

SEPTEMBER 10 | 7-8PM ET

EMPOWERING TEACHERS to

Advocate for Federal and State Arts Education Policy

ARTS EDUCATION ALLIANCE

A Collective Vision for Equity in Arts Education



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In May 2024, The [Educational Theatre Association](#) (EdTA), [National Art Education Association](#) (NAEA), [National Association for Media Arts](#) (NAMAE), [National Association for Music Education](#) (NAfME) and [National Dance Education Organiation](#) (NDEO) entered a partnership to amplify the value of arts education through joint advocacy work.

NAfME Strategic Plan



[View Strategic Plan](#)

MISSION

NAfME is a collaborative community that supports music educators and advocates for equitable access to music education.

VISION

NAfME is an association where all people are heard, seen, and feel they belong throughout their lifelong experiences in music.

BELIEF STATEMENT

Music is unique to the human experience and is essential to our humanity.

- Music communicates and connects people across all time and cultures.
- Music unlocks human creative expression and is a lens to the experiences and interpretations of the world.
- Music is basic to human wholeness through our emotions, intellect, and physical and spiritual well-being.

National Dance Education Organization (NDEO) Strategic Plan 2023 – 2027

Mission: To advance dance education for all by providing professional development and cultivating a community of support, resources, advocacy, and research.		Vision: The National Dance Education Organization envisions equitable and accessible dance education for all.	
Values: <ul style="list-style-type: none">• Inclusion: We celebrate dance education for all across every dance form, genre, sector, pedagogy, and career stage.• Advocacy: We recognize the importance of having a seat at the table locally, nationally, internationally to promote dance education for all.• Innovation: We encourage creativity/creative thinking.• Excellence: We are committed to doing our best for the health of the organization, service to the members, and responsiveness to the field.• Community: We foster an environment of understanding, cohesiveness, and respect within and across our dance education community, board members and staff.• Teaching and Learning: We are lifelong learners and share information, knowledge, and resources uplifting the value of dance in education, research, and society as part of the human experience.			
Strategic Priorities (2023-2027)			
SP1- Organizational and Financial Sustainability <i>Promote organizational and financial growth and sustainability</i>	SP2 - Access and Inclusion <i>Expand access to and increase diversity in membership participation</i>	SP3 - Professional Development <i>Develop programs that are reflective of and responsive to member needs.</i>	SP4 - Advocacy <i>Strengthen advocacy for dance education at the local, state, and national levels.</i>
<ul style="list-style-type: none">• Goal 1: Strengthen NDEO’s organizational infrastructure• Goal 2: Strengthen NDEO’s financial stability	<ul style="list-style-type: none">• Goal 1: Prioritize Justice, Diversity, Equity, and Inclusion learning across NDEO• Goal 2: Minimize barriers to accessing NDEO programs and services• Goal 3: Expand opportunities to cultivate relationships and develop networks within and across the NDEO community	<ul style="list-style-type: none">• Goal 1: Strengthen and develop communication strategies to support member needs• Goal 2: Diversify professional development opportunities across sectors, pedagogy, forms, genres, and career stage	<ul style="list-style-type: none">• Goal 1: Empower our members to act as advocates for and ambassadors of dance education• Goal 2: Build and maintain robust partnerships with other national education and arts organizations in service of promoting equitable access to dance education



Vision

Building a global community of creative problem-solvers, effective collaborators, and empathetic individuals through theatre.

Mission

EdTA inspires and supports theatre educators to deliver equitable, transformative learning experiences for all.





National Association for Media Arts Education

Strategic Plan 2024-27

Vision: A world where all learners have access to empowering media arts education.

Mission: Support and advance standards-based media arts education for all learners.

ORGANIZATION

Develop the organizational staff, structures and supports necessary to sustainable, effective progress towards achievable objectives.

COMMUNITY

Connect, inform and expand the media arts community, including educator networks, state and regional affiliates, and associated organizational partnerships, as well as student organizations.

CONTENT

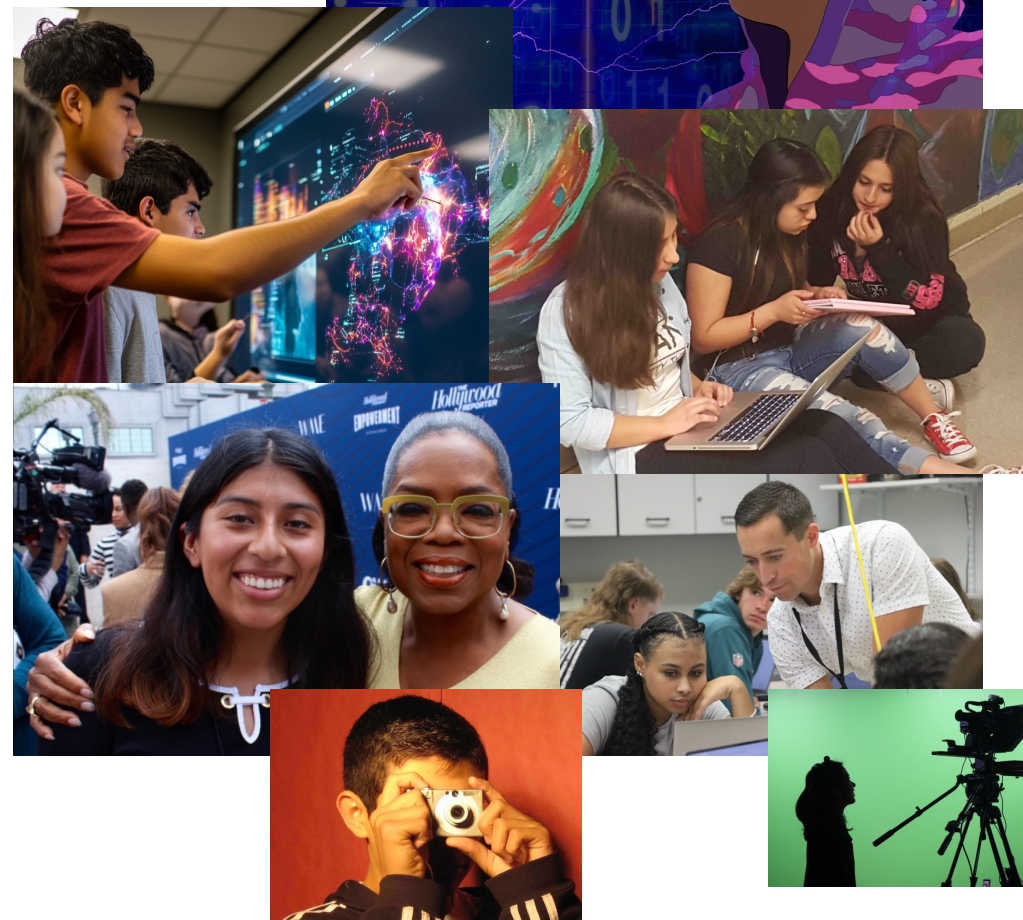
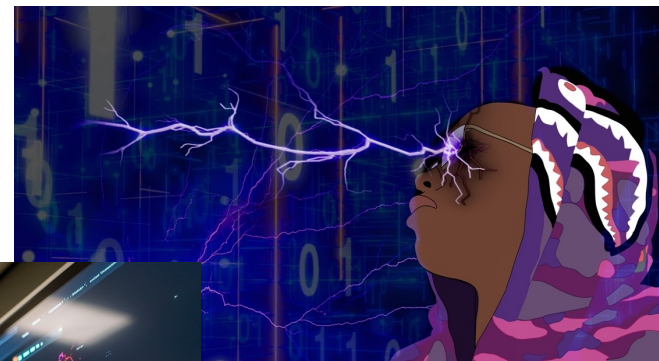
Develop high-quality curricula and models, as well as professional development services, information and initiatives, and student events and experiences.

ADVOCACY

Support states and districts in implementing, supporting and advancing media arts education.

R & D

Encourage media arts research and development to guide the field towards coherent, educationally and standards-aligned tools, knowledge and platforms





NATIONAL
ART EDUCATION
ASSOCIATION

2021–2025

STRATEGIC VISION



VISION: The National Art Education Association (NAEA) harnesses the power of the visual arts, design, and media arts to educate and enrich the lives of all learners and communities, especially those who are members of historically marginalized groups, and serves as a catalyst for developing creative and culturally competent future generations.

MISSION: The National Art Education Association (NAEA) champions creative growth and innovation by equitably advancing the tools and resources for a high-quality visual arts, design, and media arts education throughout diverse populations and communities of practice.

CREATIVITY: A driving energy for our work

INTERCONNECTIVITY: Together, we can

INCLUSIVITY: Fostering a welcoming community

INGENUITY: We are all growing as leaders

RESPONSIBILITY: Taking care of our communities and ourselves



NATIONAL
ART EDUCATION
ASSOCIATION

Arts Education Ecosystem

Tiers of Influence

The structure of our education system is often seen as a linear hierarchy, but each partner below has a different role and a different amount of influence. Your strongest ally is not always just one step above, below, or beside you. How can we build more relationships within and between tiers in order to help arts education thrive within this ecosystem?

• White House • Congress • U.S. Department of Education • National School Board Association
• National PTA • National Association of State Boards of Education • Arts Education Partnership
• Americans for the Arts • National Associations for the Various Arts Disciplines • State Agencies of
Education Directors of Arts Education • Kennedy Center Alliance for Arts Education Network
• American Association of School Administrators • National Endowment for the Arts
• National Education Association

Federal

• State Legislatures • State Department of Education • State Board of Education • State Superintendent
• State Department of Education's Director of Arts Education • State Arts Agency • State Arts Advocacy
Organization • State Alliance for Arts Education • Governor and Lt. Governor • Teachers Unions State Affiliates

State

• School Board • Superintendent • Assistant Superintendent for Curriculum and Instruction
• Arts Coordinator • Principal • Teachers Unions Local Affiliates • Arts Specialists • General Teachers
• Teaching Artists • Parents / PTA • Mayors • City Elected Officials • Local Arts Agencies
• Arts & Culture Organizations • Community Leaders • Community Programs • Grantmakers
• Colleges • Businesses • Voters

Local

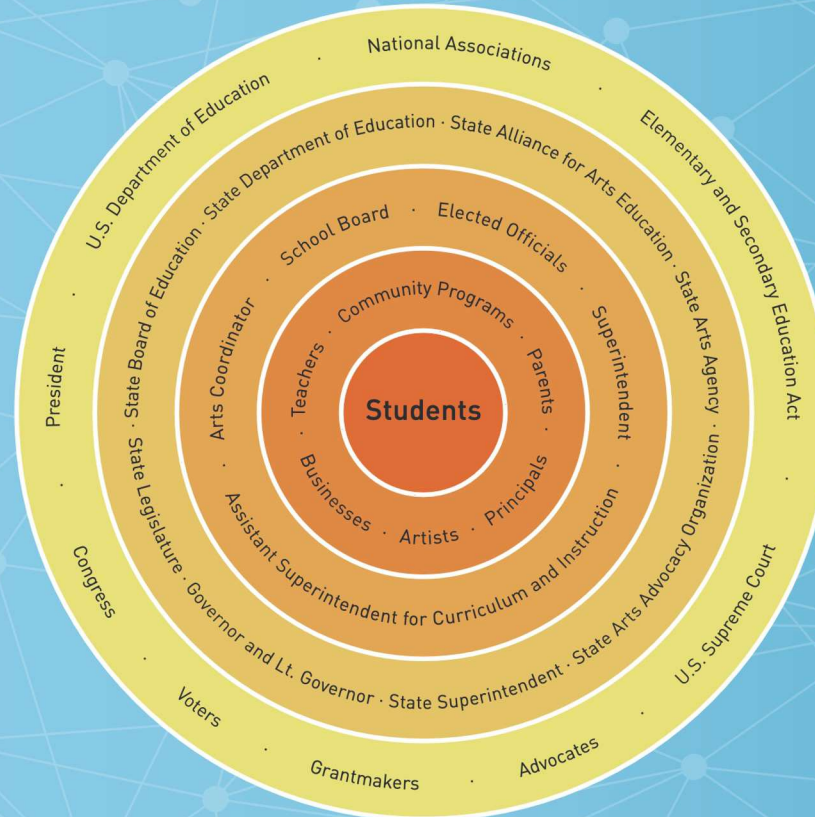
Students



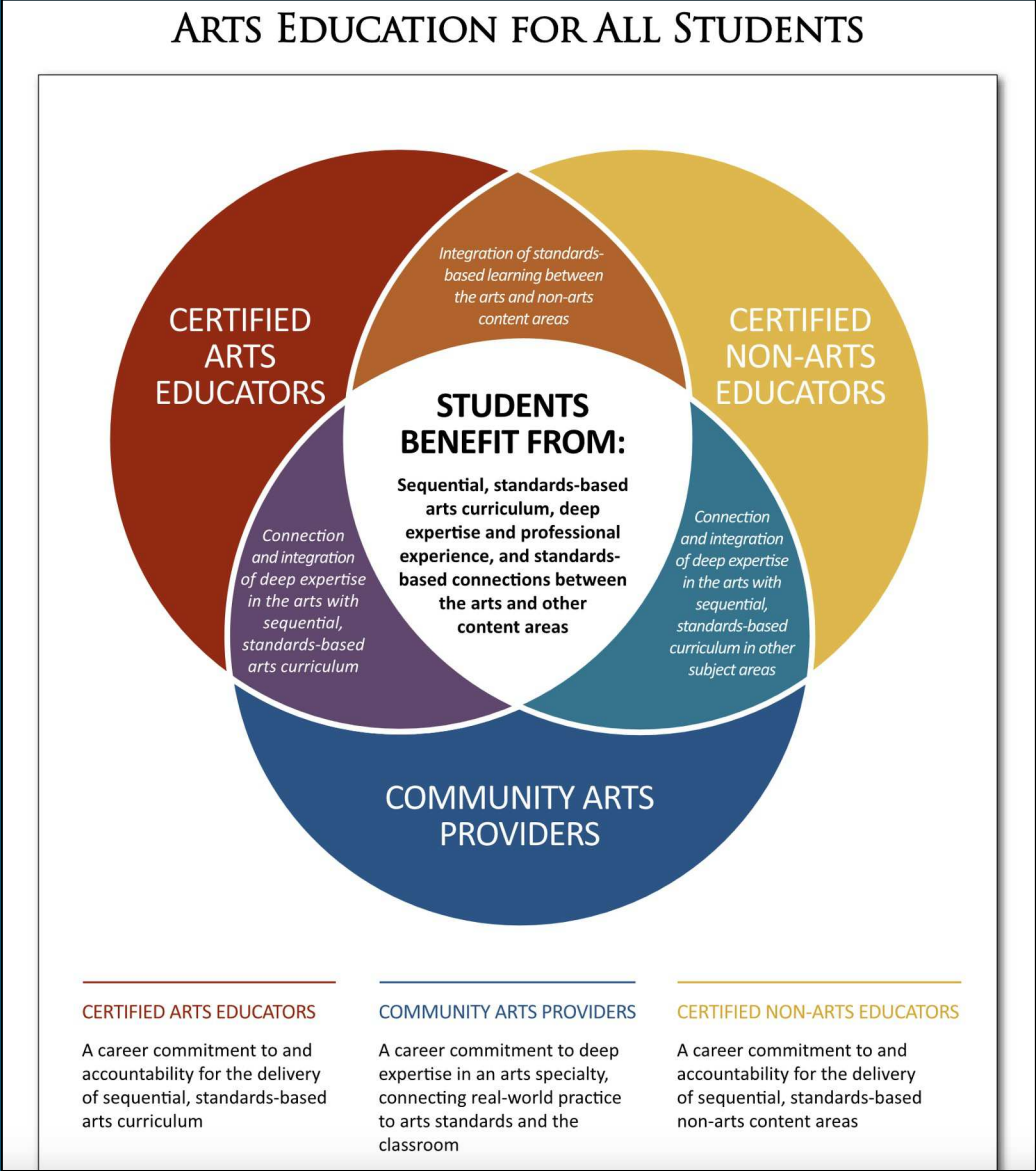
Arts Education Ecosystem

Spheres of Influence

This representation of the arts education field flips the power structure by putting students at the center, and it illuminates possible relationships between stakeholders. Who is already in your network? What new connections do you see? Who can become your new partner or ally?



A Shared Endeavor

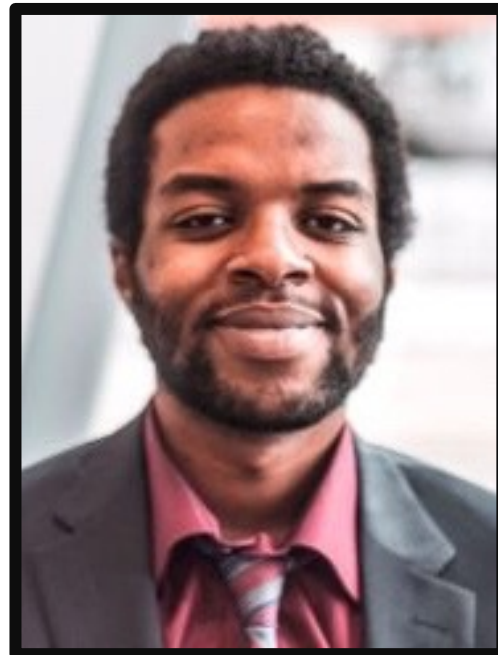


NAfME Advocacy and Public Policy Staff



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Federal Role in Education Policy

*Educational Equity
and Access
for All Students*



Elementary and Secondary Education Act (ESEA)

- Passed in 2015, the Every Student Succeeds Act (ESSA) is the latest iteration of ESEA
- ESSA shifted the focus from “Core Subjects” to a “Well-Rounded Education”
 - Well Rounded Education: *Title VIII, Section 8002 - Definitions*

“(52) **WELL-ROUNDED EDUCATION.**—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, **arts**, history, geography, computer science, **music**, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”

Key Federal Programs for Arts Education

Support for Students

- Title I, Part A
- Title IV, Part A
- Nita M. Lowey 21st Century Community Learning Centers

Support for an Experienced and Diverse Workforce

- Title II, Part A
- Augustus F. Hawkins Centers for Excellence Program

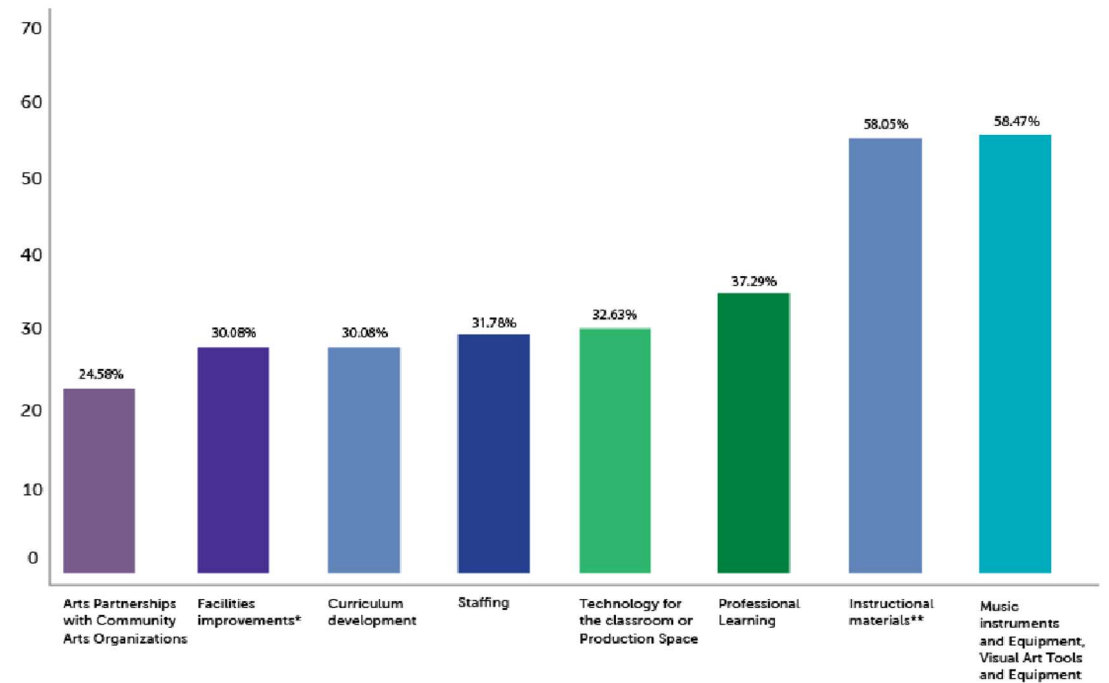
Support for the Arts

- Assistance for Arts Education Program (Title IV, Part F)
- National Endowment for the Arts

Federal Funds Survey Results (2023-24 School Year)

- More than 55% of respondents purchased musical instruments and other supplies.
- Respondents reported a variety of uses for ESSER funds including:
 - Increased staffing for music and arts programs
 - Professional development for music and arts educators
 - PPE for choir students
 - Theater equipment (makeup, auditorium lighting, etc.)
 - Social emotional learning and enrichment opportunities in music and the arts

If federal funds were spent for music and the arts, how were they spent?



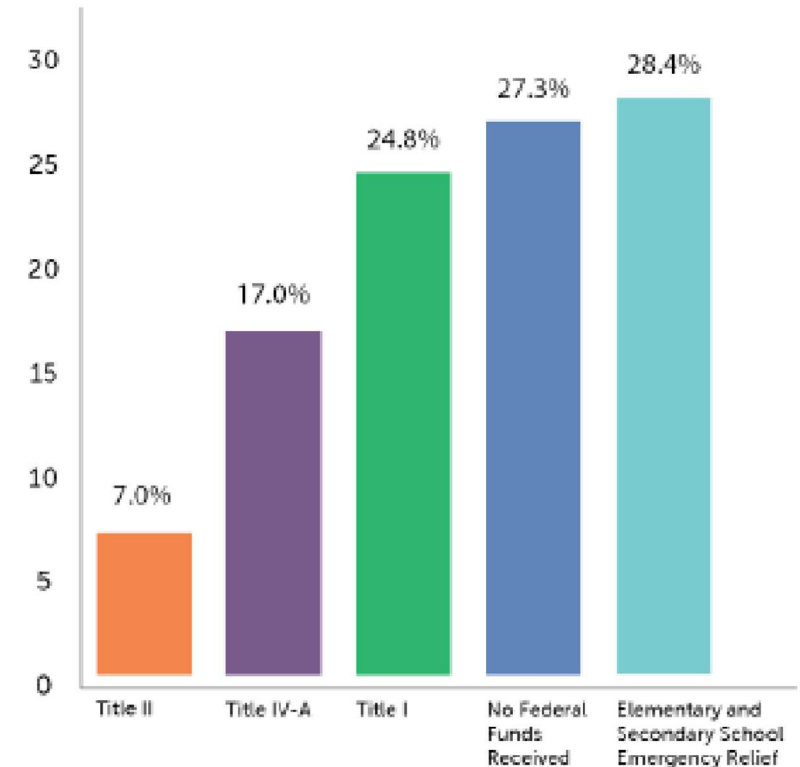
* (e.g., acoustical treatment, theatrical lighting, sound system, rigging, ventilation)

** (e.g., textbooks, digital resources, supplemental materials)

Federal Funds Survey Results (2023-24 School Year)

- Roughly 30% of respondents reported the use of ESSER funds to support music and arts programs
- Title I was the second most reported source of funding, often in combination with ESSER funds:
 - After-school choral and visual arts programs
 - Partnerships with community arts providers
 - Music facility upgrades
 - Summer fine arts camps
- Title IV, Part A funds were used to support:
 - Summer camps for arts students
 - All county music opportunities for K-12 students
 - Interdisciplinary arts experiences and integration
 - Professional development for arts educators

Select the types of federal funds that are used to support music and arts programs in school year 2022–23. Select all that apply.



Status of FY 2025 Appropriations

Program Title	FY 2024 Funding	FY 2025 Request	House Proposal
Title I	\$18.41 B	\$20.5 B	\$13.7 B
Title IV-A	\$1.38 B	\$1.6 B	\$1.4 B
21st Century Community Learning Centers	\$1.33 B	\$2.09 B	\$1.33 B
Title II	\$2.19 B	\$3 B	\$0
Augustus F. Hawkins Centers for Excellence	\$15 M	\$30 M	\$0
Assistance for Arts Education	\$36.5 M	\$40 M	\$0
NEA	\$207 M	\$211 M	\$203.8 M

Federal Funding Campaign

Programs

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- Assistance for Arts Education



Federal Legislation Supporting Arts Education

Arts Education for All Act Rep. Suzanne Bonamici

- Would provide grants to support the integration of arts in early child care education, increase the number of arts educators, and expand arts programming to children in the juvenile justice system

Guarantee Access to Arts & Music Education Act Sen. Cory Booker & Rep. Nydia Velazquez

- Would further specify the eligibility of Title I funds to be used to improve student access to arts programs that address students' academic needs, provide PD for arts educators, and purchase instruments and arts supplies

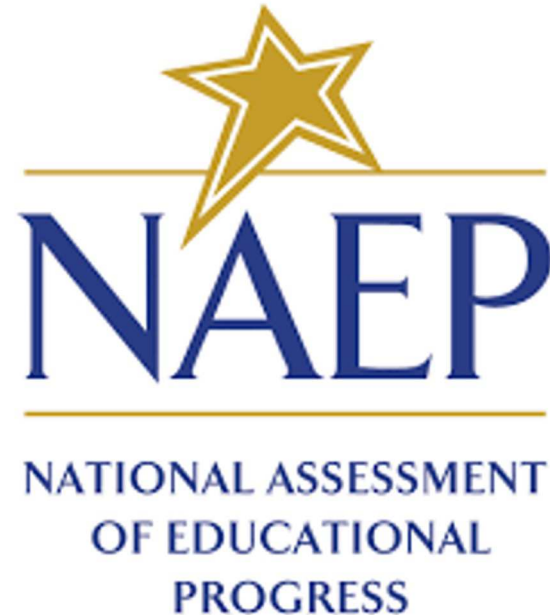
Equitable Arts Education Enhancement Act Rep. Sydney Kamlager-Dove

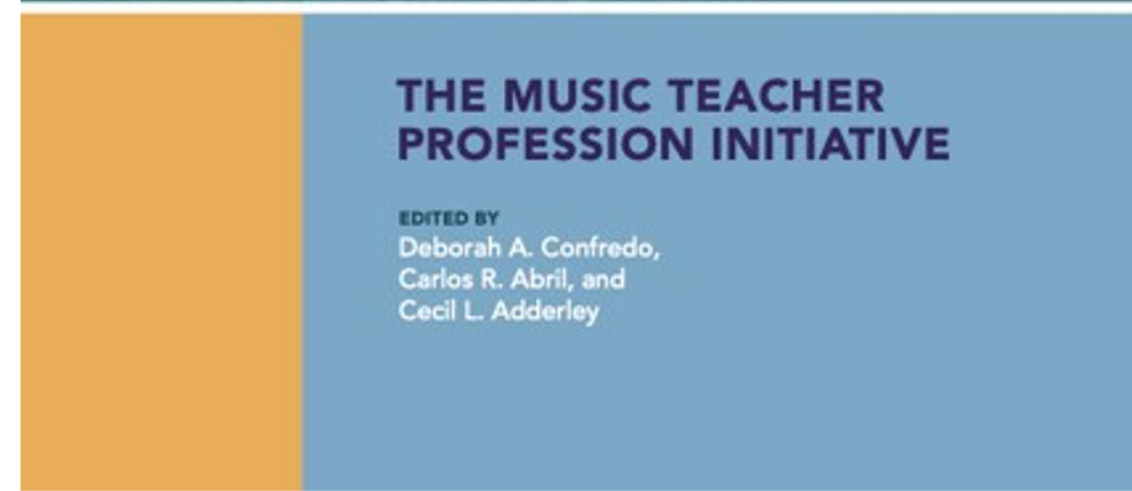
- Would create a new grant program to provide arts and arts education students with:
 - Direct financial assistance
 - Outreach and development programs
 - Apprenticeships/Internships/Fellowships

Reimagining Inclusive Arts Education Act Rep. David Scott

- Establishes an Inclusive Arts Education Grant Program to promote curricula, best practices, PD, and innovative approaches to support students with disabilities in arts education

Other Policy Priorities





State Policy Issues



State Issues Impacting Arts Education - Proactive

Rhode Island

- Transparency in Arts Education Access and Proficiency Act ***New bill passed!**
- Requires data on availability and student enrollment in arts classes be included in annual school report card
- Requires schools to submit evidence of student arts proficiency
- Requires RI Department of Education to employ staff to serve in the role as Arts Education Curriculum Coordinator

Florida

- Florida Seal of Fine Arts Program ***New Bill passed!**
- Awards seal to students who have earned a standard high school diploma; successfully completed at least 3 year-long courses in dance, music, theatre, or visual arts with a grade of “A” or higher; and
- participates in a district or statewide organization’s juried event
- records at least 25 hours of arts-related community service, or
- receives recognition for creation of an original work of art

State Issues Impacting Arts Education - Reactive

Oklahoma

- Graduation Act of 2024 *New bill passed
- Revises high school graduation requirements in Oklahoma to remove one unit each of world language and art education and add a fourth unit of math
- Requires public school districts to offer only courses mandated by the state for high school graduation, such as math English, science, and social studies
- Leaves decisions about other courses up to local school boards

California

- CTE Teachers Elementary Supplementary Authorization on the Arts *New Bill in progress
- Would require the Commission on Teacher Credentialing to issue a new elementary CTE authorization in art, music, dance, and theatre that aligns with an applicant's industry experience
- Would establish an emergency elementary arts education CTE teaching permit



2024 ARTSCAN AT A GLANCE

Highlighting State Arts Education Policies

APRIL 2024

	Early Childhood Arts Ed Standards	Arts Ed Instructional Requirement Elementary School	Arts Ed Instructional Requirement High School	Arts Requirement Alternatives for High School Graduation	Arts Requirements for Non-Arts Teacher Licensure	State Arts Ed Grant Program or School for Arts	Other State Arts Ed Policies
Purple cell indicates change from previous year.							
Updated Statute/Code:		Elementary & Secondary Arts Ed Standards	Arts Ed Instructional Requirement Middle School	Arts Requirements for High School Graduation	Arts Ed Assessment Requirements	Licensure Requirements for Arts Teachers	Arts and STEAM Diploma Seals
Repealed Statute/Code:							
Alabama	•	•	•	•	•	•	•
Alaska	•	•				•	•
Arizona	•	•	•	•	•	•	•
Arkansas	•	•	•	•		•	•
California	•	•	•	•	•	•	•
Colorado	•	•	•	•	•	•	•
Connecticut	•	•	•	•	•	•	•

What Can State Leaders Do?

Collect	Collect data on student access to & participation in arts courses
Showcase	Showcase student art and performance in your state Capitol
Review	Review your state's current policies and assess opportunities
Establish	Establish relationship with your SEADAE representative and state arts council
Invite	Invite state policymakers to state conferences & other events
Create	Create arts education champion award for legislators
Partner	Partner with all artform organizations in your state
Offer	Offer opportunities for your members to advocate

State Advocacy Action Plan



Understand Arts
Teachers' Needs
and Challenges



Identify Goals
and Objectives



Develop
Strategies for
Engagement
and Support



Conduct a Risk
Analysis



Implement Your
Plan

Q&A

Please drop any questions you have into the Q&A feature on Zoom.
We will try to get through as many as possible. Thank you!

UPCOMING PROGRAMS



Final weeks to register!

**Join the Theatre Education
Conference**

September 26-29, 2024 | Minneapolis, MN

[Register Now](#)

9/19 – NAfME Webinar on Empowering Educators: Customized Arts Learning Toolkit from the State Education Agency Directors of Arts Education (SEADAE)

<https://bit.ly/EmpoweringEducatorsSEADAE>

9/25-9/28 – 2024 Biennial NAfME Music Research and Teacher Education Conference

<https://bit.ly/2024MRTE>

10/2 – NAfME Webinar on Advocating for Federal Funds in the Small School Setting

<https://bit.ly/AdvocateSmallSchools>



UPCOMING PROGRAMS



RSVP - Monthly Open NAMAE Webinar (Media Arts)

Thursday, September 12, 7-8 pm ET

<https://www.mediaartsedu.org/connect/rsvp-open-namae-meeting>

NAEA Open Studios

Navigating ED&I in Unreceptive Environments: Strategies for Progress Amidst Resistance

September 26, 2024 – 4pm PT/7pm ET

<https://bit.ly/ediopenstudio>



NATIONAL
ART EDUCATION
ASSOCIATION

National **Arts** in **Education** Week



**Empowering
minds through
creativity**

September 9-13, 2024



#ArtsEdWeek
@americans4arts

September 9-13 is National Arts in Education Week!

Celebrate and advocate for the power of
#ArtsEducation with @americans4arts.

Whether you are a student, educator,
parent, or principal, you can find a way to
celebrate the arts in education during
#ArtsEdWeek. Visit their website to find
tools, facts, resources and more to help
you champion for #ArtsEd!

<https://bit.ly/ArtsEdWeek2024>

Thank You!

For Policy Questions!

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