



ArtServe Michigan Arts Education Advocacy Handbook

Dear Arts Education Advocate:

The ArtServe Michigan Arts Education Advocacy Handbook was adapted from a similar book created by the Maine Alliance for Arts Education.

The Maine Alliance for Arts Education has been successful in helping their members use the Maine Alliance for Arts Education Advocacy Handbook to advocate for arts education in Maine.

We hope this Michigan handbook has the same success and that it helps you in your advocacy efforts.

This handbook contains important information including advocacy facts, techniques, and resources.

We developed this handbook to help arts education supporters effectively advocate for quality arts education in Michigan because as we all know effective arts education advocacy (the active process of gaining political and financial support for arts education) hinges on us continuously providing information about the impact of arts education on student achievement and success to parents, legislators, school officials, and the public.

We hope you find this information useful.

We will continue to provide you with legislative updates and other pertinent data for your advocacy endeavors throughout the year. Please keep us informed of your efforts and your successes.

Sincerely,

Barbara Kratchman
President
ArtServe Michigan



17515 West Nine Road
Suite 1025
Southfield, Michigan 48075
www.ArtServeMichigan.org

Photos for this handbook were provided by the College for Creative Studies, Detroit and Norup Middle School in Berkley.

Table of Contents

Arts Education Facts 4
Advocacy Techniques 10
Advocacy Strategies 15
Advocacy Resources 21



ARTS EDUCATION FACTS

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Did You Know?

Young People Who Participate In The Arts For At Least Three Hours On Three Days Each Week For At Least One Full Year Are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

Young Artists, As Compared With Their Peers, Are Likely To:

- Attend music, art, and dance classes nearly three times as frequently
- Participate in youth groups nearly four times as frequently
- Read for pleasure nearly twice as often
- Perform community service more than four times as often
(Living the Arts through Language + Learning: A Report on Community-based Youth Organizations, Shirley Brice Heath, Stanford University and Carnegie Foundation For the Advancement of Teaching, Americans for the Arts Monograph, November 1998)

The Facts Are That Arts Education:

- Makes a tremendous impact on the developmental growth of every child and has proven to help level the "learning field" across socioeconomic boundaries.
(Involvement in the Arts and Success in Secondary School, James S. Catterall, The UCLA Imagination Project, Graduate School of Education & Information Studies, UCLA, Americans for the Arts)
- Has a measurable impact on at risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance among those youth engaged in after school and summer arts programs targeted toward delinquency prevention.
(YouthARTS Development Project, 1996, U.S. Department of Justice, National Endowment for the Arts, and Americans for the Arts)

Businesses Understand That Arts Education:

- Builds a school climate of high expectation, discipline, and academic rigor that attracts businesses relocating to your community.

- Strengthens student problem-solving and critical thinking skills, adding to overall academic achievement and school success.
- Helps students develop a sense of craftsmanship, quality task performance, and goal-setting skills needed to succeed in the classroom and beyond.
- Can help troubled youth, providing an alternative to destructive behavior and another way for students to approach learning.
- Provides another opportunity for parental, community, and business involvement with schools, including arts and humanities organizations.
- Helps all students develop more appreciation and understanding of the world around them.
- Helps students develop a positive work ethic and pride in a job well done.

(Business Circle for Arts Education in Oklahoma, "Arts at the Core of Learning 1999 Initiative")



Why Arts Education?

What does arts education do for the individual and for society? Why do we teach the arts? How do the arts contribute to education on all levels? There are many good answers to these questions, but three stand out as crucial in today's social and economic climate.

We believe that arts and therefore arts education means three things that everyone wants and needs.

1. The Arts Means Work

Beyond the qualities of creativity, self-expression, and communication, art is a type of work. This is what art has been from the beginning. This is what art is from childhood to old age. Through art, our students learn the meaning of joy of work -- work done to the best of one's ability, for its own sake, for the satisfaction of a job well done. There is a desperate need in our society for a revival of the idea of good work; work for personal fulfillment; work for social recognition; work for economic development. Work is one of the noblest expressions of the human spirit, and art is the visible evidence of work carried to the highest possible level.

Today we hear much about productivity and workmanship. Both of these ideals are strengthened each time we commit ourselves to the endeavor of art. We are dedicated to the idea that art is the best way for every young person to learn the value of work.

2. The Arts Means Language

Art is a language of visual images that everyone must learn to read. In art classes, we make visual images, and we study images. Increasingly, these images affect our needs, our daily behavior, our hopes, our opinions, and our ultimate ideals. That is why the individual who cannot understand or read images is incompletely educated. Complete literacy includes the ability to understand, respond to, and talk about visual images. As art teachers we work continuously on the development of critical skills. This is our way of encouraging linguistic skills. By teaching pupils to describe, analyze, and interpret visual images, we enhance their powers of verbal expression.

3. The Arts Mean Values

You cannot touch art without touching values: values about home and family, work, and play, the individual and society, nature and the environment, war and peace, beauty and ugliness, violence and love. The great art of the past and the present deals with these durable human concerns. As art teachers we do not indoctrinate. But when we study the art of many lands and peoples, we expose our students to the expression of a wide range of human values and concerns.

We sensitize students to the fact that values shape all human efforts, and that visual images can affect their personal value choices. All of them should be given the opportunity to see how art can express the highest aspirations of the human spirit. From that foundation we believe they will be in a better position to choose what is right and good.

(Why Art Education? was prepared by the National Art Education Association. Bulk packets of 50 are available from the NAEA Publication office, 1916 Association Drive, Reston, VA 20191-1590, Phone: 703.860.8000; Fax: 703.860.2960 www.naea-reston.org)

Former Secretary of Education Rod Paige on Arts Education and No Child Left Behind

July 2004,
US Department of Education

Dear Superintendent:

As I am sure you know, the arts are a core academic subject under the No Child Left Behind Act (NCLB). I believe the arts have a significant role in education both for their intrinsic value and for the ways in which they can enhance general academic achievement and improve students' social and emotional development.

As I travel the country, I often hear that arts education programs are endangered because of No Child Left Behind. This message was echoed in a recent series of teacher roundtables sponsored by the Department of Education. It is both disturbing and just plain wrong.

It's disturbing not just because arts programs are being diminished or eliminated, but because NCLB is being interpreted so narrowly as to be considered the reason for these actions. The truth is that NCLB included the arts as a core academic subject because of their importance to a child's education. No Child Left Behind expects teachers of the arts to be highly qualified, just as it does teachers of English, math, science, and history.

The Value of the Arts

The arts, perhaps more than any other subject, help students to understand themselves and others, whether they lived in the past or are living in the present.

President Bush recognizes this important contribution of the arts to every child's education. He has said, "From music and dance to painting and sculpting, the arts allow us to explore new worlds and to view life from another perspective." In addition, they "encourage individuals to sharpen their skills and abilities and to nurture their imagination and intellect."

A comprehensive arts education may encompass such areas as the history of the arts, the honing of critical analysis skills, the re-creation of classic as well as contemporary works of art, and the expression of students' ideas and feelings through the creation of their own works of art. In other words, students should have the opportunity to respond to, perform, and create in the arts.

Setting the Record Straight

There is much flexibility for states and local school districts under the No Child Left Behind Act with respect to support for the core subjects. In Arizona, for example, as part of Superintendent Tom Horne's current "content-rich curriculum" initiative, \$4 million in Comprehensive School Reform Title I, Part funds are supporting arts education at 43 current Comprehensive School Reform schools throughout the state. Additional Arizona Arts Education Initiative school sites are being supported with Title V Innovative Programs funding under NCLB.

Under NCLB, Title I, Part A funds also can be used by local education agencies to improve the educational achievement of disadvantaged students through the arts. In the same way, Title II Teacher Quality Enhancement Grants can address the professional development needs of

teachers of the arts, and portions of Title II funds can support partnerships that include nonprofit, cultural-arts organizations.

The arts also can be an important part of learning and enrichment in programs supported by 21st Century Community Learning Centers program funds.

Before- and after-school, weekend, and summer programs are excellent opportunities to stimulate students' artistic interests and foster their growth or to integrate arts learning with other subjects, including reading and math. Cultural partners in the community – arts centers, symphonies, theatres, and the like – can offer engaging venues as well as skilled instructors and mentors for students.

Various information about some of the publications available on arts education is enclosed. We are providing this information for your convenience, and you may want to share these resources with your state department or central office staff as well as with your administrators, principals, and teachers.

The Value-Added Benefits of the Arts

In keeping with NCLB's principle of classroom practices based on research evidence, studies have shown that arts teaching and learning can increase students' cognitive and social development. The arts can be a critical link for students in developing the crucial thinking skills and motivations they need to achieve at higher levels. Critical Links: Learning in the Arts and Student Academic and Social Development, a research compendium of the Arts Education Partnership, offers evidence of such links, including connections between arts learning and achievement in reading and math.

Based on a review of data from the National Educational Longitudinal Study (NELS: 88), University of California-Los Angeles researchers determined that students who were highly involved in arts instruction earned better grades and performed better on standardized tests. They also performed more community service, watched fewer hours of television, reported less boredom in school, and were less likely to drop out of school. These findings were also true for students from the lowest socioeconomic status quartile of the 25,000 students surveyed belying the assumption that socioeconomic status, rather than arts engagement, contributes to such gains in academic achievement and social involvement. As mentioned in the enclosure, a summary of these and other findings in Critical Links can be accessed at the Arts Education Partnership's Web site at: <www.aep-arts.org/CLtoolkitpage.htm>.*

For both the important knowledge and skills they impart and the ways in which they help students to succeed in school and in life, the arts are an important part of a complete education. As we work together to implement NCLB, let's ensure that all children have the opportunity to learn and to grow in and through the arts.

Sincerely,

Rod Paige

(This letter can be found at: <http://www.ed.gov/policy/elsec/guid/secletter/040701.html>)

ADVOCACY TECHNIQUES

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Where to Begin?

The role of the advocate constantly changes when trying to create an effective arts education advocacy campaign. Since so many steps need to be taken over the course of a successful campaign, one needs to be able to shift modes and adjust to the task at hand. One way to start an advocacy campaign is to *Network*.

A strong core group of constituents will give your cause more credibility and your message will spread more quickly than if you were advocating alone.

The next piece to focus on is *Public Awareness*. With your core group of constituents, get the word out about how important arts education is not only to youth development, but also to the community at large. There are many ways that arts education can be approached, but if you apply the idea to an individual as well as to a larger context, it will have a broader appeal.

Once you have the public's ear, the next step is *Coalition Building*. Having people understand why arts education is important is a good start, but in order to create change, you need to find individuals, organizations, and businesses that have the influence to help you change the current state of arts education in your area.

Lastly, as an advocate, it is important to find *Patrons* to support your work. Whether it's starting up an after-school program, improving the current state of the arts in the local schools, or getting highly qualified arts educators teaching students, these changes need to be funded by someone.

Often times, the excuse for not having a better arts program is a lack of funding, so creating sustainable programs or improvements in a current program is a key factor in creating long term change within your area.

We hope these guidelines will help you approach your advocacy campaign with organization and clarity. The next section will guide you in gathering and organizing your information, as well as finding the constituents that will help your campaign be effective.



LOCAL, STATE, AND FEDERAL ADVOCACY

Local

Example of local issues: threats to arts education positions and programs in local schools, lack of awareness of need to develop local assessments in arts education, need to increase funding for arts education in school budget, need for qualified teachers teaching arts.

Focus advocacy efforts on: school board, school administrators, parents' groups, and town finance committee:

- Connect with arts teachers in your district and see what their needs are, so that your advocacy efforts are appropriate for your district.
- Attend school board or community meetings and give a voice to arts education.
- Advocate in the greater community to special interest groups and your local legislator to develop a strong community constituent base.
- Locally publicize exhibits, benefits, performances, and conferences to create community involvement.
- Send personal invitations to influential individuals such as legislators for special events like exhibits, performances and conferences.
- Publicly recognize legislators or other important constituents for attending your functions, and list their names in acknowledgment as arts education supporters.
- Ask your elected officials to make special presentations, introductions, or appearances at arts education functions. Provide them with press coverage by contacting the local and area media.
- To see what your community resources and needs are use the "Community Audit for Arts Education created by the Kennedy Center for the Performing Arts."
<http://www.kennedy-center.org/education/kcaen/specialinitiatives/ComAudit01Sept.pdf>

State

Example of a state issue: need for state funding for the arts education.

Focus advocacy efforts on: State Superintendent for Public Instruction, State Legislators, and the Governor:

- Compare the quality of your district's arts education programs with those throughout the state.
- Contact arts educators in districts with successful arts programs and find out what has helped them have successful arts programming in their schools.
- Connect with other groups and school districts advocating for arts education to increase your constituent base.
- Broaden the appeal for arts education by describing long term benefits of arts education.
- Communicate with your legislators through letters, e-mail, phone calls, personal visits, or while attending events where they will be present.
- Do not wait until a legislative issue on the arts or arts education is pending to initiate communication. Stay in constant contact with your legislators in order to establish a reciprocal relationship.
- Organizations should put elected officials on their mailing lists of current publications so that they will be informed of local arts education activities.
- Be knowledgeable about the issues pertaining to arts education. Know your facts and be able to recall them in your communications with your legislators and regional constituents so that you can lend credibility to your stance.

Federal

Example of a federal issue: need for more funding for arts education for the US Department of Education.

Focus advocacy efforts on: US senators and congressional representatives, US Secretary of Education.

- Research and connect with national arts organizations.
- Compare your arts education programs with the national standards, and then with the most successful programs in the country.
- Attend conferences relating to arts education and advocacy to broaden your knowledge and perspective.
- Cite activities for senior citizens, youth, minorities, audiences with disabilities and at risk populations so that you can show that arts education provides public services the community.



Use This Information To Advocate With Your School Board And Superintendent

Federal and state laws and funding formulas affect the way each Michigan school district organizes its curriculum and staff. Knowing about a few key laws will help you advocate more effectively.

1. No Child Left Behind (NCLB) is the federal law, which currently covers education in the United States. While NCLB places a lot of emphasis on English/Language Arts, Math, and Science by requiring frequent testing in those content areas, the Visual and Performing Arts are considered core academic subjects within the law. As Rod Paige, former Secretary of Education, said in his letter to superintendents. NCLB included the arts as a core academic subject because of their importance to a child's education. For both the important knowledge and skills they impart and the ways in which they help students to succeed in school and in life, the arts are an important part of a complete education. As we work together to implement NCLB, let's ensure that all children have the opportunity to learn and to grow in and through the arts.

The Michigan Curriculum Framework and Content Standards are our state education standards. The Visual and Performing Arts are one of the 10 content areas contained in that document. To see the arts content standards students should be working toward, you can request a copy of the print version of the standards from the Michigan Department of Education or view the document on their Web site at http://www.michigan.gov/mde/0,1607,7-140-28753_28757---,00.html. Ask your school officials how well the district is doing in implementing the content standards in the Visual and Performing Arts.

Proposal A is the state funding formula under which the Michigan Department of Education provides funding to school districts. This funding is to be used to implement the basic per student funding allocation. Ask your school officials how that funding will be used to strengthen arts education in your district.



ACTION STRATEGIES

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Listed below are proven strategies your colleagues are using to help increase the visibility of arts education and strengthen support for arts education between constituents and policy makers.

1. Identify Candidates in advance of elections. Get to know them through seminars, party caucuses, and rallies.

My federal legislative district is # _____

My state Senate district is # _____

My state Senator is _____

My state House of Representative district is # _____

My state Representative is _____

2. Promote Alliances between arts education advocates and non-arts statewide advocacy groups - such as teachers' organizations and education groups, chambers of commerce and business groups. Develop collaborative lobbying strategies with these groups on arts issues of mutual interest. List the name, contact person, address and phone number for each of the following groups in your district: Boy Scouts, Girl Scouts, PTA/PTO, Health Offices, Teacher Organization, 4-H, and any others who share an interest in the arts.

3. Generate Public Service Announcements (PSAs) to reinforce the message that the money spent on arts education provides programs for the entire community.

The public channel in my viewing area is _____

The cable company name is _____

and the local manager is _____

4. Foster an Appreciation for Arts Education by sending your legislators complimentary tickets to your events along with a complete listing of local arts events. If you have a legislative aide or assistant in your area, invite them to events. List the name of each legislator who received complimentary tickets from your organization and when/if they used them.

5. Involve Legislators Personally with arts education in your area. Invite them to attend your board meetings, or to address a conference on arts education. Provide art displays in legislators' offices. Make the arts come alive for legislators as an important concern to the community of constituents and voters.

6. Welcome New Legislators to Office with a personal note of congratulations. Include a request for 10 minutes of their time to present them with information about your organization.

7. Operate as a Reliable Source for information, an advocate's prime commodity. Respond to all inquiries, even when asked a question you cannot answer. Tell the legislator you will get back with the information, and do so promptly.

8. Create a Good Excuse to Contact Your Legislators when you are not asking for something. Put them on your primary mailing list. Send them any information, which might help them make a more informed decision about arts education.

9. Recruit Board Members of your arts organization to work as advocates for public funding of arts education. Include advocacy in the job descriptions of board members. Bring extra clout to arts

education advocacy by identifying community leaders who have backgrounds beyond the arts, as they are often individuals recognized by, and known to politicians. Identify any community leaders in your area who have arts backgrounds

10. Invite Your Legislators to Write an Article for Publication in a special newsletter to be printed by your organization or ArtServe Michigan. Offer some exposure through this publication and build a stronger advocate at the same time. Help your politician to become more informed about your work and more cognizant of your position in the state by putting together some thoughts for an article or interview on arts education in your area. List at least three topics you could suggest to your legislator for the article.

11. Build a Vocal and Informed Local Constituency to support your advocacy efforts. Identify all bills, which will have an impact on arts education even if they are not arts based. Rally your members and audiences to advocate for arts education. Explain to grass-roots consumers the importance of public funding for arts education programs. List three specific ways you will enlist support from your consumers. Example: a blurb in programs, announcements at productions, articles in newspapers or newsletters

12. Enlist the Legislator You Know Best to advocate for your cause with legislative colleagues whose support is essential. Persuade your own legislator to seek support for your legislation from politicians outside your district, because elected officials listen to the people they represent and their fellow legislators. Talk with the aides who are often more accessible and help the legislator shape positions on issues.

The legislator whom I know best is _____

Aide's name is _____

Spouse name is _____

13. Show Your Appreciation at public occasions, including performances and exhibits. Announce that the event received federal and state funding (as appropriate), and recognize and thank legislators who were invited to attend.

14. Communicate Simply and Concisely in discussing with your legislators what you want and what you are trying to do. Avoid using acronyms and art world jargon. Keep your message clear, because while you are the expert, most politicians are lay people when it comes to discussing the issues of funding arts education and public programming for the arts. Make an appointment, be on time, be brief, and don't linger unless it's at the request of the legislator. Always have someone in attendance at hometown meetings.

15. Assist with the Development of an Advocacy Network in Michigan by addressing federal and state issues in arts education, by recruiting a member as the contact person who will see that the information is channeled quickly and efficiently to your membership.

My contact person for information dissemination is _____

16. Collect Examples, anecdotes and data in support of arts education in your community. Produce visual documentation - slides, videos, and photographs of successful arts education activities to support the points you make in your presentations. List the materials you have available to share with ArtServe Michigan for a statewide support piece.

17. Meet Regularly With Other Arts Organizations and Schools in Your District to discuss legislative issues. Open lines of communication to promote cooperation on advocacy. Collaborate to eliminate duplication and avoid surprises that can split the arts education community.

18. Report Back to your advocacy chair, or to ArtServe Michigan, when you speak with a legislator about a particular issue. Your report will be indispensable in planning strategy. Strategy is the key word here!

Advocacy for arts education won't just happen. A plan must be formulated and carried out at every level. This campaign is designed to elevate the level of arts education awareness among policy makers. ArtServe Michigan will formulate a state advocacy plan with specific funding requests. Complete support for that plan and cooperation will be needed to maintain or increase the level of public funding for arts education.

Remember - Elected officials listen to their constituents. Your opinion does count! Let your policy maker know why arts education is important to you.

Policy makers can make the changes needed to insure the future of arts education in Michigan...it's up to you!



GATHER DATA TO SUPPORT YOUR ADVOCACY

In addition to the information you gather from the Action Strategies worksheet, you should compile the following data on arts education in your community. If you have specific information on your arts programs, you can more accurately assess and discuss your current situation and what areas need improving. Keep track of information such as the following:

- Keep track of local arts teachers' names, addresses and phone numbers.
- List the dance, music, art and theater classes offered in your district, and compare them to those districts around you. Include courses offered from elementary through high school, because all levels of arts education are important.
- List the funds needed to maintain and improve current arts programs offered in your school and those in your district.
- Record the total number of performances, attendance and tickets sold for all arts education events during the year. This includes plays, musicals, art openings, dance recitals and any other presentations or events occurring outside of normal class time.
- List the total number of paid staff members and salaries they earn. This is related to the economic impact of arts education in the community.

For a complete assessment of your school district or community, use: the Kennedy Center Alliance for Arts Education Network's, Community Audit for Arts Education: Better Schools, Better Skills, Better Communities.

<http://www.kennedy-center.org/education/kcaaen/specialinitiatives/ComAudit01Sept.pdf>



TIPS FOR CONTACTING OFFICIALS, LEGISLATORS OR SCHOOL PERSONNEL

- State that you are a constituent and include your name, address, e-mail, and telephone number.
- For personal visits, call ahead and schedule an appointment.
- Outline and condense your points before the discussion.
- Be concise by discussing only one issue.
- State the issue briefly. When discussing a bill with legislators, mention the bill number and briefly review the content.
- Explain why this is of personal concern to you and how it will affect you and/or your community.
- Ask him or her for support of your position.
- It is acceptable to express disagreement or disappointment if you do so constructively and without anger.
- Thank the official for his or her time and support of arts education even though the vote may not have gone your way.
- E-mail messages and letters make an impression on elected officials.
- Letters and phone calls make a strong impression on elected officials.

ADVOCACY RESOURCES

KNOW YOUR ELECTED OFFICIALS AT THE STATE AND NATIONAL LEVEL

For State Senators:

Senate contact/general information:

<http://senate.michigan.gov/findyoursenator/michiganfys.asp>

For State Representatives:

House contact/general information:

P.O Box 30014

Lansing, Michigan 48909-7514

http://house.michigan.gov/find_a_rep.asp

Telephone: 1-517-373-6339

For the Governor:

General information:

<http://www.michigan.gov/gov>

<http://www.michigan.gov/gov/0,1607,7-168-21995---,00.html> (for contact information)

Office of the Governor

State Capitol

P.O. Box 30013

Lansing, Michigan 48909

Telephone: 517-373-3400

Fax: 517-335-6863

For US Senators:

By State:

http://www.senate.gov/general/contact_information/senators_cfm.cfm

For US Representatives:

Contact information for each representative can be found at:

www.house.gov

Telephone: 202-224-3121

TTY: 202-225-1904

REMEMBER: You can also use ArtServe Michigan's arts advocacy program "Capwiz", which provides instant contact to all of your federal, state and local legislators and media.

<http://capwiz.com/artsusa/mi/state/main/?state=MI>

ADVOCACY RESOURCES

Organizations and Web sites

This list of organizations and Web sites is a resource for any school, arts organization, or agency to use to get more detailed information on how to begin and sustain an advocacy campaign. There are resources listed for specific media as well as for general arts advocacy, and advocates are encouraged to explore a range of organizations for advice.

Statewide Arts Education Resources

ArtServe Michigan

A statewide nonprofit organization whose mission is to support the arts, arts education, artists and culture in Michigan.

17515 West Nine Mile Road, Suite 1025

Southfield, Michigan 48075

Phone: 248.557.8288 ext.13

Fax: 248.557.8581

education@artservemichigan.org

www.ArtServeMichigan.org

Michigan Council for Arts and Cultural Affairs

The state arts agency that helps artists and arts organizations bring more music, dance, poetry, painting and other arts activities into the lives of people in Michigan.

702 W. Kalamazoo

P.O. Box 30705

Lansing, Michigan 48909

Phone: 517.241.4011

Fax: 517.241.3979

artsinfo@michigan.gov

http://www.michigan.gov/hal/0,1607,7-160-17445_19272---,00.html

Michigan Department of Education

P.O. Box 30008

Lansing, Michigan 48909

Phone: 517.335.0466

Fax: 517.335.2473

cardona@michigan.gov

http://www.michigan.gov/mde/0,1607,7-140-28753_28757---,00.html

VSA arts of Michigan

VSA arts of Michigan is a non-profit organization that provides educational arts opportunities by, with and for people with disabilities and at risk. Founded over twenty years ago by Jean Kennedy Smith as an affiliate of the John F. Kennedy Center for the Performing Arts, VSA offers programs in music, dance, writing, and the visual arts. VSA arts of Michigan demonstrates that the arts are integral to the creation of meaningful learning experiences and fulfilling lives.

<http://www.vsami.org/>

General Resources

Ad Council

Great snippets to help you build an argument for the importance of arts education.
http://www.adcouncil.org/issues/Arts_Education/

Afterschool Alliance

Resources for advocating arts outside of regular school hours.
<http://www.afterschoolalliance.org>

American Arts Alliance

Group monitors national arts-related legislation/policy on behalf of a consortium of national arts service organizations.
www.americanartsalliance.org

American Association of Museums

www.aam-us.org

American Education Research Association

This association is working with the Arts Education Partnership to sponsor a research agenda for arts education.
www.aera.net

Americans for the Arts

Advocacy toolkit with events and resources with links to voter registration, arts action lists, etc.
<http://americansforthearts.org/issues/advocacy>

American Symphony Orchestra League

www.symphony.org

Annenberg Institute for School Reform (Brown University)

www.annenberginstitute.org

Arts Education Partnership: No Subject Left Behind

<http://www.aep-arts.org/Advocacy.htm>

Association of Performing Arts Presenters

www.artspresenters.org

Brain Research

The Jensen Learning Corporation.
www.jlcbrian.com

Chamber Music America

www.chamber-music.org

Community Arts Network

An exchange of ideas and reading materials about promoting arts in the community setting
www.communityarts.net

Council of Chief State School Officers

The member organization for state commissioners of education

www.ccsso.org

DanceUSA

www.danceusa.com

The Kennedy Center Alliance for Arts Education Network

KCAAEN provides links to state Alliances for Arts Education for awards, programs, and other resources for arts education.

www.kennedy-center.org/education/kcaaen/

Kennedy Center for the Performing Arts: Community Audit for Arts Education

<http://www.kennedy-center.org/education/kcaaen/specialinitiatives/ComAudit01Sept.pdf>

National Academy of Recording Arts and Sciences, Inc.

www.grammy.com

National Endowment for the Arts

The federal agency, which supports the arts, including arts education in the US.

www.arts.gov

National Foundation for Advancement in the Arts

www.nfaa.org

National Governor's Association

www.nga.org

OPERA America

www.operaam.org

State Arts Action Network formerly known as State Arts Advocacy League of America

http://ww3.artsusa.org/get_involved/advocacy/advocacy_006.asp

Theatre Communications Group

www.tcg.org

U.S. Department of Education

The federal agency, which supports education in the US.

www.ed.gov

Young Audiences

www.youngaudiences.org

Dance

Michigan Dance Council

<http://www.michigandance.org/>

National Dance Education Organization

The National Dance Education Organization (NDEO) advances dance education centered in the arts. They are the voice of representation for the field in legislatures, schools of dance, PreK-12 schools, and institutions of higher education throughout the country.

As a non-profit organization, NDEO is dedicated to promoting standards of excellence in dance education through the development of quality education in the art of dance through professional development, service and leadership. We hold public discussions, sponsor institutes, workshops, conferences and programs. We develop guidelines, promote standards, and design curricula.
<http://www.ndeo.org/>

Music

American Symphony Orchestra League

The American Symphony Orchestra League provides leadership and service to American orchestras while communicating to the public the value and importance of orchestras and the music they perform.

<http://www.symphony.org/about/index.shtml>

Michigan Music Educators Association

MMEA is the state unit of MENC, The National Association for Music Education. The mission of MENC is "to advance music education by encouraging the study and making of music by all.

C/o Central Michigan University

School of Music

Mt. Pleasant, Michigan 48859

<http://michiganmea.org/index.html>

Michigan School Band and Orchestra Association

3965 Okemos Road, Suite A3

Okemos, Michigan 48864

<http://www.msboa.org/>

Michigan School Vocal Music Association

P.O. Box 1131

Big Rapids, Michigan 49307-1131

<http://www.msvma.org/>

Music Friends

An organization that you can join to advocate for music education. Free membership, sponsored by the National Association for Music Education (MENC)

<http://www.musicfriends.org>

Music Teachers National Association

<http://www.mtna.org/home.htm>

The National Association for Music Education

<http://www.menc.org/>

VH1's .Save the Music.

Advocacy kits to use in your community, donation forms, and more.

http://www.vh1.com/partners/save_the_music/home.html

Theatre

American Alliance for Theatre and Education

www.aate.com

Educational Theatre Association

Includes ways to start your own Theatre for Life advocacy campaign, plus issues and news in theatre advocacy.

<http://www.edta.org/advocacy/>

Michigan Interscholastic Forensic Association

They represent all Michigan secondary schools in Drama Performance (specific to drama competition) and is currently exploring professional improvement opportunities such as theater certification. MIFA hosts the annual forensic competition for schools.

<http://www.themifa.org/html/index.html>

Theatre Communications Group

Tips on how to write your legislator, grassroots ideas, and an advocacy toolkit.

www.tcg.org

Visual Arts

Crayola: Arts Advocacy

Helpful links to arts organizations and advocacy success stories

<http://www.crayola.com/educators/advocacy>

The Michigan Art Education Association (MAEA)

MAEA is devoted to providing an excellent visual arts education for all the children of Michigan. Their goals include the professional development of all members, the promotion of art education at all levels, and the encouragement of innovation and research in art education. MAEA provides a forum for the exchange of ideas and for collaboration with other arts organizations in the state.

<http://www.miarted.org/home.html>

National Art Education Association (NAEA)

<http://www.naea-reston.org/atagance.html>

Publications

Advocacy Toolkit

Advocacy toolkit with events and resources with links to voter registration, arts action lists, etc.

<http://americansforthearts.org/issues/advocacy>

The Arts Help Build a Better-Educated Workforce for the New Economy

This article discusses the importance of arts education in training the workforce

<http://www.nasaa-arts.org/nasaanews/workforce.shtml>

Critical Links: Learning in the Arts and Student and Academic and Social Development

The Arts Education Partnership published this with support from the NEA. It details the relationship between learning in dance, drama, music, multiple arts, and visual arts, and the development of fundamental academic and social skills.

<http://aep-arts.org/cllinkspage.htm>

Early Childhood Research Supports Arts Education

<http://www.artsusa.org/education/artslnk73.html>

Eloquent Evidence: Arts at the Core of Learning

There is a growing consensus among policy makers and parents that the arts should be an integral part of education. This article is from the National Assembly of State Arts Agencies (NASAA).

<http://www.nasaa-arts.org/nasaanews/ee.pdf>

Forty Action Strategies

This is a list of forty action strategies that have worked to help increase the visibility of and to strengthen support for the arts among the public and with public officials.

http://www.nasaa-arts.org/publications/advocate_strategies.pdf

Growing Attention to Helping Our Children Read -- The Arts Can Play a Critical Role

<http://www.artsusa.org/education/arts8.html>

National Conference of State Legislatures

NCSLnet: State Arts Appropriations Report State Cultural Policy: The Good, The Bad, & The Possibilities

This article defines cultural policy, and argues why it should be an important asset for each state to promote. It gives an overview of how cultural programs help other areas of state policy, as well as assessing current state policies regarding the arts.

<http://www.ncsl.org/programs/arts/scp.htm>

No Subject Left Behind

<http://www.aep-arts.org/Advocacy.htm>

Schools, Communities, and the Arts: A Research Compendium

A comprehensive review of current research on the implementation of quality arts programs in schools throughout the United States. Articles for the publication, written by a wide range of arts educators and researchers, support the view that the arts are valuable to a complete education while identifying areas where more work needs to be done to make the case for increased arts presence in schools.

<http://www.asu.edu/copp/morrison/public/schools.pdf>

Ten ways to convert Legislators into Arts Advocates

<http://www.nasaa-arts.org/publications/10ways.pdf>