education leads to opportunities and career-readiness.
- Establish a broader Michigan Arts Education Roundtable that allows representatives from all five arts disciplines to unite with a single voice.

The team is currently in the activation stage of this strategy, hoping to leverage the voices of roundtable members into this conversation.
On October 2, 2017, CMM, in partnership with Michigan’s SP3 team, hosted a 2017 **Statewide Arts Education Summit** focusing on the current and future landscape of arts education in Michigan. Held at the Eli and Edythe Broad Art Museum in East Lansing, participants came together from across the state to learn about new opportunities to expand arts education programs through Michigan’s ESSA plan, hear from state and national leaders about the critical issues impacting arts education and arts educators, and be the first to learn about the statewide campaign to advocate for arts education in Michigan.

Immediately before the summit, the Arts Education Roundtable officially convened to relaunch in its new format. The team discussed future plans for the roundtable with participants, including: asking roundtable participants to sign a membership form; outlining their role and make a continued commitment to diversifying the members around the table to include those within the arts education advocacy community but also welcome individuals representing business, government, pre-k, higher education and beyond. Moving forward, meetings of the roundtable will take place quarterly, at locations across the state, to galvanize statewide support, better collaborate with one another, develop unify messaging, and create a policy agenda around arts education in Michigan.
While a great deal of work has been done, the MI SP3 team strongly feels that they are just beginning to implement the goals and strategies they outlined 3 years ago. For example:

**Arts Education Roundtable**

While bringing together members of the Michigan Arts Education Roundtable has yielded significant policy results, the roundtable relaunched in its new format on Monday, October 2, 2017. This initial meeting of the roundtable clarified who is willing to be a member of the roundtable, what stakeholder voices are missing, how members can better work together, and set a foundation to develop a unified Arts Education Policy Agenda. Additionally, the new roundtable welcomed government agencies to serve in an advisory capacity. Initial interest in the roundtable has been successful but there is a great deal of work to mobilize this group into a long-term successful collaboration.
Arts Education Data

The Michigan team’s effort to migrate statewide arts data into an accessible, robust database is now a concrete reality as a part of Michigan’s final ESSA plan, but the database is still being created and is slated to be operational by 2018. The team is moving forward with the intention to work with the MDE to ensure the transparency dashboard is a robust tool with quality information to better inform and advocate for arts education in Michigan. Relying on past efforts to bring together the arts education community to fund the 2012 Arts Education Census, the same model could be applied to collaboratively fund a vibrant and interactive arts education transparency dashboard that includes tools to use the dashboard and advocate locally for arts education.

Statewide Arts Education Campaign

Plans to launch a statewide arts education communications campaign are almost complete and a soft launch is planned for Fall 2017, but the team requires funders to maximize these efforts and roll out the campaign statewide.
Arts Education Policy Agenda

Finally, the team has the information to release a policy agenda to stakeholders but without internal consensus on its content, has not been able to distribute the information. The relaunch of the Arts Education Roundtable is an ideal opportunity to tap the group to update the policy agenda and gain buy in from a broad stakeholder group. The SP3 team members intend working with members of the roundtable to release a policy agenda and request the roundtable update the information annually.

Still, the team has made significant strides in increasing access and support for arts education in Michigan. Establishing a working relationship with other SP3 partners has only strengthened the arts education community as a whole. Simply working to educate SP3 members on all sides of the table about the need for arts education
advocacy and the realities of arts integration into an overall MDE platform helped everyone understand the realities of the policy landscape in Michigan. For members representing advocacy organizations, working with members of the MDE was vital and enlightening. Learning the language of the department—as well as the realities of what the MDE could (and could not) contribute—enabled SP3 members to understand where the Department is headed and how arts-advocacy organizations can influence and participate in the process of shaping policies and agendas.

Prior to SP3, there was little-to-no interaction with the MDE. Now, there is a direct connection, not only between members of the SP3 team, but with the arts education advocacy community as a whole and the SP3 team members intend on continuing to partner to see the projects they developed to completion with CMM taking the lead.
The linear timeframe the Michigan team envisioned at the beginning was not realistic. When setting out to work on a long-term project, participants outline a path with the assumption there will likely be a bit of deviation, but that is not how projects like this unfold, even with the best of intentions.

It is essential to:

- Be realistic about goals, timelines, and available funding;
- Leverage dollars by finding additional partners to join the work;
- Make it a priority to expand the list of people that come to the table; and
- Find opportunities to include outside voices. Change cannot come by convening the same people over and over again.
Group cohesiveness does not happen overnight. The Michigan team has spent a significant amount of time getting to know each other, developing a working rhythm, earning trust, and learning how to be a part of its SP3 team. Members are still defining roles, even 3 years later, and asking one another what each person and member organization is committed to do to advance this work. Understanding the team dynamic in the initial planning could have resulted in a more cohesive early plan.

As a team, Michigan recommends understanding and acknowledging as a group that this process takes time. Relationships and trust do not materialize simply by sitting together at a table. Talk about what your SP3 process could look like.

- Will you operate under consensus, or with a simple majority?
- Will there be times when certain organizational representatives should not—or cannot—cast a vote on a decision?
- How will SP3 work align with the day jobs of each member? Does it need to?
- Where can you connect with or contract with experts to help move your work forward?
It took the Michigan team nearly a year to understand each of these issues. It would be beneficial to ask each member organization to define what “policy” means to them and how each agency is able to interact with policy.

It is essential that states trying to tackle similar issues, rather than try to reinvent the wheel, take a look at what other states have done or are doing. The arts education community is collaborative and wants to elevate the rest of the fellow members of the field. Teams should not be afraid to reach out to any SP3 team or state that is doing work that is of interest, but instead ask questions, look for resources and ideas, and determine if there is a way to join an existing effort. This can be a way to tap national and state expertise while reducing overall costs.

Funding from Americans for the Arts provided the impetus to bring together a strong team of Michigan leaders, better connect the advocacy community with the MDE, and convene on a regular basis to drill down to what the SP3 team could do to move the arts education needle in Michigan. While ESSA was not on the team’s radar 3 years ago, the existence of funding for SP3 work prepared the team for conversations it could not have imagined it would need to have. The team became comfortable enough that
its members could speak with a more unified voice when Michigan began to develop its ESSA plan. That did not exist 3 years ago, and it does today thanks to the SP3 funding.

In retrospect, Michigan’s SP3 members wish they had spent some of the technical assistance dollars to add some outside resources and support up front. Using that funding only enhanced the team’s work. The team moves further each time because of it and in a much faster, more professional way. Do not be afraid to invest dollars from the beginning to outside experts to move the work forward.

As a part of the SP3 cohort of, the team feels relief knowing that Michigan is not alone in this work. Having an opportunity to connect and learn from others leading this work in nine other states has given new focus, energy, and invaluable resources to create change in Michigan. While the Michigan SP3 has not accomplished all the goals outlined in its initial strategy, there is a clear plan in motion to bring all projects to fruition, and a path to build on these efforts only developed as a participant in the SP3 program.