BACK TO SCHOOL ARTS EDUCATION CHECKLIST

We all know that under Federal law, the arts are a considered core subject area. However, we have to continue to advocate on behalf of arts education in order to keep it viable for future generations. As you enter the year, make sure that you are approaching arts education as a NECESSARY part of every child's (and adult's) education.



1. Find data that supports arts education, and use it to your advantage.

- [ ] Whether you are a parent, teacher, administrator, and/or any other interested party, knowing the current landscape of Arts Education in the United States can help you advocate for arts education. Data is power, and it is easy to find.

2. Know the stakeholders who impact arts education in your area.

- [ ] See the Arts Education Navigator Series on the Americans for the Arts website to understand the various "spheres of influence" that play a part in the success of arts education in this country. Who are the stakeholders in your area? How do they influence policy and education? How can you appeal to their interests when presenting the benefits of arts education? Whose interests do they represent? Find your audience and share your story.

3. Join and continue to Build Advocacy Networks.

- [ ] What advocacy networks already exist in your area? How are your professional associations involved in advocacy networks and partnerships? Advocacy networks are a powerful way to make your message heard and garner support for your ask.

4. Collaborate!

- [ ] The best way to build an arts education/advocacy network is to collaborate with others. There are different models of collaboration that provide opportunities for short and long-term partnerships. Does it make sense to share resources with another organization and/or educational institution? Are there projects that you could work on together that would be

mutually beneficial? Are there grants programs that fund collaborative projects that could provide both the financial support for your work as well as continuing professional relationships?

5. Gather your own data

- [ ] What work are you doing that matters? How does it align with the current data used to advocate on behalf of arts education now? How can you use current data to shape the arts education work that you do?

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