COALITION ON COALITIONS
BROADENING YOUR NETWORK:

Leveraging The Message

Jeff M. Poulin
Arts Education Program Manager
Goals:

• **EXPLORE**: How do we use partnerships effectively?

• **LEARN**: What is framing for music/arts ed?

• **PRACTICE**: How can we frame our asks?
Ground Rules:

• **You Do You:** *Whatever helps you learn the best*

• **We Don’t Play The Victim:** *We are agents of change*

• **Humor Me!** *We will move quick, but it’s not impossible*

• **Others?**
5 QUESTIONS
Partnerships
Framing
Brainstorm
Who am I?
Who am I?
Who am I?
Who are you?

Circle the room with name, organization, location, etc.
What is advocacy?

Shout out your answers!
What advocacy has been done in your state?

Shout out your answers!
How can you influence others as a NAMM leader?

Share your story in 1-3 sentences.
5 Questions

PARTNERSHIPS

Framing

Brainstorm
Highlights from

The Arts Education Field Guide
**Constituency**

<table>
<thead>
<tr>
<th>Definition</th>
<th>A brief overview of the stakeholder, and their role in the ecosystem of arts education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Arts Education</td>
<td>Ways that the stakeholder supports arts education, or are most connected to the field of arts education.</td>
</tr>
<tr>
<td>Barriers</td>
<td>Lists the barriers that prevent this stakeholder from supporting arts education, and also some of the general challenges of this stakeholder's overall role.</td>
</tr>
<tr>
<td>Success</td>
<td>Metrics this stakeholder utilizes to measure their primary outcomes, whether those are outcomes are educational, political, or about self fulfillment. Helps the reader understand this stakeholder's motivations.</td>
</tr>
<tr>
<td>Collaborations</td>
<td>Ways that this stakeholder has partnered with others to support arts education.</td>
</tr>
<tr>
<td>Funding</td>
<td>Where this stakeholder receives funding, and also if they provide funding to arts education.</td>
</tr>
<tr>
<td>National Connections</td>
<td>The national associations that provide support for this stakeholder.</td>
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## Local Constituencies: School

### Principals

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<td>Principals provide leadership and support, set a school vision, and maintain schedules, budget, and other priorities, which can ensure that the arts are treated on par with other academic subjects. Principals oversee school-wide implementation of policy and assessments of student learning, including participation in the arts, whether these policies come from within or from reigning education bodies, such as a school board.</td>
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<td>Principals can affect the quality of arts education by providing resources, retaining highly qualified arts instructors, and by providing release time for teachers to participate in professional development related to arts learning and integration. They ensure sufficient time is provided for arts educators and classroom teachers to plan, implement, co-teach, collaborate with teaching artists, and develop substantive partnerships with cultural organizations.</td>
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<td>Principals provide budget resources, allocate instructional time, provide facilities and supplies, and allow classes to participate in field trips to cultural institutions and programs. They can also support visiting artists, performances, and exhibitions in the schools.</td>
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<td>Principals provide viability, ensuring that the arts are part of all school-related conversations or school improvement efforts. Principals provide opportunities for arts-focused student clubs and events that extend learning in the classroom to beyond the school day. Principals make budget decisions that provide sufficient resources for arts education. Principals hold authority over school budgets and classroom instruction time, in accordance with district policy and procedures.</td>
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<td>Principals are primarily measured through NCLB academic success measures. Beyond that, they are measured by the reputation of the school, behavior and attendance of students, fiscal prudence, supervisory skills, and instructional leadership.</td>
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| The American Association for School Administrators and the Wallace Foundation have partnered to work on the Educational Leadership Initiative to develop, test, and share useful approaches for the training of education leaders. The Association of Supervision and Curriculum Development (ASCD) has an initiative called The Whole Child that regularly posts information about art learning for its audience of educators, policymakers, business leaders, families, and community members. |
Why partnerships?
Why now?
STUDENTS BENEFIT FROM:

- Sequential, standards-based arts curriculum, deep expertise and professional experience, and standards-based connections between the arts and other content areas.

- Connection and integration of deep expertise in the arts with sequential, standards-based arts curriculum.

- Connection and integration of deep expertise in the arts with sequential, standards-based curriculum in other subject areas.

CERTIFIED ARTS EDUCATORS

CERTIFIED NON-ARTS EDUCATORS

COMMUNITY ARTS PROVIDERS
Committee of Practitioners

(b) COMMITTEE OF PRACTITIONERS:

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

(2) MEMBERSHIP- Each such committee shall include —

(A) as a majority of its members, representatives from local educational agencies;

(B) administrators, including the administrators of programs described in other parts of this title;

(C) teachers, including vocational educators;

(D) parents;

(E) members of local school boards;

(F) representatives of private school children; and

(G) pupil services personnel.

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

*Shout out your answers!*
5 Questions
Partnerships
FRAMING
Brainstorm
Who are our audiences?

Shout out your answers!
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<td>Requesting that a decision maker takes a particular stand on an issue via legislation.</td>
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What are our strategies?

Shout out your answers!
Framing Basics

• “When you hear a word, its frame (or collection of frames) is activated in your brain...if the facts don’t fit a frame, the frame stays and the facts bounce off.”

• Example: Tax Relief

• Check list:
  – Keep it positive
  – Don’t adopt a frame in a rebuttal
  – Plan ahead
Framing For Music Education

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

What are our frames?

Shout out your answers!
Making the Ask

Compelling Data + Effective Storytelling = Advocacy for Policy Change
What are our asks?

Shout out your answers!
5 Questions
Partnerships
Framing

BRAINSTORM
Let’s put it together!

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

Strategy:

Frame:

Ask:

- Data:

- Story:
Audience: For-Profit Presenters
Strategy: Education
Frame: Attendance During School Years Develops Future Audiences
Ask: Discount Tickets for Students

- **Data**: UK, Ireland; Arts Audiences; 2012
- **Story**: Jack Carolan, young tuba player
Let’s put it together!

**Advocacy Spectrum**

- **Education**
  - Explaining a fact sheet to a decision maker.

- **Research**
  - Producing or disseminating data that makes your case.

- **Coalition & Relationship Building**
  - Hosting a community forum.

- **Media Outreach & P.R.**
  - Inviting leaders to a student performance or writing a letter to the editor.

- **Organizing**
  - Nonpartisan voter engagement.

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

**Compelling Data** + **Effective Storytelling** = **Advocacy for Policy Change**

WWW.AMERICANSFORTHEARTS.ORG
FOLLOW US @AMERICANS4ARTS AND @JEFFMPOULIN
Let’s put it together!

Share Out!

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

• **EXPLORE**: How do we use partnerships effectively?

• **LEARN**: What is framing for music/arts ed?

• **PRACTICE**: How can we frame our asks?
Thank you!

Jeff M. Poulin

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