



COALITION ON COALITIONS

BROADENING YOUR NETWORK:

Leveraging The Message

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Goals:

- **EXPLORE:** *How do we use partnerships effectively?*
- **LEARN:** *What is framing for music/arts ed?*
- **PRACTICE:** *How can we frame our asks?*

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?**



5 QUESTIONS

Partnerships

Framing

Brainstorm



Who am I?



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Who am I?



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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What advocacy has been done in your state?

Shout out your answers!



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How can you influence others as a NAMMM leader?

Share your story in 1-3 sentences.



5 Questions

PARTNERSHIPS

Framing
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Highlights from

The Arts Education Field Guide



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

Federal

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

State

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

Local

Students



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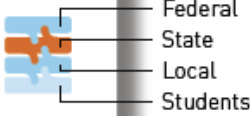


Here's what to expect:

Americans for the Arts

The Arts Education Field Guide #

Constituency Level



Constituency

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



Local Constituencies: School

Principals

Definition	Principals provide leadership and support; set a school vision; and maintain schedules, budget, and other priorities, which can ensure that the arts are treated on par with other academic subjects. Principals oversee school-wide implementation of policy and assessments of student learning, including participation in the arts, whether these policies come from within or from reigning education bodies, such as a school board.
Support for Arts Education	<p>Principals can affect the quality of arts education by providing resources, retaining highly qualified arts instructors, and by providing release time for teachers to participate in professional development related to arts learning and integration. They ensure sufficient time is provided for arts educators and classroom teachers to plan, implement, co-teach, collaborate with teaching artists, and develop substantive partnerships with cultural organizations.</p> <p>Principals provide budget resources, allocate instructional time, provide facilities and supplies, and allow classes to participate in field trips to cultural institutions and programs. They can also support visiting artists, performances, and exhibitions in the schools.</p> <p>Principals provide visibility, ensuring that the arts are part of all school-related conversations or school improvement efforts. Principals provide opportunities for arts-focused student clubs and events that extend learning in the classroom to beyond the school day. Principals make budget decisions that provide sufficient resources for arts education. Principals hold authority over school budgets and classroom instruction time, in accordance with district policy and procedures.</p>
Barriers	<p>As an education decision-maker, principals are responsible to their superintendents' visions and priorities. Expenses are a major issue as principals have varying levels of budgetary control and frequently encounter budgetary constraints.</p> <p>Balancing the competing needs of district, state, and No Child Left Behind (NCLB) mandates with teachers, teacher unions, and other academic subjects is particularly difficult. Principals are responsible for student achievement and behavior, school operations, parent and community connections, the school environment, and general oversight.</p>
Success	Principals are primarily measured through NCLB academic success measures. Beyond that, they are measured by the reputation of the school, behavior and attendance of students, fiscal prudence, supervisory skills, and instructional leadership.
Collaborations	<p>The American Association for School Administrators and the Wallace Foundation have partnered to work on the Educational Leadership Initiative to develop, test, and share useful approaches for the training of education leaders.</p> <p>The Association of Supervision and Curriculum Development (ASCD) has an initiative called The Whole Child that regularly posts information about art learning for its audience of educators, policymakers, business leaders, families, and community members.</p>

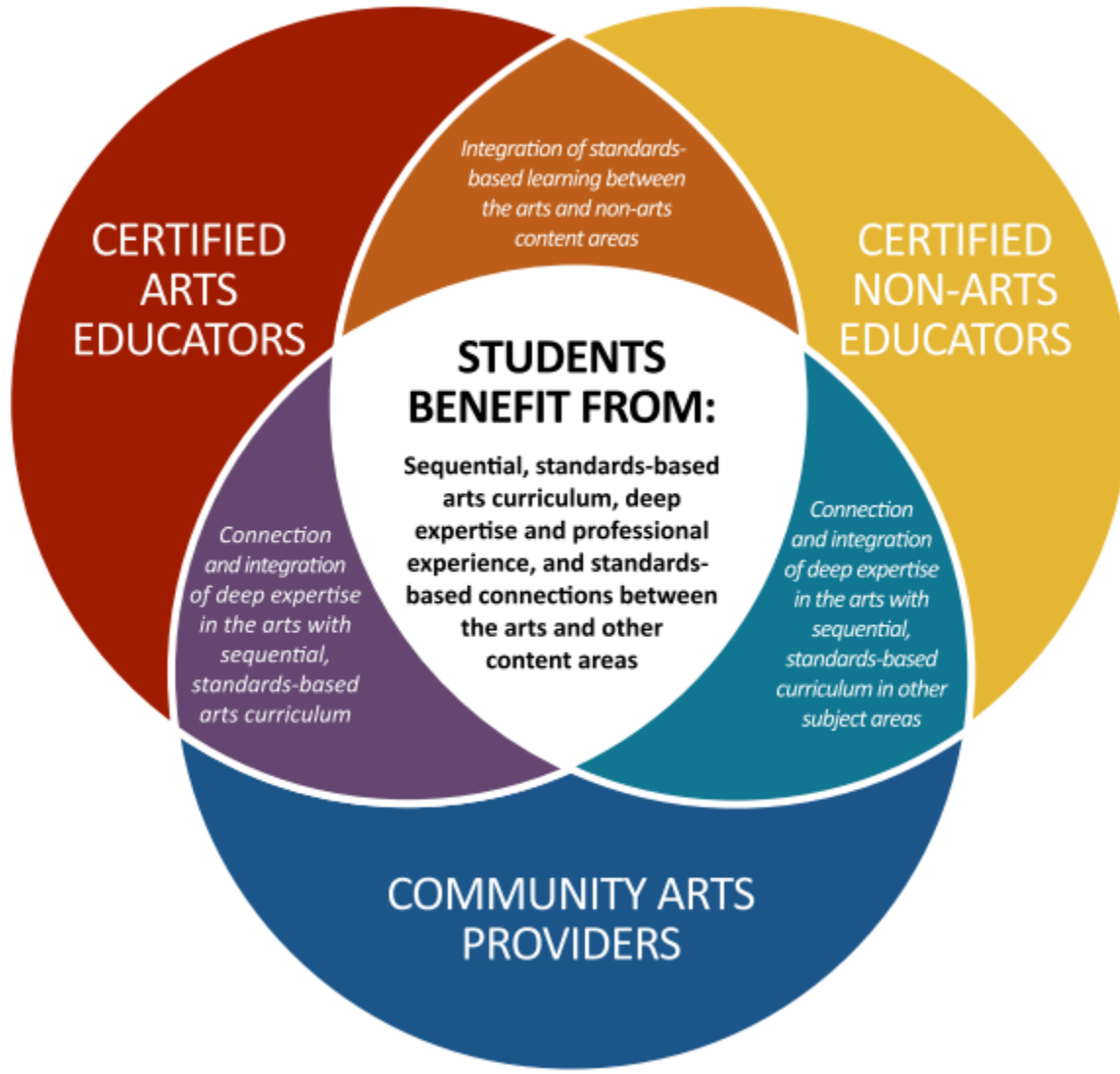


Why partnerships? Why now?



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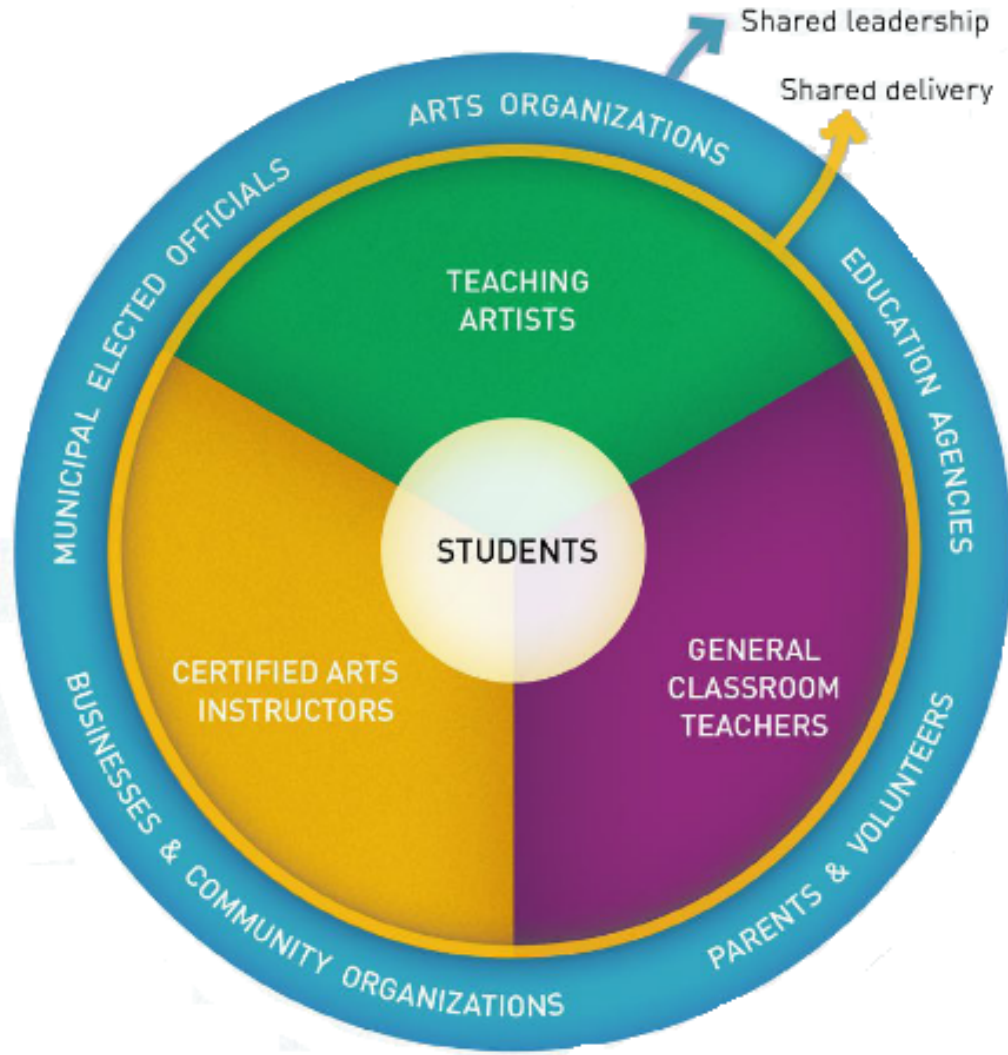




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Committee of Practitioners

(b) COMMITTEE OF PRACTITIONERS-

(1) IN GENERAL- Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

(2) MEMBERSHIP- Each such committee shall include —

- (A) as a majority of its members, representatives from local educational agencies;
- (B) administrators, including the administrators of programs described in other parts of this title;
- (C) teachers, including vocational educators;
- (D) parents;
- (E) members of local school boards;
- (F) representatives of private school children; and
- (G) pupil services personnel.

(3) DUTIES- The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.



Who should we be partnering with?

Shout out your answers!



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5 Questions
Partnerships
FRAMING
Brainstorm



Who are our audiences?

Shout out your answers!



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Advocacy Spectrum

Education

Explaining a fact sheet to a decision maker.

Research

Producing or disseminating data that makes your case.

Coalition & Relationship Building

Hosting a community forum.

Media Outreach & P.R.

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

Organizing

Nonpartisan voter engagement.

Lobbying

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



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What are our strategies?

Shout out your answers!



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Framing Basics

- **“When you hear a word, its frame (or collection of frames) is activated in your brain...if the facts don’t fit a frame, the frame stays and the facts bounce off.”**
- **Example: Tax Relief**
- **Check list:**
 - **Keep it positive**
 - **Don’t adopt a frame in a rebuttal**
 - **Plan ahead**

Framing For Music Education

- **Music education is perpetually in crisis**
- **Music education “helps” troubled students**
- **Music education is a handmaiden to math, reading and standardized testing**

Source: Richerme, L.K., *Music Educators Journal*, 2011



What are our frames?

Shout out your answers!



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Making the Ask



What are our asks?

Shout out your answers!



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5 Questions
Partnerships
Framing
BRAINSTORM



Let's put it together!

In a small group or pair, choose an audience and align a strategy, frame and ask.



Audience:

Strategy:

Frame:

Ask:

- Data:
- Story:



Audience: For-Profit Presenters

Strategy: Education

Frame: Attendance During School
Years Develops Future Audiences

Ask: Discount Tickets for Students

- **Data:** UK, Ireland; Arts Audiences; 2012
- **Story:** Jack Carolan, young tuba player



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Let's put it together!

Share Out!

In a small group or pair, choose an audience and align a strategy, frame and ask.



Questions?



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Thank you!

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