

# EXPLORING ECOSYSTEMS OF ADVOCACY:

## Moving the Needle Together For Arts Education

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Arts Education Program Manager



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1

## Goals:

- **LEARN:** *What is the arts education ecosystem?*
- **EXPLORE:** *What is effective advocacy?*
- **PRACTICE:** *What strategies can I bring home?*



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## Ground Rules:

- **You Do You:** *Whatever helps you learn the best*
- **We Don't Play The Victim:** *We are agents of change*
- **Humor Me!:** *We will move quick, but it's not impossible*
- **Others?**



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## 5 QUESTIONS

Pair Share  
Group Work  
Tools



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# Who am I?



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Who are you?

*Circle the room with name, organization, location, etc.*



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**What is advocacy?**  
*Shout out your answers!*

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**How have you been an  
advocate in the past?**  
*Share your story in 1-3 sentences.*

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# What should we be advocating for?

*Shout out your answers!*



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## Next Steps

1. Commit to your power as an advocate.



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5 Questions  
**PAIR SHARE**  
Group Work  
Tools



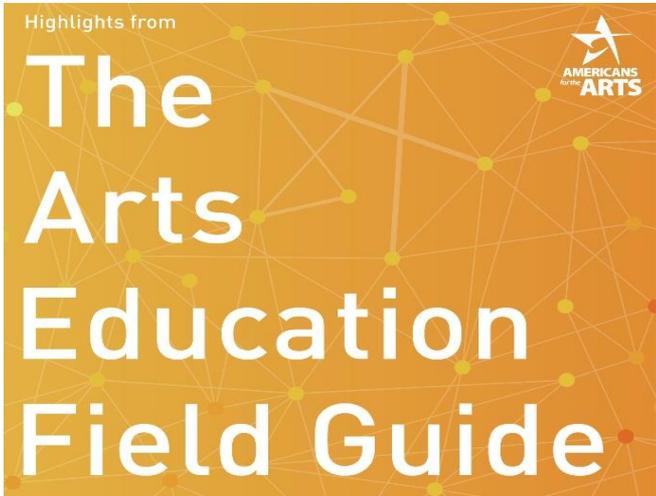
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13



Highlights from



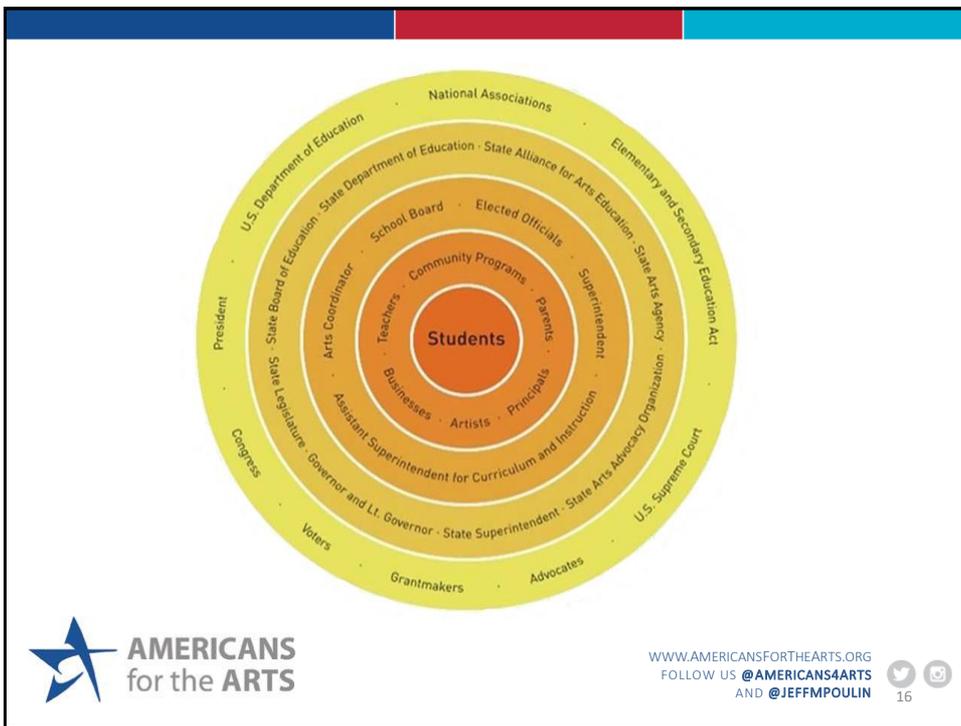
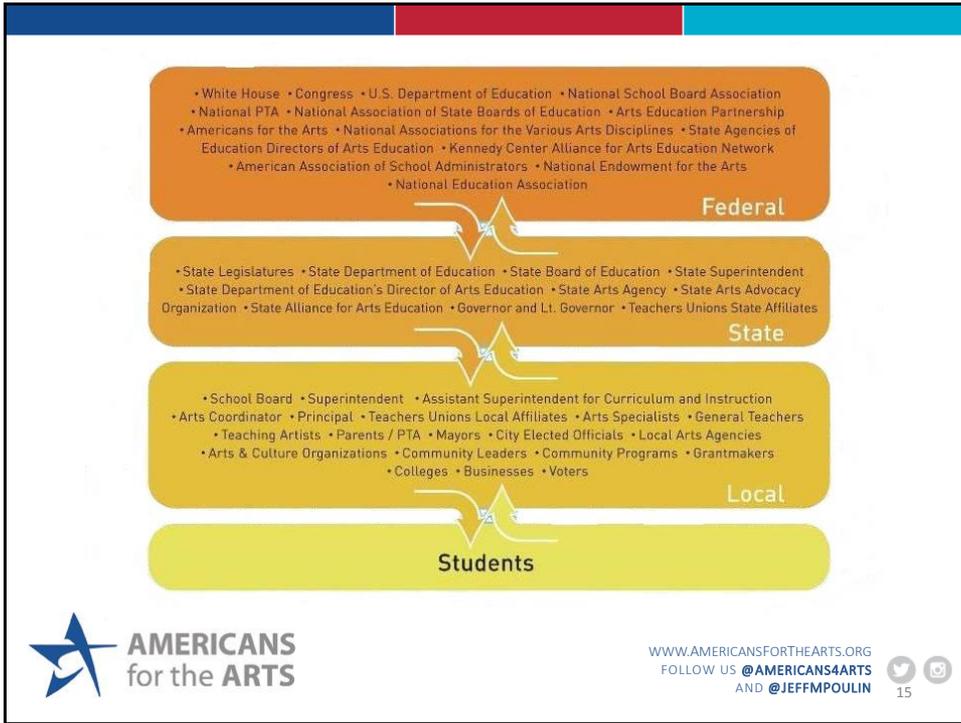
**The Arts Education Field Guide**



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14



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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17

32 The Arts Education Field Guide 2012



**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>	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.
<b>Barriers</b>	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.  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.
<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>	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.



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18



# Where do we have the most influence?

*Meet someone new in the room and discuss where you have influence in your community or state.*



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19



# Where do we have the most influence?

*Share Out!*

*Meet someone new in the room and discuss where you have influence in your community or state.*



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20

## Next Steps

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2. Download and read *The Arts Education Field Guide* ([www.AmericansForTheArts.org/FieldGuide](http://www.AmericansForTheArts.org/FieldGuide))



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## 5 Questions Pair Share **GROUP WORK** Tools



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# What is your role?

*How do you define it?*



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HOME ➔

● YOUR ROLE ➔

● YOUR STATE ➔

● YOUR INTEREST ➔

● YOUR STRATEGY ➔

● YOUR TARGET ➔

● YOUR STORY ➔

## Arts Education Navigator

### ARTS EDUCATION NAVIGATOR

**From Passion to Action**

With over 300 contributors and over 175 partner organizations, the **Arts Education Navigator** is your connection to the tools and resources you need to make the case for arts education!

Do you believe in the transformative power of arts education? The **Arts Education Navigator** will help you transform your passion into action. Follow this six step process to move from simple supporter to empowered advocate!

**Your Role:** Understand your role in the arts education ecosystem and where to place your influence to be most effective in your advocacy.

**Your State:** Learn which policies affect arts education in and out of school in your state and who to talk to about them.

**Your Interest:** Unpack the buzzwords in the field of arts education and connect with other organizations to learn more about what you can do.

**Your Strategy:** Brush up on your casemaking skills and connect with the latest tools to start crafting your advocacy strategy.

**Your Target:** Determine who to approach with your advocacy and how to best make the ask to your audience.

**Your Story:** Share your story with others and learn about what else is happening around the country.

START FROM THE BEGINNING ➔

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# Your Interest



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# Your Strategy

## 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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# Your Target



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# Your Story



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# What can you do?



*In a small group, brainstorm strategies to use at home and write down:*

- What can you do **today**?
- What can you do on **Monday**?
- What can you do **someday**?
- **What is your message throughout?**



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3. Download and read the Navigator E-Book Series ([www.AmericansForTheArts.org/Navigator](http://www.AmericansForTheArts.org/Navigator))



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## 4 Questions Pair Share Group Work **TOOLS**



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## Tools to Use

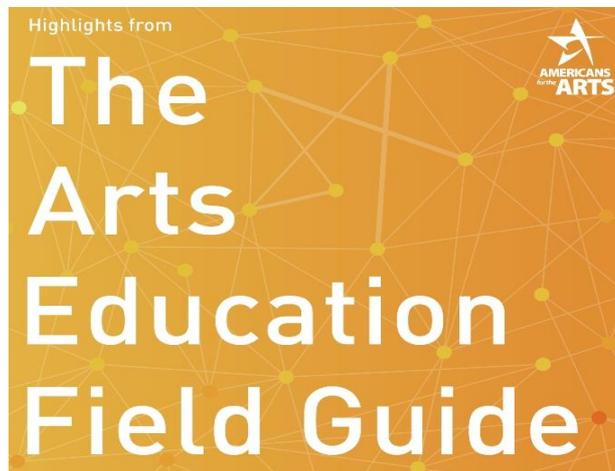
- **The Arts Education Field Guide**
- **E-Books**
  - *Getting Started*
  - *Facts & Figures*
  - *Making the Case*
  - *Mobilizing Support*
- **Encourage Creativity Toolkit**
- **The Arts Education Navigator**



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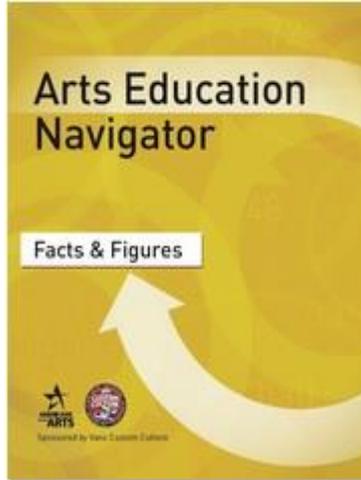
## The Arts Education Field Guide



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# E-Books



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# Encourage Creativity Toolkit



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HOME

- YOUR ROLE
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## Next Steps

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3. Download and read the Navigator E-Book Series ([www.AmericansForTheArts.org/Navigator](http://www.AmericansForTheArts.org/Navigator))
4. Check out the *Encourage Creativity* and other tools ([www.AmericansForTheArts.org/EncourageCreativity](http://www.AmericansForTheArts.org/EncourageCreativity))

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# Questions?



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- **PRACTICE:** *What strategies can I bring home?*



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