



**National Association
for Music Education**



CIVIC ACTION FIELD GUIDE FOR MUSIC EDUCATION



Preface

The **National Association for Music Education (NAfME)** advocates at the federal, state, and local levels to educate elected officials and other key decision-makers about the impact and importance of music education programs.

Representing music educators, students, and advocates, NAfME is dedicated to ensuring the accessibility of quality music programs taught by certified music educators for all students across the nation, regardless of circumstance. Through active advocacy and collaboration, we are changing the national conversation about music's role in delivering a well-rounded education to all students.

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. **With the information in this document, you will be able to:**

- Understand how public education is governed and funded
- Identify key elected officials in public education and their election cycles
- Identify candidates and their stances on education issues
- Register to vote
- Understand the well-rounded education programs found in Title I, Title II, and Title IV, and learn how to advocate for the availability of these funding streams to your music program under ESSA (the Every Student Succeeds Act)
- Contact your elected officials and advocate for music education

The contents of this field guide will help you keep music education relevant to your state and local elected officials during election season and beyond. **The majority of education governance and funding occurs at the state and local levels.** Therefore, grassroots advocacy efforts are critical to the preservation and growth of music education in our nation's public schools. We hope that this guide empowers you to join us as the national voice for music education.

If you have any questions about the contents of this field guide or NAfME's advocacy work, please visit nafme.org/advocacy or contact advocacy@nafme.org.

Information in this guide is current as of October 2022 and is subject to change.

How Is Public Education Governed?

Most of the decisions affecting policy and funding for public education are made at the state and local levels. The following section provides a “bottom-up” overview of the local and state officials who govern public education:

Local School Board

In almost all states, local elections are used to determine the makeup of a local school board, although members are appointed in certain locales. Election dates and procedures vary by state—please check with your state school boards association to learn more.

The school board is often responsible for creating the district’s budget—and deciding where funding cuts or additions should be made. Furthermore, a school board determines curriculum goals and school improvement or reform for schools within the district. The board also appoints the district superintendent, who serves as the “chief executive” of a school district and wields substantial influence over hiring and budget allocations. It is imperative that music education advocates take part in the election process to ensure that a school board is comprised of members who value music and arts education as part of the community’s educational priorities and vision.

Generally, authority in a school district is arranged so that the school board sets policy while the superintendent administers that policy. Although the superintendent technically reports to the board, the two entities share many of the same responsibilities. They each contribute to final decisions regarding the adding or cutting of employed positions and the hiring or dismissal of district employees.

Local elected offices are often proving grounds for people interested in pursuing other elected positions. Getting to know them here, and getting them on record about music education, can be helpful later as they ascend to your state capitol or even to the U.S. Congress.

Mayoral and City Council Races

The structures of local governments (cities, counties, municipalities, etc.) vary widely around the country. Election dates also vary as a result. Visit your state or town’s website for specific information regarding your municipal elections.

Mayoral elections have become increasingly important because in more and more localities across the country, mayors have been given greater authority either in partnership with or over the local school system. Such authority includes appointing the superintendent, a portion of the board, or the entire board. Some localities even include decision-making powers by the mayor. It is important to know what authority your mayor has in decisions made concerning your school district.

The more traditional mayoral, city council, or county governing bodies are also important because they elect officials whose policies will affect schools. Public school funding is primarily generated through local property taxes, and local governments are responsible for levying these taxes. They decide at what rates property will be taxed, thereby affecting the main source of revenue for school districts.

State Board of Education

Just as each school district has a Board of Education, each state has a State Board of Education. This board sets education policy for the state, which the Department of Education (State Education Agency, or could be the Office of Public Instruction) then executes. Members may be elected to the state board or appointed by the state’s governor or legislature, depending on location. **See this chart by the National Association of State Boards of Education** (bit.ly/StateEducationGovernanceMatrixUpdated) for state-specific appointment procedures.

How Is Public Education Governed?

The scope of a state board's authority varies from state to state. These bodies are generally focused on primary and secondary education. They are responsible for producing a state's education standards, requirements for graduation, and the state's accountability and assessment programs. Additionally, they may also oversee teacher licensure and teacher preparation programs for institutions of higher education. Sometimes, these duties fall to outside bodies or agencies.

The Board of Education and its administrative extensions are considered the "experts" on schools in a state bureaucracy. Since education policy is primarily under the purview of state and local government, state and local boards hold significant influence over the quality of their schools. They determine the certification requirements for licensed educational personnel and award the credentials necessary to secure employment in a school. They also act as a pass-through for national education policy, making determinations on how to implement federal laws like the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Act for Career and Technical Education (Perkins-CTE).

State Legislatures

State legislatures produce legislation that outlines the overall state budget and influences education policy. Bills introduced to a state legislature propose funding for K-12 public schools, public colleges and universities, and sometimes, scholarships for students to attend institutions of higher education. State legislatures also oversee their state's Department of Education.

State legislatures also vote on bills that affect general education policy. For example, many of these bodies are currently weighing in on the school choice debate. Several states have passed or are considering legislation addressing charter school expansion, education savings accounts, and public dollars supporting private and/or religious schools.

Members of state legislatures are elected on Election Day (the first Tuesday in November). However, the dates of the primaries—initial elections which determine whose name appears on the November ballot—vary by state. Visit your state's website for more specific election information.

Governor

Governors serve four years in office per term (excluding Vermont and New Hampshire, where tenures are two years long). Gubernatorial elections occur on Election Day.

In addition, Kentucky, Louisiana, Mississippi, New Jersey, and Virginia all elect their governors to four-year terms during off-years, when the election is held on an odd-numbered year during which no federal elections take place.

Governor's races are some of the most publicized during campaign season. Candidates for governorships often campaign on platforms that include specific agendas for improving education in their states. These agendas might include proposals regarding education funding, school choice, STEM or STEAM (depending on their views), teacher training and support, or post-secondary education. Governors also represent their state's values on the national stage.

Governors are the chief executives for their state governments. This means they oversee administration for all state agencies, including the Department of Education (or equivalent). The governor of a state usually appoints a top administrator—typically a director or commissioner—to lead this department.

How Is Public Education Governed?

It is common for governors to appoint members to a state's Board of Education. In this practice, the governor's education agenda is streamlined more directly into state policy. Governor-appointed members of a state school board may or may not have a professional background in the field of education.

There are variations on both of the statements above, where the public votes for the members of the state Board of Education (e.g., Nebraska), or where the public votes for the commissioner of the Department of Education (e.g., Wisconsin). To learn more about these variations, see *State Education Governance Structures* from [Education Commission of the States](https://bit.ly/StateEducationGovernanceStructures) (bit.ly/StateEducationGovernanceStructures).

2022 Statewide Races Impacting Public Education

To catch a glimpse of election results in your state that could impact public education, click on this [article from Education Week](https://bit.ly/EDWeekElections) (<https://bit.ly/EDWeekElections>).

Federal Elections

Federal elections remain important to music education advocates for several reasons. Federal policy often sets the tone for state and local policy. From the president's budget to congressional priorities, federal lawmakers highly influence our education policy across the country. With this in mind, be informed on the public policy proposals of candidates for President of the United States, the United States Senate, and the United States House of Representatives:

President of the United States: The Presidential Election occurs every four years with an incumbent able to seek only one additional term.

United States Senate: U.S. Senators are elected once every six years. The 100 U.S. Senators are divided into three classes. The purpose of the classes is to determine which Senate seats will be up for election in a given year. The three groups are staggered as such that one of them is up for election every two years rather than having all 100 seats up for election at once. There is no term limit for a U.S. Senator.

United States House of Representatives: All 435 Members of the U.S. House are elected every two years with no term limit. You vote only for the representative of your congressional district. The number of congressional districts in your state, and, thus, congressional representatives, is proportionally based on population of your state as determined by the U.S. Census.

How Is Public Education Funded?

In education budgets, a distinction is made between supplanting funding (providing the basis for funds, the state and local government's role) and supplementing funding (providing additional support for a budget, the federal government's role). State and local dollars account for nearly 92% of public education funding in the United States, meaning the federal government contributes only about 8% to the total education budget. This 8% figure includes funding from the Department of Education, as well as money from the Department of Health and Human Services' Head Start program and the Department of Agriculture's School Lunch program.

At the federal level, NAFME belongs to the Committee for Education Funding (CEF) (www.cef.org), which is attempting to raise federal support for education from 2% of the entire federal budget to 5%. CEF's campaign is called "5 cents makes sense," to communicate that our investment in education should be raised to equal 5 cents of every federal dollar. **Increases in federal funding strengthen the possibilities for better support for well-rounded programs found in ESSA**. (Learn more at bit.ly/EverythingESSA.)

State and local dollars account for nearly 92% of public education funding in the United States.

For more information on NAFME's membership and involvement with CEF, please visit bit.ly/PublicPolicyCoalitions.

State and local governments are mandated by law to allocate money toward public education. The primary source for public school funding is local property taxes. Affluent communities contain property valued at higher amounts, ultimately generating more tax revenue available for education. Communities affected by poverty, on the other hand, often struggle to fund their schools with limited tax revenue. This can help explain the systematic inequality between schools that serve affluent populations versus schools that serve socioeconomically disadvantaged communities.

State Budgeting

State education dollars can compensate for funding disparities between school districts. For more information on this dynamic, [visit bit.ly/EdFundingChanges](http://bit.ly/EdFundingChanges).

State governments allocate a portion of revenue from sales and income taxes to be used for public education. However, the degree to which a state government involves itself in funding education varies from state to state. For example, some states, like Arizona, allocate school funding first from the state level, with additional funds provided at the local level. Understanding how state legislators feel about public education, including their track record on funding, is an important part of being an informed music education advocate.

States usually build their budgets in the spring for the coming fiscal (school) year. To learn more about what is included in school budgets, you can contact your state legislative education committees or state department of education for more information.

School District Budgeting

As money is allocated to a school district, school leaders create the district budget for the upcoming year. The budget outlines programs that describe the district's plan for the upcoming year as it relates to mission, operations, and objectives. The funds a district receives can come in distinctive buckets—for example, specific funds to be spent for facilities upgrades or construction; specific funds for capital expenses for items with a longer shelf life (for music educators, this can include instruments and even sheet music); specific funds designated for transportation; and funds for ongoing operational expenses, including teacher salaries. A district's annual budgeting process creates an opportunity for advocates to discuss, each year, what is important and valued in a school district. There are many needs and limited dollars; music educators and their communities of support need to be part of the conversation and should be prepared to share how and why music education is a vital part of ensuring all students receive a well-rounded education. Refer to NAFME's Local Advocacy Action Plan" (bit.ly/NAfMELocalAdvocacyActionPlan) to learn how to be a proactive part of these budgeting conversations.

Like states, school districts often build their "first" budget in the spring, working off estimates of what they will receive from property taxes and revenue from the state. As state budgets get finalized in the late spring/early summer, school districts will finalize their budgets. In some states, local voters are provided an opportunity to approve the school's budget through voting at the polls (e.g., New York) or in town hall meetings (e.g., Massachusetts). In others, citizens need to attend a school board meeting to even learn what's being considered in a school district's budget.

How Is Public Education Funded?

Your Specific District

As a resident and voter in your school district, you are welcome to request information on how the school budgeting process works, and ask how you can find out more, including details regarding the timeline and how public input is considered during the process.

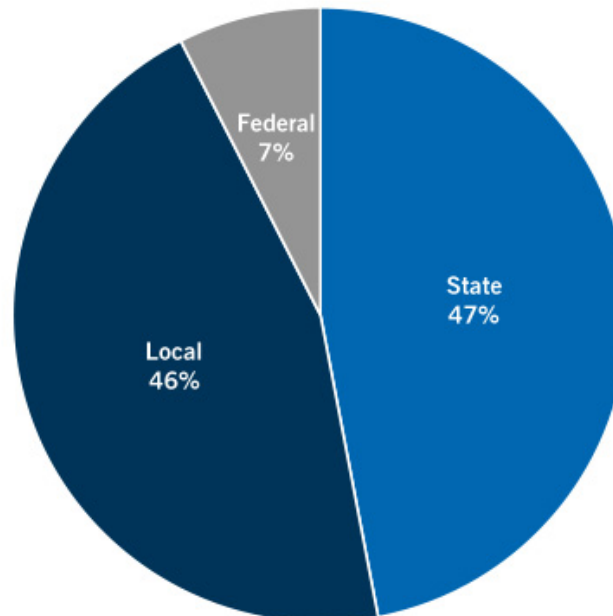
As an educator in a school district, you may want to begin by working with your music program leader, whether that is a music supervisor, a district arts coordinator, or an assistant superintendent of curriculum over your content area. If you do not work directly with a district-level supervisor, you can ask these same questions of your school administrator. If they have not shared before, ask them how the budgeting process works. How are dollars allocated for the music education program? Who gets to determine how and where those dollars are spent—or prioritized? How can you provide information to help with this decision-making? You want to be seen as a valued partner in this conversation—not someone just making a funding request. And always keep in mind that the district is not just looking at your program, but holistically at the entire music education program of the district—and balancing that with the needs of all other content areas.

Election season can be noisy. Candidates jockey for media attention, rhetoric floods the news, and campaign signs ornament communities. How can we listen through the noise and get the information important to us?



The federal government plays a relatively small, but important role in K-12 education funding

EDUCATION FUNDING BY SOURCE, 2019–2020 SCHOOL YEAR



SOURCE: U.S. Census Bureau, 2020 Public Elementary-Secondary Education Finance Data, May 2022.
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PGPF.ORG

How Can I Learn about Candidates in the Upcoming Election?

Getting the Details on the Candidates

Two websites that can help you prepare to be civically engaged are Vote411.org and ballotready.org. Vote411.org is an online resource that can help prepare advocates for civic engagement. After providing your location of residence, the website will supply you with information about your congressional and legislative (state) voting districts, and all state level races (Governor, Superintendent of Public Instruction), including details on candidates running for office and their stances on high-profile public policy issues. There likely won't be information relating specifically to music education, but this is a good place to start your search.

The website also provides a quick and easy way to update your voter registration. By entering your basic information, a registration form will be filled out and provided to you for printing. All you need to do is mail the form, and you'll be ready to vote!

Vote411.org is a great starting point, but you'll need to expand your search to feel sufficiently informed. For information on other types of candidates, such as school board or city council members, try a Google search under the "news" engine including your geographic location. Local news outlets, either online or print, are excellent resources to provide the names and issues demanding your attention.

"Have a clear picture of what you're looking for," advises Nicole Worzel, Advocacy Chair for Rhode Island Music Education Association. "Be willing to negotiate." Read more at bit.ly/NicoleWorzelAdvocacy.

What to Look For

Once you know who the candidates in a race are, you can begin investigating their stances on the issues that matter to you. The easiest way to find this information is to go directly to the source:

the candidates. Most candidates for public office have websites, Facebook pages, and other social media outlets that outline their political stances, professional background, and local involvement.

Scan a candidate's website for information regarding their views on public education. This should be easy to find, but details specifically relating to music and arts education may be more elusive. Sometimes, websites will contain links to a candidate's answers on arts education matters, posed by the State Arts Action Network or other education-related associations in your state.

If you're still lacking answers on a candidate's views, you can ask the candidate yourself! Campaign websites will include contact information you can use to send specific questions to candidates. There will also be an events schedule including places and times when you can meet the candidate. If you're unsure of what to ask, check out questions NAFME posed to the 2016 Presidential candidates in the box below.

Keeping It in Perspective

- How do you listen to educational issues and elections being covered by the news media? As any trained musician does—carefully and thoughtfully. When we listen to music critically, we don't take what we hear at "face value." We consider the context of the piece to understand it more fully. Who is the composer? Where are they situated in music history, and what was life like in their place and time? What was their motivation for writing this piece?
- We can think of our news consumption in similar terms. Who authored the piece, and what's their reputation as a news provider? Are they credible and fact-based? Do they sensationalize or put a partisan slant on their coverage? What's their agenda, and how does it relate to the broader political landscape?
- Being a responsible news consumer is becoming more important every day. With the 24-hour news cycle, the influence of social media, and a growing hyper-polarization of politics, it is more challenging than ever before to avoid biased or misinformed reporting. As members of the United States electorate, it is our civic duty to ensure that we are well informed on the issues.
- Similarly, listen carefully to answers shared with you by candidates. What key words did they use in their response to your questions? What personal stories did they share about music and music education? How passionate were they in their responses? Is this an issue they will prioritize? How do you know?

What Can I Ask My Elected Officials and Candidates Running for Office?

Before engaging with your elected officials, it is a good idea to brainstorm what you are asking of them. What do you hope to learn as you research candidates and work with those who have been elected?

Federal Level Officials

- Will you support the authorized amounts of well-rounded education funding found in Title I-A, Title II-A, and Title IV-A of the Every Student Succeeds Act (ESSA)? (See bit.ly/EverythingESSA.)
- Will you cosponsor the Arts Education for All Act (AAE)? (See: <https://bit.ly/3Phv10b>)
- Will you support funding to train future music educators in the Higher Education Act reauthorization?

Has your state adopted the revised 2014 Arts Standards? Check out the NCCAS map: bit.ly/NCCASmap.

State Level Officials

- Will you support high-quality, sequential state music standards to support music programs across the state? (Ask this, if your state has not yet done so.)
- Will you champion legislation making music a required subject in your state?
- Will you work with your state school board on clarifying guidance that music education, as a part of a well-rounded education, is a part of your ESSA state plan, and should be taught to all students?

To date, 40 states have adopted the revised 2014 arts standards in **all** disciplines.

- Will you work with your state school board on including music technology as part of your Perkins state plan? (See bit.ly/PerkinsActMusicEd.)
- Will you write to your U.S. congressional delegation on the need for full funding for well-rounded programs found in ESSA?

Local Level Officials, Including School Board Officials

- Will you work with your city/county commissioners and/or school board to make music education a focus by supporting appropriate funding for music programs?
- Will you be involved in your local districts' Perkins consultation team and weigh in on your school district's music technology program?
- Will you write letters to your state school board addressing the need for adequate education funding for your school district?

Relationship-Building Questions

- What is their music background? What did they enjoy about music classes in school?
- Are their children active in music?
- How do they think music is part of a well-rounded education?

How Should I Contact My Elected Officials or Candidates Running for Office?

Want to find out more about your elected officials' stance on education? Not only is it appropriate to communicate with them; it is your civic duty to know where they stand on issues important to you. There are several ways to do this:

Attend constituent meetings.

Meet with elected officials or candidates and/or their staff members who handle education. Ask them if they think music is important to a child's education and future success. Ask how they will support music education should they be elected or re-elected. (See sample questions in previous section.)

Call their office.

Leave your name, address, and email with their staffers. Request an answer to your questions either by an official's appropriate staff member calling you back, or by a letter fully explaining their position(s).

Get involved with the legislative process.

Visit the NAFME Grassroots Action Center (<https://bit.ly/GrassActionCenter>) to be informed and participate in ongoing campaigns to support music education in State and Federal education policy.

Engage with them on social media.

Officials are active on social media, following their account and tagging them in posts about your school's music program is a great way to keep them informed.

Send an email.

Most public officials now have an email option on their website. You can enter your name and contact information, and your elected officials will likely either email you back or send a letter via postal mail.

Send a letter.

Keep in mind that your federal elected officials will not receive a letter via postal mail for about six weeks. All postal mail is screened which delays the process. Some state offices have also followed suit.

Dear Representative Smith:

I am writing to better understand your position on music education. As you know, the Every Student Succeeds Act calls for all children to receive a well-rounded education, of which music is enumerated as a stand-alone subject. To this end, do you support all students receiving K-12 sequential standards music education with a certified music teacher? If so, what policies are you willing to support to achieve this goal?

Music education is important to me, and I would like a clear understanding of your position.

Sincerely,

Your name

Share your students' stories with elected officials and candidates for office.

When writing to or speaking with an elected official or a candidate, you can strengthen your case with personal and anecdotal success stories about the positive influence of music education. Many music advocates open the conversation by inquiring about the official's musical experience. Singing in school is an experience shared by generations of Americans, and the official may be more sympathetic to your cause after reflecting on their own music education. You might also consider sharing a story about the impact that music education has made on your students, your district, or your own life.

Elected officials want to connect with their constituents—after all, their job relies on your vote! By placing real individuals and their experiences at the heart of your advocacy, you will create stronger, more genuine relationships with the offices you visit, ultimately strengthening the presence of music education on their legislative agenda.

What Do I Need to Know Before Meeting with an Elected Official or a Candidate for Office?

As an American citizen, it is your right and civic duty to be involved in the legislative process and to participate in elections as an informed citizen. You are entitled to your own opinions on a given issue and are free to express those. However, remember that your music program involves an array of people: your students, their parents, your school district, and others in the community. It is important to be respectful of their roles in your endeavor to develop or enhance your music program.

We strongly suggest some of the following items when engaging with elected officials:

- Keep your principal aware of your meetings with elected officials or candidates. If you make substantive progress in engaging your elected officials, your principal can notify their supervisors of the success.
- Be cognizant of what engaging in political activity could mean when advocating for your music program. Many school districts have policies on active politicizing, especially during election season. When involving your school, it may be best to frame your work with an elected official as strictly legislative and educational—not political. During election season, **please consult any guidance provided by your school district.**
- Be cognizant of how to involve parents and community members. Again, political activity may not align with a school district's policies. Furthermore, you may not know the political affiliations of those with whom you coalition.
- **Remember**, engaging in political activity is your constitutional right. At the same time, please note it is also a school district's constitutional right not to engage in political activity. Please be aware of this as you do your work. It is most often best and safest to separate your legislative and educational work from your political activity.

The Election Is Over. Now What?

It is often said of elected office that it is far more difficult to govern than to campaign. The same could be said for your music education advocacy efforts. During election season, you are likely to have an elected official's attention more than you will after the election is over. That said, most of your substantive work can be accomplished when your elected officials and their staff are not focused on campaigning. So, how can you stay relevant after the election?

Be involved on the state level.

Know your state Board of Education's meeting calendar. Attend a meeting to understand how the process of receiving federal and state funds works.

Join your state's Title I Committee of Practitioners (COP). The committee typically must include school district representatives, Title I administrators, teachers, parents, and members of school boards.

Know your state budget schedule as well as when your state distributes funds to your school district.

Know your Title I director and your Title IV State Education Agency (SEA) lead. They will be the state point of contact for each respective title of funding.

Engage with your state music education association.

To learn more about your state's education leaders, visit the [NAfME State Information Center \(bit.ly/NAfMEStateInfo\)](https://bit.ly/NAfMEStateInfo).

Advocate at the local level.

They say all politics is local, and that could not be truer about music education today. That is because the Every Student Succeeds Act (ESSA) has replaced No Child Left Behind as the major K-12 federal law of the land. With this change, new and expanded federal funding opportunities to support a sequential, comprehensive music education have been made available. Coupled with this is the intent of lawmakers to focus education policy at the state and local levels. This gives music education advocates an extraordinary opportunity to implement quality music programs in local school districts across the country.

Following are some ideas to help you advocate at the local level:

- Understand how your local schools function, including budgeting, scheduling, and calendaring. Actively engage in these processes.
- Identify the needs for school music programs using tools such as the [2020 Opportunity-to-Learn Standards \(bit.ly/OpportunitytoLearn\)](https://bit.ly/OpportunitytoLearn) to provide clear guidance on what is needed and why.
- Build long-term collaborative partnerships with administrators, parents, educators, and students to help others understand the needs of the school music program and why quality music education matters.
- Be proactive in a time of crisis when music education programs are threatened. Understand the role an educator can play in responding to a crisis. Organize (as allowed) a response with identified partners and supportive stakeholders.
- Provide accurate and supportive data and information, including research and stories, in efforts to bolster a program in a time of crisis.

The Election Is Over. Now What?

- Be informed about music education policy at the federal, state, and local levels.
- Build strong relationships with school counselors and help them understand the benefits that accrue for students who participate in music programs as performers, creators, and responders.
- Increase involvement in school music programs by sponsoring school music clubs or talent shows to generate interest and enthusiasm among students not currently enrolled in music classes.
- **Sponsor a Tri-M®** chapter (MusicHonors.com) in your middle or high school to help current music students engage with the community and advocate for music education for all students.
- Publicly address inadequate resources in music programs through editorials in newspapers, social media, or attending school board meetings.
- Invite state and local officials to shadow music educators during the school day and attend concerts, which will help develop relationships and give officials insight into your music program.
- Invite members of the local media to performances to showcase your music program.

To get started advocating in your school or district, please review and complete a Local Advocacy Plan of Action using the provided NAFME template available at nafme.org/advocacy.

How Can I Continue to Keep My Elected Officials Involved in Music Education Advocacy?

The best advocacy for music education is music education itself. While a one-on-one meeting can result in a potentially valuable new relationship and an avenue to understanding policy details, watching a music educator in action is a great way to get elected officials invested in the cause. Elected officials view these outings as an opportunity to address multiple constituents. Opportunities to invite an elected official may include:

- Any school performance or concert
- An informal meeting with your music boosters that includes parents, businesses, and local advocates
- A school board meeting where music may be the focus
- A sporting event or other local events where music education is being showcased

If you have already established a relationship with a policy staffer in an elected official's office, it is appropriate to start with that person. If not, you should seek the office's scheduler. Simply call the elected official's office and ask to speak with them. Make clear to the scheduler whether your event is a speaking engagement. If it is not, make sure they know the elected official will be recognized at the event.

Where Else Can I Go for Information?

- **The State Arts Action Network (SAAN)** is comprised of 52 representatives from arts advocacy organizations nationwide. **This webpage** ([bit.ly/ StateArtsActionNetwork](http://bit.ly/StateArtsActionNetwork)) provides contact information for state-specific arts advocacy organizations.
- **ArtsEdSearch** (artsedsearch.org) is an online database for research on the impact of arts education.
- **The Arts Education Partnership (AEP)** (aep-arts.org/essa/) continues to map opportunities for the arts under ESSA.
- **The National Art Education Association** (bit.ly/NAEAESSA) also provides a wealth of online information regarding ESSA implementation.
- **The California Alliance for Arts Education** (bit.ly/CAAESchoolBoard) created a document to guide advocates in preparing for school board meetings. This site also provides resources on **bringing an elected official to school** (bit.ly/BringinganElectedOfficialtoSchool).
- **The Committee for Education Funding** (CEF, cef.org) is a coalition that was founded in 1969 with the goal of achieving adequate federal financial support for our nation's educational system. CEF provides multiple resources regarding education funding as it pertains to the national level.

The coalition is voluntary, nonprofit and nonpartisan. The National Association for Music Education has been a member of CEF since 2010 and continues to maintain an active role as the only organization that represents the music and arts community within the coalition.

- **The Title IV-A Coalition** is an alliance of like-minded education groups that are working to urge Congress to increase funding for the Student Support and Academic Enrichment (SSAE) grants. The Coalition provides numerous resources, fact sheets, and talking points for the block grant [here](http://titleiva.org/resources/) (titleiva.org/resources/).



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