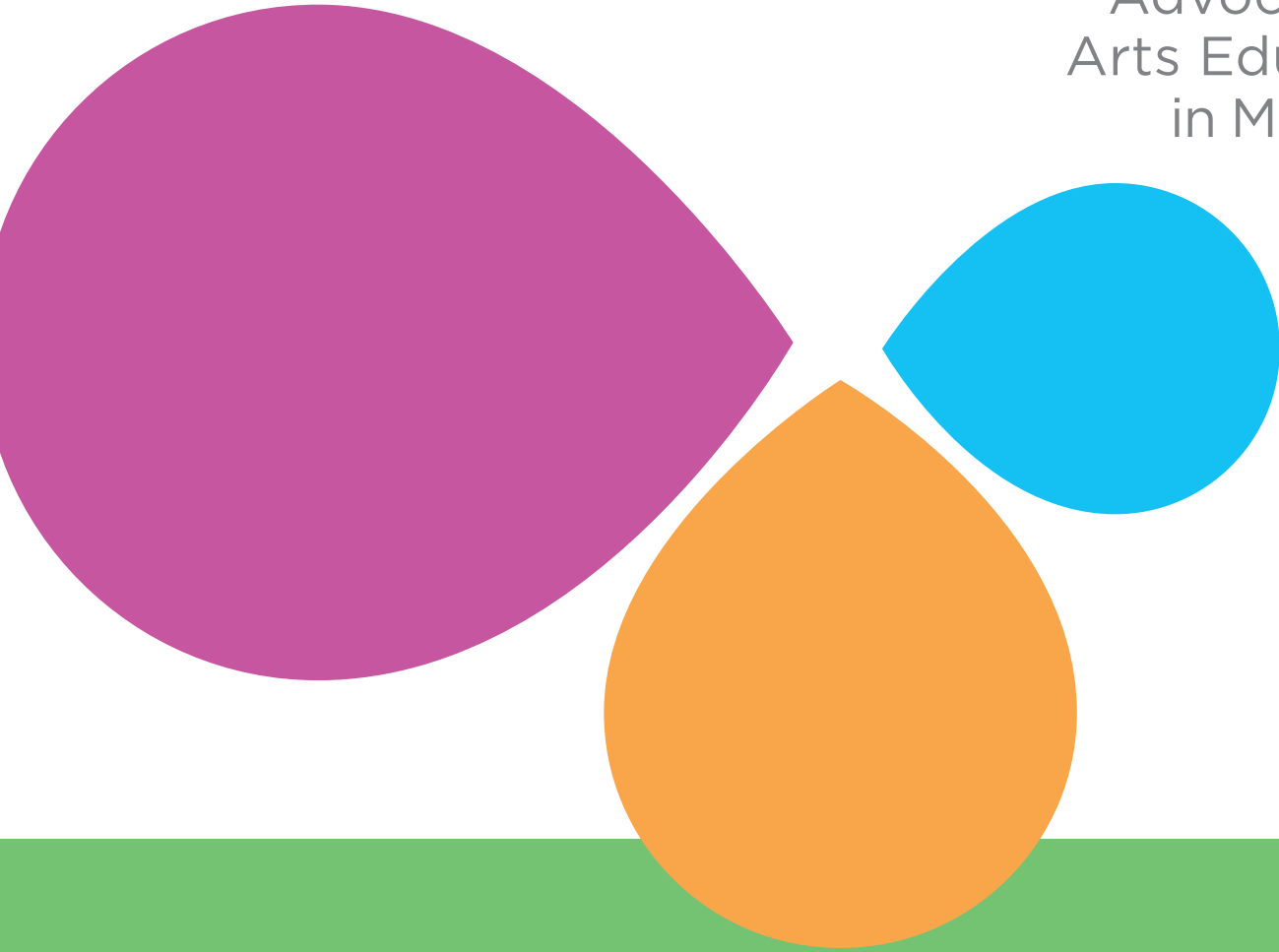


ArtServe Michigan's

# ARTS ED

Advocacy for  
Arts Education  
in Michigan



## ARTSERVE MICHIGAN ARTS EDUCATION TOOLKIT

Made possible by:



June 22, 2010



**Dear Arts Education Advocate:**

Thank you for your interest in advocating for arts education in the state of Michigan.

This toolkit was developed following months of planning, research and, most importantly, discussions with teachers and advocates from around the state, to determine what would serve as the best resource to inform, equip, engage and inspire arts education advocates to action.

The need for a toolkit statewide was evident, as many districts have witnessed the threat of, or experienced, programmatic cuts or teacher layoffs impacting the provision of visual and musical arts classes, programs in theater, dance, and the integrated presence of the arts throughout the academic curriculum. While budgetary reductions in education are not isolated within the arts, the significant challenges facing school districts today make it increasingly difficult to retain support for the arts as part of a well-rounded educational experience. ArtServe seeks to ensure that every school district in the state offers high quality arts education opportunities for our students and the future leaders of tomorrow.

It was clear from our discussions with educators, arts education associations, nonprofit organizations and parents that there is a general lack of understanding of how to promote the importance of arts education in good times and the need for help in opposing cuts to arts education during times of crisis. Individuals supporting arts education, like the parent concerned that their child's drama program will be eliminated, need a clear and simple action plan and guidance to learn how to effectively work with others to promote arts education and build support for continued investment in arts education in their school districts.

ArtServe Michigan's Arts Education Toolkit is a resource to help you effectively take action on arts education issues at the national, state and, most importantly, local level. It contains information, guidance and resources applicable to the dynamics in Michigan combined with information provided in the model Arts Education Advocacy Toolkit developed by the Kennedy Center Alliance for Arts Education Network in 2009. We hope that this resource will be helpful to you in gaining the knowledge, skills and confidence needed to work with others to urge awareness and support for arts education in Michigan schools.

Remember, effective arts education advocacy hinges on each of us to continuously providing information about the impact of arts education on student achievement and success to parents, legislators, school officials, and the public. It's up to you to take an active role in preserving arts education in your schools!

As always, please feel free to call or email Mike Latvis, ArtServe Michigan's Director of Public Policy at 248-379-5897 or [mike@artservemichigan.org](mailto:mike@artservemichigan.org). Don't forget to stay in the know by signing up for ArtServe's Public Policy E-Alerts at <http://capwiz.com/artsusa/mi/mlm/signup>.

Sincerely,

**Jennifer H. Goulet**

President

**Mike Latvis**

Director of Public Policy



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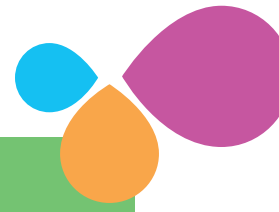
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# Why Advocacy Matters: A Snapshot of Today’s Challenges for Arts Education – The National Perspective

Arts Education continues to face serious challenges. Despite model programs, studies, and research that demonstrate the value of arts learning, national education policies and budget constraints continue to put arts education programs at risk of being reduced or eliminated.

Although the arts were named as a core academic subject in 2001 (*The Elementary and Secondary Education Act, No Child Left Behind*), the Center for Education Policy reported in 2006 that 22 percent of school districts surveyed had reduced instructional time for the arts to make more time for math and reading – the subjects that are tested. Keeping the arts in the school day is one of today’s critical advocacy challenges.



As school systems across the country face funding challenges and budget cuts, arts education programs are among the first to be threatened or eliminated. Many schools are forced to choose among a music teacher, visual arts teacher, librarian, guidance counselor, or nurse on staff. Many districts resort to asking communities to pass levies to help ease the financial burdens they face. Finding funding for arts education programs is another critical advocacy issue.

At the same time that school districts are reducing or eliminating arts education programs, a December 2007 national poll of American voters indicated that 80 percent of the respondents felt it was important or extremely important for schools to develop students’ imagination, innovation, and creative skills. In addition,

88 percent said the arts were essential for doing so and were a sound educational investment (see full report at [www.theimagination.net](http://www.theimagination.net)).

Despite these challenges, successful arts education programs are thriving in some communities across the country. Where arts programs thrive, students are learning in the arts with high engagement, expressing ideas in a variety of arts languages, and engaging in creative and reflective work. We also see students learning through the arts – meeting objectives in both an art form and another subject area and constructing and demonstrating understanding in highly creative and personal ways. But quality arts programs don’t thrive on their own. One of the keys to their success has been the active involvement of arts advocates with a powerful and strategic message.

What does it mean to be an arts education advocate? According to the Merriam Webster Dictionary, an “advocate” is “one that pleads the cause of another; one that supports or promotes the interests of another.” Arts education advocacy pleads the cause for young people across the nation to have the opportunity to learn in and through the arts.

Arts education advocates know that the only way even strong arts learning programs can survive is when advocates actively promote their cause. Advocates help make the programs’ value and impact understood and supported by all stakeholders – from parents, to community leaders, to school district administrators, to state legislators, federal policy-makers, and others.

*Now more than ever, the challenges facing arts education must be met. Arts education advocates who work at the community, state, and national levels must act to promote the value of arts learning for all young people.*



# Why Advocacy Matters: A Snapshot of Today's Challenges for Arts Education – The Michigan Perspective

As Michigan's economy has worsened, so too has the funding model that was set in place for public education over a decade ago. Established in 1994, the new model included raising the state's sales tax rate from 4% to 6%, reducing the personal income tax rate from 4.6% to 4.4%, and creating a state education property tax of 6 mills (assessed valuation) on residential and agricultural property and 18 mills on non-homestead property.

However, the model assumes that the state's high levels of sales and income tax revenue and once soaring property values will continue at levels generated prior to the growing economic downturn Michigan has experienced over the past several years, which culminated in the nationwide financial melt-down in the fall of 2008 and continues today. This formula no longer works when the tax base of the entire state is outdated and has decreased drastically.

As a result, school districts face ongoing multi-million dollar deficits after absorbing cuts of at least \$292 in per pupil funding for the 2010 school year. The cuts were greater for the 39 more affluent districts in the state who traditionally received additional funds due to the higher amounts of property taxes their citizens contribute compared to other districts throughout the state. The state education budget cuts have forced school districts to make challenging decisions as they face decreasing funding that requires them to eliminate programs and reduce teaching and administrative staff.

While many school districts have fought to continue to provide high quality arts education programming, others consider the arts to be a luxury when districts are facing unprecedented deficits requiring wide-spread cuts in academic and extracurricular programs, staffing and operations. Such districts need advocates to impress upon them the value of integrating the arts



into the curriculum and the abilities to shape young minds to think creatively impacting all facets of academic study.

Years of research clearly demonstrate that an education in the arts can spark intelligence, boost academic achievement, assist in the development of workplace skills, promote discipline and good citizenship and enhance one's self-esteem and tolerance for others. For children to develop their abilities and realize their fullest potential, they need to be exposed to many ways of knowing their world and expressing their thoughts. If the artistic side of their education is neglected or ignored in school instruction, then a primary growth opportunity is missed.

*We must act,  
we must educate, we  
must be willing to speak  
up for what we believe  
to be important*

However, while the importance of a high quality, well-rounded education inclusive of the arts is well-documented, we can no longer simply think that distributing talking points is enough to make the case for the value of arts education. We must act, we must educate, we must be willing to speak up for what we believe to be important, and we must organize others to get involved. There must be an active arts education network in each school district advocating in support of arts education programming.

In addition to advocacy at the local level, there must be a strategic and determined campaign to enact arts education policy in the state of Michigan. Recognizing this need, ArtServe joined with the Michigan Youth Arts Association, Interlochen Center for the Arts and the Michigan Council for Arts and Cultural Affairs, in consultation with the Michigan Department of Education, to form the Michigan Youth Arts Leadership Roundtable. Partnering with the statewide arts

education associations, we have developed an Arts Education Policy Agenda, highlighted on page 19, that outlines our shared policy goals for today and into the future.



While ArtServe continues to work with its partners to advance arts education policy throughout the state, it is up to you to ensure that the arts are included in our student's education. Remember, at the end of the day, *results require action.*

## Proactive and Reactive Advocacy: What Can I Do to Prevent Cuts?

Proactive advocacy is the most important step in achieving our goal of retaining arts education. We cannot expect our elected officials to understand the vital importance of arts education if we do not communicate the message to them. The following are easy ways in which you can stay ahead of the game by staying informed, educating elected officials and organizing a network of support before a crisis strikes.

**STAY INFORMED** The most important first step is to sign up for ArtServe's Public Policy Email Alerts. Not only does this keep you informed on the latest arts, culture and arts education policy updates and action alerts, but it will also include you in the Arts Education Action Network which will be discussed in the following section. ArtServe strives to maximize the use of e-alerts to share important calls to action or updates and to minimize the frequency of communications in recognition of the value of your time and attention.

*To sign up for ArtServe's Public Policy Alerts visit <http://capwiz.com/artsusa/mi/mlm/signup/>*

**KEEP US INFORMED** To be most effective with our advocacy efforts and messaging, we need to know what is happening in your school district. Whether your district is considering widespread budget cuts impacting arts programs, proposes to keep programming at current levels, or there are rumors of pending cuts impacting arts education, we need to hear from you! Send a brief or detailed email to Mike Latvis, Director of Public Policy at [mike@artservemichigan.org](mailto:mike@artservemichigan.org) to ensure that ArtServe stays informed and can assist you in your advocacy efforts and help keep fellow advocates updated.

**COMMUNICATE THE ISSUE** The best way to prevent a cut to your district or school arts education programs is to communicate why you think these programs are essential with your district and school administrators, parent teacher association and the school board. A simple email, letter or phone call to each of the above detailing the value of educating the 'whole child,' as well as why



# Proactive and Reactive Advocacy: What Can I Do to Prevent Cuts?

arts education is important to you, can be effective in changing the course of action. Remember, it isn't always the data or dollar figures that can sway a decision. Sometimes, it's a compelling story for how a certain program impacts a child's education and future outlook.

**FIND THE RIGHT PEOPLE** The best way to find the appropriate contact information for the decision makers in your area is to do a little research. Take a minute to search the school district's website, or call the district administrative office, to obtain the most up-to-date information. If you need help finding the right people to contact, don't hesitate to contact ArtServe for assistance.



**GET INVOLVED** Consider regularly attending school board meetings where you can speak about the importance of arts education during the meeting, and make opportunities to speak with school board officials and staff before or after the meeting. If you cannot attend a meeting, visit the district's website to view the board's agenda and let others know when arts issues are being considered. Another good approach is to get involved in your parent teacher association or school council, fostering relationships with those who lead the group or offering to help with its activities.

**DELIVERING THE RIGHT MESSAGE** We have prepared a draft letter that you can use to send to the decision makers in your area. Simply insert your contact information, as well as your story detailing why a quality arts education is important to you, and send. Feel free to use our suggestions or use your own words to communicate how arts education affects your child, city or town, or workplace.

**DON'T GIVE UP!**

*Remember, it isn't always the data or dollar figures that can sway a decision. Sometimes, it's a compelling story...*



# Proactive and Reactive Advocacy: Draft Letter of Support

June 3, 2010

Honorable Joe Smith  
President, City of Tomorrow School Board  
1 Clover Court Wixom, MI 48393

Dear School Board President Smith:

I would like to take this opportunity to inform you of my support for providing a quality arts education for *[our students, my child, etc.]* in the *[enter school district or school]*.

As a voter and *[parent, teacher, student, concerned citizen]* I strongly believe that a quality arts education curriculum, combined with the other core subject areas will best prepare our children for the future. As we continue to take steps to revitalize Michigan's economy, it is crucial that we are able to offer the best education that will equip students with the creative skills that will help fuel innovation in today's competitive and evolving workforce.

*[If possible, include a story as to why arts education is important to you.]*

I bring to your attention comments made in August of 2009 by Arne Duncan, the United States Secretary of Education as he issued a letter to school and education community leaders stating, "At this time when you are making critical and far-reaching budget and program decisions for the upcoming school year, I write to bring to your attention the importance of the arts as a core academic subject and part of a complete education for all students. The Elementary and Secondary Education Act (ESEA) defines the arts as a core subject, and the arts play a significant role in children's development and learning process..."

He went on to say that after receiving the 2008 National Assessment of Educational Progress (NAEP) in the Arts results for music and visual arts, "I was reminded of the important role that arts education plays in providing American students with a well-rounded education. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively. These qualities can be especially important in improving learning among students from economically disadvantaged circumstances."

While you may be forced to consider budget and program reductions in the coming months, I'd like for you to keep in mind the words of Secretary Duncan and consider the consequences of not providing a quality arts education to Michigan's future workforce.

I thank you for your time and would welcome the opportunity to speak with you regarding the importance of arts education as well as any questions or comments that you may have.

Sincerely,  
*[Your signature]*





# Proactive and Reactive Advocacy: Who Are My Elected Officials?

The most effective way to influence your elected officials, or to make them aware of an issue is to contact them directly, via phone or e-mail. Unless constituents at home are informing them of specific issues, it is hard for elected officials to know everything that is happening. Most legislators ask their constituents to inform them of issues in the district whether it is something that positively or adversely affects you. As an advocate, it is your job to let your elected officials know which issues affect you.

First, you need to know who to contact at each level of government. To find your elected officials at both the national and state level please go to the following

link to fill in the spaces below so that their information is readily available.

Elected Official Lookup: [http://www.capwiz.com/artsusa/dbq/officials/?affiliate\\_lookup=1](http://www.capwiz.com/artsusa/dbq/officials/?affiliate_lookup=1)

To have the information readily available, we've created this chart:

*Please feel free to contact ArtServe by phone at 248-912-0760 or by visiting our website at [www.artservemichigan.org](http://www.artservemichigan.org) if you are having trouble finding any of your elected officials.*

	NAME	LOCAL OR DISTRICT PHONE NUMBER	DC OR LANSING PHONE NUMBER	MAILING ADDRESS	EMAIL
US Representative					
US Senator					
US Senator					
State Representative				P.O. Box 30014 Lansing, MI 48909	
State Senator				P.O. Box 30036 Lansing, MI 48909	
School Board Members					
Superintendent					



# Reactive Advocacy: How to React When Cuts are Announced

When your school board is considering cuts to arts education programming or eliminating positions for arts teachers, you need to act fast to organize others who share your concerns in your community. Your first step in fighting cuts is to gather background information regarding the nature of the proposed budget cuts or issue, define the action you would like to take, and contact ArtServe to get started. We have developed a system that does the organizing for you!

**ARTS EDUCATION ACTION NETWORK** To expand the power of our advocacy and help you address local issues rapidly, ArtServe developed the **Arts Education Action Network**. This service will connect YOU with other arts and culture supporters in your community.

The Network is an alert system that is activated by its members and coordinated by ArtServe Michigan. Use the **Arts Education Action Network** when you would like to mobilize a group to join you in making your voices heard or taking a specific action, such as when there is an upcoming vote, hearing or meeting in your area.

*Use the Arts Education Action Network when you would like to mobilize a group to join you*



To prompt an alert, e-mail ArtServe Michigan at [mike@artservemichigan.org](mailto:mike@artservemichigan.org) with:

1. Your name and contact information (e-mail, phone, fax, snail mail address)
2. Brief description of the issue
3. Name of group discussing, taking up or voting on the issue (i.e., city council members, county commission, school board, chamber of commerce)
4. Name of city, town or county affected by the issue
5. Meeting date/time/location
6. Action you are requesting of fellow advocates (i.e., attend, sign a petition, call or write local elected officials, media, etc.)

Once ArtServe Michigan is notified, an email will be sent to subscribers of the Public Policy E- Alerts who live in the area identified by the requesting advocate. The email will contain the details provided by the advocate and invite readers to contact the advocate if they want to get involved.



# Reactive Advocacy: How to React When Cuts are Announced

To ensure the privacy of all subscribers of the Public Policy E-Alerts, ArtServe Michigan will blind carbon copy (BCC) every member who would be included in the Local Arts Action Network list. The e-mail will be addressed from Mike Latvis, ArtServe’s Director of Public Policy and will contain the requester’s contact information in the body of the message, helping to preserve the security of the Arts Education Action Network for advocates and subscribers.

**IS THIS SYSTEM SUCCESSFUL?** ArtServe Michigan has assisted advocates with local school board issues in over 20 districts since the 2009 - 2010 school year began last fall. While some budget cuts have been unavoidable, we have seen success in most of the districts where we have become involved. And, local advocates are making a difference in building support and understanding about the impact and importance of arts education. Whether it takes 25 concerned parents contacting the school board or 200, they

need to hear from arts education advocates like you if we are to be successful in ensuring that high quality arts education opportunities are available for all students in Michigan.

*ArtServe Michigan has assisted advocates with local school board issues in over 20 districts since the 2009 - 2010 school year began last fall.*

# Reactive Advocacy: Tips for Presenting to Your Local School Board

### Before the Meeting

- Determine the date of the school board meeting and the policy for public participation
- Provide a courtesy call or email to the President of the School Board or Superintendent of Schools to let them know that you intend to speak during the public participation portion of the meeting
- Prepare a list of talking points that can be covered in three to five minutes

### During the Meeting

- Arrive on time, and if appropriate sign-in
- When it is time for public participation, walk to the podium with your talking points

- When welcomed, state your name and review your talking points with the members of the Board of Education, not the audience
- Answer any questions asked by members of the Board or Superintendent
- Ask for follow up by the Board President on any actions taken by the Board that relate to your concerns/ideas
- Thank the Board and Superintendent for their time and consideration of your concerns/ideas



# Reactive Advocacy: Draft Testimony to School Board

Within conversations or testimony supporting arts education you will find opportunities to include your own story that personally connects you to the persons in your audience. For example, an arts education advocate, testifying before a district school board about the need to maintain the volume of high quality arts education opportunities for our children even when faced with a budget deficit might provide a presentation such as this one:

*Good afternoon, my name is [x] and I'm a voter and a parent at [name] School District. My purpose today is to urge you to re-think the proposed cuts to arts education in our district. I fully understand the pressure put on this body to enact a balanced budget while facing mounting deficits due to events out of your control. However, we must not rob our children of a well- rounded education by getting rid of or cutting back on the programs that prepare their minds for the future.*

*I strongly believe that a quality arts education curriculum, combined with the other core subject areas will best prepare our children for the future. As we continue to take steps at every level to revitalize Michigan's economy, it is crucial that we are able to produce a knowledge base that is equip with creative skills that will help fuel innovation in today's competitive and evolving workforce.*

*I bring to your attention comments made in August of 2009 by Arne Duncan, the United States Secretary of Education as he issued a letter to school and education community leaders stating, "At this time when you are making critical and far-reaching budget and program decisions for the upcoming school year, I write to bring to your attention the importance of the arts as a core*

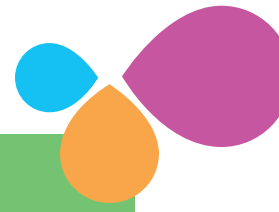
*academic subject and part of a complete education for all students. The Elementary and Secondary Education Act (ESEA) defines the arts as a core subject, and the arts play a significant role in children's development and learning process..."*

*He went on to say that after receiving the 2008 National Assessment of Educational Progress (NAEP) in the Arts results for music and visual arts, "I was reminded of the important role that arts education plays in providing American students with a well-rounded education. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively. These qualities can be especially important in improving learning among students from economically disadvantaged circumstances."*

*While you may feel that arts education is a luxury during these dire times, I'd like for you to keep in mind the words of Secretary Duncan and consider the consequences of not providing a quality arts education to Michigan's future workforce.*

*I thank you for your time and would welcome any questions or comments that you may have.*

**include your own story that personally connects you to the persons in your audience.**



# Reactive Advocacy: Using Traditional Media and Social Media Outlets

**TRADITIONAL MEDIA** Organizing locally and speaking with your school board members and district administrators are not the only ways to ensure that your message is heard. Given the tough economic times, more and more media outlets are paying attention to how state budget cuts for education impact what is happening at the local school district level.

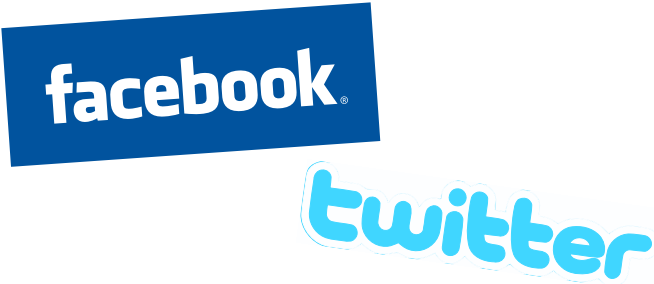


While there is no guarantee that the news media will pick up every story, when they are alerted to what is occurring in your community schools you are building your case for future coverage. The media can be a powerful ally in your cause as reporters can ask questions you suggest to those making the decisions, as well as potentially attracting more advocates to join your cause as they share the story.

ArtServe’s website offers a brief list of news media contacts that can be easily accessed by visiting this webpage: [http://capwiz.com/artsusa/mi/dbq/media/?command=state\\_search&state=MI](http://capwiz.com/artsusa/mi/dbq/media/?command=state_search&state=MI)



**SOCIAL MEDIA** While traditional media outlets are selective in the stories they cover, tapping into social media sites is a surefire way to get your message out to as many people as possible. Whether it is through Facebook or Twitter, advocates can easily “spread the word” about a pressing issue to the vast network of each sites’ members. The best part about using social media tools is that the message can be spread rapidly by many others who agree with your cause, greatly magnifying your impact.



Not quite sure how social media sites work and which one is best for you? Take a look through ArtServe’s quick guide to the different social media sites located in the appendix.

*While traditional media outlets are selective in the stories they cover, tapping into social media sites is a surefire way to get your message out to as many people as possible.*



# Get Involved

Making a personal phone call, sending an email, or writing a letter to an elected official are the most common forms of individual advocacy. While communicating with your elected officials is key to progressing our issues, you should not stop there. To be the most effective advocates, we need to become more involved in the day- to-day developments affecting arts education. Getting more deeply engaged with key school groups and the election process will help us stay informed and build relationships that will become useful in promoting arts education, preventing future cuts, or responding to a crisis situation.

**CAMPAIGNS AND ELECTIONS** In 2010, Michigan voters have a unique opportunity to dramatically change the direction of our state. The primary election takes place on August 3, 2010 and the general election will be held on November 2, 2010. We will be electing a new Governor, Lieutenant Governor, Secretary of State, Attorney General, at least 30 of 38 newly elected State Senators, and at least 53 newly elected State Representatives. Such a large change in leadership comes along very rarely, opening unprecedented possibilities for informing, influencing and shaping new leadership for our state.

As arts, culture and arts education advocates we need to get involved in these critical campaigns that will shape our communities for years to come. The first step is to become a more informed voter. ArtServe will be providing advocates with detailed information about each candidate in every State Senate and State House district prior to the August primary. Following the primary, we will be sending out detailed candidate surveys to gauge each candidate's support for the arts, culture and arts education. This information will be posted verbatim at [www.artservemichigan.org](http://www.artservemichigan.org) so you can make informed decisions as a Michigan voter and share the information with others.

The next step is to participate in the campaigns of candidates you support. Direct volunteer action provides you with the time to get to know the



*To be the most effective advocates, we need to become more involved in the day- to-day developments affecting arts education.*



# Get Involved

candidates and more opportunities to share your ideas why arts education is essential to helping Michigan succeed now and into the future. With so many contests open to new leadership, this year is a valuable opportunity to work toward bringing more leaders to Lansing who understand the value of arts and arts education in rebuilding our state. If you have questions about what actions you can take in a political campaign as an organization, or as a private citizen, please contact ArtServe Michigan for assistance. You don't want to miss any opportunity to help arts supporters win elections!

**SCHOOL BOARD** School boards and their elected members meet regularly during the year to guide the administration and operations, academic and extracurricular programs, and financial planning and management for the school district and are responsible for making decisions to protect the best interests of the students and their educational achievement. Meeting times, locations and agendas are required by law to be made public in advance. While it is not necessary to attend every meeting, you should visit the district's website routinely to review the agenda for each meeting. The benefit to you will be gaining advanced knowledge about issues that impact the district's students or issues important to you that are proposed for discussion at an upcoming meeting. You can then share that information with others, and organize others to join you in support or opposition of pending school board discussion items or actions, in advance of the meetings.

**PARENT TEACHER ASSOCIATIONS** A majority, if not all, districts or schools have parent teacher associations or school councils that you can join. Becoming involved with these groups allows you to not only stay informed but also to build relationships with other parents, teachers or administrators that can be very useful in building support for the arts or responding in times of crisis. In many districts, parents are the most influential voices in deciding how schools are run, managed and operated.



*To find contact information for your local Parent Teacher Association please visit [http://www.michiganpta.org/contactus/regional\\_main.html](http://www.michiganpta.org/contactus/regional_main.html)*



# Coalitions and Networking: Why Coalitions and Networking

Many find it overwhelming when they are told that their responsibility to build a network to fight for or against a local issue. Take courage as you are not alone as an arts education advocate. ArtServe Michigan will provide you with tools and resources such as the Arts Education Action Network to help you join with others who have already chosen to support arts education. Detailed below are steps you can take to reach out to people who might not already value arts education and organize them to join you. Remember, it is not only the importance of the message being communicated - but how many people are communicating that message - that will influence elected officials.

**WHY COALITIONS AND NETWORKING?** A variety of advocacy strategies are needed depending on whether an issue is singular (such as convincing a

principal to be more supportive of retaining a performing arts program or helping other parents understand the need for more resources) or systemic (such as academic offerings for students, programmatic needs and resources, or increasing budgets).

Individuals can be effective advocates for singular issues. In contrast, it requires a network of people with a range of skills (such as the ability to conduct research, draft policy, navigate the policy-making process, and assess budgets) to advocate for more complex, systemic issues.

*Although it is unlikely everyone in a coalition will agree on every issue, you will find some issues that all can agree to act on together to achieve greater impact.*

# Coalitions and Networking: Extending the Network



In addition to working with natural allies (such as arts and arts education organizations, arts educators), arts education advocates benefit by extending their networks to those in other fields with whom they share common interests (such as those in other academic content areas, health care providers, and advocates for incarcerated youth).

**PARENTS** Parents can be natural allies for our cause. In some communities, parents, grandparents, other family members, foster parents, or legal guardians are well organized through associations, school site councils or through informal social networks. These groups can be mobilized, highly visible, and vocal in promoting arts learning opportunities for young people. In other communities where parents are less formally connected, advocates must begin to establish networks.





## Coalitions and Networking: Extending the Network

Quality, access, and equity matter to parents. They are deeply invested in their children’s success and care about the quality of education their children receive. Parents want their children to have access to every opportunity to learn and to advance in school, work, and life. No parents want to feel that their child has less access to opportunities or is receiving a lower quality education than other children. By extending the network to parents, the voice for arts education is strengthened.



*Quality, access,  
and equity matter  
to parents.*

**STUDENTS** Although we often tap students to perform or display evidence of their arts learning, we sometimes overlook them as constituents to be cultivated as part of arts education advocacy efforts. Any student enrolled in school—elementary, middle, high school, alternative school, (public, private, charter, virtual or home school, college or university—is a potential ally in advancing arts learning.

Students’ first-hand knowledge about what is happening in their schools and communities makes them excellent advocates. They know how the arts positively impact the school environment. They know what resources and program improvements are needed.

As you think about ways to approach students to extend your network of allies, you can build on their desire to be part of a group and their interest in connecting with like-minded peers. Many students are members of formal and informal associations and networks and are increasingly well connected to each other via the Internet, social networking sites, and other media.





# Coalitions and Networking: Extending the Network

**BUSINESS AND COMMUNITY LEADERS** Business and community leaders are influential people within the community who wield power and have access to valuable resources. When advocates identify business and community leaders who might join arts education advocacy efforts, they can cast a wide net across many sectors—health, human, and social services; commerce, tourism and real estate; business and community development; government, law

enforcement, parks and recreation; and cultural, philanthropic and religious

organizations. Business and community leaders are usually highly visible spokespeople actively involved in shaping public opinion.

Many have roots deep in the community and can tap into large

existing networks, such as Rotary Clubs, Chambers of Commerce, associations, employee groups, corporate foundations, and unions. This is a wide-ranging group; they have a vested interest in the growth and well-being of the community and as a result, share a concern about young people and education. The goal is to engage business and community leaders in using their positions to influence decision-makers and become spokespeople and advocates for learning in and through the arts.

*Business and community leaders are influential people within the community who wield power and have access to valuable resources.*

**ENLISTING UNLIKELY ADVOCATES** In addition to working with supporters and allies, effective arts education advocates reach out to some unlikely advocates—those who share a particular concern, and as a result, see the value of working together to help get the message out.

Look for those whose agenda intersects with yours—a Chamber of Commerce leader who needs capable workers for the 21st century workplace will recognize how arts learning develops student creativity and the ability to collaborate and work in teams. A health/physical education leader in your state Department of Education concerned with combating childhood obesity may be an ally for advocating for funding for dance/movement education. A mayor looking for positive press for the community may be an ally for advocating

for funding a highly-visible, award-winning arts program. A social service organization interested in helping

troubled youth may be an ally when you advocate for drama programs in after-school settings.

*Look for those whose agenda intersects with yours—*



# Coalitions and Networking

## TIPS FOR ORGANIZING IN YOUR COMMUNITY

- **Contact the ArtServe Michigan Arts Education Action Network.** Use the network to find other community advocates in your city or region. This tool will not only enable you to find other supporters in your community but will allow you to stay up on the latest information in your city/region.
- **Know the facts.** Know the issue that you are asking others to support. The better you can explain the issue in your request for supporters, the more willing people will be to join you. Contact ArtServe if you need assistance in obtaining any talking points or other helpful information.
- **Make it personal and make it local!** People don't understand every issue when only given talking

points or statistical figures. You may find it easier to use an example or share a story of how this issue will not only affect you or your child personally but the community as a whole.

- **Let this be the beginning of a relationship with your community advocates.** After the issue is finished stay in touch with the people who attended the meeting or advocated in support of your issue. Add them to your mailing lists and invite them to local arts events, openings and other activities that they or their families might enjoy. Be a resource to each other and keep everyone in the loop.
- **Download David Hollister's "A Public Policy Primer" from ArtServe's Resource website.** This document is a helpful resource outlining everything from the basics of the public policy process to action that you can take as an advocate in your own community.

# Michigan Arts Education Policy Agenda: Impacting Arts Education Policy

In 2009, ArtServe joined with the Michigan Youth Arts Association, Interlochen Center for the Arts and the Michigan Council for Arts and Cultural Affairs, in consultation with the Michigan Department of Education, to form the Michigan Youth Arts Leadership Roundtable.

The Michigan Youth Arts Leadership Roundtable leverages the strength of our combined perspectives and efforts to provide a unified voice for arts education throughout Michigan. The partnership understands that the economic challenges we face in Michigan are a reality we all have to work within until there is effective structural budget reform and economic improvement. This reality and a shared commitment to the importance of arts education brought us together to inform the greater public on the issues facing arts education and the opportunities that that lie ahead.





# Michigan Arts Education Policy Agenda: Impacting Arts Education Policy

It is our shared vision that schools should educate the whole child and offer a complete education which includes the visual and performing arts at every grade level. Working with the statewide arts education associations, the Roundtable developed an Arts Education Policy Agenda that outlines its policy goals for today and into the future to realize that vision. The Roundtable identified three policy areas which it will jointly move forward in the upcoming year through legislative and grassroots mobilization and change: **student access, accountability and professional preparation and development.**

In August 2010, the Roundtable and its partners will gather to further discuss the policy agenda and work to detail specific legislation and action steps that address each policy area. Following this meeting the Roundtable will release its legislative priorities for the upcoming legislative session beginning in January 2011. We will lean heavily on advocates like you at the local level to help spread our message to your local and state elected officials.

ACCOUNTABILITY	PROFESSIONAL PREPARATION AND DEVELOPMENT	STUDENT ACCESS
<p>Promote an authentic, appropriate, and compulsory presence for the visual and performing arts in State and district academic accountability systems.</p> <ul style="list-style-type: none"> <li>• Include reporting on the Grade Level Content Expectations in arts education through the state's data collection systems.</li> <li>• Implement a baseline survey for data on current arts education in all schools in Michigan.</li> <li>• Develop an assessment system for arts education.</li> </ul>	<p>Advocate equitable, consistent, high-quality pre-service and in-service training in arts education for elementary, secondary, and specialist teachers.</p> <ul style="list-style-type: none"> <li>• Ensure students have access to highly qualified arts specialists in K-12 schools.</li> <li>• Ensure adequate funding for professional development for arts educators to ensure they are prepared to meet federal and state mandates consistently and appropriately.</li> </ul>	<p>Support equitable access to high-quality, consistent, sequential, standards-based arts education for all students in grades pre-K through 12.</p> <ul style="list-style-type: none"> <li>• Ensure every student from pre-K through 12 has arts education as part of the core curriculum in their education.</li> <li>• Approach statewide higher education stakeholders to endorse arts education coursework as a core component of the college preparatory curriculum for admission into higher education.</li> <li>• Explore collaborative arts education delivery models.</li> </ul>



## Talking Points

Talking points are short, powerful statements that advocates use to explain why arts education is valuable and should remain in schools. You can use them to help make a stronger argument in favor of arts education as well as to refute ideas that dismiss arts education. They should not replace coordinated direct action in your efforts to engage with key decision-makers.

### GENERAL TALKING POINTS SUPPORTING THE IMPORTANCE OF ARTS EDUCATION

- Arts education promotes creative problem solving and strengthens the ability to work with others; providing an invaluable link between arts education and workforce development.
- Arts education provides a way to nurture the next generation of arts and culture patrons/audiences and employees, contributing to increased vibrancy and quality of life in our cities and communities.
- Supporting arts education helps keep at-risk students in school, providing them with the creative instruction they require to graduate and move on to the next level of education.
- Arts education nurtures the imagination that fuels innovation in today's competitive workforce.
- Arts education exposes students to a broad range of perspectives giving them the ability to work with people who are different from themselves.
- A poll conducted by Harris Interactive, reports that 93% of Americans believe the arts are vital to providing a well-rounded education.
- According to the same Harris Interactive poll, 75% of Americans agree that incorporating the arts into education is the first step in adding back what is missing in public education today.
- Arts education increases student's self-esteem by encouraging students to take risks and to be different by thinking creatively.

### NATIONAL TALKING POINTS: PROVIDED BY AMERICANS FOR THE ARTS 2010 CONGRESSIONAL HANDBOOK

#### **Business and School Leaders See the Arts as Key to Preparing Students to Be Creative Workers for the Global Marketplace**

- 85% of surveyed business executives indicated that they are currently having difficulty recruiting individuals who possess creative ability. The demand for creative people will increase as U.S. firms pursue innovation.
- U.S. employers rate creativity/innovation among the top five skills that will increase in importance over the next five years, and rank it among the top challenges facing CEOs.
- Employers (56%) and superintendents (79%) agree that a college degree in the arts is the most significant indicator of creativity in a prospective job candidate.
- Among eleven subjects offered in high school, superintendants rank arts activities in the top four that are most likely to develop creativity. Yet, three out of four top rated arts subjects are offered as an only as elective by a majority of respondents. Creative writing is the sole required course in more than half the districts. Less than 1 in 5 require a music class.

#### **Improving Access to Arts Education for All Students and Strengthening the Arts in NCLB is Critical to Building Tomorrow's Creative Workforce**

The source for this information comes from Ready to Innovate, a new study conducted by The Conference Board, Americans for the Arts, and the American Association of School Administrators.

[http://www.artsusa.org/pdf/information\\_services/research/policy\\_roundtable/ready\\_to\\_innovate.pdf](http://www.artsusa.org/pdf/information_services/research/policy_roundtable/ready_to_innovate.pdf)



# Talking Points

The Conference Board is a global, independent association of business executives dedicated to creating and disseminating knowledge about management and the marketplace.

### Students with High Levels of Arts Involvement: Less Likely To Drop Out of School by Grade 10

High Arts Involvement – 1.4% Drop Out by Grade 10  
Low Arts Involvement – 4.8% Drop Out by Grade 10

- Arts in the schools increase test scores and lower dropout rates. The Arts Education Partnership’s publication, Critical Links, contains 62 academic research studies that, taken together, demonstrate that arts education helps close the achievement gap, improves academic skills essential for reading and language development, and advances students’ motivation to learn.

Source: Arts Education Partnership.

- Longitudinal data of 25,000 students demonstrate that involvement in the arts is linked to higher academic performance, increased standardized test scores, more community service and lower dropout rates (see data above). These cognitive and developmental benefits are reaped by students regardless of their socioeconomic status.

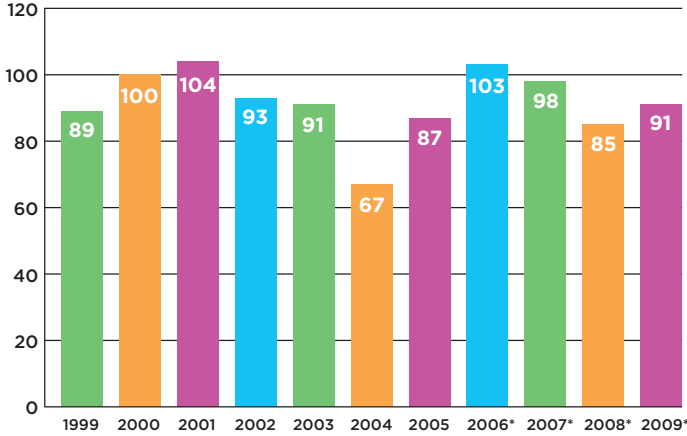
Source: Dr. James S. Catterall, Graduate School of Education and Information Studies, UCLA.

- Research conducted between 1987 to 1998 on young people working in the arts for at least three hours on three days of each week throughout at least one full year, demonstrated the following:
  - Four times more likely to have been recognized for academic achievement
  - Being elected to class office within their schools more than three times as often
  - Four times more likely to participate in a math and science fair
  - Three times more likely to win an award for school attendance

- Four times more likely to win an award for writing an essay or poem

Source: Dr. Shirley Brice Heath, Stanford University, for Carnegie Foundation for The Advancement of Teaching.

### Arts Students Outperform Non-Arts Students on SAT (Average Points Better on SAT by Arts Students)



- Data from The College Board show that students who take four years of arts and music classes while in high school score 91 points better on their SATs than students who took only one-half year or less (scores of 1070 vs. 979, respectively).
- The College Board’s report, “Arts at the Core: Recommendations for advancing the state of arts education in the 21st Century” by the National Task Force on the Arts Education recommends education stakeholders consider arts requirements for high school core curricula, high school graduation requirements, and college and university admission requirements in the arts (including arts courses in GPA calculations), working with regional accrediting agencies.
- \*Reflect the Critical Reading and Mathematics portions of the SAT only. The new Writing section of the test is excluded from this analysis for year-to-year comparison purposes. Students with four years

## Talking Points

of art and music classes averaged 526 on the Writing portion of the test—56 points higher than students with one-half year or less of arts/music classes (470).

Source: The College Board, 2009. 2009 College-Bound Seniors: Total Group Profile Report.

### Arts Education and Cognitive Development

Neuroscientists from seven universities across the country used brain imaging studies and behavioral assessments to advance our understanding of the effects of music, dance, and drama education on other types of learning. The findings from their coordinated three-year study suggest that children motivated in the arts develop attention skills and strategies for memory retrieval that also apply to other academic subject areas.

- Training in music appears to improve skills in geometric representation, as well as the acquisition of reading skills and sequence learning.
- Training in acting classes appears to lead to improved memory, via learning and manipulating language skills.
- Learning to dance by effective observation relates closely to physical practice, and that training appears to improve other cognitive skills.

### Arts Facts . . . Impact on Cognitive Development

Neuroscientists find training in the arts improves cognition. Music, acting, and dance improve a range of life and academic skills.

Research findings include the following:

1. An interest in a performing art leads to a high state of motivation that produces the sustained attention necessary to improve performance and the training of attention that leads to improvement in other domains of cognition.

2. Specific links exist between high levels of music training and the ability to manipulate information in both working and long-term memory; these links extend beyond the domain of music training.
3. In children, there appear to be specific links between the practice of music and skills in geometrical representation, though not in other forms of numerical representation.
4. Correlations exist between music training and both reading acquisition and sequence learning. One of the central predictors of early literacy, phonological awareness, is correlated with both music training and the development of a specific brain pathway.
5. Training in acting appears to lead to memory improvement through the learning of general skills for manipulating semantic information.
6. Learning to dance by effective observation is closely related to learning by physical practice, both in the level of achievement and also the neural substrates that support the organization of complex actions. Effective observational learning may transfer to other cognitive skills.

Source: LEARNING, ARTS, AND THE BRAIN, The Dana Consortium Report on Arts and Cognition, Dana Press (2008).

*The findings from their coordinated three-year study suggest that children motivated in the arts develop attention skills and strategies for memory retrieval that also apply to other academic subject areas.*

## Tips for Speaking With Elected Officials

**Know the facts.** In the pages that follow, you will find everything that ArtServe staff members use when speaking to legislators on pieces of legislation. Take a moment to read over the documents that explain what we are advocating for and how the passage of each bill will benefit Michigan, its people and its communities.

**Don't back down.** It is likely that the representative or senator will challenge you as to why such legislation will help the state of Michigan. Don't retreat from the issues - stick to the talking points! More often than not, legislators don't know all the issues and will ask questions. This is your opportunity to inform them of our issues.

**Be patient and polite.** It is not unusual for a legislator to run late between the day's meetings. Be patient and polite; the legislator's staff will advise you on when he or she will arrive.

**Make it personal!** Legislators are more responsive when you attach the human factor to the issue. Tell stories about how arts funding and state grants have benefited the people and communities in the legislator's district. We have included a list of grants that have been awarded in your legislative district, so be sure to point them out.

**Say "Thank you!"** At the end of your meeting, be sure to thank the legislator for his or her time and remember to provide a copy of the group's thank you letter before you leave.

**Let them know who you are.** Make sure you let your legislators know that you reside in their district, as they will be more responsive if they know they are speaking to constituents. Be sure to point out that voters in their district support this legislation and so should they.

**Leave-behinds.** Bring materials describing the specific issue, your group or organization, or statewide alliance such as ArtServe Michigan (brochure, catalog, etc.) to leave with your elected official.

**If you don't know - say so.** Answer questions. If you don't know the answer, say so and offer to find out and provide the answer after the meeting.

**Let this be the beginning of a relationship with your legislators.**

When you get home, send your legislators a note thanking them for their time. Add them to our mailing lists and invite them to local arts events, openings and other activities that they or their families might enjoy. Be a resource to your legislators.

If any of them express interest in obtaining information on a certain arts issue or organization, send it. Let ArtServe know if you need help.

**Thank you letters.** Follow up with a thank-you note or email and include any information promised during the meeting.





# The Habits of Effective Arts Education Advocates

While many advocates are individual parents, artists and supporters, there are also those that serve as full-time arts advocates in their region. The following information is directed towards those full-time advocates. However, we encourage everyone to read through the information to learn about how you could enhance your ability to influence change in your community. It is best used proactively – it may feel overwhelming to someone who advocates in their local community at times of crisis.

Effective advocates have habits of action that are the foundation for their success. Developing these habits will enhance your ability to influence change.

**HABIT 1:** Know Your Beliefs

**HABIT 2:** Make Advocacy a Daily Priority

**HABIT 3:** Gather, Verify, and Share Information

**HABIT 4:** Be Organized and Responsive to All Communications

**HABIT 5:** Create and Use a Working Agenda

**HABIT 6:** Understand that Advocacy is Time Sensitive: The Calendar Rules

**HABIT 7:** Take Advantage of the Opportunities Offered by Candidates Seeking Public Office

**HABIT 8:** Build Long-Term Relationships

**HABIT 9:** Choose Advocacy Roles Consistent with Your Knowledge, Skills, and Commitment

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**HABIT 1: KNOW YOUR BELIEFS** Effective arts education advocates know their beliefs or principles. It is impossible to advocate for something unless you know what you believe in and can clearly articulate it.

Knowing your beliefs helps you differentiate between what is sacred and what can be compromised. Advocates hold fast to their beliefs but recognize that at times they may need to be flexible in their

advocacy positions. You can assess the appropriateness of a recommended compromise to see if it is consistent with or contrary to your principles. If the compromise undermines your beliefs/principles, you can seek an alternative. Your beliefs should be the guide for your actions.

**EXAMPLES** There is a wide range of valid beliefs about arts education. Some examples are provided below:

### Arts for Their Own Sake

- Experience in dance, drama/theatre, music, and visual arts helps to create well-rounded citizens who understand the historical context of the arts and the role the arts play in their daily lives.
- The arts develop well-rounded citizens who can analyze and respond to a variety of works of art from the perspectives of creators, performers, and audiences.
- In order to function in tomorrow's world, students must be able to decode images, sounds and symbols. Literacy in "text" is not enough. Students will need the ability to analyze and evaluate visual and aural messages and make critical judgments. Training in the arts builds these essential interpretive skills.<sup>1</sup>

### Arts for Learning

- The arts can reach a diversity of learners. Not every child learns in the same way. The arts by their very nature embody multiple learning modalities— visual, auditory, and kinesthetic/tactile— helping all students learn.
- When arts content is connected to content in other subject areas (such as math, language arts, science and social studies) through mutually-reinforcing objectives, student learning deepens in both areas. Students learn to see the connections and big concepts across disciplines.

<sup>1</sup> Bill Ivey, Chairman, National Endowment for the Arts, 1998.



# The Habits of Effective Arts Education Advocates

- The arts help make abstract concepts more concrete and understandable. For example, math concepts such as symmetry, reflection, rotation, are more easily understood when students can explore them through dance/movement. In social studies, the study of the arts and world cultures helps students understand the diverse world we live in.
- The arts (dance, drama/theatre, music and visual art) enhance the learning process for all young people. The systems they nourish, including integrated sensory, attentional, cognitive, emotional, and motor capacities are, in fact, the driving forces behind all other learning.<sup>2</sup>

## Life Skills

- The arts develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence.

## 21st Century Skills

- Arts experiences that develop skills of communication, critical thinking, problem-solving, and creativity are needed for students to succeed in the competitive global economy and work place.

## Multi-Cultural Understanding

- Arts experiences that build students' appreciation of their own cultural heritage and the commonalities and diversity across cultures are essential to understanding our interconnected world.

## The Arts and Cognitive Growth

- Schools have an obligation to involve children in the arts at the earliest possible time and to consider the arts as fundamental—not optional—curriculum areas, because arts experiences build cognitive, emotional, and psychomotor pathways [in the brain].<sup>3</sup>

## School and Classroom Culture

- The arts can transform the school and environment for learning—making schools places of collaboration and discovery.<sup>4</sup>

## Personal and Interpersonal Connections

- Arts experiences help students connect to themselves and each other.
- Creating art is a personal experience—students draw upon their own understandings and resources to produce the result.<sup>5</sup>
- The arts develop young people's abilities to express their personal vision and communicate it to others.

## To Sustain Democracy

- "The challenge to American education has always been to raise citizens who are capable of active participation in the social, cultural, political and economic life of the world's longest experiment in democracy, an experiment demanding a free, educated and committed citizenry. We were amazed to discover anew the role of the arts in realizing that vision and creating that democracy. That is why we offer it as a compelling reason to fully embrace the arts in our schools. It's how to sustain our democracy."<sup>6</sup>

## Resources

- Excellent data and translations of research into useful arguments for expanding arts education are presented by the Arts Education Partnership at [www.aep-arts.org](http://www.aep-arts.org)
- Research-Based Communication Toolkit from National Association of State Arts Agencies (NASAA) includes three resources:
  - *Section I: The Arts and the Creative Workforce* <http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/rbc-toolkit-section1.pdf>

<sup>2</sup> Jensen, Eric Arts with the Brain in Mind. Alexandria, VA: ASCD, (2001): p. 2.

<sup>3</sup> Sousa, David A. How the Brain Learns. Thousand Oaks: CA. Corwin Press, 2006: 214-215

<sup>4</sup> Sousa, p. 220

<sup>5</sup> Sousa, p. 220

<sup>6</sup> Deasy, Richard J. Lauren M. Stevenson. Third Space: When Learning Matters. Washington, DC: Arts Education Partnership, 2005: preface, xiv



# The Habits of Effective Arts Education Advocates

- *Section II: The Arts and Literacy Development*, <http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/rbc-toolkit-section2.pdf>
- *Section III: The Arts, Cognition, and Social Development*, <http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/rbc-toolkit-section3.pdf>
- *Build Your Case Database Support Music Coalition* [www.nammfoundation.org/support-music](http://www.nammfoundation.org/support-music)
- *Music Makes the Grade: Music Programs Contribute to Higher Attendance and Graduation Rates* MENC: The National Association for Music Education and NAMM: International Music Products Association [www.menc.org/documents/legislative/harrispoll.pdf](http://www.menc.org/documents/legislative/harrispoll.pdf)
- Report—*Creative Industries: Business & Employment in the Arts Americans for the Arts*, [www.americansforthearts.org/information\\_services/research/services/creative\\_industries/default.asp](http://www.americansforthearts.org/information_services/research/services/creative_industries/default.asp)

## HABIT 2: MAKE ADVOCACY A DAILY PRIORITY

Effective arts education advocates understand that advocacy is a daily, ongoing responsibility and plan time for it. Although they are busy with their daily responsibilities, they know that every day, some unanticipated big thing tends to come up. They make it a habit to block out “contingency time” each day for advocacy activities such as collecting information or responding to an action alert.

## HABIT 3: GATHER, VERIFY, AND SHARE

**INFORMATION** Your advocacy is only as good as your information. Effective advocates gather and verify information on subjects that are relevant in any way to arts education. They keep their antennae raised to identify valuable information from a wide range of resources and share the information widely. Having current information at their fingertips helps advocates take advantage of spontaneous advocacy

opportunities, be alert to potential challenges, and choose appropriate actions.

### Gathering Information

For effective advocates, the news is like air. They can't survive without it. On a daily basis, they gather relevant information from radio, television and Internet news. They mark favorite media Web sites and subscribe to online newspapers, journals, and clipping services to gain local, state, national and international perspectives. In addition, they listen regularly to sources that are likely to offer opposing views so they can anticipate concerns and sharpen their arguments.

It is your job to read and listen to the news. Framing a local matter in a national context can help others to see the big picture. It's up to all of us to be informed so we can draw those connections.

In today's world, we have instant access to a variety of resources on the Internet. By simply using a search engine, typing in an area of interest, and skimming the numerous “hits” that result, we can read, review, and select information to support arts education. Reviews, reports, and surveys inform our thinking. Read (or at least skim) research reports and surveys, even if they relate, only indirectly, to your area of interest. Often, reports from other interest groups and organizations can help us imagine new possibilities or connections. For example, we might find a science program that has implications for arts education. By making it a habit to gather information, we obtain the knowledge required for our advocacy work.

Develop the habit of collecting facts rather than opinions. Look for data about the number of children involved in programs, the costs, and the outcomes. Document the program's effects.

*Arts programs are one of the most cost-effective expenditures of public funds, and, with the right data, you can demonstrate impact and quality.*



# The Habits of Effective Arts Education Advocates

## Verifying Information

Conducting research and collecting data empower advocates and give credibility and validity to views about arts education. You can uncover helpful facts and figures to support your case, but failing to verify them before acting can be embarrassing or even undermine efforts. Rather than accept information at face value, effective arts education advocates approach newspaper articles, polls, surveys, and reports with a healthy skepticism—they ask questions and seek clarification. For example, did the local newspaper include all the important information? Did the governor really say that or could she have been misquoted? Does the data actually support the conclusions? Could the results be interpreted differently?

Effective advocates know which sources can be trusted to support their messages with facts. They know which organizations disseminate data-based research which is carefully articulated, checked, and ready to roll out. They rely on organizations such as the Kennedy Center, Americans for the Arts, the Arts Education Partnership, and the National Assembly of State Arts Agencies. State Alliances for Arts Education routinely share information with their constituents via print and electronic newsletters. The Kennedy Center provides State Alliances information on the Web site ([www.kennedy-center.org/education/kcaeen](http://www.kennedy-center.org/education/kcaeen)) and through a monthly e-newsletter. Many organizations also share the latest research, news, legislative action, and quotes about arts education through regular email communications.

## Sharing Information

One of the most powerful things advocates do with information is to organize and share it. When arts education advocates share the results of their information gathering with others, they become a valued resource for policy-makers and other advocates. For example, a state legislator may want to support an arts education proposal, but needs

student data to justify that support. You can help by providing current statistics and a bulleted list of talking points that support the proposal.

In addition, effective arts education advocates develop the habit of providing individuals and organizations they hope to persuade with easy access to resources they have developed, such as data, reports, quotes, images, and talking points. Advocates organize information in ways that make it easy for others to use.

Sometimes, the very thing we don't know will be a topic of discussion with a legislator or legislative aide. It is okay to say that you need to do a little more research and will get back in a timely manner with the answer.



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## HABIT 4: BE ORGANIZED AND RESPONSIVE TO ALL COMMUNICATIONS

Being organized is critical to effective advocacy. Effective arts education advocates have habits that keep information flowing and manageable. They are good information organizers and respond to requests in a timely way.

Effective arts education advocates use systems that help them to navigate in a swelling sea of information. Each of us has a different method of organization that suits our needs. Whatever method you prefer, use it every day. Act on all messages you receive, sorting them according to the action required. You may:

- **Refer** information to others
- **Adapt** information for other uses
- **Act Now** on information



# The Habits of Effective Arts Education Advocates

- **Act Later** on information
- **File** information
- **Delete** information

Effective arts education advocates also make it a habit to save copies of their correspondence as records of their work and refer to it later when the same or a similar issue emerges. What may seem to be finished business today may emerge again in some new form. By keeping records of correspondence you will be ready to resume the conversation.

## HABIT 5: CREATE AND USE A WORKING AGENDA

Arts education advocates are most effective when they create and use a working agenda—a prioritized list of tasks, persons responsible, and a corresponding timeline. The agenda makes it easier for people to work with you by clarifying what needs to be done, organizing the tasks in manageable increments, and identifying needed resources.

A working agenda changes with time. Action items under each broad category change with the calendar, the political season, ongoing developments, or a lack of them. A working agenda allows advocates to concentrate on what is pressing at the moment and to plan for what is coming next.

Keep in mind that some items on the working agenda will need to be done quickly as particular issues arise, while others will need to be attended to on an ongoing basis, such as gathering information, collecting personal stories, developing networks and allies, and creating contact lists of individuals, groups, and media.

## HABIT 6: UNDERSTAND THAT ADVOCACY IS TIME-SENSITIVE: THE CALENDAR RULES

The policy-making process is time sensitive. Effective arts education advocates know the steps of the process

and when they occur. For example, if your goal is to influence the school district, you need to know when the budget is developed. If your goal is to influence the appropriations process at the legislative level, you need to know when hearings are scheduled and when budgets are debated.

### Local Level

Effective arts education advocates plan their local actions according to the school district’s budgetary cycle. When the school year is fresh and the budget is being formed for the next school year, advocates begin to gather information and develop reports that support funding needs.

Consider how the following generic example of a school district’s budget cycle would guide an arts education advocate’s timeline for action:

### Spring

- Preliminary budget is published.
- All school district personnel must be informed by a specific date if they will not be re-hired. The date is usually dictated by a collective bargaining agreement.

### Summer

- Preliminary budget is approved.
- Budget hearing is held.
- Final budget is approved.

In the spring, between the time the preliminary budget is published and the date for teacher contracts, advocates must move efficiently and most likely with an eye toward compromise. This is an excellent time to call in expert testimony and to facilitate solutions.

Note, too, that approval of the preliminary budget and public budget hearings are held in the summer when schools are closed and people are busy with other things. In addition, the time between introduction of



# The Habits of Effective Arts Education Advocates

the preliminary budget and the date for final approval is short. Effective arts education advocates ensure that the people and information are prepared and ready. Once a final budget is approved, what's done is done. It's time to start working on the next budget.

## State Level

State budget cycles are dictated by law. Effective arts education advocates refer to the official state Websites to get the legislative calendar, a description of the budget process, legislators' committee assignments, and the schedule of pertinent committee meetings.

Arts education advocates in states that schedule annual Arts Advocacy Days make it a habit to take advantage of the opportunity to visit their state legislators to discuss the importance of arts learning. These advocates recognize that Arts Advocacy Days offer opportunities to further their knowledge, skills, and state-wide networks.

## Federal Level

Effective arts education advocates also work together to influence policy, practices, and budgets at the federal level. They pay close attention to the federal budget cycle and plan ways to influence decisions.

## Resources

- The National School Boards Association provides state-specific information, [www.nsba.org/SecondaryMenu/StateAssociations.aspx](http://www.nsba.org/SecondaryMenu/StateAssociations.aspx)
- The National School Boards Association provides information about School Board protocols and tips for communicating with local school boards, [www.nsba.org/](http://www.nsba.org/)
- National Association for Gifted Children *Federal Advocacy: How a Bill Becomes a Law*, <http://www.nagc.org/index2.aspx?id=598>

## HABIT 7: TAKE ADVANTAGE OF THE ADVOCACY OPPORTUNITIES OFFERED BY CANDIDATES RUNNING FOR POLITICAL OFFICE

Election years are full of opportunities for advocacy about every cause, including arts education. Effective arts education advocates make it a habit to work in a non-partisan way with candidates from all political parties. The goal is have your issue included in each party's platform and for it to become a topic that candidates include in their public statements.

Effective advocates help candidates support arts education issues. They provide candidates with information and statistics about local programs as well as comparisons with other successful programs. Advocates help candidates articulate their support for arts learning in concise, clear statements that will be of interest to a wide range of constituents. (Candidates rarely oppose arts education. More often, there is an absence of any position.) Advocates communicate to candidates the number of voters who care passionately about the quality of their children's arts experiences.

Effective arts education advocates also make public each candidate's position. They survey candidates with straightforward questions about their positions on arts learning and distribute the survey results during the heat of the election cycle. When candidates take a position that has negative implications for arts education, advocates provide relevant information to challenge their position.

## Resources

- North Carolina Center for Non-Profits What Non-Profits Can and Cannot Do in an Election Year, [www.ncnonprofits.org/advocacy/election-year/article.pdf](http://www.ncnonprofits.org/advocacy/election-year/article.pdf)
- Alliance for Justice Election Year Advocacy, <http://www.afj.org/assets/resources/nap/election-yearadvocacy-candidate-forums.pdf>



# The Habits of Effective Arts Education Advocates

- Communication Tools for Advocacy National Association for Gifted Children, [www.nagc.org/index2.aspx?id=594](http://www.nagc.org/index2.aspx?id=594)
- U.S. Department of Education <http://www.ed.gov>
- Information and budget updates [www.ed.gov/about/overview/focus/performance.html](http://www.ed.gov/about/overview/focus/performance.html)

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## HABIT 8: BUILD LONG-TERM RELATIONSHIPS

Effective arts education advocates continually look for opportunities to solidify relationships and establish new ones that enlarge their sphere of influence. They recognize the critical importance of developing ongoing, meaningful relationships with local, state, and federal decision-makers—any elected official such as mayors and other city officials, school district superintendents of instruction, local supervisors and city council members, school board and arts council members, and state and federal members of Congress.

### Building Relationships with Legislators

The job of legislators is to stay in touch with and represent the interests of their community. By determining their priorities and concerns, advocates can explore how messages promoting arts education fit into the complex array of competing interests that legislators are trying to serve.

Whether or not there is pending legislation or a budget issue directly affecting arts education, effective advocates take time to develop rapport and lines of communication with key local, state and federal legislators. At each legislative session, advocates find friends of arts education among the legislators and set about making new friends. Habits of establishing or maintaining ongoing relationships help advocates ensure that arts learning is represented right from the start, whenever important issues are raised for education, such as curriculum, instruction, assessment, and graduation requirements.

As education issues become more complex, many elected officials have staff members that coordinate the flow of information on a topic. As a result, developing relationships with well-informed staff is also critical. Staff members, in district and state offices responsible for keeping up with issues important to constituents, often make local visits or attend meetings. Plan to contact the staff person responsible for education issues and ask for a meeting to discuss arts education, or invite the staff person to visit a program in advance of inviting the legislator. Regular, thoughtful communications help develop relationships and can leave a positive impression with officials and their staffs.

### Developing Relationships with the Media

Developing ongoing relationships with reporters in the local media is a critical habit. Arts education advocates must become trusted resources on arts education issues that media representatives can turn to when they need a story or an insider perspective.

Find out which media sources the public relies on for information on arts, education, and culture. Cultivate a relationship with these reporters, writers, radio hosts, bloggers and local TV personalities. Stay in contact and give them information that piques their interest. Invite them to see arts education programs in action. Connect them to charismatic educators, students, parents, legislators, business and community leaders. Regularly send them information on work being done in your community, pending legislation, the latest arts education research, awards programs, concerts, exhibitions, etc.

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## HABIT 9: CHOOSE ROLES CONSISTENT WITH YOUR KNOWLEDGE, SKILLS, AND COMMITMENT

Effective arts education advocates understand the various roles advocates play as well as the degree of knowledge, skill, and commitment needed to carry out each role. Every person taking action can make a difference.



# The Habits of Effective Arts Education Advocates

Some individuals are more comfortable working on their own, while others are ready to work as part of a network, and still others are ready to assume leadership positions. Whatever role you choose, you can make a difference.

### Advocacy—The Power of the Individual

There are many ways individuals can serve as arts education advocates. At its most basic level, advocacy begins when someone speaks to another person about the importance of arts education. For example, arts educators who involve students in performing

concerts or plays or creating visual art exhibitions, are advocates when they describe to the audience how students created the work, the knowledge and skills they gained, and the attitudes they developed. Classroom teachers are advocates when they show the school principal the increased student engagement in learning during a lesson that integrates history and theater. A parent who testifies at a School Board meeting about the impact of arts learning on her child’s education is also an arts advocate.

# Arts Education Advocacy and Resources at the Federal Level

**KENNEDY CENTER ALLIANCE FOR ARTS EDUCATION NETWORK** The Kennedy Center Alliance for Arts Education Network (KCAAEN) is a coalition of statewide non-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs, and partnerships that ensure the arts are an essential part of American K-12 education.

To meet the following program objectives, members of the KCAAEN in partnership with the Kennedy Center will:

- 1. Build Collaborations: Develop and support innovative collaborations among schools, community partners, and cultural institutions that sustain arts education.
- 2. Position the Arts: Speak out on behalf of arts education to citizens, policy makers, state agencies, and others about the value and benefits of arts education.
- 3. Generate Resources: Develop, publish, and/or disseminate resources for arts education leaders and practitioners.

- 4. Provide Professional Development: Implement professional development through educational programs, training, and resources.
- 5. Recognize Innovation and Achievement: Provide awards and acknowledgments to individuals, organizations, and schools that demonstrate outstanding support for arts education.

*The KCAAEN provides several helpful resources and policy briefs for free on its Web site, <http://www.kennedy-center.org/education/kcaen/>*





# Arts Education Advocacy and Resources at the Federal Level

## **AMERICANS FOR THE ARTS [WWW.ARTSUSA.ORG](http://WWW.ARTSUSA.ORG)**

Much of the work ArtServe Michigan does is through partnerships at all three levels of government. At the national level, ArtServe Michigan partners with Americans for the Arts (AFTA), both as a member and by serving as the Michigan State Captain for AFTA's State Arts Action Network.

Americans for the Arts was created in 1996 as a result of the merger between the National Assembly of Local Arts Agencies (NALAA) and the American Council for the Arts (ACA) – one of a small number of successful unions between two national nonprofit groups.

With offices in Washington, D.C., and New York, and more than 5,000 organizational and individual members and stakeholders across the country, AFTA is focused on three primary goals:

1. Foster an environment in which the arts can thrive and contribute to the creation of more livable communities.
2. Generate more public and private-sector resources for the arts and arts education.
3. Build individual appreciation of the value of the arts.

To achieve these goals, AFTA partners with local, state and national arts organizations, government agencies, business leaders; individual philanthropists, educators, and funders throughout the country. It provides extensive arts industry research, and information and professional development opportunities for community arts leaders via specialized programs and services, including a content-rich Web site and an annual national convention.

Local arts agencies throughout the United States comprise AFTA's core constituency. A variety of unique stakeholder groups with particular interests such as public art, united arts fundraising, rural and small communities, state arts agencies and emerging arts leaders are also supported.

Through national visibility and local outreach, we strive to motivate and mobilize opinion leaders and decision makers who can help the arts thrive in America.

*AFTA provides several helpful resources and policy briefs for free on its Web site, [www.artsusa.org](http://www.artsusa.org)*



## National and State Website Resources

### NATIONAL

#### **Americans for the Arts**

1000 Vermont Avenue, NW, 6th Floor  
Washington, DC 20005 202.371.2830  
[www.artsusa.org](http://www.artsusa.org)

#### **Arts Education Partnership**

C/O Council of Chief State School Officers  
1 Massachusetts Ave. NW, Suite 700  
Washington, DC 20001  
202-326-8693  
[www.aep-arts.org](http://www.aep-arts.org)

#### **Dance/USA**

1156 15th St. NW, Suite 820  
Washington, DC 20005  
202-833-1717  
[www.danceusa.org](http://www.danceusa.org)

#### **Educational Theatre Association**

2343 Auburn Ave.  
Cincinnati, OH 45219  
513-421-3900  
[www.edta.org](http://www.edta.org)

#### **Kennedy Center Alliance for Arts Education Network (KCAEN)**

John F. Kennedy Center for the Performing Arts  
2700 F Street  
Washington, DC 20566  
202-416-8817  
[www.kennedy-center.org/education/kcaen/](http://www.kennedy-center.org/education/kcaen/)

#### **MENC (National Association for Music Education)**

1806 Robert Fulton Drive  
Reston, VA 20191  
703-860-4000  
[www.menc.org](http://www.menc.org)

#### **National Dance Education Organization**

4948 St. Elmo Ave., Suite 301  
Bethesda, MD 20814-6013  
301-657-2880  
[www.ndeo.org](http://www.ndeo.org)

#### **National Art Education Association**

1916 Association Drive  
Reston, VA 22091-1590  
703-860-8000  
[www.naea-reston.org](http://www.naea-reston.org)

#### **National Assembly of State Arts Agencies**

1029 Vermont Avenue, NW, 2nd Floor  
Washington, DC 20005  
202-347-6352  
[www.nasaa-arts.org](http://www.nasaa-arts.org)

#### **NAMM, National Association of Music Merchants**

5790 Armada Drive  
Carlsbad, CA 92008  
760-438-8001  
[www.namm.com](http://www.namm.com)

#### **Partnership for 21st Century Skills**

177 North Church Avenue, Suite 305  
Tucson, AZ 85701  
520-623-2466  
[www.p21.org](http://www.p21.org)



## National and State Website Resources

### STATE

#### **ArtServe Michigan**

The statewide nonprofit organization leading advocacy for the arts, culture and arts education in Michigan, cultivating the creative potential of Michigan's individual artists and arts and cultural organization through leadership and professional development services, and connecting constituents to strategic information, resources and dialogue/networking opportunities for the arts and cultural sector statewide.

1 Clover Court  
Wixom, MI 48393  
Phone: 248-912-0760 ext.6  
Fax: 248-912-0768  
mike@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.

300 N. Washington Square  
Lansing, MI 48913  
Phone: 517-241.4011  
Fax: 517-241-3979  
www.themedc.org/arts

#### **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>

#### **Michigan Youth Arts Association**

Michigan Youth Arts is a statewide arts education association that serves as a collaborative of discipline-specific arts education organizations. Programming consists of the Michigan Youth Arts Festival, statewide arts education awards, advocacy, leadership roundtables, and funding programs for youth, schools and arts education professionals throughout Michigan.

36400 Woodward Avenue, Suite 118  
Bloomfield Hills, MI 48304  
[www.michiganyoutharts.org](http://www.michiganyoutharts.org)

#### **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.

[www.vsami.org](http://www.vsami.org)

#### **Michigan Dance Council**

The voice for dance throughout the state. Through networking and advocacy, it links all the various components that make up the diverse Michigan dance community.

[www.michigandance.org](http://www.michigandance.org)



## National and State Website Resources

### **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**

The Michigan School Band and Orchestra Association has been serving the instrumental music teachers and students of our State for over 75 years. They proudly represent over 1,200 public, parochial and private schools and over 1,600 instrumental music teachers in Michigan.

3965 Okemos Road, Suite A3  
Okemos, Michigan 48864  
[www.msboa.org](http://www.msboa.org)

### **Michigan School Vocal Music Association**

A non-profit professional organization of vocal music educators whose purposes are improving, promoting, and assisting vocal music education in the middle, junior high, and senior high schools of the state through a program of clinics, festivals, workshops, contests, and conferences, regulated by legitimate and effective means.

P.O. Box 1131  
Big Rapids, Michigan 49307-1131  
[www.msvma.org](http://www.msvma.org)

### **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.

[www.miarted.org](http://www.miarted.org)



# Michigan State Senate

## SENATE

P.O. Box 30036, Lansing, MI 48909, [www.senate.mi.gov](http://www.senate.mi.gov)

### 2009 - 2010 Senate Office and Telephone Directory

Please note, for locations, **FB** = Farnum Building and **CB** = Capitol Building.

DIST.	NAME	OFFICE	PHONE
37	ALLEN, JASON (R-ALANSON)	820 FB	373-2413
<b>6</b>	<b>ANDERSON, GLENN (D-WESTLAND)</b>	<b>610 FB</b>	<b>373-1707</b>
31	BARCIA, JIM (D-BAY CITY)	1010 FB	373-1777
<b>8</b>	<b>BASHAM, RAYMOND (D-TAYLOR)</b>	<b>715 FB</b>	<b>373-7800</b>
24	BIRKHOZ, PATRICIA (R-SAUGATUCK)	805 FB	373-3447
<b>12</b>	<b>BISHOP, MIKE (R-ROCHESTER)</b>	<b>106 CB</b>	<b>373-2417</b>
18	BRATER, LIZ (D-ANN ARBOR)	510 FB	373-2406
<b>16</b>	<b>BROWN, CAMERON (R-FAWN RIVER TWP.)</b>	<b>405 FB</b>	<b>373-5932</b>
15	CASSIS, NANCY (R-NOVI)	905 FB	373-1758
<b>26</b>	<b>CHERRY, DEBORAH (D-BURTON)</b>	<b>910 FB</b>	<b>373-1636</b>
3	CLARK-COLEMAN, IRMA (D-DETROIT)	310 FB	373-0990
<b>1</b>	<b>CLARKE, HANSEN (D-DETROIT)</b>	<b>710 FB</b>	<b>373-7346</b>
33	CROSEY, ALAN (R-DEWITT)	8 CB	373-3760
<b>22</b>	<b>GARCIA, VALDE (R-HOWELL)</b>	<b>132 CB</b>	<b>373-2420</b>
20	GEORGE, TOM (R-KALAMAZOO)	320 FB	373-0793
<b>25</b>	<b>GILBERT, JUD (R-ALGONAC)</b>	<b>705 FB</b>	<b>373-7708</b>
27	GLEASON, JOHN (D-FLUSHING)	315 FB	373-0142
<b>29</b>	<b>HARDIMAN, BILL (R-KENTWOOD)</b>	<b>305 FB</b>	<b>373-1801</b>
5	HUNTER, TUPAC (D-DETROIT)	915 FB	373-0994
<b>14</b>	<b>JACOBS, GILDA (D-HUNTINGTON WOODS)</b>	<b>1015 FB</b>	<b>373-7888</b>
28	JANSEN, MARK (R-GAINES TWP.)	520 FB	373-0797
<b>21</b>	<b>JELINEK, RON (R-THREE OAKS)</b>	<b>324 CB</b>	<b>373-6960</b>
32	KAHN, ROGER (R-SAGINAW)	420 FB	373-1760
<b>30</b>	<b>KUIPERS, WAYNE (R-HOLLAND)</b>	<b>1005 FB</b>	<b>373-6920</b>
35	MCMANUS, MICHELLE (R-LAKE LEELANAU)	2 CB	373-1725
<b>19</b>	<b>NOFS, MIKE (R-BATTLE CREEK)</b>	<b>515 FB</b>	<b>373-2426</b>
9	OLSHOVE, DENNIS (D-WARREN)	920 FB	373-8360
<b>13</b>	<b>PAPPAGEORGE, JOHN (R-TROY)</b>	<b>1020 FB</b>	<b>373-2523</b>
7	PATTERSON, BRUCE (R-CANTON TWP.)	505 FB	373-7350
<b>38</b>	<b>PRUSI, MIKE (D-ISHPEMING)</b>	<b>105 CB</b>	<b>373-7840</b>
17	RICHARDVILLE, RANDY (R-MONROE)	205 FB	373-3543
<b>11</b>	<b>SANBORN, ALAN (R-RICHMOND)</b>	<b>310 CB</b>	<b>373-7670</b>
2	SCOTT, MARTHA (D-HIGHLAND PARK)	220 FB	373-7748
<b>36</b>	<b>STAMAS, TONY (R-MIDLAND)</b>	<b>720 FB</b>	<b>373-7946</b>
10	SWITALSKI, MICHAEL (D-ROSEVILLE)	410 FB	373-7315
<b>4</b>	<b>THOMAS, BUZZ (D-DETROIT)</b>	<b>9 CB</b>	<b>373-7918</b>
34	VAN WOERKOM, GERALD (R-NORTON SHORES)	605 FB	373-1635
<b>23</b>	<b>WHITMER, GRETCHEN (D-EAST LANSING)</b>	<b>415 FB</b>	<b>373-1734</b>



# Michigan State House of Representatives

## HOUSE OF REPRESENTATIVES

P.O. Box 30014, Lansing, MI 48909, [www.house.mi.gov](http://www.house.mi.gov)

### 2009 - 2010 House of Representatives Office and Telephone Directory

Please note, for locations, **HOB** = House Office Building and **CB** = Capitol Building.

DIST.	NAME	OFFICE	PHONE
74	AGEMA, DAVID (R-GRANDVILLE)	1093 HOB	373-8900
72	AMASH, JUSTIN (R-KENTWOOD)	1091 HOB	373-0840
55	ANGERER, KATHY (D-DUNDEE)	153 CB	373-1792
85	BALL, DICK (R-LAINGSBURG)	1189 HOB	373-0841
37	BARNETT, VICKI (D-FARMINGTON HILLS)	886 HOB	373-1793
68	BAUER, JOAN (D-LANSING)	1087 HOB	373-0826
92	BENNETT, DOUG (D-MUSKEGON)	1196 HOB	373-2646
1	BLEDSON, TIM (D-GROSSE POINTE)	585 HOB	373-0154
63	BOLGER, JAMES (R-MARSHALL)	997 HOB	373-1787
102	BOOHER, DARWIN (R-EVART)	1386 HOB	373-1747
39	BROWN, LISA (D-WEST BLOOMFIELD)	888 HOB	373-1799
84	BROWN, TERRY (D-PIGEON)	1188 HOB	373-0476
52	BYRNES, PAM (D-CHELSEA)	251 CB	373-0828
67	BYRUM, BARB (D-ONONDAGA)	1086 HOB	373-0587
87	CALLEY, BRIAN (R-PORTLAND)	1191 HOB	373-0842
99	CAUL, BILL (R-MOUNT PLEASANT)	1288 HOB	373-1789
14	CLEMENTE, ED (D-LINCOLN PARK)	693 HOB	373-0140
16	CONSTAN, BOB (D-DEARBORN HEIGHTS)	695 HOB	373-0849
20	CORRIVEAU, MARC (D-NORTHVILLE)	699 HOB	373-3816
38	CRAWFORD, HUGH (R-NOVI)	887 HOB	373-0827
8	CUSHINGBERRY JR., GEORGE (D-DETROIT)	351 CB	373-2276
82	DALEY, KEVIN (R-ARCADIA TWP.)	1186 HOB	373-1800
75	DEAN, ROBERT (D-GRAND RAPIDS)	1094 HOB	373-2668
47	DENBY, CINDY (R-FOWLerville)	896 HOB	373-8835
61	DESHAZOR, LARRY (R-PORTAGE)	995 HOB	373-1774
17	DILLON, ANDY (D-REDFORD TWP.)	164 CB	373-0857
26	DONIGAN, MARIE (D-ROYAL OAK)	790 HOB	373-3818
6	DURHAL, FRED JR. (D-DETROIT)	685 HOB	373-0844
56	EBLI, KATE (D-MONROE)	990 HOB	373-2617
105	ELSENHEIMER, KEVIN (R-KEWADIN)	721 HOB	373-0829
83	ESPINOZA, JOHN (D-CROSWELL)	1187 HOB	373-0835
22	GEISS, DOUGLAS (D-TAYLOR)	786 HOB	373-0852
88	GENETSKI, BOB II (R-SAUGATUCK)	1192 HOB	373-0836
49	GONZALES, LEE (D-FLINT)	898 HOB	373-7515
77	GREEN, KEVIN (R-WYOMING)	1096 HOB	373-2277
35	GREGORY, VINCENT (D-SOUTHFIELD)	799 HOB	373-1788
64	GRIFFIN, MARTIN (D-JACKSON)	998 HOB	373-1795
32	HAASE, JENNIFER (D-RICHMOND)	796 HOB	373-8931
43	HAINES, GAIL (R-WATERFORD TWP.)	892 HOB	373-0615
48	HAMMEL, RICHARD (D-MOUNT MORRIS TWP.)	897 HOB	373-7557
100	HANSEN, GOEFF (R-HART)	1289 HOB	373-7317
42	HAUGH, HAROLD (D-ROSEVILLE)	891 HOB	373-0854
90	HAVEMAN, JOSEPH (R-HOLLAND)	1194 HOB	373-0830
86	HILDENBRAND, DAVE (R-LOWELL)	141 CB	373-0846
94	HORN, KENNETH (R-FRANKENMUTH)	1198 HOB	373-0837
70	HUCKLEBERRY, MIKE (D-GREENVILLE)	1089 HOB	373-0834
9	JACKSON, SHANELLE (D-DETROIT)	688 HOB	373-1705
5	JOHNSON, BERT (D-HIGHLAND PARK)	589 HOB	373-0144
71	JONES, RICK (R-GRAND LEDGE)	1090 HOB	373-0853
60	JONES, ROBERT (D-KALAMAZOO)	994 HOB	373-1785
13	KANDREVAS, ANDREW (D-SOUTHGATE)	692 HOB	373-0845



# Michigan State House of Representatives

23	KENNEDY, DEB (D-BROWNSTOWN TWP.)	787 HOB	373-0855
41	KNOLLENBERG, MARTY (R-TROY)	890 HOB	373-1783
44	KOWALL, EILEEN (R-WHITE LAKE TWP.)	893 HOB	373-2616
58	KURTZ, KENNETH (R-COLDWATER)	992 HOB	373-1794
110	LAHTI, MICHAEL (D-HANCOCK)	1489 HOB	373-0850
18	LEBLANC, RICHARD (D-WESTLAND)	697 HOB	373-2576
10	LELAND, GABE (D-DETROIT)	689 HOB	373-6990
2	LEMMONS, LAMAR JR. (D-DETROIT)	586 HOB	373-0106
109	LINDBERG, STEVEN (D-MARQUETTE)	1488 HOB	373-0498
27	LIPTON, ELLEN COGEN (D-HUNTINGTON WOODS)	791 HOB	373-0478
28	LISS, LESIA (D-WARREN)	792 HOB	373-2275
59	LORI, MATT (R-CONSTANTINE)	993 HOB	373-0832
36	LUND, PETE (R-SHELBY TWP.)	885 HOB	373-0843
46	MARLEAU, JAMES (R-LAKE ORION)	895 HOB	373-1798
96	MAYES, JEFF (D-BAY CITY)	1285 HOB	373-0158
107	MCDOWELL, GARY (D-RUDYARD)	1486 HOB	373-2629
45	MCMILLIN, TOM (R-ROCHESTER HILLS)	894 HOB	373-1773
69	MEADOWS, MARK (D-EAST LANSING)	374 CB	373-1786
89	MEEKHOF, ARLAN (R-WEST OLIVE)	1193 HOB	373-0838
29	MELTON, TIM (D-AUBURN HILLS)	793 HOB	373-0475
33	MELTZER, KIMBERLY (R-MACOMB TWP.)	797 HOB	373-0820
31	MILLER, FRED (D-MOUNT CLEMENS)	795 HOB	373-0159
97	MOORE, TIM (R-FARWELL)	1286 HOB	373-8962
40	MOSS, CHUCK (R-BIRMINGHAM)	889 HOB	373-8670
11	NATHAN, DAVID (D-DETROIT)	690 HOB	373-3815
108	NERAT, JUDY (D-WALLACE)	1487 HOB	373-0156
106	NEUMANN, ANDY (D-ALPENA)	1485 HOB	373-0833
93	OPSOMMER, PAUL (R-DEWITT)	1197 HOB	373-1778
81	PAVLOV, PHIL (R-ST. CLAIR)	1185 HOB	373-1790
73	PEARCE, TOM (R-ROCKFORD)	1092 HOB	373-0218
15	POLIDORI, GINO (D-DEARBORN)	694 HOB	373-0847
79	PROOS, JOHN (R-ST. JOSEPH)	1098 HOB	373-1403
24	ROBERTS, SARAH (D-ST. CLAIR SHORES)	788 HOB	373-0113
30	ROCCA, TORY (R-STERLING HEIGHTS)	794 HOB	373-7768
66	ROGERS, BILL (R-BRIGHTON)	1085 HOB	373-1784
76	SCHMIDT, ROY (D-GRAND RAPIDS)	1095 HOB	373-0822
104	SCHMIDT, WAYNE (R-TRAVERSE CITY)	1388 HOB	373-1766
80	SCHUITMAKER, TONYA (R-LAWTON)	1099 HOB	373-0839
3	SCOTT, BETTIE (D-DETROIT)	587 HOB	373-1776
51	SCOTT, PAUL (R-GRAND BLANC)	985 HOB	373-1780
101	SCRIPPS, DANIEL (D-NORTHPORT)	1385 HOB	373-0825
62	SEGAL, KATE (D-BATTLE CREEK)	996 HOB	373-0555
103	SHELTROWN, JOEL (D-WEST BRANCH)	1387 HOB	373-3817
21	SLAVENS, DIAN (D-CANTON TWP.)	785 HOB	373-2575
50	SLEZAK, JIM (D-DAVISON)	899 HOB	373-3906
54	SMITH, ALMA WHEELER (D-SALEM TWP.)	988 HOB	373-1771
57	SPADE, DUDLEY (D-TIPTON)	991 HOB	373-1706
98	STAMAS, JIM (R-MIDLAND)	1287 HOB	373-1791
34	STANLEY, WOODROW (D-FLINT)	798 HOB	373-8808
25	SWITALSKI, JON (D-WARREN)	789 HOB	373-1772
12	TLAIB, RASHIDA (D-DETROIT)	691 HOB	373-0823
78	TYLER, SHARON (R-NILES)	1097 HOB	373-1796
91	VALENTINE, MARY (D-NORTON SHORES)	1195 HOB	373-3436
19	WALSH, JOHN (R-LIVONIA)	698 HOB	373-3920
53	WARREN, REBEKAH (D-ANN ARBOR)	987 HOB	373-2577
7	WOMACK, JIMMY (D-DETROIT)	686 HOB	373-0589
4	YOUNG, COLEMAN II (D-DETROIT)	588 HOB	373-1008
65	VACANT		
95	VACANT		



# Appendix: Factors that Support Arts Education: How Does Your District Rate?

The following are factors that indicate a district-wide commitment to quality arts education programs for all students. These factors were identified in a research study conducted by the President’s Committee on the Arts and the Humanities and the Arts Education Partnership, and published in *Gaining the Arts Advantage*.<sup>7</sup>

Determine how your district rates in its support for high quality arts education programs by rating your district on the following scale for each factor below:

- 0** - does not meet the criteria
- 1** - somewhat meets the criteria
- 2** - meets the criteria

### Factors that Support Arts Education:

- \_\_\_ Influential segments of the community shape and implement arts education policies and programs.
- \_\_\_ The board of education sets a supportive policy framework and environment for the arts.
- \_\_\_ The superintendent articulates a vision for arts education.
- \_\_\_ The district has implemented a comprehensive arts education program aligned to my state’s arts standards.
- \_\_\_ There has been continuity in leadership to implement a comprehensive arts education program.
- \_\_\_ An arts education coordinator facilitates district-wide programs and support for arts education.
- \_\_\_ School principals support district policies for arts education for all students.
- \_\_\_ Policies and practices support professional development for teachers of the arts.

- \_\_\_ District leaders develop relationships with parents and community to ensure support for arts education.
- \_\_\_ Strong elementary arts programs create a strong foundation for system-wide arts programs.
- \_\_\_ Student needs in the arts are met through specialized programs (magnet schools, AP classes, etc.)
- \_\_\_ District leaders use national and state policies and programs to bolster local support for arts education.
- \_\_\_ The district promotes reflective practices at all levels to improve quality.

### \_\_\_ TOTAL



- How does your district rate?
- What can you do to be a “Most Effective” district?
- What leadership skills, policies, resources, and data are needed to improve arts education in your district?
- Will your board, superintendent, and administrators make arts education a priority?
- What strategies will you use to make arts education a priority in your district?

<sup>7</sup> *Gaining the Arts Advantage: Lessons from School. Districts That Value Arts Education* President’s Committee on the Arts and the Humanities and Arts Education Partnership, 1999





## Appendix: Factors that Support Arts Education: How Does Your District Rate?

The following strategies may be helpful to improve the quality of the arts education programs in your district and school:

- Urge your local board of education to adopt your state’s Academic Content Standards for Fine Arts.
- Implement assessments in the arts aligned to standards in the arts.
- Develop performance indicators to measure student achievement in the arts.
- Include arts achievement on your school’s and/or district’s Local Report Card.

- Use the arts as a strategy to close the achievement gap among students.
- Work with parents, colleagues, and community members to sustain support for the arts in your school and district.
- Involve state lawmakers and policy-makers in the arts in your district.
- Make a personal commitment to advocate for the arts at the local, state, and national levels.

## Appendix: Social Media – What, Why and How?

**WHY USE SOCIAL MEDIA?** Members, supporters, advocates – no matter what you call them, are consistently looking for easier and quicker ways to stay up to date on what your organization is doing. The days of mailed newsletters, multiple emails and large databases are over. In today’s fast paced world, people want to receive a small piece of information in one convenient place with the option of clicking on to learn more.

Social media caters to this sentiment as it allows users to post a message, video or picture to pages and allow its supporters to view, learn more and share. However, as we know too well in the nonprofit sector – nothing is as easy as it seems – there’s work that needs to go into each if you are to successfully engage supporters. There is some initial setup time that needs to be devoted to each of these sites but the most important thing to consider moving forward is the time you will have to devote to updating each site you use.

Social media can be both a godsend and formidable foe for nonprofits as we continue to struggle to learn what these sites are, why we should use them and

most important how to use them to advance our cause. This guide has gathered information from multiple sources to address these questions on Facebook, YouTube, Flickr and Twitter.

Each one of the sites discussed in this guide allows you to gather supporters online and offer an open conversation on issues, causes and news. In the end, it’s not a question of why you should use these but one of why not.





# Appendix: Social Media – What, Why and How?



## WWW.FACEBOOK.COM

**WHAT?** Facebook is a world-wide social networking site that allows users to create personalized pages to connect with friends and family, market a business or nonprofit organization and even fundraise for a cause.

**WHY?** Facebook currently has over 300 million active users making it one of the most important social networking sites for your organization to be apart of. Easily create a page to gather supporters, share news articles, videos, pictures, blog about an issue and create event invites – nearly everything you would need all in one place.

**HOW?** Making a Facebook page is simple; a basic fan page can be created in less than ten minutes.

### MOVING FORWARD: I CREATED A PAGE, NOW WHAT DO I DO?

- Invite supporters to become a fan of your page
- Search your friends through the facebook search box
- Provide a link to your facebook page on your website to invite others to become a fan
- Upload photos
- Share links to news articles or blogs
- Create an event and invite your fans
- Send out a message (an email) to your fans
- Post comments on specific issues that affect your organization
- Comment on other facebook users comments to contribute to conversations

**ADVANCED APPLICATIONS** Do you have a twitter? Do you want to place it on your fan page to allow others to see what you're tweeting or even entice them to follow both? Click below for step-by-step instructions on how to place twitter on your facebook.

<http://www.ajvaynerchuk.com/how-to-link-twitter-to-facebook-a-twitter-tutorial/>



## WWW.TWITTER.COM

**WHAT?** Twitter is a sort of mini-blog that allows users to send a message to followers explaining what is going on within 140 characters or less.

**WHY?** Twitter is an easy way to effortlessly spread information to supporters. Include a quick background to the purpose of your tweet (message) and then place a link to your site, an article, video, picture, etc. The message not only gets spread to your supporters but to their friends as well when they pass it on.

**HOW?** Signing up for an account on Twitter is easy. Simply visit [www.twitter.com](http://www.twitter.com) and click on the Sign Up button. Enter the required information and click "Create My Account". All you have to do is verify your email address by clicking a link sent to you in an email and you're ready to "tweet".

### MOVING FORWARD: I CREATED AN ACCOUNT, NOW WHAT DO I DO?

- Invite supporters to follow you
- Provide a link on your website to invite others to follow you
- Learn the symbols and etiquette on repeating others tweets and start tweeting!



# Appendix: Social Media – What, Why and How?

## TWITTER SYMBOL GUIDE

**@** - this is to refer to a person or their post. For example, *@artservemi* would refer to the twitter page for artservemi

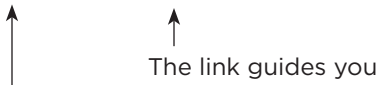
**RT** - this is for Re-Tweet. This is a way of passing on what someone else has already said. Example: *RT @ LetsSaveMich: Multiplicity of the Arts and the Health of a City: importance of the arts to our cities.... http://bit.ly/092Sma9*

**#** - (also known as a hash tag) this is used to tag an event or keyword. Every tweet that includes *#arts* will be included in a search related to arts.

**TINY URL** - When directing followers to a website, the link is usually too long to place in your tweet with a message. To shorten a link for free, go to <http://tinyurl.com/> and paste your original link into their site. A small link will be generated for you to place in your tweet.

## EXAMPLE TWEETS

*Arts officially at the decision-making table in MI - part of the solution, not the problem! Nice article/video @wilxTV http://bit.ly/1tdhxX*



@wilxTV refers to the twitter page of the news outlet

→ *RT @LetsSaveMich: Multiplicity of the Arts and the Health of a City: importance of the arts to our cities.... http://bit.ly/092Sma9*

RT @LetsSaveMich means that I am passing on something LetsSaveMich already said



## WWW.YOUTUBE.COM

**WHAT?** YouTube is the number one hub for online video hosting. Whether it is a professionally produced five minute video to raise awareness for cancer or a three minute video from a cell phone explaining why you should vote for a certain candidate, YouTube is the place to house your organization’s videos.

**WHY?** Uploading a video to YouTube places your video within a global search engine that can spread your video beyond your usual supporters. Users create an organization’s own dedicated channel allowing supporters to subscribe, alerting them when new videos are posted. Additionally, it allows users to comment on videos continuing the conversation from the video. Finally, one of the most useful tools YouTube offers is providing a link to embed the video in your own website or email turning your organization into multimedia professionals.

**HOW?** Creating an account is easy. Enter the required information and start uploading your video content. Capturing video is done through video cameras, cell phones, webcams, etc. There are no expectations; all that matters is the content of the message.

**LIMITATIONS** YouTube places a limit on video’s to upload making the maximum time limit of ten minutes per video. However, you can always split a video into two segments and upload separately if needed.

## ADDITIONAL RESOURCES

- YouTube for Nonprofits, [http://www.youtube.com/t/ngo\\_tips](http://www.youtube.com/t/ngo_tips)
- YouTube Handbooks, [http://www.youtube.com/t/yt\\_handbook\\_home](http://www.youtube.com/t/yt_handbook_home)
- See3.net has prepared an hour-long walkthrough of all YouTube has to offer nonprofits, <http://www.see3.net/youtube-for-nonprofits/>



## Appendix: Social Media – What, Why and How?



[WWW.FLICKR.COM](http://www.flickr.com)

**WHAT?** Flickr is an online photo sharing site that allows users to upload images for free.

**WHY?** Users can create photo albums and edit individual photos (crop, rotate, reduce red eye, etc.).

There is also an option that allows users to place a flag on a map that shows viewers where each photo was taken. Flickr allows you to easily circulate photos taken at events and even purchase hard copies or other merchandise featuring your photos.

**HOW?** Creating an account is simple. Visit [www.flickr.com](http://www.flickr.com) and enter the required personal information to create an account. Once completed, uploading photos is easy as directions are included on the site.

## Appendix: Free E-Tools for Nonprofits

There are a multitude of free E-Tools that are floating around in cyberspace that can help make life easier for nonprofits. Many are easy to find as they are readily utilized and others are buried as they have just been created. The following tools are just a few that we have found useful in our advocacy efforts.

**CONDUIT** - [www.conduit.com](http://www.conduit.com) - Allows users to create a free community toolbar which supporters can download from your homepage or a link in an email. The toolbar is identical to a Google or Yahoo toolbar that almost everyone already has attached to their web browser.

### Benefits

- Includes a link for supporters to download your toolbar.
- Includes your organization’s logo and links to your website.
- Action alerts - user enters action alert in the back end of the conduit site and a small box containing

the alert pops up when your supporters open their web browser.

- Links your twitter, facebook and other social media accounts to the toolbar allowing supporters to follow your tweets and facebook updates without having to go to each site.
- Links a blog or news articles to your toolbar.

*Overall its an entire site within an easy-to-use toolbar.*

**COVERITLIVE** - [www.coveritlive.com](http://www.coveritlive.com) - Allows users to create free live blogs on your own website. Enter the required information to sign up and simply schedule a time and date for your live blog. The site provides the html code for you to embed within your website so you can have a live blog directly on your site for free!



# Appendix: Social Media – What, Why and How?

**PROCASTER** - <http://livestream.com/procaster/> - Have a webcam or a video camera that is linked to your computer? Why not show it live instead of passing on a recording? Procaster provides your organization with a free, live or recorded, online TV station. You can create live streaming video by creating an account and channel and downloading their desktop

application. After that, just embed the procaster window into your browser, with the provided code, and your homepage is equipped with live video that includes a chat option.

*Have a webcam or a video camera that is linked to your computer?*

**GOOGLE DOCS** - [www.docs.google.com](http://www.docs.google.com) - Google offers a large array of free e-tools that can benefit any organization. One of the most useful is Google Docs where you can create and edit web-based documents, spreadsheets and presentations. These files can be accessed from any computer and can also be shared with people you choose. All you need is a Google account, which is free, and you can start utilizing these materials.

*Google offers a large array of free e-tools that can benefit any organization.*

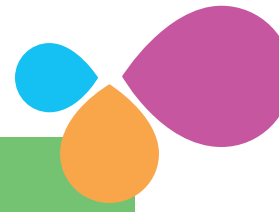
**PUBLICDRUM** - <http://publicdrum.org> - Publicdrum is a free online calendar tool that allows you to enter events into a calendar that can be embedded in your site. Somewhat like twitter and facebook, Publicdrum allows you to follow other organizations registered on the site to gather your calendar and the calendars of multiple organizations onto one simple calendar that can be embedded into your website. Either enter your event information and post the calendar to your site or go further by searching for participating organizations in your area to follow their calendars as well.

For example, if ArtServe Michigan was following Americans for the Arts - every event entered by AFTA would show up on ArtServe's calendar without any effort wasted on inputting information. Going further, if AFTA edited an event that edit would automatically be updated on ArtServe's calendar.

*One simple calendar that can be embedded into your website*

### Online Video Explanation

- "How Publicdrum can help you" (5 min): <http://publicdrum.org/edu/Videos/WhatIf/WhatIf.html>
- "Why a service like Publicdrum is needed." (10 min): <http://publicdrum.org/edu/Videos/Intro1/Intro1.html>
- "How to implement a Community Calendar." (15 min): <http://publicdrum.org/edu/Videos/cc/cc.html>



# Appendix: The Creative Industries in Michigan 2010



This Creative Industries report offers a research-based approach to understanding the scope and economic importance of the arts in **Michigan**.

The creative industries are composed of arts businesses that range from non-profit museums, symphonies, and theaters to for-profit film, architecture, and advertising companies. Arts businesses and the creative people they employ stimulate innovation in today's global marketplace.

Nationally, there are 668,267 businesses in the U.S. involved in the creation or distribution of the arts. They employ 2.9 million people, representing 4.05 percent of

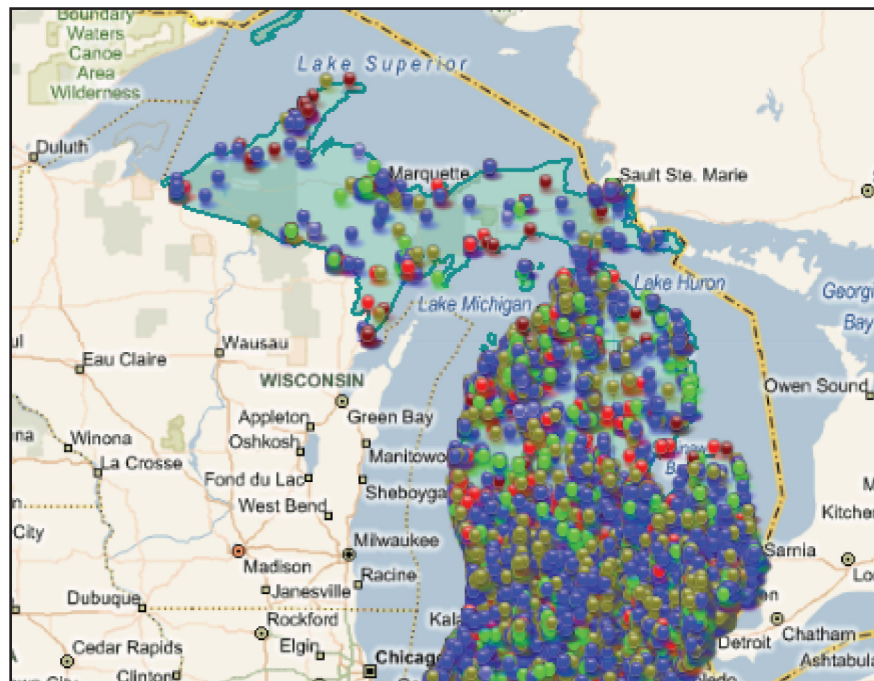
all businesses and 2.18 percent of all employees, respectively. The source for these data is Dun & Bradstreet, the most comprehensive and trusted source for business information in the U.S.

**As of January 2010, Michigan is home to 20,737 arts-related businesses that employ 77,946 people.** These arts-centric businesses play an important role in building and sustaining economic vibrancy. They employ a creative workforce, spend money locally, generate government revenue, and are a cornerstone of tourism and economic development. The map below provides a clear picture of the creative industries in **Michigan**, with each dot representing an arts-centric business.

## 20,737 ARTS-RELATED BUSINESSES IN MICHIGAN EMPLOY 77,946

### Arts-Related Business

- Museum/Collections
- Performing Arts
- Visual/Photography
- Film, Radio, TV
- Design, Publishing
- Art Schools/Services



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