

EdTA Advocacy Resources

Issues and news

ESEA reauthorization: The Obama Administration's [ESEA Reauthorization Blueprint](#), released March 15, 2010.

The Partnership for 21st Century Skill's releases the Arts Skills Map at <http://www.p21.org>

A *Newsweek* article details the decline in creativity among children at <http://www.newsweek.com/2010/07/10/the-creativity-crisis.html>

Organizations

[Americans for the Arts](#) is the nation's leading nonprofit organization for advancing the arts in America—including arts education. They have more than 5,000 organizational members. Their website is a tremendous resource, including an arts and education network that features everything from arts voting records of individual members of Congress to a national arts policy database. They also produce [Arts Advocacy Day](#), the annual grassroots arts lobbying event in Washington, D.C.

The [Arts Education Partnership](#) is a coalition of arts, education, business, philanthropic and government organizations promoting and supporting arts education. They are managed jointly by the [U.S Department of Education](#) (USDOE), [Council of Chief State School Officers](#) (CCSSO), [National Assembly of State Arts Agencies](#) (NASAA), and the [National Endowment for the Arts](#) (NEA). Their website includes a state policy database, a research compendium, arts-integration programs, and links to many other useful arts education organizations.

The [American Alliance for theatre in Education](#) is a theatre service organization dedicated to the promotion of K-12 school theatre, as well as theatre for youth. Their membership includes both K-12 and higher education professionals.

The [Council of Chief State School Officers](#), part of the USDOE, is the management organization of state superintendants who head state departments of education. They help set policy at the federal, state, and local level, including arts education, fund research and and publish it and other reports on the status of education.

The [Dana Foundation](#) is the leading proponent of brain research in arts education, as well as a wide range of neuroeducation subjects.

[Edutopia](#) is a print and online magazine created and maintained by the George Lucas Foundation. Their website features lots of resources, advice, and best practices for arts educators, as well as blogs, videos, and arts education news updates.

[Keep Art in Schools](#), sponsored by the Ford Foundation, includes case studies in arts education, research, advocacy strategies including example form letters, petitions, and testimony that highlight the efforts of various arts education organizations from across the country to keep arts education a top priority in public schools.

[The Kennedy Center](#), partly funded by USDOE, works on behalf of arts education efforts in two separate initiatives that are showcased on individual websites: [The Kennedy Center Alliance for Arts Education Network](#) (KCAAEN), which features comprehensive and downloadable arts education advocacy toolkit and companion video, and features a broad range of publications on assessment, leadership, and information on individual state partnership opportunities that are available for districts and schools; and the [Artsedge](#) website that includes arts teaching materials, advocacy resources, and other tools for both students and teachers.

[Lincoln Center Institute for the Arts in Education](#) is the education component of Lincoln Center. The Center sponsors performances, workshops, and training to students, teachers, administrators, and others in New York City and throughout the country. *To view content on this site, users must register.*

[The Music Educators National Conference](#) (MENC) is the national service organization for music educators.

[The National Assembly of State Arts Agencies](#) represents the country's state arts agencies. They work to empower state arts agencies through leadership, funding, and planning. Part of their job is to ensure that the promotion of arts includes partnership with schools and district leadership.

The [National Art Education Association](#) (NAEA) is the national service organization for visual arts teachers.

The [National Dance Educators Organization](#) (NDEO) is the national service organization for dance educators.

[The National Conference of State Legislatures](#) (NCSL) has links to every state legislature, the primary source of policy affecting public schools.

[The Partnership for 21st Century Skills](#) is a national organization that advocates for 21st century readiness for students in core subject areas. P21 and its members work to fuse the skills of critical thinking and problem solving, communication, collaboration, and creativity to curriculum and learning. Their website includes "skills frameworks that illustrate how the core subject areas nurture a broad range of workforce skills.

[The State Education Agency Directors of Arts Education](#) (SEADAE) work closely at a state level, to serve as stewards of public school arts programs, funding, and planning. Nearly every state belongs to SEADAE.

[Young Audiences Arts for Learning](#) is a New York City-based network of organizations that offer a variety of arts education programs throughout the country, with an emphasis on bringing together students and professional artists.

Research

[Critical Evidence: How the Arts Benefit Student Achievement](#) discusses why it is so important to keep the arts strong in our schools and how the study of the arts contributes to student achievement and success. These and other important issues are addressed in this publication by the National Assembly of State Arts Agencies, in collaboration with the Arts Education Partnership.

[Champions of Change: The Impact of the Arts on Learning](#) features the studies of seven researchers examining a variety of arts education programs (including in-school and out-of-school) the common conclusions they found, among them: the arts reach students who are not otherwise being reached; the arts transform the environment for learning; the arts provide learning opportunities for the adults in the lives of young people; and the arts connect learning experiences to the world of real work.

[Critical Links: Learning in the Arts and Student Academic and Social Development](#) is a compendium of studies addressing the impact of arts education on student academic performance and social development, particularly for at-risk students. It includes theatre education-specific studies.

[Doing Well and Doing Good by Doing Art: A 12-Year National Study of Education in the Visual and Performing Arts](#) by James S. Catterall (available from Los Angeles: I-Group Books, 2009), is a recently published text detailing a twelve-year longitudinal study by the *Champions of Change* researcher. In this study, he followed 12,000 students from high school age to 26, examining achievement and values development of students deeply involved in the arts during school, versus those with little or no arts engagement, measuring specific levels of achievement in college and pro-social behavior such as volunteerism and political involvement. The above link provides a summary an overview of the study, created by the staff of the Arts Education Partnership.

[Learning, Arts, and the Brain](#), a2008 Dana Foundation study, addresses a fundamental question: Are smart people drawn to the arts or does arts training make people smarter? *Learning, Arts and the Brain*, conducted over a three-year period by neuroscientists and psychologists at seven universities, helps clarify how training in the arts might contribute to improving general thinking skills of children and adults.

[The Qualities of Qualities](#) is a 2009 study, sponsored by Harvard University's Project Zero, that asked three fundamental questions about arts education: How do arts educators

conceive of and define high art quality arts learning and teaching?; What markers of excellence do educators and administrators look for in the actual activities of arts learning and teaching that unfold in the classroom: and how do a program's foundational decisions, as well as its day-to-day decisions, affect the pursuit and achievement of quality?

Reports

[Access to Arts Education Report](#), published in 2009 by the U.S. [Government Accountability Office](#), found that arts education instruction in elementary schools remained about the same between the school years 2004-05 and 2006-07. . Overall, 4 percent noted an increase in arts instruction and 7 percent said there was a decrease.

[Arts and Economic Prosperity III](#), is Americans for the Arts annual report documenting the key role played by the nonprofit arts and culture industry in strengthening our nation's economy. It offers facts, figures, and trends, and includes a toolkit in how to use the figures to make the case for arts in your community.


[The Artist in the Workforce](#) study was release in 2008 by the National Endowment for the Arts. It showed that individuals involved in the arts account for \$70 billion aggregate annual income. The report offers state-by-state figures on the numbers of individuals employed as actors, designers, musicians and others in the performing arts. Overall, the study said that 1.4 percent of the U.S. labor force are employed as artists, only slightly less than the total number of active-duty and reserve personnel in the U.S. military (2.2 million).

[From Anecdote to Evidence: Assessing the Status and Condition of Arts Education at the State Level](#) reviews the experience of five states—Illinois, Kentucky, New Jersey, Rhode Island, and Washington—as the basis for a discussion of various approaches and methodologies for conducting statewide arts education research.

Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education identifies success factors common among school districts that support the arts. The central finding: “The single most critical factor in sustaining arts education in their schools is the active involvement of influential segments of the community in shaping and implementing the policies and programs of the district.”

[The Impact of Arts Education on Workforce Preparation](#), produced by the National Assembly of State Arts Agencies and the **National Governors' Association** (NGA), is a report showcasing positive outcomes of integrating the arts into schooling and youth intervention programs. This report is designed to help governors and their top policy advisors learn about how the arts contribute to economic development and community vitality.

The **National Assessment of Educational Progress** (NAEP) is often referred to as the “Nation’s Arts Report Card.” The [2008 Arts NAEP report](#) measured art and music only. **The 1997 National Assessment of Educational Progress in the Arts** (NAEP) measured the ability of eighth-grade students to create, perform, and respond to works of art in music, theater, and the visual arts.

[Parents for the Arts Advisory](#)  offers data and strategies for parents interested in promoting arts programs in public schools. This Ford Foundation report, commissioned by Douglas Gould and Company, includes carefully crafted messages, do’s and don’ts, and demographics of like-minded advocates for arts education.

[Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce?](#) was created in partnership with The Conference Board and the American Association of School Administrators. The report details the attitudes of American executives and public school executives towards creativity and innovation. Among the findings: overwhelmingly, both the superintendents who educate future workers and the employers who hire them agree that creativity is increasingly important in U.S. workplaces, and that arts training is crucial to developing creativity.

[Third Space: When Learning Matters](#) details how schools with large populations of students in economic poverty can be transformed into vibrant and successful centers of learning and community life when the arts are infused into their culture and curriculum. *Third Space: When Learning Matters*, published by the Arts Education Partnership, draws on current research in cognitive science, student engagement, and youth development to explore how and why the arts have enabled the schools to succeed where others often fail.

[Tough Times, Tough Choices](#), is a 2006 report from the New Commission on the Skills of the American Workforce, a bipartisan assembly of former education secretaries, state officials and business leaders. The report’s summary stated, “The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services.” The report points to the arts as an essential skill for the future workforce.

Public Opinion

[The Imagination Nation](#) outlines the findings of a 2007 survey conducted by Lake Research Partners that found that 30 percent of American voters are displeased with the current emphasis on “the basics” in the nations’ school systems and want to see more attention paid to subjects that stimulate students’ creativity. Nine in ten of the 1,000 people polled said that healthy imaginations in young people contribute significantly to a nation’s ability to compete in the global economy, with 88 percent of respondents expressing the view that arts education is an essential component toward developing that imagination.

[To Educate the Whole Child, Integrate the Arts](#) is a 2005 report on a national public opinion survey on the value of arts education, conducted for The Ford Foundation and Douglas Gould & Company.

[Why the Arts Must be Saved](#) is a 2009 article published in the online journal *Edutopia* detailing different successful arts programs; it includes links to research and example programs supporting the article's position.

[Media Paints Arts Education in a Fading Light](#) is a 2005 report sponsored by the Education Commission of States on how the national media portrays the status of arts education in America's schools.

Miscellaneous

[What the arts teach](#), by Elliot Eisner, is an eloquent and impassioned case for arts education in the daily education of every child.

[The Arts Education Bill of Rights](#), created by the New York City-based Center for Arts Education, is a straightforward, bulleted list of all the reasons why the arts are fundamental to the well-rounded education of every child.