



## NATIONAL ASSOCIATION FOR MUSIC EDUCATION ADVOCACY TOOLS

### **National Level**

[Arts are Essential](#) webpage and [PDF of document](#) – 53+ organizations have signed on to this document to spread a unified message about the importance of the arts. Share this with administrators, school board members, parents, and community.

[Instrument Hygiene Guidelines](#) – NafME, NAMM and NFHS worked together to create guidelines for cleaning instruments.

[COVID-19 Aerosol Disbursement Study](#) – An international coalition is funding this study through the University of Colorado-Boulder specifically for wind instruments, singing, musical theatre and elementary singing. Results from the study are expected to arrive mid-June and will be available on nafme.org.

[Music Education and Social Emotional Learning Brochure](#) – SEL is going to be a key factor in going back to school. Music education plays a key role in students' social emotional learning and this brochure can be downloaded and shared with administration, school board members, and parents.

[Tell Congress to Support State Education Budgets](#) – a simple form to message your US Senators and US Representatives. You must use your personal email address and not your school email address.

[Opportunity to Learn Standards](#) – a description and checklist of what curriculum, staffing, materials, equipment, and facilities are needed to support the music standards.

[National Music Standards](#) – create opportunities for students to learn about creating and responding along with performing. Under the Standards tab you will find standards-based lesson plans for creating and responding. Creating lessons are currently being developed.

[Everything ESSA](#) - ESSA's passage is an historic victory for music education advocates, because it includes for the first time a specific and separate mention of music as a part of a 'well-rounded education.'

[Civic Action Field Guide](#) - This field guide was created by NafME to help music educators and education stakeholders better understand the processes behind how public education is governed and funded, with an eye toward supporting high-quality music education in districts and at the state level across the nation.

### **State Level**

Every state has a member in [the Advocacy Leadership Force](#) (ALF) which is usually a member of your state Music Education Association. It is helpful to be in communication with this person to find out what is happening with education funding in your state.

## **Local Level**

The [Local Advocacy Action Plan](#) is intended to aid music educators and music education supporters as they seek to improve the overall condition of a music program. Outlined below is a local advocacy plan for pursuing new resources and opportunities which can improve a music educator's ability to provide students with high quality music education experiences.

## **Professional Development**

### [Virtual Learning Resources](#)

[Professional Learning Community Webinars](#) - includes advocating for your program, online learning, social emotional learning, teacher health, lesson plan ideas for creating and responding, and more! Clock hour certificates can be earned by watching webinars.

[Clock Hour Certificates](#) – opportunities to read journal articles and watch webinars to earn clock hour certificates.